

Parent Feedback and advice.

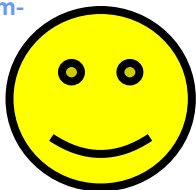
'With hard work and dedication, the staff made our daughter's transition to Strathmore School easy, and it was comforting to us as parents'

'The care and the staff at Strathmore is excellent. The rapport between teachers and their families are great. My child has made huge progress in all areas of learning and development'

'Sending my daughter to Strathmore is the best decision I have ever made for her. It is a wonderful setting and I know she is truly happy from the way in which she goes into school with a smile on her face every day. Every single member of staff with both my daughter and us and her progress has been more than I could have ever expected.'

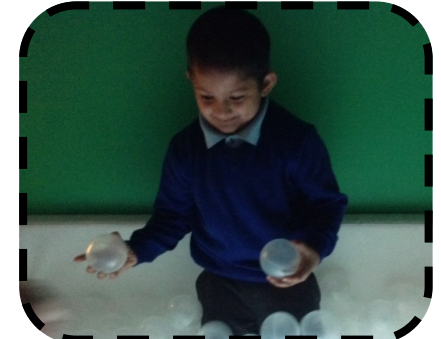
'I've learned from my son's school to stop apologising for my child's acts and to offer people information about his situation instead. They help my son to progress and have helped me to progress as well.'

'This is the first step. After this first step we should be strong, open-minded and diligent. We owe this to our child, and school is the most important helper.'



Parent feedback 2018-2019

Early Years and Key Stage 1 at Strathmore School



EYFS Leader.

Dear Parents and Carers,

Hi! My name is Lauren and I am the leader of the Early Years Foundation Stage and Key Stage 1 phase across Strathmore School. We currently have two EYFS and KS1 classes. One at our Strathmore @ Russell Campus in Petersham and one at our Strathmore @ St Richard Reynolds campus in Twickenham.

I have been teaching at Strathmore for seven years and been leading the EYFS and KS1 Teaching and Learning since 2016. We have had 4-7 year olds at Strathmore for four years.

At Strathmore School we recognise how important starting school can be at such an early age and our team is dedicated to making that transition as easy as possible for you and your children. Our staff work very hard to provide a warm and supportive atmosphere, where we want you and your children to feel welcome and settle in quickly. We want children to experience a wide range of activities, while they learn and develop. Most of all, we want all the children at Strathmore School to have fun, feel secure and to know how much we care for them.

Feel free to contact me if you have any queries or questions about our EYFS and KS1 provision.

I look forward to hearing from you!

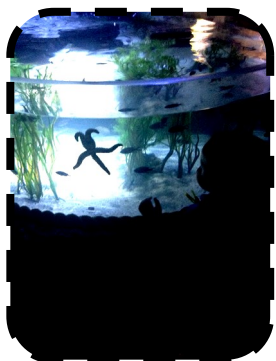
Lauren Crew



Our facilities and opportunities.

At each campus there is a sensory room and/or soft play room.

There is a large out-door playground with opportunities for physical activity such as climbing and swinging.



Both campuses have equal learning opportunities and our teams work cohesively together to plan and resource the learning for all pupils. We all go on weekly external visits to a local park to generalise skills, build resilience and learn new physical skills in a different environment.



We go out on a trip at least once a half term to a new place such as the Farm, Supermarket, Jungle Gym, Chessington World of Adventures... the list goes on! The visits link to our termly topics.

Due to both our EYFS and KS1 campuses being co-located with mainstream schools, appropriate inclusion opportunities are offered which may be long term (play) or one-off's (e.g. joint school trips).

Our classroom set up.

Our classrooms are inviting, enticing and stimulating. The room is clearly zoned so that children are able to explore as independently as possible. It is structured this way so that pupils can focus on an activity and engage in play and learning. We follow the continuous provision set-up, where resources are clearly differentiated onto shelving to support all levels of learners succeed and self-direct to the next step in their play and learning.



Every-day, activities are set up to target a range of focussed areas such as writing, reading, turn taking skills, numeracy, communication and imagination.



Each of our EYFS and KS1 classrooms has a small-group room attached where children take part in quiet, focussed, adult led learning and target time. Some pupils may follow a TEACCH workstation in these quiet spaces, promoting independent learning. This room is non-stimulating and zoned into group tables and/or work spaces.



Our Curriculum and Assessment.

Over the last academic year, we have been working on our own curriculum which has been written and adapted for all learners called the 'Strathmore Developmental Framework. All pupils aged 4-7yrs will have access to 'Busy Bees' (free flow/continuous provision). time up to three times a day. During this time, the children progress towards their EHCP Outcomes, and are monitored and assessed through our own 'Small Steps' system. As well as 'Busy Bees' the pupils take part in differentiated Literacy, Numeracy and Creative Curriculum lessons. The children have a balance of structured and play-based learning as well as outdoor and physical activity.



Each child's (in EYFS or KS1) play skills and learning will be tracked using our online assessment tool for the EYFS framework called 'Earwig'. Parents and carers will receive training on how to access this app from home and how to add to it to create an inclusive, shared, wide-ranging profile on their child. At the end of the school year, each child's profile is printed off with all contributions from school and home.

Our staff, helpers and strategies.

In each class, there is a Class Teacher, a Higher Level Teaching Assistant (HLTA), Teaching Assistants and Lunchtime Support Staff. All staff have training in a range of strategies; including how to deliver therapy programmes. It is our job to keep children safe, promote independence, encourage the children's play and support learning throughout the day. The children and staff have trusting relationships.

Some of the approaches we use to build relationships with the pupils are: Attention Autism, Intensive Interaction, TACPAC, Sensory Massage and Social Stories. We also ensure each child has a transition package, before starting school, that suits their needs.



As we are responsible for the first two-three years of a child's school life, it is so important that those early life skills are taught. For example, sitting at the table, sharing toys, working with support, socialising with others, coping with busy environments and most importantly, developing communication. With support of Speech and Language therapists, staff support communication with pupils through a range of approaches e.g. Makaton, PECS, PODD, LAMP, Proloquo2go, Go Talk and Colourful Semantics etc.