

Special Educational Needs (SEN) Information Report

Committee Responsible	LGB
Status	Draft
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 learners 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 learner has an entitlement to a broad and balanced individual curriculum which works towards the National Curriculum, promotes learners' cultural, mental, moral, physical, spiritual, and social development (including British values) and prepares them for adult life. The school's curriculum has been devised by a group of Strathmore professionals including School leaders, teachers, therapists and Educational Psychologist. The 'Strathmore Developmental Curriculum' is a developmental framework that is based on a range of 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 learner needs and which ensures each learner 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 Acting Headteacher is the Special Educational Needs Coordinator (SENCo) and can be contacted by emailing info@strathmore.org.uk.

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

In total the school has fourteen teaching classrooms across four campuses in the London Borough of Richmond. Each campus is co-located with a mainstream school, and each is different in size and facilities. Each campus has access to a range of facilities with a main hall on each site, a music room on two sites, two food technology rooms and therapy rooms and one with a 2-bedroom flat. Three school campuses are purpose built, multi storey building, with wheelchair access and lifts to all floors. One campus is a newer re-furb. 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 at three of the four campuses have overhead hoists including in accessible hygiene rooms.

How resources are allocated amongst learners

Learners 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, but this is dependent on the individual class cohorts. All campuses have one or more part time Play Leaders or part time Teaching Assistants to support the learners over playtimes and lunchtimes.

The special educational needs of all our learners are met by having a high staff to learner ratio along with many opportunities for small group teaching.

There are set groups, to target learners making less than expected progress and to provide additional teaching for learners in receipt of Learner Premium funding.

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 learner numbers for key stage resources and activities.

How the needs of learners are identified and reviewed

All learners at Strathmore School have an Education, Health and Care plans which include End of Key Stage Outcomes and are reviewed annually. Therapists and Teaching teams create shared annual targets taken from the 'Strathmore Developmental Curriculum' which are shared with parents and carers and support the learners to meet their developmental milestones along with curriculum targets. Progress towards these individually set targets are reported at parent and carer meetings and at Annual Review meetings and are available to all parents and carers on the online assessment system the school uses, called Earwig.

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

Learners' annual targets are broken down into half termly small steps. This enables class staff to monitor closely the progress made by individuals and the efficacy of interventions.

Each half term, learner's progress towards their Annual Review outcome is recorded by uploading short videos, photos or narrative on the assessment tool, Earwig. At the Annual Review (Autumn Term for Year 14 leavers and Spring Term for the majority) the progress towards the end of year and key stage outcomes are reported through an Annual Review report.

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

Our school is inclusive, and all learners 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. By using our school's 'Strathmore Development Curriculum' we can ensure that the curriculum we offer is appropriate, developmental and aspirational as it supports the full range of learners we have at Strathmore.

Except for Early Career Teachers, all class teachers are leaders of a specific curriculum area and are 'Curriculum Leads'. Each curriculum area has a developmental set of intended outcomes for learners 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 learner gains access to his/her entitlement.

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 and enables our four campuses to be aligned so that our 'curriculum offer' is the same at each site.

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 learners 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. More information can be found on our school website.

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

There are school councils in three campuses and learners are supported to be able to make choices and share opinions on termly themes, special trips, special days and events. Strathmore encourages all our learners to have a 'voice' and share opinions which are valued and built into their learning.

Learners contribute to their Annual Review. This may be by sharing their own presentation they have been supported to create, choosing examples of their learning, answering survey questions, or sharing favourite resources. Alternatively, 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 must have had experience in working with learners with Special Educational Needs or demonstrate an interest through extracurricular or out of school activities. All teachers apart from Early Careers Teachers (ECTs) 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 that staff development is crucial and have regular feedback on the Curriculum Development Opportunities arranged for different groups of staff and are given feedback on its impact.

The school values the development of all its staff to improve continually the quality of teaching and learning. All staff receive safeguarding training including Prevent and Team Teach (de-escalation and physical intervention) training on a rolling programme. (see our Child Protection and Behaviour and Safety Policies for more detail.) Teaching staff receive training to support the administering of medication and on specific and general medical conditions such as epilepsy and anaphylaxis. Some staff receive paediatric and specialist first aid training. This may be around individual learner's healthcare needs, and when supporting learners aged 5 and below.

All teaching 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 learners 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 learners across the week.

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

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

The role played by parents / carers of learners

Parents and school have a shared priority to deliver the best outcomes for all children and young adults at Strathmore. We believe that parents and carers 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 and carers are invited to visit school before their child joins and there are 'new parent and carer' 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 and carers are aware of what their son or daughter can expect, how to contact school etc.

Parents' and carer' comments are sought throughout the year and included as part of the assessment process as learners' 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 and carers are also able to upload their own video and photos and to add comments meaning that learners' 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 to discuss progress, but parents and carers 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 which is found on the school website.

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 and carers 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, understanding puberty and keeping children safe online) and parents are invited to attend these. Parents and carers are also invited to participate in learning activities organised by classes.

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 learners 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.

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

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

The school has close links with local schools who provide inclusion opportunities for Strathmore learners. All four of our school campuses are co-located with mainstream schools and inclusion opportunities are sought and planned for. Strathmore staff provide outreach and advice to mainstream schools on special educational need issues whenever possible.

When possible, learners are supported to attend transition visits to their post school placement. We invite and welcome colleagues from post school placements to visit Strathmore to ensure that the transition is as smooth as possible.

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 learners 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.