

Turney School

Information Report for Children/young people with SEND

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

The class teacher is responsible for:

- Making sure that all the children and young people have access to good/ outstanding teaching and that the curriculum is differentiated to meet each young person'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 child/young person 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 students can achieve the best possible progress. At Turney there will always be one teacher with up to three 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 young person's special educational and learning needs.
- Making sure everyone understands the school behaviour policy and practice keeping all students safe.

Contacted by: speaking to them at the end of a school day to arrange an appointment or telephoning the school.

The Teaching Assistants are responsible for:

- Teaching Assistants work across the school in all classes and every subject to ensure all the children/young people access the curriculum and ensure their individual needs are met. In addition the school has specialist teaching assistants working alongside the speech therapists and supporting the pupils' communication needs.

Please arrange to speak to the Teaching Assistants through the Head of School or Assistant Headteacher.

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 is understood by the teachers and teaching assistants.

- Making sure that you are:
 - Fully involved in supporting your child's/young person's learning
 - Kept informed about the support your child is receiving
 - Fully Involved in reviewing your child's/young person's progress
 - Fully involved planning your child's/young person's education
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapist.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing training and specialist support for teachers and support staff in the school so they can help your child/young person 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.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Contacted by: *phoning the school office to speak to the Head of School or make an appointment to see her.*

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 child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Contacted by: writing to the Chair of Governors via the school office or school website.

How will my young person 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 your child/young person and all pupils in their class.
- All teaching is based on building on what your child/young person already knows, can do and can understand.

- All teaching is based on the individual needs of the young people and will be practical, hands on and sensory.
- Learning will be presented in small achievable steps, linked to 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 children/young people and class groups to help them learn:

- Speech and language therapists.
- Occupational therapist.
- An Educational Psychologist.
- School nurse
- School Doctor

This is a team dedicated to the school and will work with you, your child/young person, the class teacher and teaching assistants. They will make recommendations to support your child/young person's learning, these may include:

- Making changes to the way your child is 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.
- Your child's/young person's 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.
- You will always be involved in decisions about how the support will be used and what strategies that will be put in place.

Support provided through a 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) or Statement of Special Educational Need. In considering whether Turney is able to meet the needs of your young person through an EHCP or Statement, the school will:

- Receive your child/ young person's EHCP from the LA SEN team.
- The Head of School / SLT / Multidisciplinary team will consider if the school can meet the child/ young person's specific needs and if there is a place available.
- If the Head of School feels Turney will be an appropriate school, you will be invited to visit the school with your child/ young person to have a tour of the school and to speak to the Head of School or Assistant Headteacher.
- If it is felt that it would be an appropriate placement, The school will inform the SEN department of the LA 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 of your child and invite you into school to discuss their progress.

Supporting your child/young person in starting school.

- Children/Young people generally start Turney School in the Reception Class, but are able to start in any year group if their needs can be met and there is a vacancy.
- The children/ young people are invited to induction days in which they are accompanied by a member of staff from their early years/primary provision.
- They will meet the teachers and teaching assistants and pupils and join in taster sessions of the individual subject classes (if joining the school in the secondary department).
- Turney will have received all the information about your child/ young person from the early years/primary school so we know them before they start.
- An induction booklet in the form of a social story will be given out so your young person can re-visit information about the school over the summer period, or before starting.

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

- The first thing is to speak to the office to arrange to either speak to your child/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, Assistant Headteacher and/or the multi-disciplinary team.
- The Head of School or Executive 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 child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
- Schools also have regular meetings between class teachers and a senior staff member in the school to ensure all children are making good progress.
- If your child 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 your child's learning.
 - How we could work together, to support your child at home/school.

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

- Directly funded by the school

- Speech and language therapist.
 - Occupational therapist.
 - Educational psychologist
 - Specialist communication teaching assistants
- Paid for centrally by the Local Authority but delivered in school
 - Sensory Service for children with visual or hearing needs
- Provided and paid for by the Health Service
 - School Nurse
 - Speech and Language Therapy
 - CAHMS
 - School Doctor

How are the adults in school helped to work with children with an SEND and what training do they have?

- The school has a school development plan, which includes updating staff training to meet the needs of the children/young people.
- There is specific training on supporting young people who have an autistic spectrum conditions (ASC), which is listed below:
TEACCH
Team Teach
PECS awareness
Makaton
Communicate in print
SCERTS
Intensive Interaction

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 child /young person with SEND?

- Class 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 and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included in your child's learning 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 child/young person in school? And how will I know about this?

- Your child/young person's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term 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 the National Curriculum the P. Scales.
- At the end of Year 9 there is a transition meeting to agree accreditation pathways.
- The progress of children with an EHC Plan or Statement 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 of a child 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 Head of School is available to meet with you to discuss your child'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 Head of School will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Home Learning will be adjusted as needed to your child'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.
- Our web-site includes ideas of ways in which you can support your child/young person's 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 child.

If your child 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?

- Much of the school is accessible to children with physical disability via ramps.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities
- The school has Sensory 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 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.