

Special Educational Needs and Disabilities (SEND) Information Report

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Author	Toni Edmonds-Smith (Headteacher)
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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

1. Information about the school

Strathmore School is part of the Auriga Academy Trust, a multi-academy trust of special schools and is located in the London Borough of Richmond. We provide education for children and young people aged 4 – 19 who have Severe Learning Difficulties (SLD), Profound & Multiple Learning Difficulties (PMLD) and those with a dual diagnosis of SLD and Autistic Spectrum disorders (ASD).

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.

We are currently split across 3 campuses including;

- Strathmore @ Russell in Ham for primary learners
- Strathmore @ Grey Court in Ham for secondary learners
- Strathmore @ St Richard Reynold in Twickenham for primary and secondary learners

In September 2026 we will be opening an additional campus, Strathmore @ Hampton for secondary learners.

Each campus is co-located with a mainstream school, and each is different in size and facilities.

Headteacher: Toni Edmonds-Smith

Auriga Academy Trust CEO: Ivan Pryce

Address: Station Road, Twickenham, TW1 4DQ

Telephone: 020 8948 0047

Email: info@strathmore.org.uk

Website: [Strathmore School - Home](#)

Our school policies can be found on our school website and additional policies can be found on the Auriga Academy Trust website.

1. Purpose of the SEND Information Report

The SEN Information Report has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents/carers, and service providers in its development and review

This report reflects the statutory duties of all educational settings to report on policy and provision for pupils with SEN set out in the Children and Families Act 2014 and in the [Special Educational Needs and Disability Code of Practice 2015](#).

This report also reflects the duties set out in the [Equality Act 2010 for meeting the needs of pupils with disabilities](#).

2. Admissions

For a child to be admitted, the school must be named, by a Local Authority (LA), in the child's Education Health and Care Plan (EHCP).

Parents wishing their children to benefit from our provision should request their LA to consult with the school before naming our school in their child's EHCP.

We encourage parents to visit the school before requesting their LA consults with us to decide if the school can best meet their child's needs. We hold termly open events at all campuses, and you can book a place on our website or through the school office.

Learners are offered full time placements once the school is named the EHCP. If there is a pressing need, i.e. if a child is new to the borough, is not in any kind of provision, or if it has not been possible to determine the setting that would best suit the child, it is possible to arrange an assessment place at the school. This does not automatically guarantee a place at the school once the assessment period is over.

3. Appeal arrangements

The SEND Code of Practice entitles parents to appeal to the SEN and Disability Tribunal if their referring LA refuses to name their school of choice in the EHCP or the named school refuses to offer a place.

Strathmore School will always ensure that parents and the commissioning LA are kept informed when the school is considering refusing an admission. The school will be clear with both parents and the LA about the reasons underpinning a potential refusal which, by law, must relate directly to the suitability of the placement for the age, ability, aptitude or SEN of the child or young person, or to concerns that the placement would be incompatible with the efficient education of others, or the efficient use of resources

Where a parent is unhappy that the school is considering refusing admission, the school, Trust and LA will consider any reasonable steps that could be taken to address identified concerns before a final decision is made. Parents must be informed that if they wish to appeal, the grounds for an appeal must be set out in writing.

4. Funding of places

Local Authorities commission and fund places for pupils at the school based upon identified needs established through a Multi-Agency Statutory Assessment that are costed and recorded in an EHCP.

The Education & Skills Funding Agency provides some core funding for an agreed number of planned places, but it is commissioning Local Authorities that are responsible for ensuring that funding is appropriately matched to needs identified in EHCPs.

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.

5. School transport

The majority of our learners are eligible for home to school transport, which is provided and

managed by their local authority. The school does not hold responsibility for home to school transport.

Learners may travel on a mini bus or a taxi with other peers from their locality. In addition to a driver, all learners who travel on home to school transport have an escort who is employed by the local authority to support the child throughout their journey.

Those learners that live nearer to the school are often brought to school by a parent/guardian.

For further details regarding home to school transport including eligibility can be obtained from your Local Authority's Local Offer page on the council website.

For other local authorities transport applications please visit their website for further information.

6. Children Looked After with SEN

The designated teacher for Looked After Children is a central point of initial contact within the school. This helps to make sure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.

The LAC Teacher promotes the educational achievement of every looked-after and previously looked-after child on the school's roll. This involves, working with Virtual School Heads to promote the education of looked-after and previously looked-after children and promoting a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.

7. Supporting learners' health and wellbeing at Strathmore

Learners' emotional well-being is paramount to us and we take great care to ensure that all of our learners enjoy school and have positive learning experiences throughout their time with us.

Considerable emphasis is put on the teaching of Personal Social and Health Education, and learners are given many and varied opportunities to enjoy a range of Spiritual, Moral, Social and Cultural experiences during their time at school.

We share our Behaviour and Safety policy annually. The emphasis is on a holistic approach towards dealing with difficult feelings and challenging behaviour, using a positive, proactive approach. Some of our learners will have Behaviour Support Plans and are written in partnership with the class teacher, the behaviour lead and parents. Learners also have Intimate Care Plans and again these are written in partnership with parents.

Learners can be referred to music therapy, a proven method of improving and enhancing children's wellbeing, confidence, self-belief and interpersonal skills.

We hold regular meetings with professionals working in the school - educational psychologists, OT, physical and creative therapists, school nurse and family services team, to discuss any learners about whom we have concerns. We also liaise regularly with

professionals from other agencies; Social Care and Health in particular, to ensure the best possible outcomes for learners.

Our Family Workers, 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.

Whilst we do not have a school nurse on site, we liaise with the local community nursing teams to support with learners' medical needs. They work with us to deliver medical training to the staff teams.

8. Educational provision at Strathmore School

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.

Class teachers are responsible for ensuring access to learning 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.

All campuses have one or more part time Play Leaders to support the learners over playtimes and lunchtimes.

Every learner has an entitlement to a broad and balanced individual curriculum which is personalised to learners' individual needs and learning styles. The curriculum has a clear aim of taking the learners onto the next step of their educational journey as they move through the school and beyond to adult pathways. Learners are grouped generally within their key stage and will follow a pathway through the school, this is not linear but instead best describes their learning styles and therefore the adapted approaches, strategies and resources they may need. The 3 pathways include; experience, exploration and engagement.

The 'Strathmore Essentials' are an agreed set of principles that we use to ensure that the classroom environment meets the needs of all learners;

- Therapeutic approaches and environment
- Strong relationships
- Consistent approaches and routines
- Independence and some autonomy
- Holistic approach that includes health needs
- Learner led
- Include community learning
- Play based learning/neurodiverse play

- Total communication
- Zones of regulation
- Modelling and scaffolding

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 pedagogy of the primary curriculum promotes the development of learners' independence, communication, knowledge and skills through rich learning experiences, exploration and neurodiverse play.

The secondary curriculum is functional and develops learners' life skills within school and then generalises these skills into the wider school and local community. These skills are aligned with Preparation for Adulthood (PfA) framework and learners' personalised EHCP outcomes.

All learners from Reception to end of Year 9 have daily phonics/literacy and maths lessons and weekly discreet PSHE/RSE lessons. From Year 10-14 these skills and areas of learning are integrated into other areas of learning, depending on the cohort of learners.

All learners are taught in small class groups with the average class size being eight pupils. Every class is staffed by a teacher and has a HLTA (Higher Level Teaching Assistant) and average of 3 qualified and experienced Teaching Assistants, depending on class size and learner need. This helps to ensure that all learners receive an appropriate balance of whole class, small-group and individual teaching.

9. Integrated therapies

We have an integrated therapy approach, meaning that learners will initially be assessed by our therapy team and therapists will then decide on package of interventions needed (1:1 or in groups for blocks) and in line with the EHCP. They will write the therapy programmes which are then shared with the class team to integrate into the learning day and class timetable. Staff are trained and upskilled by the therapy team on a regular basis. The therapist and the class teacher will set goals together so that therapy and educational staff work towards targeted goals and functional skills. The therapists will do regular reviews of the programmes and packages of interventions in place.

10. Learner voice

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, as appropriate. 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.

11. How the needs of learners are identified and reviewed

All learners at Strathmore School have an Education, Health and Care Plan which include end of Key Stage Outcomes and are reviewed annually.

Therapists and Teaching teams create shared annual targets which are developmental and 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 from Reception to the end of Year 9.

At their Year 9 Review, new outcomes are set within the Preparing for Adulthood framework and learners have outcomes set within Further Education & Employment, Independence & Independent Living, Community Inclusion, Health and Wellbeing. In addition, we have kept the Communication area for our 14-19 learners as we want them to continue to work on their self-advocacy skills as part of their preparation for adulthood.

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 the progress towards the end of year and key stage outcomes are reported through an Annual Review report.

12. School facilities

Strathmore @ Russell campus:

- A purpose-built building on one floor level
- 4 classrooms, each with a small group teaching room
- 1 fully accessible hygiene room
- 3 classes have toileting facilities within the classroom
- Soft play room
- Sensory room
- Outdoor space off 3 of the classrooms
- A large playground
- Therapy room
- Hall

Strathmore @ Grey Court campus:

- A purpose-built building with a lift
- 3 classrooms, each with a small group teaching room
- 2 classrooms have direct access to outdoor spaces
- 2 fully accessible hygiene rooms
- a one-bedroom flat
- Food technology room

- Sensory room
- 2 outdoor play spaces, including a sunken trampoline
- Sensory garden
- Hydrotherapy pool
- Therapy room
- Hall
- Medical room
- Additional bathrooms for learners

Strathmore @ St Richard Reynolds

- A purpose-built building with a lift
- 6 classrooms (3 for primary and 3 for secondary), each with a small group teaching room
- All primary classes have direct access to outdoor spaces
- Outdoor play space
- Food technology room
- Sensory room
- Therapy room
- Music room
- Hall
- Medical room
- 2 fully accessible hygiene rooms
- Additional cubicle bathrooms for learners

Strathmore @ Hampton

- A purpose-built building with a lift
- 3 classrooms, each with a small group teaching room
- 1 classroom has direct access to outdoor space
- Therapy room
- Sensory room
- 2 outdoor spaces
- A studio style living room and kitchen
- Kitchen garden
- Hall
- A fully accessible hygiene room
- Additional cubical bathrooms for learners

All sites are safe and secure. Each site has a secure entrance system to ensure pupils are kept safe with suitable fencing.

We make full use of local, community facilities too as part of our PE curriculum, rebound therapy and for learners to practice and generalise their skills and goals beyond the school. Some examples include, rebound therapy, local gyms, local parks, local shops, public transport, wheels for all, horse-riding, local religious buildings, local libraries. We have 2 school minibuses.

13. Careers advice for learners

We have a careers programme which supports our learners to gain knowledge, skills and experience of different job roles as appropriate.

In keystage 3 this will include

In keystage 4 and 5 this will include.....

Further information can be found in our Careers Policy on our website

The majority of young people at Strathmore go on to specialist college placements, when they leave at the end of Year 14. However, some learners may have an enhanced adult social care package instead if it is deemed, by the family and professionals, that a college placement would not be appropriate

14. Preparing and supporting learners through transitions

With so many of our learners being autistic or neurodiverse, transition and dealing with change are often at the forefront of our thinking. We have a clear set of transition rules to help us to support learners going through changes, however big or small. There is a huge emphasis on clear communication, visual cueing systems, countdowns and schedules, information sharing and, above all, time for the child to understand, accept and possibly anticipate what is about to happen.

Learners starting Strathmore undertake a comprehensive transition programme. This involves regular visits to the school during the term before entry. We also meet with professionals from feeder schools to exchange vital information and the class teacher from Strathmore may visit the current setting.

Annual Reviews from Year 9 onwards focus on helping families prepare for post 16 and beyond. We provide advice to our pupils and their parents about options available when they are 19 years old. We can refer possible colleges to parents but parents will need to arrange their own visits and attend open days. All school leavers also have access to a wide range of careers advice. Learners leaving the school may have opportunities to visit their future placements during their final year, and we invite service providers to attend our Summer Parents' Evenings.

Within the Trust we have strong links between the schools. If it is felt that a child will benefit from a move to another school within the Trust, this will need to be negotiated with clarity, integrity, and transparency. All parties i.e. local authority, parents, child, receiving school, need to be willing for the transition to take place and it needs to be clear that the child's best interests will be served by the move.

15. Arrangements made by the Governing Body relating to in-service training for staff (CPD)

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 work on 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 approaches and strategies.

16. 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.

Parent and carers' 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.

Parents and carers are also invited to participate in learning activities organised by classes.

Governors organise termly parent surveys and feedback from this is included in the development plans for the following year.

17. 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.

18. Review of the SEND Information Report

The SEND Information Report will be formally reviewed and updated on an annual basis to ensure that it is relevant for the following school year. Members of the governing body, parents and staff will be invited to take part in this process.