

Policy Name: SEND Annual Information Report	
Last updated:	October 2025
Date of next review:	October 2026
Member of staff responsible for the policy:	David Rumsey
Dissemination of the policy:	Management Committee, staff, website

GHER Staff with SEND Responsibilities:

GHER Lead SENDCo & Outreach Team Leader: Dave Rumsey, MTheol., PGCE, National SENDCo Award
 Outreach Team Leader: Sarah Evans, BA, PGCE, National SENDCo Award
 Outreach Team Leader: Lauren Clark, Bed Primary, National SENDCo Award
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1. Identifying children and young people with SEND

Students referred to Gloucestershire Hospital Education Service remain the responsibility of their registered school. All GHER students are dual registered with GHER and their main school.

GHER also maintains its own register of students with SEND. Some students are on the GHER SEND register because they come to GHER with pre-identified SEND whilst other students' SEND is identified through the GHER assessment and monitoring process. All such information is shared with the student, the parents/carers and the registered school.

Identification of students' additional learning needs is a continuous process. Teachers or any GHER team member are encouraged to report concerns about student progress to the subject lead or the SENDCo at any point within the academic year, so that the cycle of review is established and maintained. There are also scheduled reviews of progress data, three times a year, to identify students who are not achieving their target levels of progress. If our progress monitoring process raises concerns not previously identified by the registered school, but which indicate that further assessment or investigation is appropriate, or that a young person needs specific support, we liaise with the child's school and other partner organisations (parents/carers, students, medical professionals, SEND officers, social care, Advisory Teaching Service, Education Psychology Service) to set this process in motion.

We liaise closely with our students' registered schools and support our SEND students with the assessment and review process and the Graduated Pathway. Student Support Plans at GHER take account of individual needs and circumstances and enable us to set, agree and regularly review appropriate targets and levels of support to maximise achievement. This includes ensuring that any SEND outcomes as identified in either statutory or wider Graduated Pathway documents are incorporated into the GHER Support Plan.

2. Consulting and Involving Parents and Students

For all new outpatient students, the Key Stage SENDCo/SLT member arranges initial planning visits with parents/carers and their child. Individual Support Plans are created for all new SEND students, to identify individual needs and set appropriate outcomes with key teaching and support strategies to enable students to make progress. Student and parent/carer voice is at the forefront of this process so that we can identify, support and review the needs and support in place for our students. The GHES Individual Support Plan captures a student's preferences and provides an opportunity to agree with parents/carers' and students' key milestones and next steps within their education journey at GHES.

Parents are informed of key support available to them through our weekly Parent Bulletin and are invited to participate in various opportunities or communications throughout the academic year. GHES also works directly with advisory and professional bodies to ensure that parents/carers are in receipt of advice and guidance to support the needs of their child.

Outpatient student academic reports are issued three times a year, or at the point of transition for students who are reintegrating back to their registered school or other provider mid-year. These reports offer parents/carers and students regular feedback in relation to their learning, progress and special educational needs.

Inpatient students in the GRH Schoolroom receive reports on discharge if they are long-term admissions; for those with recurrent admissions, the reports are written as appropriate to the time and duration of their stay.

My Transition Needs plans involve detailed meetings/discussions with schools, parents/carers and other agencies, such as medical professionals and record a shared plan of action around any reintegration.

3. Assessing and Reviewing Student Progress

Outpatient student progress is formally tracked three times in the year and the progress of our students with SEND considered in relation to their specific health context against GHES expectation. Long-term GRH Inpatient Students will complete a baseline assessment in English and Maths (if medically able), and this will be repeated before discharge (if appropriate).

4. Transition and Reintegration

All GHES students are supported towards reintegration to their registered school, ~~or~~ to another setting, or a transition to post-16 education. GHES works closely with schools and colleges to ensure that our students' SEND needs are understood and that appropriate provisions are established through review and transition meetings. Upon transition, we share a clear My Transition Needs Plan and a Support Plan to ensure all needs are understood and accounted for. If a student is not on the SEND register, we ask the school or college to consider placing them on their register upon transition if it is felt by all parties (including the student and parents/carers) that this is in their best interests.

All GHES students, including those with SEND, receive access to our PSHE curriculum to support their social, emotional and mental health and to guide them towards adulthood. Opportunities are also available for careers and training advice and 1:1 appointments are offered to all Key Stage 4 Students, including home visits where appropriate.

Inpatient Students in GRH return to their mainstream school on discharge unless a specialist unit or other medical establishment is identified as necessary. Plans based on their EHCPs or SEND Support information are drawn up for long-term / recurrent students. These can be purely focused on enrichment activities and wellbeing; these activities are particularly important for non-engagers.

5. Teaching Children and Young People with SEND

All teachers are made aware of, and fully understand, their responsibility for the learning and progress of students with SEND. These needs are targeted through Student Support Plans and, where appropriate, the Graduated Pathway process. Plans are monitored and updated regularly by staff working directly with the students and with the support of the GHES Lead SENDCo.

Lesson visits and progress monitoring ensures that SEND teaching and learning is closely reviewed and evaluated within the GHES quality assurance process.

6. Training and Staff Development

SEND topics and updates are a key part of our staff development. SEND training provided during the year 2024/25 included:

- Early Communication and Non-verbal Students (OT Service)
- SEN Approaches and Strategies – supporting adaptations in our provision (DR/SE)
- Sensory Toolkits (DR)
- Use of visuals to support engagement and learning (DR)
- Autism Good Practice (SE)
- Supporting students who are non-verbal (DR)

7. Quality Assurance and Evaluation

As part of our drive for continuous improvement we welcome scrutiny and feedback from specialists and peers. SEND monitoring or advisory visits specific to GHES, or GHES participation in wider SEND quality assurance and evaluation, in the year in 2024/25 included Management Committee visits and an analysis of provision from the Educational Psychology service.

8. Enabling Students with SEND to Engage in all Activities

All GHES students are offered the same academic, social and cultural opportunities, in line with their individual needs and medical advice. As well as core subject teaching, this includes the opportunity for 1:1, classroom-based or on-line tuition. This enables students who are too ill to leave the house, or have limited mobility, to access the curriculum. All students are offered PSHE as a statutory requirement; this is delivered in groups where possible to encourage discussion and interaction. Our Arts Award, allowing students to focus on a creative area of their choice in Art or Music, is offered in our classroom with home tuition as an option where appropriate. Additional support around engagement, wellbeing and feeling connected are options for all of our students in line with their health and wider needs.

Inpatient students in GRH

- Students have a Widget Support Plan outlining three main interests and how they learn best. The conversations around completion of the plan result in 'key' information that is shared with all GRH teachers and recorded in a Pupil Record Book. Where necessary parents / carers are asked to provide information on behalf of a child e.g. a PMLD passport. The child's main school are requested to send any baseline, safeguarding or SEND information to the School Room, in order for us to support each child's particular needs and stage of development. If a baseline is not available, we carry out writing and maths baseline.
- The school room is painted in a light blue colour with minimal displays and colours to support sensory needs and incorporates sensory tools such as a sensory tent.
- Lighting can be changed to support need.
- Relaxing music and images can be played through the big screen in the school room. Each school day has a particular music, so that students can identify where they are in the week.
- The big screen can also be used to show enlarged versions of stimuli.
- Inpatients are offered tuition at their bedsides if they are unable to access the school room.
- Double doors allow for wheelchair access and the whole bed to be wheeled into the school room, as necessary.
- Story-teller sessions are timetabled seven times a year; a 'Read for Good Storyteller' spends the day visiting individual rooms or providing group reading sessions in the School Room. The activities are adapted to the child's individual need, and they use a bag of objects for a more sensory experience.
- The 'Read for Good' book trolley provides books for children of all ages and abilities. The selection includes sensory and audio stories. Children are encouraged to choose a book to share in hospital and then to take the book home to keep.
- 'Listening Books' (provided by the charity 'Listening Books'), are ideal for those who are print deficient.
- Coloured overlays are offered to support reading activities.
- DEAR (Drop Everything and Read) is timetabled for 15 minutes at the end of the school day. Teachers can read to Students during this time, as appropriate.
- Joint DEAR sessions are arranged with other SEND schools, when possible, using TEAMS.
- The Wellbeing curriculum is the focus every Friday. During this time children can engage in a variety of activities including mindfulness, British Sign Language/Makaton, pottery, Art Award and AQA Science Award.
- Music therapy is offered every Friday, with a range of instruments and iPad apps used. Our music therapist can also request referrals to 'The Music Works' Programme, for individual students to continue their therapy beyond the hospital.
- Breathing exercises are time-tabled weekly and can be accessed by children from a bed, chair or the floor (according to their mobility).
- Tac-Pac (a multi-sensory, interaction, stimulus programme) is available to children with profound multiple and learning disabilities (PMLD).
- The Salty Sea – A Positive Touch Massage Story by Kelly Green
- A box of sensory stories that we have put together with stimuli for the children to explore while the story is being read.
- There are a number of sensory light-stations on the ward which can be used with children with PMLD.

- A sensory bathroom is available for children needing ease of access to baths and/or in need of a sensory experience.
- The PMLD Curriculum, Observation Sheet, and Lesson Log provide a clear guide and focus for development.

9. Support for Improving Emotional and Social Development

GHES has a strong focus on supporting the emotional and social development of all students, including those with SEND. We maintain this through our individualised programmes of study and our Link Tutors who hold an overview of the student's emotional wellbeing as well as their academic progress.

10. Working with other bodies/agencies

GHES works closely with a number of other agencies to support students with SEND. This includes: CAMHS (Child and Adolescent Mental Health Services), Teens in Crisis, a wide number of NHS specialist services and professionals, the Virtual School who support Children in Care, Social Services, The Advisory Teaching Service, The Educational Psychology Service, a large number of Gloucestershire schools including special schools and alternative provisions, Local Authority SEND casework team, Inclusion team, Mentoring Services, Prospects (the Youth Support Service).

Further information can be found in the related documents:

- GHES SEND Policy
- GHES SEND School Offer.