Gloucester House Newsletter

13th March 2026

Message from SLT

Dear Parents and Carers,

It has been another productive and busy week at Gloucester House. I've had the pleasure of visiting all the classes and seeing some fantastic learning in action. This week I saw a pupil editing their writing to make thoughtful improvements, another pupil identifying 2D shapes in the environment, and another pupil working confidently with mixed and improper fractions. I continue to be impressed by how our pupils approach their learning, especially when they find it challenging.

Today we celebrated **Science Day,** with pupils taking part in hands-on investigations before joining our whole-school **AI Adventure Day**, which linked directly to our work on digital literacy and the importance of understanding and using AI safely. Through BBC Bitesize videos and practical challenges, pupils explored how computers learn and make decisions, earning "computer chips" to power up their own robot companions — they were fully engaged throughout and approached every activity with real enthusiasm.

Next week is **Assessment Week**. We will be approaching the assessments in the same way we would a lesson, ensuring pupils feel supported and confident. Teachers will update you on your child's progress during the upcoming ICP meetings.

You will receive shortly an email confirming your appointment time. Please reply to confirm your attendance, or let us know if you need to request a change. These ICP meetings are part of the Gloucester House offer with how we work with you. They really help your child to come back to school in a settled way so that they can engage in their learning.

End of Term Early Finish – Friday 27th

As we come to the end of a busy and productive term, we would like to remind families that school will finish early on **Friday 27th**, with pupils leaving at **13:00**.

We kindly ask parents and carers to ensure that children are collected promptly at this time, or that suitable transport arrangements are made in advance. This helps us to keep the end-of-day transition smooth and safe for all pupils.

Thank you for your continued support throughout the term. We hope all our pupils enjoy a well-deserved break and return refreshed for the new term ahead.

Tavistock and Portman merger with North London NHS Foundation Trust

Important Information About Our Trust

We want to let you know about an important change happening behind the scenes that will help protect and strengthen the services we provide at Gloucester House.

The Tavistock and Portman NHS Foundation Trust is planning to merge with North London NHS Foundation Trust. Both organisations have agreed to move forward, and this is a positive step for the long-term future of our services.

What happens next

Over the next few weeks, the final checks and approvals for the merger will take place at a national level. We expect this to be completed soon.

If everything goes ahead as planned, the merger will happen on **Wednesday 1 April 2026**.

Until then, nothing changes for Gloucester House — our usual leadership and governance remain exactly the same.

What this means for you and your child

You **do not need to do anything**. Your child's support will continue exactly as it is.

Here's what you can expect:

- **Our services are not changing**
- **Your staffing team stays the same**
- **Our contact details stay the same**
- **We will continue to be called Gloucester House**, and we will continue to use the **GH logo**
- You may start to see the name **North London NHS Foundation Trust** on letters, texts, or other communications — this is simply part of the merger process

The purpose of this merger is to **protect and strengthen** our services, not to change the support your child receives.

💬 **Questions or worries?**

If you'd like to talk to someone:

- Please speak to your **staffing team** first — they know your child and can answer most questions

Science Day

AI Adventure Day: Building Robots, Cracking Codes, and Learning to Stay Safe Online

Pupils took part in an exciting whole-school *AI Adventure Day*, exploring how artificial intelligence works while learning essential online-safety skills. The day began with a BBC Bitesize introduction to AI, sparking curiosity about how computers learn, think, and make decisions. From there, pupils were set a mission: earn computer chips by completing challenges, power up their own robot companion, and help make the internet a safer place.

Binary, Coding, and Machine Learning

Throughout the morning, pupils moved through a series of hands-on activities designed to build their digital understanding step by step.

- **Binary Name Decoder** — Pupils learned how computers use binary code by decoding their own names, earning their first chip.
- **Coding Challenge** — Using Code Monkey, pupils tackled a sequence of coding puzzles, strengthening their logic and problem-solving skills.
- **Machine Learning Explorer** — Through an interactive game, pupils discovered how machine learning works and how AI systems are trained.

Each completed activity earned another chip to add to their circuit board, bringing their robot one step closer to life.

Robot Building and Online Safety

In the afternoon, creativity took centre stage as pupils began constructing their robots using cardboard boxes, cups, and plates. Alongside the building, staff introduced key online-safety themes. Pupils completed a profile sheet for their robot and discussed which details were safe to share online and which should be kept private — a practical, memorable way to explore digital footprints.

Password Power and Internet Security

Next, pupils learned how small changes can make passwords significantly stronger. They then put their knowledge into practice by playing *Interland: Tower of Treasure*, earning their final chip and completing their fully powered robot companion.
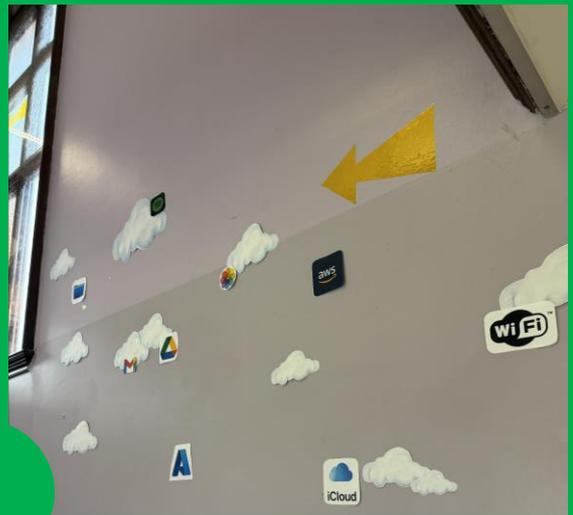
Truth or AI?

The whole group came together for a lively game of *Truth or AI*, testing their ability to spot the difference between real images and AI-generated ones — a vital skill in today's digital world.

Virus Tag and QR Code Hunt

Before lunch, pupils watched a short video on computer viruses and then headed outside for an adapted game of *Virus Tag*, demonstrating how quickly viruses can spread through networks.

Throughout the day, QR codes were hidden around the school. Scanning them with an adult unlocked "software updates" for their robots — except for one decoy virus! Pupils who spotted the fake before scanning were rewarded with special antivirus protection for their robot.

Science Day

Attendance this week

Well done to all our pupils for being in school last week. Our attendance last week was **94.12%** which is good. Let's keep it up!
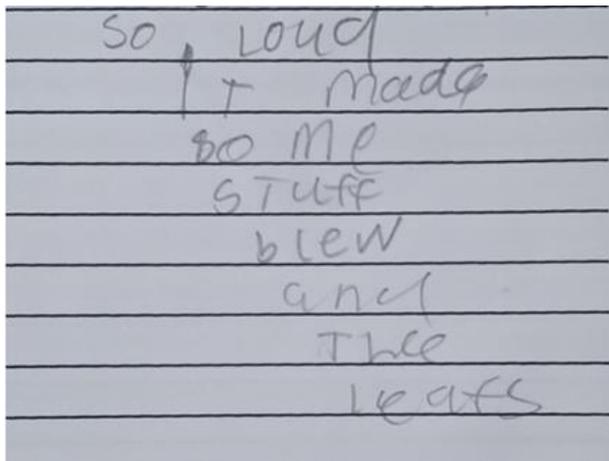
Kindness Champion

On a Friday, we celebrate pupils' achievements. We have **Kindness Champion** for those pupils who have shown kindness especially towards adults .
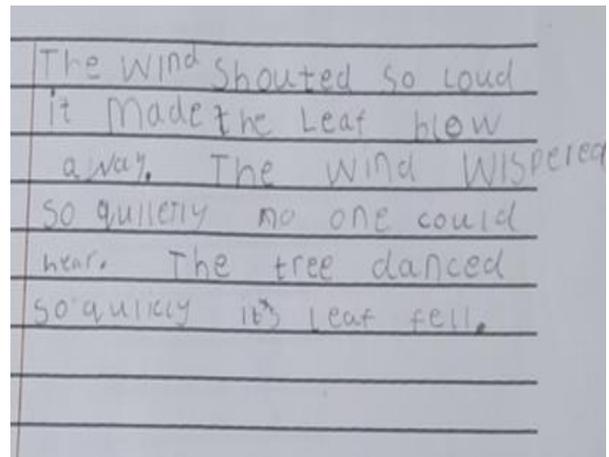Our Kindness Champion this week is the same pupil as last week. Well done for showing kindness 2 weeks in a row!!

Workshare

We did not have workshare this week due to science day but I wanted to share this piece of work which we are all proud of.

1st draft

2nd draft

Teacher: How did you feel about your work?
Pupil: Fine.
Teacher: How did you feel about having to re-do it?
Pupil: I was annoyed.
Teacher: what are you proud of?
Pupil: I am proud of my handwriting.

Targeted clinical interventions in the school day

Community Meetings

Community Meeting is a whole-school meeting that offers an opportunity for staff and pupils to sit down together and reflect on what is and is not working within our school community.

Part of supporting the emotional development of the children involves thinking with them about the group and the relationships that we all form at Gloucester House.

In the community meeting, we discuss themes relevant to the community such as welcoming new starters, playtime activities, or upcoming transitions like the school move.

Parent Group

What parents can expect?

A friendly, supportive space to share experiences, learn practical ideas, and feel more confident supporting their child.

Topics covered

· Understanding emotional and behavioural difficulties

· Coping strategies for home and school

· Managing stress as a parent

Navigating services and support

How to Join:

We are currently holding these sessions online on MS Teams. However, in the summer term we will be hosting weekly in-person support group sessions.

Connect

Connect' is a whole class intervention run by various members of the clinical team in Gloucester House School.

It is a bespoke intervention developed by the Speech and Language Therapist based at Gloucester House.

The intervention focusses on early friendship skills: kindness, patience, respect, trust, boundaries and repair.

During the intervention we:

Discuss each of the concepts and what it looks like in different situations

· What the words mean to us

· Examples of times we have seen the concepts at school and out of school

Discuss whether we find the concepts easy/middle/tricky and acknowledge how different people have different skills.

Mindfulness

Mindfulness involves being fully present in the moment and aware of our current experiences. The Mindfulness Group creates a chance for calmness in a busy school day, offering a supportive space where children learn simple strategies to notice their thoughts, feelings, and body sensations, while practising these skills together as a group.

Mindfulness helps children develop emotional awareness and self-regulation by slowing down and tuning into the present moment. We guide children through mindful games, grounding activities, and noticing of sounds, sensations, and emotions.

Dungeon & Dragons

D&D is a role-playing game, where children create characters and a fantasy world and they play out different activities and try to solve different challenges as a group.

This group supports children navigating relationships with others and understanding themselves as part of a group.

Also, the group can function to talk about feelings and try different roles in displacement.

Interoception

Interoception is a child's ability to notice and understand their internal body signals — things like hunger, thirst, needing the toilet, feeling hot or cold, or noticing a fast heartbeat.

 Why it's an intervention focus

It helps children recognise what their body needs before discomfort escalates.

It supports emotional awareness, because many feelings start as body sensations.

It strengthens self-regulation, giving children the cues they need to pause, name, and manage emotions.

 How we work on it in school

Naming body sensations during activities ("my tummy feels tight", "my hands feel warm").

Matching sensations to emotions or needs.

Using check-ins, visuals, and sensory breaks to build awareness and confidence.

Profiles

There are a range of 1-page profiles that we use at Gloucester House school that cover a range of areas. This is a universal provision which means that all pupils receive this in school:

• 1 page profile: This gives staff information about your child's EHCP which is useful for staff to know

• Communication profile: The speech and language therapist creates this with staff to support their work with your child's speech and language differences

• Sensory profile: The occupational therapist creates this with staff to support their work with your child's sensory differences

Learner profile: The educational psychology trainees create this with staff to support their work with strategies to support your child's learning

Gardening Group

Gardening group is a space where our children can explore nature, learn to care for plants, and build confidence through hands on outdoor activities. It encourages responsibility and independence as children look after living things. It also supports sensory and emotional regulation, offering calming, structured tasks that help children feel grounded and successful.

We guide children through simple gardening routines like planting, watering, and observing changes in the garden. We use sensory experiences, shared tasks, and gentle reflection to build teamwork, curiosity, and pride in their environment.