

LANSDOWNE TURNEY FEDERATION



Turney School

SEND Information for Parents/Carers
and Schools

General Information for Parents/Carers and Schools

Our Provision

Developing the whole child and young person is important to us. Our ethos is to provide a secure, caring and supportive environment in which there is an expectation of pupil achievement and raised attainment. This is reflected in all we do and throughout our website.

Turney is a school for children and young people aged 5-19 years, with special educational needs (SEN). The school is the Local Authority's (LA) designated school for children and young people with Autistic Spectrum Condition (ASC) and complex learning difficulties.

The children and young people are taught in the following key stages:

Early Years (Reception) and KS1	Rising 5-7 years.
KS2	7-11 years
KS3	11-14years
KS4	14-16 years
KS5	16-19 years

Children generally enter the Reception Class, or occasionally in Year 1 and currently continue to the end of KS4/5, though places can be available throughout the school if there is a space in that key stage.

Pupils in the Reception class follow an adapted Early Years Curriculum. The remaining key stages groups follows an adapted curriculum specially designed to meet our pupils needs and in line with the Pre-Key Stage Standards. Our curriculum aims to achieve all foundational learning necessary in preparation to access the National Curriculum through two main pathways, the Informal Pathway and the Semi-Formal Pathway.

At Turney School, as an all-thorough school, pupils learn in groups in line with their chronological age to ensure that their developmental needs are met and supported by a suitable peer group.

However, the places available in each key stage and the pupil's needs and strengths are always considered and, in some cases, an alternative learning group might be deemed more suitable to ensure that the school can successfully meet each pupil's outcomes.

Class sizes are based on the needs of the autistic pupils with complex learning difficulties attending Turney School. Class sizes will typically follow a ratio of 8-9 pupils to 3 adults, depending on the needs of the pupils. Our learning spaces prioritise meeting our pupils' sensory and communication needs so our pupils feel safe in school. Crowded and busy classrooms can be a determining factor to limit the number of pupils in each class. This is to keep learning safe and successful in all classrooms.

In each class group, pupils are working towards accessing the National Curriculum by following a specific curriculum pathway: Informal or the Semi-Formal Pathway. Both Pathways aim to build foundational learning and provide with experiences to our pupils to allow them to develop knowledge and skills towards accessing the National Curriculum.

Throughout our Primary and Secondary Education years our curriculum aims to develop a strong foundation in reading for which there is a specific designated reading programme with three main pathways: Pre-Reading Skills, Jolly Phonics Programme and the Reading Comprehension groups.

Both the Informal and Semi-Formal pathways of all our curriculum areas include a wide range of opportunities for pupils to make progress in understanding and speaking and their mark-making and writing skills as they gain confidence with their communication, social interaction and sensory and motor skills.

Information Technology (IT) is also strongly embedded throughout our curriculum and all learning areas include opportunities to interact and have access to high quality and well adapted IT resources. The aim is to provide our pupils with IT literacy and functional skills to support their learning, self-expression and independence. Individual communication devices, interactive screens, iPads, large interactive tablets, cause-effect toys, toys with remote controls, sound devices (speakers, microphones, *Tonies* or recordable buttons), video recorders, etc.

Additionally, we recognise the importance of the strong foundations in Numeracy to access the rest of the Curriculum for which our Numeracy, Thinking and Problem-Solving Curriculum has five pathways in line with the Informal and Semi-Formal Curriculum. This is to enable a spiral system in the way our pupils learn Numeracy skills confidently, revisiting skills regularly to build on previous knowledge as they progress throughout the Numeracy pathway content.

Pupils in KS5 access independence and work-related learning skills which contributes to their Preparation for Adulthood.

At the beginning of the pupils' Secondary Education our Curriculum offers them an itinerary to explore and discover their life and work skills in preparation for Post 16 Education and further Preparation for Adulthood. In KS3, there is a focus on personal and social development, as well as functional life skills. In KS4 progression is built with a focus on career and personal guidance.

By the time that our pupils access our Post 16 curriculum they have a range of strong foundational knowledge and skills to successfully access a wide range of ASDAN accreditations as well as taking part in a college link programme which includes Roots and Shoots, L'Arche and New Start training.

The school applies a holistic approach to learning and works closely with the speech therapy team, the occupational therapist, our educational psychologist, art therapist, medical professionals as well as other multi-agencies so all children and young people with special educational needs can access the curriculum and belong and thrive in the Turney School community.

We use the following approaches and strategies to make sure that pupils are comfortable in school:

TEACCH (highly structured environment and activities)

TEACCH is a structured approach to learning, with separate, defined areas for each task, such as individual work, group activities, and play. It relies heavily on visual learning, a strength for many young autistic people. The young people use schedules made up of pictures and/or words to order their day and to help them move smoothly between activities. Autistic pupils may find it difficult to make transitions between activities and places without schedules so these are essential in our day-to-day in school.

Social Communication/ Emotional Regulation/ Transactional Support (SCERTS)

At our school, we use the principles of the SCERTS approach to ensure we accurately understand and support our pupils' communication needs and their emotional well-being. We use these principles to plan individual support strategies, so that we can create a learning environment where pupils feel understood and supported to reach their full potential.

Social Stories

Social Stories are used to breakdown information into small and meaningful steps that our pupils can use to process and understand information. Social Stories at Turney School take into account our pupils' communication style, reading skills and level of understanding of the world around them. In our school Social Stories aim to help our pupils to be as independent as possible when self-regulating and managing their own matters for example:

- Holiday calendars
- Change of class
- Change in their routines
- Preparing for a trip

Intensive Interaction

Intensive Interaction is a child-led approach used to help our pupils to develop *Fundamentals of Communication*. Our staff is trained by our SaLT team to use mirroring, imitation, and shared enjoyment to build a connection. Ultimately this will help build skills that are essential for learning in school and that will impact positively in our pupils learning.

For example: developing shared attention, learnings to turn-take, the use of non-verbal communication like eye contact or facial expressions, the use of their vocalisation to find their voice or growing trust and emotional security to build positive relationships with others.

Positive Play

For our pupils *play time* is essential to their self-expression, their relationship with others and their understanding of the world around them. Because of this, in our school, play is considered as an experience that can take place throughout the day: during learning time, during movement breaks or during set playtimes.

With *positive play* we aim to foster a positive, safe and stimulating environment to learn contribute to improving the health of the pupils and stimulate their cognitive development.

This also contributes to their opportunities to develop their social skills and promote safe and positive relationships among pupils.

The use of visual information and Makaton

At Turney School our learning environments are rich in visual information: objects, pictures and symbols. These can be found throughout our learning resources, in every learning space, around the school as well as part of our pupils support plans: visual cards, communication core boards, social stories, visual schedules, Objects of Reference, etc.

A core range of Makaton signs are used throughout the whole school to support basic communication with pupils in regards to their routines. All support staff and pupils are expected to learn and use the core Makaton signs on their day-to-day at Turney School.

Our Approach to learning:

All pupils follow the following curriculum areas:

- Guided Reading
- Literacy & Communication
- Numeracy, Thinking and Problem Solving
- The World around Me (TWAM)
- Personal, Social, Health Education (PSHE) including a Life Skills strand.
- Physical Development
- Creative Development

All curriculum areas are broken down into small learning steps and follow a personalised learning programme.

The school places a high emphasis on Communication and Literacy which includes:

- Pre-Reading skills
- Jolly Phonics Programme
- Reading for comprehension and fluency

Learning is 'hands on' and practical and involves enrichment trips, outside visits and special events in school.

Regular trips and visits include weekly swimming, visits to a sport center and cycling in KS5.

In Primary and Secondary visits to the local shops, Dulwich Park, Brockwell Park, as well as a range of museums, galleries, zoos, farms and historic palaces and monuments.

Our reception pupils may go on trips based on readiness and curriculum needs.

We also aim to provide our pupils with rich experiences in other learning settings and enrichment activities on a weekly basis. Currently our partnership with Rosendale School

allows some of our younger pupils to extend their learning experiences in mainstream settings and through a range of ambitious activities such as Free Flow Play and Forest School sessions.

Additionally, some pupils access football coaching sessions and all our pupils attend music therapy-based sessions.

Curriculum pathways and the Curriculum and Teaching and Learning policies are published and updated on the school website, along with all other school policies.

Personal, Social, Health Education (PSHE) and life skills are a fundamental part of the curriculum. The school aims for our young people to leave school and move on to further education provision and into the community as independent and confident adults.

Pupils in KS5 attend college link placements – Roots and Shoots, L'Arche and New Start. They complete on site work experience, as well as working on the allotment. They develop home management skills through working managing the school 'studio' flat, as well as employability skills through their own Enterprise Café.

Throughout all Key Stages pupil progress for every pupil is measured individually. Teachers use formative assessment (day-to-day) to observe the progress pupils are making in class and through pupils' workbooks. Teachers then take these observations and use them to inform the summative assessment (overall) twice in an academic year. In this way we can accurately pin point any difficulties and set plans to support the young people to improve.

Learning targets are set yearly for all pupils. These targets are measured, reviewed and discussed with parents and carers in Annual Review meetings. Sometimes, other professional meetings and actions will inform the need to review those targets more often. Ultimately, this information allows us to update the Education, Health and Care Plan outcomes.

People who work with us

Teaching and learning are supported by the additional adults who work alongside the teachers and teaching assistants to meet the needs of the pupils.

The people who work with us are the speech therapists, occupational therapist and the school's dedicated educational psychologist. Our approach is for the therapists to be part of the teaching and learning environment by supporting and training the teachers and teaching assistants to use the individual strategies which enable our pupils to learn.

The Art Therapist and the Music Therapy teacher support our pupils' needs and help them to enrich their curriculum and therapeutic provision.

In addition, the school prioritises the use of the most experienced staff (TAs and HLTAs) to support the work of the therapists in functional and learning environments, helping our staff and pupils: learning routines, using support strategies at lunch times, use communication and interaction strategies during playtimes, implementing sensory plans, implementing specific therapies like *Lego therapy*, *bucket time*, etc.

Therapists contribute to setting communication outcomes for our pupils, monitor their progress and report to school and parents/carers. This is reflected in termly reports which give us an overview of their interventions and the pupil's progress.

Our therapists deliver training to staff and parents including Turney School's approaches and strategies and individual pupil's strategies such as the use of communication devices (CENMAC).

Therapists might meet with parents sometimes to review specific intervention plans. Ultimately, their input and reports are also included in our pupils EHCP through the Annual Review process.

Staff Qualifications and training

The Executive Headteacher has a masters level qualification PGCSE in Autism and a masters in (Social Emotional Mental Health) SEMH.

The Executive Headteacher is PECs, TEACCH and SCERTs trained.

The senior leaders have a range of qualifications ranging from NPQML to NPQSL as well as TEACCH and SCERTS training.

In addition, all staff follow a yearly rolling programme of training in the following:

- Safeguarding
- Team Teach
- TEACCH
- Strategies to support pupil communication, including intensive interaction and Makaton.
- Strategies to support pupils' sensory needs, including Zones of Regulation.
- Understanding autism, development and associated diagnosis and other mental health challenges through our highly specialised Educational Psychologist.