

Turney School
Information for parents/carers and schools.

Our Provision

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 Disorder (ASD) and complex learning difficulties.

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.

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. The Reception Class follows the early years curriculum, whilst the remaining key stage groups follow the National Curriculum. Children in Key Stages 1,2 and 3 work in learning groups which match their individual needs and ability. In KS4 the young people work specifically in Years 10 and 11 following agreed accreditation routes, Entry Level and ASDAN.

All children and young people follow the National Curriculum. Class sizes are based on the needs of the children and young people, but will typically be a ratio of 8-10 pupils to 3 adults, depending on the needs of the children/young people.

The school applies an holistic approach to learning, and works closely with our two speech therapists, occupational therapist, our educational psychologist and the school doctor and nurse, as well as outside agencies to enable all children and young people with special educational needs to access the curriculum.

We use the following strategies to make sure the students are comfortable in school:

TEACCH

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 people with autism. The young people use schedules made up of pictures and/or words to order their

day and to help them move smoothly between activities. Children with autism may find it difficult to make transitions between activities and places without schedules.

The Picture Exchange Communication System (PECS)

PECS is designed to teach functional communication skills with an initial focus on spontaneous communication. It has been and continues to be implemented in a variety of settings and contexts (home, school, community) so users have the skills to communicate their wants and needs, as well as supporting comprehension.

Social Communication/ Emotional Regulation/ Transactional Support (SCERTS)

A programme to support young people to learn and spontaneously apply functional and relevant skills in a variety of settings and with a variety of partners.

Social Stories

The goal of a Social Story is to share accurate social information in a patient and reassuring manner that is easily understood by its audience. Half of all Social Stories developed should affirm something that an individual does well.

Intensive Interaction

Intensive interaction is an approach to teaching the pre-speech fundamentals of communication to children and adults who have severe learning difficulties and/or autism and who are still at an early stage of communication development.

Positive Play

Positive Play - providing positive playground experiences. Positive playgrounds can provide:-

- a bright, safe and stimulating environment
- positive playing areas that help improve the health of children and encourage cognitive development
- help develop skills of social interaction at all levels
- help reduce the incidence of bullying and provide a safe "quiet" area

Our preferred signing system is Makaton.

Our Approach

All children and young people follow the National Curriculum, which is broken down into small learning steps and follow a personalized learning programme. This means that all areas of the curriculum are broken down into several smaller learning steps, so the children and young people are able to access the curriculum in a more structured and meaningful way. The school uses a system called PIVATS, which is nationally recognised and used by other specialist provision. This not only allows the school to assess the children

and young people accurately, but also ensures that work offered to each pupil is differentiated.

The school places a high emphasis on communication and literacy. It follows the Letters and Sounds Programme, which is supported by the Picture Exchange, Communication System (PECs) from Year 1- Year 13 where necessary.

Learning is 'hands on' and practical and involves trips and outside visits. Regular trips and visits include weekly swimming for every year group, Life Skills based programmes to Dulwich Park, Brockwell Park and local shops etc. Pupils regularly visit Hewitt's Farm, Vauxhall City Farm, the school's allotment and a range of museums.

Pupils are taught the following subjects:

English, mathematics, science, humanities, RE, ICT, PE, swimming, food technology, art and design, music and literacy (including phonics and communication systems).

Curriculum overviews and our teaching and learning policies are published and updated on the school web site, along with all other school policies, including homework.

Personal, Social, Health, Citizenship Education (PSHCE) 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.

Work experience and work related learning play a large part of the Key Stage 4 learning. Pupils have taken up work experience in The Healthy Gourmet Café, Lambeth College, L'Arche, Roots and Shoots, Lulu's Café and the Willow Nursery.

Pupils develop work related skills throughout KS4 and have developed cleaning and maintenance enterprises, which are put to good use in the local community, for example cleaning at All Saints Church and assisting Spires for homeless and disadvantaged people.

All of our pupils are supported through the different strategies which enable children and young people with autism to access the curriculum and be comfortable at school. These strategies include makaton sign language, PECS, Intensive Interaction, TEACCH, Communication in Print, and we have recently introduced SCERTS. There are three sensory rooms across the school and four Quiet area to support the sensory needs of the children and young people.

Pupil progress for every child or young person is measured individually every six weeks across the academic year in each subject. In this way we can accurately pin point any difficulties and set plans to support the children and

young people to improve. Learning targets are set at the beginning of each year for all pupils. These targets are measured, reviewed and discussed with parents/carers in meetings throughout the year.

All children and young people are encouraged to join either our lunchtime or after school clubs. These include boccia, football, cookery, ICT and art.

People who work with us

Teaching and learning is 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. In addition the school has two trained communication teaching assistants who support the work of the therapists. In this way we are able to meet the sensory and communication needs of our children and young people. This is particularly so for those young children in school with little or no verbal language or communication and/or for those children and young people who need a sensory based curriculum.

All pupils are assessed on entry to the school by the speech and language therapists, so an individual speech and language plan can be drawn up for school and home. The speech therapists meet regularly with parents/carers to review this plan.

Staff Qualifications and training

The Executive Headteacher has a masters level qualification PGCSE in Autism. Debbie Mahoney, one of our communication teaching assistants is a qualified makaton trainer.

The Executive Headteacher is PECs, TEACCH and SCERTs trained. In addition all staff follow a yearly rolling programme of training in the following:

- Team teach
- TEACCH
- Intensive interaction
- PECS awareness
- Makaton sign language
- Communicate in Print.
- SCERTS is currently being rolled out across the school.

In addition staff are regularly trained to level 1 first aid, with specific named staff being trained to a higher level.

The senior leadership team are Level 3 safeguarding trained, with all other staff receiving level 1 safeguarding training.