

LANSDOWNE TURNEY FEDERATION

Turney School

SEND Report



The class teacher is responsible for:

- Making sure that all pupils have access to good/outstanding teaching and that the curriculum is differentiated to meet each pupil's individual needs.
- Ensuring pupil progress through identifying, planning and delivering any additional help needed and discussing amendments with the school as necessary.
- Making sure that all members of staff working with your pupils in school are aware of his/her individual needs and/or conditions and what specific adjustments need to be made to ensure progress.
- Making sure that all additional adults working in the classroom, such as the teaching assistants, speech and occupational therapists in school are supported in delivering the planned work, so all pupils can achieve the best possible progress.
- At Turney there will always be one teacher with at least two teaching assistants in each class. The speech and occupational therapists will work alongside the teacher and teaching assistants to deliver the curriculum and meet the special educational needs of all the young people.
- Ensuring the teaching assistants understand your pupil's special educational and learning needs.
- Making sure everyone understands the school behaviour policy and practice keeping all pupils safe.

The Teaching Assistants are responsible for:

- Teaching Assistants work across the school in every subject to ensure all the young people access the curriculum and ensure their individual needs are met. Some subjects have teaching assistants dedicated to support all necessary adaptations in specific learning spaces, such as in the Food Technology room and the Art room
- In addition, the school has a higher-level teaching assistant and a TA specialising in meeting the communication and sensory regulation needs of the pupils. Both HLTA and TA, work closely with the school therapists and the classroom teams contributing to adaptation plans, delivering interventions and supporting pupils accessing targeted activities that promote their development in and beyond the classroom.

The Executive Headteacher, Head of School and Assistant Headteacher are responsible for:

- Providing good and outstanding teaching.
- Ensuring that the curriculum and special educational needs of all pupils are understood by the teachers and teaching assistants.
- Making sure that parents are:
 - Fully involved in supporting their young person's learning
 - Kept informed about the support that their young person is receiving
 - Fully Involved in reviewing how their young person is progressing
 - Fully involved in planning their young person's education
- Liaising with all the other professionals who may be coming into school to help support the pupils learning e.g. speech and language therapy, educational psychology and

occupational therapy.

- Updating the school's SEND record of need (a system to ensure that all the special educational, physical and sensory needs of pupils in this school are known and understood).
- Making sure that there are excellent records of the pupils' progress and needs.
- Providing training and specialist support for teachers and support staff in the school so they can help the pupils to: learn, achieve and become an independent young person on leaving the school and going on to further education and living in the wider community.
- Preparing an Education, Health and Care Plan where needed.

Senior leaders can be contacted at the school by telephoning the school office to speak to the Executive Headteacher, Deputy Headteacher or the Assistant Headteacher. Alternatively, make an appointment to see them via the school office.

The Governing Body is responsible for:

The strategic management of all aspects of the school, including the teaching and learning, assessment and meeting the special educational needs of the students.

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all the children and young people in the school.
- Making sure that the school's SEN funding is appropriately spent.
- Making sure that the necessary support is made for any young person who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to young people with SEND in the school and being part of the process to ensure that pupils achieve their best potential in school.

The Chair of Governors can be contacted via the school office or by the school email: office@turney.org.uk

How will our pupils receive help to learn in school?

The class teacher will input via good/outstanding classroom teaching.

- The teacher will have the highest possible expectations for all pupils in their class.
- All teaching is based on building on what our pupils already know, can do and can understand.
- All teaching is based on the individual needs of the pupils and will be practical hands on and sensory.
- Learning will be presented in small achievable steps, linked to and towards the National Curriculum.
- The teachers and teaching assistants will work with others such as the speech therapist, occupational therapist and Educational Psychologist.

Working with the outside agencies

The following people work with individual young people and class groups to help them to learn:

- Four Speech and Language Therapists.
- Two Occupational Therapists.
- An Educational Psychologist.
- Medical Professionals including the school doctor and nurse.
- An Art therapist.
- A Music therapist.

This is a team dedicated to the school and will work with parents, pupils, the class teacher and teaching assistants. They will make recommendations to support the pupil's learning and these may include:

- Making changes to the way pupils are supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific professional expertise.
- Pupils' involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support.
- A group or individual work in school run by an outside professional e.g. the Occupational Therapist.
- Parents will always be involved in decisions about how the support will be used and which strategies will be put in place.

You will be provided with the contact details for any agencies or services outside the school who are or will work with your child.

Support provided through an Education, Health and Care Plan (EHCP)

All the young people at Turney School will have arrived with an Education, Health and Care Plan (EHCP). In considering whether Turney School is able to meet the needs of your young person through an EHCP, the school will:

- Will receive your young persons' EHCP from the Local Authority (LA) SEN team.
- The Executive Headteacher / SLT / Multidisciplinary team will consider if the school can meet the young person's specific needs and if there is a place available.
- If the Executive Headteacher felt Turney School would be an appropriate school, you will be invited to visit the school with your young person to have a tour of the school and to speak to the Executive Headteacher or a Senior Leader.
- If it is felt that it would be an appropriate placement, the school will inform the SEND department of the Local Authority and Parent / Carers.
- There will be an induction visit before your young person starts school. The staff will then hold regular meetings in school to monitor the progress your young person and invite you into school to discuss their progress.

Supporting your young person in starting school.

- Young people generally start Turney School on Reception and sometimes, Secondary transfer. However, young people are able to start in any year group if their needs can be met and there is a vacancy.
- Our future pupils are provided with tailored induction and transition plans which can be aligned with their age, their needs or ability to process change. A member of the SLT will liaise with each family to decide what the plan should look like to ensure a successful transition for each pupil into their new school.
- This will be an opportunity for new pupils and families to meet the teachers and teaching assistants and the other pupils.
- Turney will have received all the information about our new pupil from their previous education setting (nursery, primary school, etc.) so we know our pupils before they start.
- An induction booklet in the form of a social story will be given out new pupils can re-visit information about the school over weeks or days previous to the start date.
- All new pupils and their parents will receive a daily update of how their day went. The teacher will do so by phone and the SLT will follow up closely on how the transition plan is working on their first days at Turney School. The SLT will offer adaptations where necessary to ensure that pupils are settling well in school.

How can I let the school know I am concerned about my young person's progress in school?

- The first thing is to speak to the office to arrange to either speak to your young person's teacher, or make an appointment to meet with the form tutor.
- The form tutor will arrange for an update from all the subject teachers and discuss this with you over the phone or in a meeting.
- If you are still concerned a further phone conversation or meeting can be arranged with the Head of School and/or the multi-disciplinary team.
- The Executive Headteacher, or Deputy Headteacher is always available to discuss any concerns.

How will the school let me know if they have any concerns about my young person's learning in school?

- The teacher will discuss your young person's progress with you at our termly parents' evenings when you will be informed of your young person's progress and any additional support being given.
- Schools also have regular meetings between each subject teachers and a senior staff member in the school to ensure all young people are making good progress.
- If your young person is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention and will inform you. These interventions might be educational (targeted learning groups) and might also involve therapeutic intervention (Speech and Language, Occupational Therapy or the Educational Psychologist).
- If your young person is still not making expected progress the school will discuss with you:
 - Any concerns you may have

- Any further interventions or referrals to outside professionals to support to support your young person's learning
- How we could work together, to support your child at home/school.

Who are the other people providing services to young people with SEN in this school?

- Directly funded by the school
 - Speech and language therapist
 - Occupational therapist
 - Educational psychologist
 - Art therapist
 - Music therapist
 - Dedicated SaLT and OT higher level teaching assistant and teaching assistant
 - Roots and Shoots – KS4 & KS5 work experience
 - New Start – KS4 & KS5 work experience
 - Fulham FC football coaching sessions
- Paid for centrally by the Local Authority but delivered in school
 - none
- Provided and paid for by the Health Service
 - Medical professional including the school doctor and nurse
 - Speech and Language Therapy
 - CAHMS

How are the adults in school helped to work with young people with SEN and what training do they have?

- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of pupils including those with SEND. This may include whole school training on SEND needs or to support identified groups of learners in school, such as ASD, sensory regulation, etc.
- There is specific training on supporting young people who have an autistic spectrum disorder (ASD), which is listed and described above.
- Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher.

How will the teaching be adapted for my young person with SEND?

- Subject Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/ adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups with their communication and interactions, understanding and sensory regulation so

that they can learn most effectively and included in the full life of the school.

- Individual resources and strategies to support your child accessing learning and to participate in the school life will be included in your child's learning documents, e.g. pupil's profile, Zones of Regulation Plan or Behaviour Support Plan.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your person in school? And how will I know about this?

- Your child's progress is continually monitored by his/her subject specialist.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science as well as all other curriculum subjects, engagement in learning and social and emotional development.
- All progress is measured in line with the National Curriculum and for those young people working below Milestone 1, the Pivats Milestone Levels.
- At the end of Year 9 there is a transition meeting to agree accreditation pathways.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Letters/certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports

What support do we have for you as a parent/carer of a young person with an SEN/and or disabilities?

- We would like you to talk to your young person's form teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The Executive Headteacher, or Deputy Headteacher is available to meet with you to discuss your young person's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The Deputy Headteacher will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your young person.
- Home Learning will be adjusted as needed to your young person's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- The external professionals involved with your child will be happy to meet with you on request.
- Web-site includes ideas of ways in which you can support your young person with learning;

these are often practical ideas and can be easily adapted to suit the needs of children with special educational needs and/or disabilities.

- We will be happy to consider any ideas in order to support your young person

If your young person is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

How have we made this school physically accessible to children with SEND?

- All of the school is accessible to children with physical disability.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities
- The school has sensory rooms and quiet rooms.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to suit children with a range of needs.
- The specialised provisions provide space for the identified needs for children with these difficulties e.g. workstations for children with Autistic Spectrum Condition (ASC).
- The staff working in the specialised provisions are highly trained in these areas.
- If you have a specific concern please make contact with the school. Contact telephone number 0208 670 7220 / email office@turney.org.uk