

## Gloucestershire Hospital Education Service (GHES)

### Early Years Foundation Stage Rationale of Planning

GHES uses the following key reference documents in planning for EYFS:

- Development matters (DfE, updated 2023)
- Early years foundation stage statutory framework for group and school based providers (DfE, 2024)
- The writing framework (DfE, 2025)

We refer to both documents as recommended by the Gloucestershire County Council Early Years Team. The Development matters document incorporates the Early Years outcomes but also provides further detail including information relating to the Characteristics of Learning.

When we plan we ensure that we have 4 key elements to sessions:

- Adult planned content to ensure **coverage and breadth or opportunity**
- Adult planned response to a **children's needs**
- Adult planned response to **children's interests**
- **Child initiated activities** supported by adults for the development of their imagination and problem-solving skills

#### GHES Outpatient Team and Gloucestershire Royal Hospital Schoolroom

Many EYFS children receive education from both the Outpatient Team and GRH Schoolroom whilst they are with GHES. This is usually because they have long term illnesses that requires regular hospital treatment, such as cancer. GHES approaches the main school, as soon as the referral is accepted, for the school's medium and short-term planning to ensure continuity of education and close partnership working between home, hospital and school. GHES liaises with main schools over reading and phonics schemes. Children are also able to access online phonics group with GHES or 1:1 in person phonics sessions in the home using the phonics scheme Essential Letters and Sounds (ELS). Our writing approach, aligned with the Primary Writing Framework, emphasises spoken language, oral composition, and systematic teaching of transcription skills to build strong foundations. We focus on sentence-level accuracy and fluency rather than length. Outreach and GRH share a Showbie EYFS classroom, where we record the children's lessons and responses, to ensure that tutors and teachers at GRH are informed of the ongoing learning and can offer the development required. To assist children with reintegration, when they are well enough to return to school, GHES works closely with the main school to support transition.

Main schools are responsible for completing the reception baseline assessment (RBA) and end-of-year EYFS profile but a report demonstrating progress for each child is shared with schools and the profile is completed collaboratively, where appropriate, if children are still with GHES at the end of an academic year.

In GRH, short term EYFS patients may access the School Room for just one session or part of a day. For these short-term children their interests and ideas are the key drivers for lessons. The aim is to motivate and inspire the children whilst they are unwell and in hospital.

**Reviewed November 2025 (Lauren Clark, Outreach Team Leader)**

**Next review date due: November 2026**