

Lansdowne Turney Federation

# Special Educational Needs and Disability Policy



**Adopted: July 2025**

**Review Date: July 2026**

## **Introduction and Objectives**

Lansdowne Turney Federation provides excellent education and opportunities for children and young people with autism and other complex need.

Our pupils:

- Are happy, safe and healthy.
- Develop their independence and communication while learning and achieving.
- Are ready for the future.

At Lansdowne Turney Federation, we provide for the education, support and guidance of all our students according to their individual needs.

## **Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordination or SEN (SENCOs) and the SEN information report

## **Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **An overview of SEN provision at Lansdowne Turney Federation**

Lansdowne Turney Federation is a specialist provision for children with autism. The Federation consists of Lansdowne School, a Secondary with Post 16 provision and Turney School an all through School for pupils aged 4-19. All students have a primary diagnosis of autism and complex cognitive needs.

We aim to:

- Foster the academic and personal potential of each student
- Encourage students to become active learners so that they are equipped for and see the benefit of lifelong learning
- Provide a calm, secure and appropriate learning environment
- Work in collaboration with parents and carers
- Be part of the local and wider community
- Achieve successful transition for each student to the next stage of learning,

- employment or future life
- Ensure all staff are appropriately trained, knowledgeable and skillful.

Staff at the Lansdowne Turney Federation recognise the individual needs of each student and ensure they make academic and social progress towards their EHC plan targets.

The Senior Management Team at each school ensures that the provision as listed in each pupil's EHC Plan is implemented and delivered. This is reviewed as part of the Annual Review process each year.

### **Target Setting at Lansdowne Turney Federation**

Individual education plans (IEPs) are written and reviewed termly and identify targets to develop

- Independence
- Communication
- Aspirations

Targets are matched carefully based on outcomes and provision identified in each student's Education, Health and Care Plan.

At both schools, the environment is autism friendly and the curriculum is taught in a way that is accessible for learners.

### **Staff training**

Staff across the Federation are trained to support children and young people to access the curriculum in a meaningful way, manage anxiety related to autism and to provide a calm and low arousal environment.

Regular training focusses on:

- Communication
- ASC specific strategies.
- Positive Handling/Team Teach
- Meeting students' medical needs

### **Information about the school's policies for assessment and provision for all pupils with special educational needs.**

Resources are allocated among students according to the needs described on their Education Health and Care Plans. Each class has a high staff-student ratio. Where students' needs are beyond the general needs of our students, the school tries to place additional staffing into that group. Classroom resources are available for the teaching of each subject. Additionally, the Federation source resources to support the particular learning needs of its students.

If a student needs additional support, we will consult with a range of professionals including Speech and Language Therapists, Occupational Therapists and Educational Psychologist to determine if there is an additional learning need and to ensure their EHC Plan reflects the provision they require.

### **How needs of pupils are identified and reviewed**

As part of the transition process, when students join us, information is collected from their previous school, from their parents or carers, and from our own observations.

Prior to transition, where possible, Lansdowne Turney Federation staff will often visit the previous school and observe the students and talk to the adults working with the child. All parents/carers are invited to visit Lansdowne Turney Federation and new students spend time in school in the summer term to meet the staff who will be working with them.

All students have an EHC Plan defining provision and outcomes. Termly targets are set to ensure that pupils make good progress towards their outcomes in their plans. All staff are aware of the targets for each student, and parents/carers are consulted when setting targets.

An Annual Review of the EHC Plan is held each year to report on students' progress. Parents/carers, class teachers, the speech and language therapist, health professionals and social services contribute reports if appropriate. Any changes to targets or provision will be made jointly at this meeting and submitted to the relevant Local Authority for the Plan to be updated.

All teachers prepare an annual report for each student in the summer term to review their progress during the year, and parents/carers have the opportunity to discuss this with teachers at a parent or carers' consultation evening.

All students have access to a broad and balanced curriculum, including the National Curriculum, Religious Education (RE) and Relationship, Sex Education (RSE) and PSHE, where students address issues of health and personal care-

Governors receive curriculum information through the Achievement Committee. They receive information on the views of students, parents and carers shared at parent or carer meetings, annual reviews. Governors are encouraged to make school visits, to link with a particular subject and to meet with the subject leader. They will be kept up to date with outcomes of classroom monitoring in the school.

### **Support for improving emotional and social development**

Mental health and wellbeing is a priority for all staff at Lansdowne Turney Federation. We recognise that pupils with autism are at risk of developing poor mental health. We offer art, play and drama therapy, as well as the support of the Educational Psychologist.

We use the Zones of Regulation to support the development of emotional resilience and regulation.

### **Evaluating the effectiveness of the SEN provision**

Student progress is a high priority across the Federation. Student formative and summative assessment is regularly monitored on a termly basis by middle and senior leaders to see if they are meeting targets from initial starting points.

Progress towards EHC Outcomes is reviewed regularly and on an annual basis at student Annual Review.

The Senior Management Team regularly reviews behaviour data across the school and support specific families and students as required.

Staff, student and family surveys are conducted annually and actions and recommendations are collected and shared.

The School Development Plan captures these priorities and is reviewed on a regular basis.

The Federation makes use of the following support services available to them:

- Speech and language therapy
- Occupational therapy
- Social care and Family Early Help
- School nurse
- Educational Psychology
- Child and Adolescent Mental Health Services
- Educational Welfare Service

The Federation works hard to build positive links with parents and carers through:

- Coffee mornings
- Parents/carers evenings
- Annual reviews
- Lansdowne Turney Federation Community activities once a term
- Keeping parents/carers informed of changes in school life

In addition the Federation works with the following professionals:

- Speech and Language Therapists
- School Nurse Team
- Dental Inspections
- Immunisation Team

We also have links with social care:

- Child Protection Issues
- Looked After Children
- Children With Disabilities Team
- Education Welfare Service
- Family Early Help

## Policy History

Date reviewed by governors	July 2025
Next review by governors	Summer 2026

Chair of Governors:

Signed:

Date: