

Gloucester House Newsletter



20th March 2026

Message from SLT

It has been another busy and productive week of learning at Gloucester House. The pupils have worked incredibly hard on completing their termly academic assessments, and it has been wonderful to see them approach the tasks with such positive attitudes. Many have shown real independence — talking through their methods, asking questions when needed, and moving on to another question if they felt stuck rather than giving up. We are proud to see them viewing themselves as learners, and already we can see the progress they have made.

As part of recognising and celebrating our diverse community, today we marked Eid in school. We came together as a whole community and enjoyed a special breakfast prepared by staff to honour the occasion. It was a lovely opportunity for pupils and staff to learn about and appreciate this important celebration. We would like to wish Eid Mubarak to all our families celebrating today.

This week we have also seen a high level of sickness among both staff and pupils. Thank you to parents and carers for keeping us informed about absences and for following the correct procedures around when children should stay at home. A reminder that pupils must remain off school for 48 hours from the last episode of vomiting or diarrhoea. We continue to reinforce good hygiene routines in school, and your support in practising handwashing and general hygiene at home is greatly appreciated..

Thank you, as always, for your continued support.

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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.

Eid Mubarak



Pupils and staff came together for an Eid al-Fitr (celebration of finishing Ramadan) by having a breakfast filled with delicious Middle Eastern dishes and a lovely moment of shared culture.





Attendance this week



Well done to all our pupils for being in school last week. Our attendance last week was **90.11%** which is good. Let's keep it up!



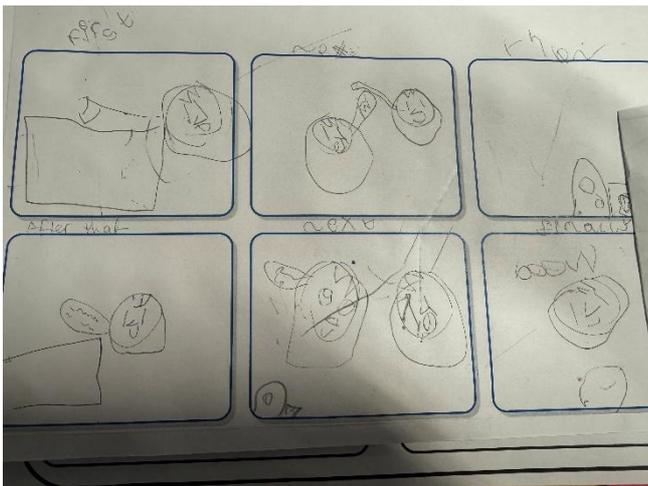
Kindness Champion



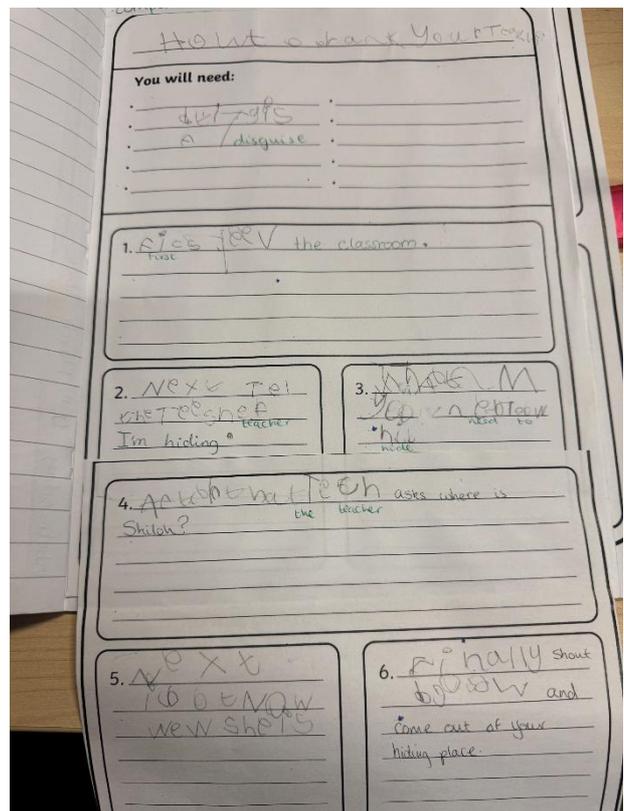
On a Friday, we celebrate pupils' achievements. We have **Kindness Champion** for those pupils who have shown kindness especially towards adults .

Our Kindness Champions this week are from **Neptune** and **Mars**.

Workshare



Planning and writing a set of instructions 'How to Prank your Teacher' by Neptune Pupil age 7





Gardening group with Saturn class has got up and running.

We planted runner beans this week which we hope will sprout over Easter!



Important Reminder

Integrated Care Plans (ICPs): Parent & Carer Meetings

Invitations for our upcoming Integrated Care Plan (ICP) meetings have now been sent to all parents and carers for after the Easter break.

These meetings are an important opportunity to discuss your child's progress, celebrate achievements, and look ahead to the next set of goals towards their therapeutic and academic achievements

If you haven't received your invitation or need to adjust your appointment time, please contact the school office and we'll be happy to help.

Meet our team

Selina Wightman- Clinical Lead

Overview of role- I am part of the senior leadership team who run the school, and responsible for the management of the clinical team and the delivery of the clinical service to support pupils and staff in school. I support the delivery of a trauma informed approach with the headteacher so that pupils are supported to become learners and achieve success!

Key responsibilities- I manage the admissions process and the clinical provision in school with regards to the universal, targeted and specialist interventions. I coordinate and manage the trainee placements, manage all the incidents and the safeguarding. I am deputy DSL. I organise and manage the training needs of the service.

How they support pupils- I am also a care coordinator and have a caseload where I coordinate cases with the wider network

Hazen Sze - Occupational Therapist

The OT works in partnership with the child or young person's family, their teachers and other relevant school professionals, providing assessments and interventions in the following areas:

- Self-care and functional skills i.e. feeding, dressing, toileting hygiene, general hygiene tasks, participation in school routines, etc.
- Participation in leisure and play activities i.e. taking part in sports and games, using playground equipment, developing a range of play skills and riding a bike.
- Participation in productive school activities in relation to functional tasks such as handwriting, using tools and materials in the classroom for different lessons, typing skills, and the use of assistive technology.
- Sensory modulation (the ability to take in, sort out, process and make use of sensory information from the world around us). Occupational Therapists can support children to maintain optimum alertness levels, enabling them to improve attention and focus on activities, and to manage sensory processing differences affecting their participation in activities. This can include supporting the implementation of sensory strategies (e.g. sensory circuits), targeted interventions such as the Interoception Curriculum, and advice on adapting the school environment to better meet students' sensory needs.

Bella O'Higgins - Nurse

Overview of role - I'm a mental health nurse supporting children and young people with their emotional wellbeing, and I work closely with families and professionals to help make challenges feel more manageable.

Key responsibilities- I assess young people's needs, create care plans with families, offer age-appropriate therapeutic support, and monitor safety and wellbeing. I contribute to the wider team by sharing observations, raising risks, and offering a nursing perspective. I work with GPs, social care, medication prescribers and therapists to keep care coordinated and ensure the young person's voice is heard.

How they support pupils- I build trust, listen so young people feel understood, help them make sense of their feelings, teach practical coping skills, check in regularly, and provide a safe, non-judgmental space to talk.

How they work with families- I help families understand their child's experiences, offer guidance on responding to difficult emotions or behaviours, share practical strategies, support communication at home, involve them in care planning, and link them with extra services when needed.

Karina Mohan - ASC/LD Trainee Therapist

Overview of role- I'm a trainee therapist who specialises in Autism Spectrum Condition and/or Learning Disabilities. I will be supporting children and young people with their emotional wellbeing, and delivering 1:1 and group sessions.

Key responsibilities- I assess young people's needs, offer age-appropriate therapeutic support via 1:1 sessions, group sessions and/or parent discussions. I provide support to children and families with a diagnosis of Autism and/or a Learning Disability focusing on their areas of need.

How they support pupils- I build trust, listen to young people feel understood, help them with their feelings via 1:1 targeted sessions, discuss areas of support needed, offer support to parents and families who may need information regarding Autism.

How they work with families- I offer support to parents and families who may need information regarding Autism.

Meet our team

Euan MacLennan and Shannon Larbi – Trainees Clinical Psychologists

As clinical psychologists in training, we work with children and families to support mental health and wellbeing using a range of evidence-based individual, group, and family therapies. We also work alongside our multi-disciplinary colleagues and all members of a child's professional system to promote child-centered and psychologically informed care.

Key responsibilities- We deliver both individual and group therapies for children at Gloucester House. We also work to support psychological thinking within the whole school and staff team. We support the team in utilising the latest evidence base to inform our practice, whilst also using therapeutic measures to monitor change and ensure the best outcomes for our pupils.

How they support pupils- We work with Gloucester House pupils to promote psychological safety, wellbeing, and to help develop emotion regulation skills. We achieve this through both individualised, group, and whole school approaches. Our individual therapies drawn on Cognitive-Behavioural Therapy, Psychodynamic, and Systemic Family Therapy approaches. The school's clinical psychology groups (Mindfulness Group and Gardening Group) aim to help promote emotional awareness, social skills, and self-esteem amongst our pupils.

How they work with families- We recognise that an essential part of our work involves the key figures in our pupil's lives. This will look like regular updates on your child's progress and engagement in therapy. We also offer groups for our parents and carers to come together and discuss practical skills and approaches to caring for children with additional needs; this can also be a space to meet with and get to know other parents/carers of children at Gloucester House

Guillermo Rios – Child and Adolescent Psychotherapist

Overview- I am a child and adolescent psychoanalytic psychotherapist offering therapeutic support to pupils who may be struggling with complex emotional experiences.

Key Responsibilities- I work with families and the wider team to help children make sense of their inner world and understand themselves and in relationships.

I provide specialist assessments and long-term psychotherapy, contribute to care planning, and offer consultation to staff around emotional development and relational dynamics. I support reflective practice and help embed psychotherapeutic thinking across the school.

How they support pupils- I build consistent and reliable relationships with pupils, helping them explore difficult feelings through play, conversation, and creative expression.

Dr Sarah Wynick & Dr Savva Pronin Child and Adolescent Psychiatrist

Overview of role- The focus is on assessing mental health and making diagnoses, prescribing medication, and considering risk.

Key responsibilities- Liaise with the pupils' network
Review the pupil's mental health, medication and any risks. Offer diagnostic assessments of mental health and neurodevelopmental conditions if required.

How they support pupils- Review pupils and any medication they may be on.

How they work with families- Discussions with family and attending joint meetings.

Meet our team

Elysia Colwell and Monique Prescott-Kerr- Trainee Educational Psychologist

Overview of role- We work collaboratively with children, families and school staff to support learning, wellbeing and inclusion. We use psychological frameworks and evidence-based interventions to inform our practice and enable children to reach their full potential.

Key responsibilities- We conduct observations in lessons and play time to understand how children learn and interact with one another

We consult with teachers, parents and other professionals to explore concerns and identify strengths to help develop practical strategies

We use assessments to understand a child's strengths and needs and feed these back to schools and families to outline next steps

We undertake interventions to support children and/or parents to thrive. We complete training with staff, schools and parents/carers

How they support pupils- We support pupils in many ways, this may include completing an intervention, play, supporting assessments/observations to get to know the child more (strengths, challenges) and to listen to their experiences. This can be used to build confidence, emotional understanding and support their learning.

How they work with families- We work with families to support their child and understand their child's learning or emotional needs through consultations, interventions and training. We also offer practical strategies for home routines, communication and regulation.

Alex Rymer- Speech and Language Therapist

Overview of role- supporting speech, language and communication needs at the universal (environment), targeted (groups) and specialist (1:1) level

Key responsibilities- managing speech, language and communication support on children's ECHPs, ensuring communication is supported throughout the school

How they support pupils- whole class work, liaison with staff, 1:1 sessions/assessments as required, attending meetings

How they work with families- telephone calls, parent training (workshops), attending meetings as requested or needed