

Strathmore Infant and Nursery School

SEND Information Report 2025-2026



What should I do if I think my child has Special Educational Needs (SEND)?

If you have any concerns about your child please come and speak to us. The class teacher or Special Educational Needs Coordinator (SENDCo) will be happy to meet with you.

How does Strathmore know about my child's progress and if they need extra help?

Progress is closely monitored from Nursery to Year 2 in a number of ways:

- Termly pupil progress meetings with Headteacher, Deputy Headteacher, Class teacher and SENDCo.
- Lesson by lesson assessments take place by class teacher and teaching assistants.
- Feedback from children, verbal and non-verbal e.g. through anxiety mapping

There are many ways children can be identified as having special educational needs. Some examples are below:

- Concerns raised by parents/carers
- Concerns and observations raised by the teacher or support staff
- Health diagnosis through the GP or child development clinic
- Children who are not making expected progress
- Children who perform below age related expectations
- Liaison with external professionals, health visitors, GP, Speech & Language, Outreach workers

Any concerns from school will be raised with you at the earliest opportunity. This could be through our Early Prognosis document or through meetings or email communication.

How will you support my child?

- The class teacher will oversee and provide differentiated work for each child in their class to ensure progress is made in all areas. The SENDCo closely monitors provision and progress of children requiring additional support. If your child is receiving additional support you will be informed by the class teacher and the level and frequency of support will be discussed which may include small group work, specific targeted interventions or individual support.
- Children receiving additional support in school will have an Assess Plan Do Review (APDR) which will set specific targets based on their individual needs. This will be reviewed termly.

How will I know how my child is doing?

- At Strathmore we believe in working in partnership with parents. Regular parent workshops, Learning Fairs, Learning Reviews, invitations into school are provided to keep you involved in and informed about your child's learning and progress.
- We operate an open door policy where you can chat to your child's class teacher more informally about their progress or any concerns you may have.
- If your child has Assess Plan Do Review (APDR) targets these will be reviewed termly with you as part of the assess, plan, do, review process.
- If your child has an EHCP, the main targets will be reviewed termly. You will be invited to review the EHCP annually.

How will the learning and development provision be matched to my child's needs?

- Work within the classrooms is differentiated by the class teacher to include all children. Assess Plan Do Reviews provide further differentiation and personalised targets for individuals. Feedback and close liaison between staff ensures work is matched to children's needs.
- We follow the 'Assess, Plan, Do and Review' model set out in the [SEND Code of Practice 2014](#), to ensure learning and provision is matched to each child's needs. Advice and guidance from external professionals will be taken into account when creating and reviewing these plans.

How is the decision made about how much support my child receives?

- Staff discuss the level of support provided for each child, and their response to it, at pupil progress meetings each half term. If it is felt further support is required this will be discussed with you and external advice may be sought to support this.
- Teachers and the leadership team will observe pupils and their needs regularly. If we need to apply for specialist funding or external agency support we will do this in liaison with you.

What support will there be for my child's overall wellbeing?

- At Strathmore staff take time to listen to children and know them well. We listen closely to the views of our pupils and offer weekly PSHE times for children to express their feelings.
- Feelings displays and regulation stations are used in every classroom to help children recognise their emotional state and readiness for learning. These are made in collaboration with the class. Children are supported to express and discuss their emotions.
- Whole school events such as 'Feeling Good Week' are celebrated and regular Outdoor Learning sessions and outdoor learning opportunities promote children's wellbeing.
- We have a staff member trained to deliver Drawing and Talking therapy, alongside a therapist from Safe Space, who can work directly with named children. We also work closely with Mental Health Support Teams (MHST) who can work directly with families, to provide strategies, advice and support.
- Governors include pupil voice as part of their visits.
- The school has a policy on administering and managing medicines. The school office can help with any queries regarding medicines. Medicines that are required for long term illness such as asthma and diabetes may need a 'care plan' put in place according to the directions of the school/ diabetic nurse. Staff will receive appropriate training for any medical needs in school.
- Individual Health Plans (IHPs) will be created for children who have medical needs including severe allergies requiring epi pen.

What training have the staff, supporting children and young people with SEND, had or are having?

Mrs Hannah Badger is our SENDCo and Mrs Gillian Harrison is our interim SENDCo whilst Mrs Badger is on maternity leave. The school has achieved Attachment Aware Status following completion of training by staff and governors.

All staff have a regular program of training and SEND updates relating to current needs within the school. Most recently this has included Hertfordshire Therapeutic Thinking (previously known as Steps), Scaffolding Writing, Phonological Awareness, Makaton, Down syndrome support, Diabetes training, Autism awareness and Mental Health training. They receive training on medications and interventions that are relevant for children at our school. Staff attend local network meetings to share good practice with other settings.

We have a Governor who is responsible for SEND within the school.

What specialist services and expertise are available at or accessed by the school?

At Strathmore we work closely with many external agencies that are relevant to our children's needs. These include:

- Speech and Language therapists
- HPOSS (Hitchin Primary Outreach School Service)
- School Nurse or Health visitor
- Special Needs Health Visitor
- Occupational Therapists and Physiotherapists
- Early Years SEND team
- Educational Psychologist
- Child Development clinic
- Social Care
- Family Support Workers
- Woolgrove Outreach
- North Herts Primary Support Service
- Behaviour Support Team
- Physical and Neurological Impairment Team
- CAMHS (Child and Adult Mental Health)
- Mental Health Lead
- Counselling service - Safe Space

Should any child require help and involvement from outside agencies then parents would be informed and permission obtained.

How will you help me to support my child's learning? How will I be involved in discussions about and planning for my child's education?

- At Strathmore all children receive an annual report on progress. In addition to this, children with APDR's will have a termly review of their targets with their class teacher and parents.
- Our Class Blogs provide parents/carers with information about the current learning for each class as well as video links and suggested activities.
- Regular workshops are held where parents/carers are invited in to learn more about the curriculum or strategies to support their child at home.
- We hold termly Learning Fairs for pupils to share their learning with parents/carers
- Some families will be involved in conversations with external professionals e.g. the Educational Psychologist who can help to support their child's learning.

How will my child be included in activities outside the classroom including school trips?

- At Strathmore we include all children in all parts of the school curriculum which includes school trips. We will provide the necessary support and adjustments to ensure that this

happens successfully. This may include additional social stories or pre-teaching and the use of visual supports.

- A risk assessment is carried out by the class teacher prior to any off site visit to ensure everyone's health and safety. Discussions with staff and parents/carers will take place to ensure all risks have been considered and how best to support their child while off site.

How accessible is the school environment?

- Classrooms at Strathmore are all on one level with access to a disabled toilet. Our hall, dining room and school office are however on a different level but can at present be accessed by wheelchair via the outside area or a lift attached to the internal stairs.
- Any further resources needed may be assessed by specific teams e.g. Occupational therapy, Physiotherapy, Visual impairment team in order to ensure ease of access.
- We have some bi-lingual staff who can liaise with parents/carers, alongside staff and assist us in supporting families with English as an additional language.

Who can I contact for further information?

The main point of contact should always be the class teacher in the first instance and then you may decide you need to speak to the SENDCo. She is contactable via the school office or senco@strathmore.herts.sch.uk

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Our open door policy enables parents to visit and meet with class teachers regularly.
- Staff build early relationships with children who may be anxious about transitions.
- In the summer term we discuss transition to a new class with all children. They are given the opportunity to visit their new class and teacher and become familiar with their new environment.
- Transition booklets and transition toys are also used for children who may become anxious about changes to routines. Additional visits will be arranged for those who need it.
- We encourage all new children to visit the school before starting and we liaise closely with staff when receiving and transferring children to and from different schools.
- Transition activities are planned for new children joining the school and staff visit each child at home before starting.
- Parent/carers meetings are held to keep parents informed about what to expect.

How are the school's resources allocated and matched to children's special educational needs?

- At Strathmore we ensure that children who have Special Educational Needs and Disabilities have their needs met to the best of our ability and within the funds that are available to us. The budget is allocated on a needs basis and this is regularly reviewed.
- The environment is designed to meet individual needs e.g. quiet work spaces and small group work areas, dark den areas to support sensory needs.
- Staff are allocated to best support the needs within the school. Specialist advice and external support is sought if necessary.

Where can I find out about the local authority's local offer of services and provision for children and young people with SEND?

You can access Hertfordshire's Local Offer at:

www.hertsdirect.org/services/healthsoc/childfam/specialneeds/

This report is to be read alongside the school SEND policy and is underpinned by the SEND Code of practice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The information below outlines the range of support offered at Strathmore Infant and Nursery school. Quality First Teaching is provided for all children. If your child requires additional help they will receive tailored support including some of the approaches listed below.

Area of Special Educational Need	What this may look like in your child
Communication and Interaction	<p>Children may have difficulties in one or more area of need.</p> <p>Attention and or Interaction skills:</p> <ul style="list-style-type: none"> • Difficulties ignoring distractions, needing reminding / prompts to stay on task. • Need individual chart/ motivation to stay on task. • Difficulties keeping attention in whole class groupings. • Difficulties with peer relationships/friendships <p>Understanding language:</p> <ul style="list-style-type: none"> • Difficulties understanding spoken language may need visual demonstrations to understand. • Difficulties responding to an instruction or a question. May need more time, sign language or visual prompts <p>Speech:</p> <ul style="list-style-type: none"> • It may be difficult to understand what they say. • They may speak in short 2/3-word phrases rather than sentences. • Difficulties in speech sounds.
Cognition and Learning	<p>Children may have difficulties in one or more of the skills needed to make learning effective:</p> <ul style="list-style-type: none"> • Memory and reasoning skills. • Problem solving and information processing. • Sequencing and organisational skills. • Understanding number. • Gross and fine motor control. • Learning independently. • Decision making
Social, Mental and Emotional Health	<p>Children may have difficulties in one or more area:</p> <ul style="list-style-type: none"> • Behaviour difficulties • Attention deficit / hyperactivity disorder (ADHD) • Anxiety or depression • Low self esteem • Poor self-image • Social isolation
Sensory and or Physical	<p>Children may have medical or genetic conditions which could lead to difficulties in one or more area:</p> <ul style="list-style-type: none"> • Specific medical conditions. • Visual/ hearing impairment. • Physically accessing equipment. • Toileting and self-care. • Specific medical conditions. • Fine and gross motor control.

Communication and Interaction

Quality First Teaching

- Communicate in print visual timetables in every class
- Use of talk partners
- Makaton signing
- Differentiated planning, and teaching styles according to children's needs e.g. simplified language
- Modelling of appropriate interactions
- Curriculum lead targets for every child in maths and literacy or next steps in Early Years
- Structured routines used

Additional support

- Bilingual support
- Additional adult support in Child Initiated Learning
- Small group speech and Language intervention, Wellcomm
- Small group phonics intervention
- APDR
- SEND TA teams in each year group support in class
- Educational Psychologist and Advisory Teacher support
- Woolgrove support
- Individual workspace provided
- Communicate in print resources used on an individual basis
- Home/school liaison book
- Speech and language therapy provided by specialist therapist according to pupils need
- Individual visual timetables, social stories and PECs pictures used
- Social skills group interventions

Sensory and/or Physical needs	
Quality First Teaching	
<ul style="list-style-type: none"> • Differentiated planning, and flexible teaching arrangements • Use of different teaching styles according to children's needs • Staff aware of physical needs of individuals • Teaching assistants in every class • Outdoor learning opportunities • Practical and play based curriculum • Wide range of clubs available to all • Sensory garden available to all • Finger gym activities 	
Additional support	
<ul style="list-style-type: none"> • Sensory breaks • Jimbo intervention • Sensory circuits • Writing slopes, pencil grips • Handwriting intervention • APDR • Small group support in class • Wobble cushions/headphones/sensory resources or fiddle toys provided for individuals as required • Access to health professionals e.g. physiotherapy, occupational therapy as identified per child • We have a Rainforest Room to support gross motor physical needs and a smaller quiet space called the Jungle Room 	

Cognition and Learning

Quality First Teaching

- Differentiated planning, and teaching
- Use of different teaching styles according to children's needs
- High expectations and appropriate challenge for all
- Feedback and next steps given
- Use of multi-sensory learning approaches
- Mini plenaries to ensure children making good progress
- Writing frames and scaffolds provided
- Full time teaching assistants in every class
- The use of talk partners
- Learning objectives shared with children
- Use of Brain Gym
- Communicate in print visual timetables in every class
- Interactive whiteboard, visualizer
- Class rules clearly displayed
- Availability of support resources e.g. pencils with grips, triangular pencils, fiddle toys

Additional support

- Use of Makaton signing
- Sensory breaks
- Bi-lingual support
- Coloured writing paper
- Individual word banks
- Adults scribe
- Pre teaching
- Personalised timetable
- Technology support e.g. clicker sentences
- Intensive guided reading programme
- Small group maths intervention
- Small group speech and Language intervention using the Wellcomm support materials
- Small group phonics intervention
- Home school liaison book for reading
- APDRs
- APDR work recorded on planning
- Educational Psychologist and Advisory Teacher support
- Woolgrove support
- Use of writing slopes
- Individual workspace
- Communicate in print resources
- Home/school liaison book
- Speech and language therapy provided by specialist therapist according to pupils need
- Additional visits and arrangements for transition
- Access to health professionals e.g. physiotherapy, occupational therapy and speech therapy as identified per child
- Diagnostic testing
- Individual visual timetables

Social, Emotional and Mental Health Difficulties

Quality First Teaching

- Positive behaviour approach
- Class rules clearly displayed
- Regulation stations in every class
- Attachment aware school
- Achievement assembly held weekly
- Outdoor Learning opportunities
- Leuven scales used as part of pupil progress meetings
- Sensory garden available for all at playtimes

Additional support

- Small group social skills work
- Additional transition support for individuals
- APDR
- Small group support in class
- Home/school liaison book
- Modelling of regulation activities
- 1:1 support for use of dark dens if necessary
- Phased start and end to the day if necessary
- Regular breaks to support emotional regulation
- Behaviour support team
- Safe Space
- Drawing and Talking therapy
- Nurture type provision available
- Snacks