

Special Educational Needs(SEN) Information Report

Committee Responsible	Pupil Achievement &Curriculum
Status	Draft (to be ratified at next LGB meeting)
Review Cycle	Annually
Date written/last review	May 2022
Date of next review	September 2023

SPECIAL EDUCATIONAL NEEDS (S.E.N)

Basic Information about the School's Special Education Provision

Strathmore School provides education for children and young people aged 4 – 19 who have Severe Learning Difficulties, Profound & Multiple Learning Difficulties (PMLD) and those with a dual diagnosis of SLD and Autistic Spectrum disorders (ASD).

All pupils who attend have an Education Health & Care Plan (EHCP) except those who are attending on an assessment basis.

The school's vision is to prepare every learner to become an active contributor to their community by championing independence, engaging families and promoting communication. Every pupil has an entitlement to a broad and balanced individual curriculum which works towards the National Curriculum, promotes pupils' cultural, mental, moral, physical, spiritual and social development (including British values) and prepares them for adult life. The school's curriculum is a developmental framework that consists of all other frameworks available to us e.g. The National Curriculum, Pre Key Stage Standards, Development Matters (EYFS), MAPP, Routes for Learning.

The Governors, with the co-operation of parents / guardians, staff and other agencies will ensure that the school;

1. Provides a broad and balanced curriculum differentiated to meet individual pupil needs and which ensures each pupil makes good progress according to their ability.
2. Provides a stimulating teaching / learning environment.
3. Promotes self-esteem, confidence and effective interpersonal skills.
4. Promotes, at every opportunity, integration with other schools, colleges and the community.
5. Promotes the professional development of all staff to enhance their contribution to good practice within the school and education in general.

The Headteacher is the Special Educational Needs Coordinator (SENCo) and can be contacted by emailing info@strathmore.org.uk.

Facilities for Pupils at the school including facilities which increase or assist access to the school by pupils who are disabled.

In total the school has thirteen teaching classrooms across three sites, a main hall on each site, a music room on two sites, a shared library, two food technology rooms and therapy rooms. The school sites are purpose built, multi storey building, with wheelchair access and lifts to all floors. There are several accessible toilets and changing areas in the school buildings, and adapted floors to ensure they are flat for our wheelchair users. All rooms for pupil use have overhead hoists including in accessible hygiene rooms.

How resources are allocated amongst pupils

Pupils are taught in class groups of up to 10 children or young people within a 2-3 year age range – class groupings will reflect learners' ages and needs. The class team is led by a teacher supported by a Higher Level Teaching Assistant (HLTA) and, typically, 4 additional Teaching Assistants.

The special educational needs of all our pupils are met by having a high staff to pupil ratio along with many opportunities for small group teaching. Specifically targeted support, additionally funded by governors, allows us to teach smaller needs led groups

There are set groups, to target pupils making less than expected progress and to provide additional teaching for pupils in receipt of the Pupil Premium.

The Governors decide on capitation allowance when approving the budget. The School Leadership Team allocate the money based on the School Development Plan for curriculum areas and pupil numbers for Key stage resources and activities.

How the needs of pupils are identified and reviewed

All pupils at Strathmore School have an Education, Health and Care plans which include End of Key Stage Outcomes and are reviewed annually. Therapists contribute to identifying skills and needs and setting annual targets within their area along with class based annual targets. Additional assessment identifies changing needs which are addressed through pupil profiles. These are ongoing documents and are shared with parents at termly parent meetings and for Annual Review meetings.

Pupils Key and Annual Targets address Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and, where appropriate, Sensory and Physical Development. At their Year 8 Review new outcomes are set within the Preparing for Adulthood framework and students have Outcomes set within Further Education & Employment, independence & Independent Living, Community & Friendships and Maintaining Good Health.

Pupils' annual targets are broken down into small steps, objectives to be achieved over a two-week period, are set and pupils' achievements are used to set the next small step. This enables class staff to monitor closely the progress made by individual pupils and the efficacy of interventions.

Each half term pupils progress towards their Annual Review outcome is recorded. Pupils are also assessed on up to four criteria: Prompting (how independent the pupil is able to achieve the target), Fluency (how accurate), Maintenance (how consistent) and Generalisation (can they achieve the target in more than one context).

Arrangements for providing access by pupils to a balanced and broadly based curriculum (including the National Curriculum)

Our school is inclusive, and all pupils have full access to the curriculum regardless of their educational, medical, sensory or physical needs, gender, cultural or religious differences or ethnicity.

The learner is at the centre of everything we do; the National Curriculum and other existing schemes alone do not suit the needs of our learners as the outcomes are too advanced and the steps of progress too great. Communication runs through every single thing we do; it is the greatest need that all learners have and all learning involves this

With the exception of Early Career Teachers, all class teachers are leaders of a specific curriculum area. Each curriculum area has a developmental set of intended outcomes for pupils to work towards. Curriculum leaders and senior leaders monitor resources, the delivery of the curriculum and its continued development to ensure coverage, breadth, balance, continuity, progression and differentiation to ensure each pupil gains access to his/her entitlement. Heads of Schools report to the Headteacher.

Each term, a whole school theme will be used to bring together all the areas of the curriculum that are essential in the development of our learners.

Class teachers are responsible for ensuring access through appropriate differentiation and support. They plan collaboratively with teachers from other campuses so that ideas for learning experiences can be shared. These fortnightly plans are used to clearly identify what skills and knowledge the pupils in each class will be learning. Each class operates a play-based and learner-led environment. The learner-led environments are made up of 'zones'. These zones may vary dependent on Key Stage.

Because each class environment is designed to be learner led we create opportunities for pupils to demonstrate and share their interests and preferences. Pupil interests are used to create shared interests with staff using these to encourage learners to engage with new activities and resources.

There are student councils in each of the three campuses and learners are supported to be able to make choices and share opinions for example when redeveloping the outdoor learning environments.

Pupils all contribute to their Annual Review. This may be by sharing their own presentation they have been supported to create, choosing examples of their learning to share via video or with using resources. Or the class staff will share videos of the learner engaged and enjoying activities.

Staffing Policies and partnership with bodies beyond the school

On recruitment all staff have to have had experience in working with pupils with Special Educational Needs or demonstrate an interest through extra curricular or out of school activities. All teachers must lead a curriculum area and have the skills and knowledge to teach a wide range of subjects. The school takes its training role very seriously and mentors / tutors Apprentice Teaching Assistants and student teachers. The school works collaboratively with colleagues in other Trust Schools and with schools within other local authorities.

Arrangements made by the Governing Body relating to in-service training for staff

The Governors have agreed a staff development policy. The aims of the staff development policy are to ensure that staff are able to carry out the role for which they are contracted as formalised in their job description and to equip them for future professional and career development.

The school values the development of all its staff to improve continually the quality of teaching and learning. All staff receive safeguarding training and Team Teach (de-escalation and physical intervention) training on a rolling programme. Teaching Assistants and teachers receive ongoing specialist first aid and medical training. This may be around individual pupil's healthcare needs or where there are common health needs, such as epilepsy.

Staff receive training on specialist strategies that are evidence based and proven to benefit learners with specific needs.

Class staff are all trained in delivering Therapy programmes by the appropriate Therapists so that pupils can address these throughout the day.

The Governing Body make a budget available for INSET. This addresses training in line with the Schools Development Plan and specific training on special educational needs issues.

Use made by teachers and facilities from outside the school, including links with support services

Speech and Language, Occupational, Physio and Music Therapists work in the school with students for across the week.

The leadership team work closely with a group of similar SLD schools in order to ensure consistency of provision and to moderate internal judgements.

The school fund an educational psychologist to work in school with our pupils and staff for one day each week.

The role played by parents / Guardians of pupils

Parents and school have a shared priority to deliver the best outcomes for their children. We believe that parents know their children best and whilst they may wish for us to be the education experts, working together will provide consistency and routines that help children and young people make sense of their learning programmes, generalise their skills and improve outcomes.

Parents are invited to visit school before their child joins and there are 'new parent' events at which parents of children due to join in the autumn can meet key staff and each other. Information on the school routines and processes are shared so that parents are aware of what their son or daughter can expect, how to contact school etc. and parents complete the necessary forms.

Parents' comments are sought and included as part of the assessment process as pupils' progress is recorded using an online programme called Earwig. Videos and examples of work are uploaded and staff comment on these meaning parents have a continually updated record of their child's progress within school. Parents are also able to upload their own video and photos and to add comments meaning that pupils' progress outside of school is captured and shared.

Education, Health and Care Plans are reviewed and revised in partnership with parents and amendments made where necessary at Annual Review.

There are formal meetings held each term to discuss pupils' progress and parents are invited to contact school at any point when they want to discuss any element of their child's education.

Home / school emails are used as a means of communication. Parents have helped create a home / school agreement.

Our Family Worker employed by the school helps maintain close links with parents and voluntary organisations working on behalf of children with Special Educational Needs. Parents are invited to attend coffee mornings/workshops and special occasions. Workshops are held to address issues identified by the school or parents (e.g. dealing with challenging behaviour) and parents are invited to attend these. Recent focuses have included family music therapy and e-safety. Parents are also invited to participate in learning activities organised by classes.

A member of the Headship Team is available each morning between 9 and 9.30 to discuss urgent issues.

Governors organise an annual parent survey and feedback from this is included in the development plans for the following year.

The school works closely with Social Care teams, in particular the 'Children and Families (Disabled Children) team.

Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils concerning the provision made at the school

Parents should, in the first instance, contact the Headteacher if they have complaints about the provision within the school. Should the issue need further consideration, any member of the governing body may be contacted to advise how the complaint might be taken forward. A list of governors and their contact numbers is available from the school. A copy of the Complaints Procedure is available on our school website.

<https://www.strathmore.richmond.sch.uk/page/?title=Policies&pid=18>

Links with other schools, and arrangements for managing the transition of pupils between schools or between schools and the next stage of life or education

A proforma has been developed to request specific information for pupils coming to Strathmore to ensure that individual needs will be fully met as soon as possible. Strathmore staff visit Specialist Resource Provisions (SRPs) to see new children in current settings before transfer. SRP staff bring children to visit Strathmore prior to transfer. Whenever possible staff visit schools before pupils transfer.

The school has close links with local schools who provide integration opportunities for Strathmore pupils. Strathmore staff provide outreach and advice to mainstream schools on special educational need issues.

When possible students are supported to attend transition visits to their post school placement. We invite and welcome colleagues from post school placements to visit Strathmore.

In June, a transitional timetable focuses on Independence and life skills.

Links with child health services, social services and educational welfare services and voluntary organisations which work on behalf of children with special educational needs

The school receives four days Speech and Language Therapy service input each week and one day each week of Physiotherapist time through. The school directly employs an Occupational Therapist 3 dpw and a full time OT assistant. Music Therapy is provided 3 days a week. Some pupils are monitored by the sensory impairment team.

The Education Welfare Service is consulted to advise and support on attendance issues including meeting with families.

The School Improvement Partner provides advice and support on a wide range of SEND issues as well as moderating and verifying the school's self-review judgements and progress toward priority development targets.

Further information:

The Local Offer can be found at https://kr.afcinfo.org.uk/local_offer This includes information on sources of support for parents

<https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/information-for-carers/other-organisation-that-offer-support-to-carers>

The Information, Advice and Support Service (SENDIASS) in Kingston and Richmond offers advice and support across a wide range of subjects

<https://www.kids.org.uk/richmond-and-kingston-sendiass>

This policy was developed and reviewed by staff and Governors. Parental input into its review will be sought on an annual basis.