

# Turney School



## Prospectus

Primary, Secondary and Post 16

Lansdowne Turney Federation

### Our Leadership Team



**Linda Adams, M.Ed, PGCE (Autism)  
Executive Head Teacher**



**Jo Tovey, BA Hons, PGCE, NPQH  
Head of School**



**Magdalena Karpik, MA, NPQSL  
Assistant Headteacher**

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## Our Provision

Turney school is a community for children and young people with Autistic Spectrum Conditions and associated learning difficulties.

## Primary School



**Reception and Key Stage 1** is for children aged between five and seven years **Key Stage 2** is for children aged between seven and eleven years.

## Secondary School



**Key Stage 3** is for pupils aged between eleven and fourteen years. **Key Stage 4** is for pupils aged between fourteen and sixteen years.

## Post 16



The **Post 16** is for pupils in Key Stage 5 aged between sixteen and eighteen years of age.

# Admissions

Admission to Turney School is through the appropriate Borough's SEND department. All students will need an Education, Health and Care Plan or Statement which identifies an autistic spectrum condition with associated learning difficulties within the designated 5 – 19 age range. This is a document of entitlement giving a description of your child's needs and the reasons for recommending a placement at Turney School.

A parent/carer has the right to express a preference for their child to be educated at Turney School. Decisions about admissions are made in partnership with the appropriate Local Authority's SEND Department, parents/carers and other advisors. The school will try to be as helpful as possible to young people and their parents/carers, even when placement at Turney School is considered inappropriate.

As a parent/carer it is likely that you will have been recommended to visit Turney School. You are welcome to visit the school without a recommendation. Pupils are never taken on roll at Turney School without a referral from the Local Authority SEND Department managing your child's Education, Health and Care Plan or Statement.

Please contact the school to make an appointment for a visit, which will include a tour of the school with a member of the senior leadership team and the opportunity to ask questions.

When a letter requesting a place is received from the Local Authority, the school will contact you in order to make an appointment to visit, if this has not already taken place. Your child's name may then be placed on a waiting list if it is decided that his/her needs can be met at the school. Once a decision has been made to admit your child the school will contact you to make arrangements for your child's transition and start at Turney School.

The process of admission is organised according to the individual needs of the pupil and may well vary from child to child.

## **Turney School may or may not have prior paperwork/knowledge of the child:**

- Parents/Carers visit the school with or without their child meet a Senior Leader who will provide a tour of the school.
- Brief details will be taken on prospective pupil and any other relevant information.

## **Consultation papers are received from a Local Authority's SEN Department by the Headteacher:**

- If the child's placement is inappropriate the papers are returned to SEN Department with an explanation.
- If a placement is considered appropriate the child will be invited to visit the school with parents/carers.
- Parents/Carers may be offered a place or informed that their child's name will go on to a waiting list.

## **Offering a Place:**

- All relevant staff are consulted and a date for admission set.
- Where appropriate, a planning meeting with a Senior Leader and key staff will be arranged.
- The Office Manager will complete admission paperwork with parents/carers.
- Admissions usually take place at the start of the academic year unless places become available during the year.

## **Induction period:**

- The pupil may spend half days at the school for two weeks prior to full-time admission.
- Where appropriate, the pupil may also be admitted on a part time basis for longer.

## **Waiting List:**

If your child is added to the waiting list, their position is not static, which means they can be moved up or down the waiting list. Your child's position can be affected if an application is received for a child who has higher priority such as a Looked After Child. If a place at Turney School becomes available, will let you know. If you wish to be added to a waiting list please let the Office Manager know.

Waiting list positions are subject to change.

# Introduction

At Turney curriculum opportunities extend across all aspects of the school day. Teaching is not confined to the classroom and at any time staff are there to support, teach, reinforce and develop new skills at lunchtime, playtime and visits to the community. We aim to provide a broad and balanced curriculum that is appropriate to the needs of each individual pupil at Turney School. Every pupil has an Individual Education Plan (IEP) designed by the teachers in consultation with the other professionals working with the pupil.

Communication plays a great part across Primary, Secondary and Post 16. The school staff work closely with the speech and language therapists. The speech and language therapists assess the needs of all the pupils entering the school and work with them in the classrooms, in small groups and individually. The school's communication team also work with the school staff to help pupils communicate and understand through the **Picture Exchange Communication System (PECS)** and the sign language, **Makaton**.

The other staff who help our pupils are the school's communication team, the Occupational Therapist, Educational Psychologist, the school doctor and the school nurse.

We believe in working together to support the children, regularly holding a parent/carers support group, where the communication team come together with parents/carers to discuss areas of interest. Guest speakers are invited to these meetings including the Speech and Language Therapists, Occupational Therapist and the Health Education Link Service.

## Turney's Aims

Turney school is a community for children and young people with Autistic Spectrum Conditions and associated learning difficulties.



**Linda Adams, Executive Head Teacher**

Welcome!

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 school applies an holistic approach to learning, and works closely with the speech therapists, the occupational therapist and the educational psychologist, 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.

All the young people attending Turney have full access to the National Curriculum, the personal, social, health and citizenship curriculum, as well as a life skills programme. The school aims for pupils to leave Turney as happy and independent young people, ready to enter Further Education.



# Teaching and Learning

## Primary School

**Reception class** is the first year at Turney Primary School from the beginning of the school year following the child's 5th birthday. The Children's learning is largely play-based using high quality, age appropriate resources. Children are supported to join in both child-initiated and adult led activities. The children are taught in a small class of up to ten children by a teacher and supported by up to three teaching assistants.

At Turney School our practice is informed by the Early Years Foundation Stage (**EYFS**) **Framework** which is adapted to meet the needs of each individual child. There are seven areas of learning and development that shape the educational programmes in our reception class.

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



**Key Stage 1** is for children aged between five and seven years. **Key Stage 2** is for children aged between seven and eleven years. All children are taught in small class groups of up to ten children. Each class and taught by a teacher and supported by up to three teaching assistants.

The pupils work from the National Curriculum, though the work is broken down into small achievable steps. The following English, Maths, Science, Art and Design, Computing, Design Technology, Geography, History and PE. Pupils also attend swimming lessons each week and tuition in the school's music room. Languages iare taught through Life Skills and Cross Curricular Themes. The children are able to benefit from our sensory rooms,

The Primary School has a strong inclusion programme with Rosendale Primary School, which is located next door. Pupils from Key Stages 1 and 2 join in classes and attend events at Rosendale.

# Teaching and Learning

## Secondary School

**Key Stage 3** is for pupils aged between eleven and fourteen years.

**Key Stage 4** is for pupils aged between fourteen and sixteen years.

Pupils across key stages 3 and 4 are taught in groups of up to ten students with a teacher and up to three teaching assistants.

The work is broken down into small achievable steps to help all our pupils achieve. The pupils work from the National Curriculum, though the work is broken down into small achievable steps. The children are able to benefit from our sensory rooms.

The following subjects are taught across Key Stages 3 and 4 at Turney School:



English, Maths, Science, Humanities (History, Geography and RE), Art and Design, ICT, Food Technology, Physical Education, Music and PSHCE (Personal, Social, Health and Citizenship Education). Modern Foreign Language is taught through Life Skills and Cross Curricular Themes. Pupils also attend weekly swimming lessons and access an extensive life skills programme which involves learning to travel and shop and use independent living skills.

Pupils in years 10 and 11 have access to a range of qualifications including GCSE, ELC, UAS and ASDAN qualification. Our Year 11 students attend Roots and Shoots once a week as part of college link programme. At Roots and Shoots students learn Retail Skills and Horticulture Skills within an Employability and Personal Development Programme.



# Teaching and Learning

## Post 16



The Post 16 is for pupils in Key Stage 5 aged between sixteen and eighteen years of age. The students are in groups of up to 10 with a teacher and up to 4 teaching assistants.

The provision opened in September 2015 and offers pupils with complex learning difficulties an opportunity to develop life and independent living skills.

The post 16 unit is based on the Turney site and enables students to develop the necessary life and independence skills to successfully transition from school to college, as well as continuing to develop English, maths, communication and ICT skills.

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At Turney our Key Stage 5 pupils study:

- Work experience – in partnership with Roots and Shoots, as well as managing their own café and volunteering in the community. Understanding how to use ICT in the workplace – developing ‘word’ skills, photocopying, recycling, cleaning and maintenance, working with pets and animals.
- Leisure for life – swimming, cycling, yoga, sport, trampoline, countryside visits, visiting and learning how to access and enjoy museums, art galleries and sports centres for leisure, stories and reading for pleasure.
- Healthy eating – planning, shopping and cooking for every day meals, developing and preparing menus for the café, growing vegetables and working on the school allotment.
- Daily living – travelling on public transport, managing the laundry, shopping, household tasks, personal care, dressing for different activities, personal safety.
- Social and behaviour development – learning daily routines and how to cope with change, relating to others in a group, experiencing a range of social settings.
- Music and drama – music therapy, creative arts through drama and art.
- Communication, literacy and numeracy – reading in the community through travel, shopping and eating out, reading for pleasure and information in school.

# Autistic Spectrum Condition Support

At Turney School we work multidisciplinary approach with other professionals to support children and young people with Autistic Spectrum Conditions.

## Speech and Language Therapy

Speech and language therapy provides treatment, support and care for children and young adults who have difficulties with communication, or with eating, drinking and swallowing. The Speech and language therapists (SaLTs) are NHS health professionals. They work with parents/carers and staff as well as other professionals, such as the school nurse, school doctors, occupational therapist, and educational psychologist.

### Universal Input:

- support with implementing whole class interventions such as: PECS, interactive storytelling, lego therapy, attention autism, social communication groups and communication at snack times
- advice on communication strategies and style e.g. use of visuals, opportunity/motivation and functional communication
- developing resources e.g. PECS, communication books, social stories, work stations
- liaison with the communication team regarding whole school communication approaches
- advice and training sessions for staff e.g. PECS surgery, intensive interaction, Q&A sessions, using visuals, introduction to communication books and social stories, TEACCH approach

- general liaison and advice with parents including parent coffee mornings on topics such as: lego therapy and behavioural feeding
- liaison, advice and planning provision with staff around developing systems of communication e.g. PECS, objects of reference, photographs, symbols, communication books

### Targeted Input:

- delivering or training staff to run targeted groups, e.g. PECS, interactive storytelling, lego therapy, attention autism, social communication, attention and listening, Makaton and supported communication group
- coaching staff to develop PECS and communication book use for children not on the caseload (targeted)
- attendance at MDT meetings, e.g. TAS meetings and the primary and secondary weekly meetings
- writing targets for children on the caseload
- transition reports for school leavers



## Speech and Language Therapy

### Specialist Input:

- onward referrals/liaison with outside agencies
- support for staff with implementing low and high-tech Augmentative and Alternative Communication systems e.g. Grid 3, Lightwriter and Partner 2
- 1:1 sessions for therapy and assessment, including implementing PECS
- liaison with and advise staff to support individuals on the specialist caseload
- dysphagia assessments/reviews for high risk pupils, provision of mealtime guidelines and delivery of specific staff training
- participation in MDT meetings e.g. TAS, secondary meetings
- liaison and advice for parents via appointment
- eating and drinking training for mealtime partners supporting specific children in behavioural feeding groups
- updating, implementing and monitoring communication systems e.g. PECS, communication books and/or high tech Augmentative and Alternative Communication
- liaison with parents/carers to share information and jointly set targets and make resource e.g. social stories
- liaison with external agencies e.g. Occupational Therapists, Educational Psychologists, social services, Tobi Churchill (assistive technology centre), Visual Impairment team, Hearing Impairment team
- multidisciplinary advice provided for priority/complex cases and attending meetings for these cases
- writing EHCP conversions, attending EHCP and Annual Review meetings



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## Educational Psychology

The Educational psychologist works with staff and other professionals to help children and young people achieve their full potential and experiences of learning. The Educational Psychologist uses psychology and knowledge of child development to assess difficulties students may be having with their learning and advice and training on how staff can help children to learn and develop.

### Strategies may include:

- teaching approaches
- improvements to learning environments
- advice on curriculum materials
- behaviour support



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## Occupational Therapy

Occupational Therapy (OT) provides support to children who have difficulties with the practical and social skills necessary for their everyday life. An Occupational Therapist will aim to enable a child to be as physically, psychologically and socially independent as possible. Occupational Therapists are NHS professionals who work staff as well as other professionals, such as the school nurse, school doctors, speech and language therapists, and educational psychologist.

An Occupation Therapist assesses children who are experiencing difficulties with everyday activities; i.e. dressing, handwriting, using cutlery, play development and hand skills.

### The Role of an Occupational Therapist:

- Facilitate independence with functional tasks.
- Support development of underlying component skills e.g. gross motor, fine motor, visual perceptual skills.
- Manage the effects of disability – e.g. hand and arm muscle tone, range of movement, sensory difficulties.
- Adapt the environment/provide equipment in order to optimise functional ability.



## Functional Tasks

### Self care (Personal care):

Washing, Dressing, Toileting, Feeding, food repertoire and using cutlery and Personal Grooming.

### Productivity (Learning/ School work):

Attention, Following routine, Problem solving, Handwriting, Tool use and Organising themselves.

### Leisure (Play):

Cause and effect, Construction, Puzzles, Posting, Messy play, Mark making, Imaginary and Social interaction.

At Turney School, Occupational Therapy is provided as a universal approach. The therapist provides advice and training to school staff to support the sensory, motor and functional development of all children which includes classroom observations, small group work and joint work with other professionals.

### At Turney School Occupational Therapy Service consists of:

- Training and advice for staff
- Providing recommendations and strategies to support child and young people in the school environment
- Provide modeling and training to staff on implementing recommendations and strategies
- Recommendation of specialist equipment to support functional skills and learning
- Direct work with children and young people in a group to model strategies for staff to implement within the school setting.

## Specific Autism Spectrum Condition Approaches



At Turney School we provide flexible, responsive and highly individualised learning opportunities utilising a wide range of interventions which have been proven to be effective in the research literature. Interventions are selected to suit the needs of each child and will be incorporated with a differentiated National Curriculum.

We operate within the framework of the SCERTS Model (see Prizant et al, 2003), which derives from a theoretical as well as a research-based foundation and addresses the core challenges of children with Autistic Spectrum Conditions, namely Social Communication, Emotional Regulation and Transactional Support.



## The SCERTS Model

Described as one of the 'new generation' of interventions and approaches for children with ASC, the SCERTS model was devised in response to the call from the National Academy of Sciences for the development of innovative educational models as existing models for addressing the needs of children with ASC were found to have limited impact, with no one approach being significantly better than another in terms of outcome (National Research Council, 2001).

The model was developed by a highly skilled group of clinicians and practitioners and reflects clinical experience and research spanning over thirty years. It particularly addresses some of the main areas for development for a young child with ASC by focusing on:

- **Social Communication (SC)**
- **Emotional Regulation (ER)**
- **Transactional Support (TS)**

The **Social Communication** component of SCERTS focuses on the development of communication and positive participation in social activities. With an emphasis on functional communication, the model supports the development of joint attention (helping your child to become more able to participate in reciprocal interactions with others).

Increased competency in joint attention can result in an increased ability to share attention and emotions as well as to express intentions with a social partner.

Another prioritised communication skill is symbol use (a means to communicate which may include signs, picture symbols systems to support speech). For some children, using picture or symbol systems in order to communicate can lead to increasingly more sophisticated and abstract means to play and communicate with others.



**Emotional Regulation** supports your child's ability to regulate their levels of emotional arousal and, in doing so, supports their 'availability' for learning (because children need to be emotionally calm in order to enhance their ability to learn). In the SCERTS model this is undertaken at three different levels:

- self-regulation: the capacity to remain organised and focused despite potentially stressful events (which may be positive or negative)
- mutual regulation: the capacity to seek assistance and/or accept support from others to restore emotional regulation in situations of emotional 'dysregulation'
- recovery from dysregulation: the capacity to use self and or mutual regulation strategies to support a return to an appropriate level of emotional regulation



**Transactional Support** focuses on the environmental factors (both physical and human) that can best support your child. It may include any of the following:

- interpersonal supports consider the necessary and effective adjustments made by any of the people who successfully communicate with your child, to support positive, well regulated interaction and learning.
- learning and education supports take into account the necessary and effective modifications to the environment to support access to activities and learning. An example would be the use of visually based systems.
- family support involves you, the immediate carers, in collaboration and information sharing as well as participation in the development of appropriate strategies to support the social communication, emotional regulation and daily living skills for your child.

The SCERTS model is systematic but individualised for each child. It is flexible with a hierarchy of goals addressed through activities which are consistent, structured and predictable.

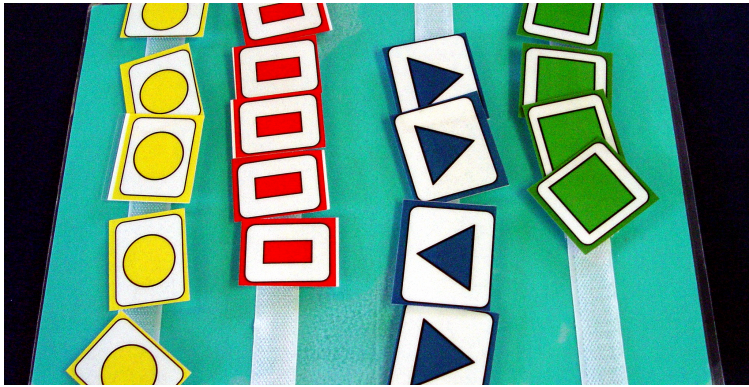
The SCERTS Assessment Process is used to inform IEP target setting. The framework provided by SCERTS is based on a set of core values and guiding principles which also reflect Turney School philosophy.





## TEACCH

TEACCH is an ASC-specific approach which provides visual information, structure and predictability and capitalises on many children's strengths in visual skills and adherence to routine in order to develop skills and minimise difficulties (Schopler and Mesibov, 1995).



TEACCH is an evidence-based service, training, and research programme for individuals of all ages and skill levels with autism spectrum conditions. Established in the early 1970s by Eric Schopler and colleagues, the TEACCH program has worked with thousands of individuals with autism spectrum condition and their families.



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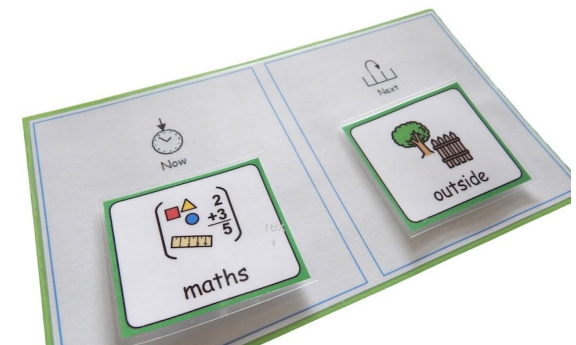
### Key Principles:

- Autism is presented as a culture: focus on understanding the world from the autistic point of view and building on strengths
- Use of visual supports– pictorial or written
  - All materials available
  - What does end product look like
  - Use of colours, highlights to clarify order sequence



- Reduced language – visual is your voice
- Tasks given in manageable chunks
- Consistent and clear organization

At Turney School we use these guidelines throughout our day to ensure clear communication and provide consistent structures and routines.



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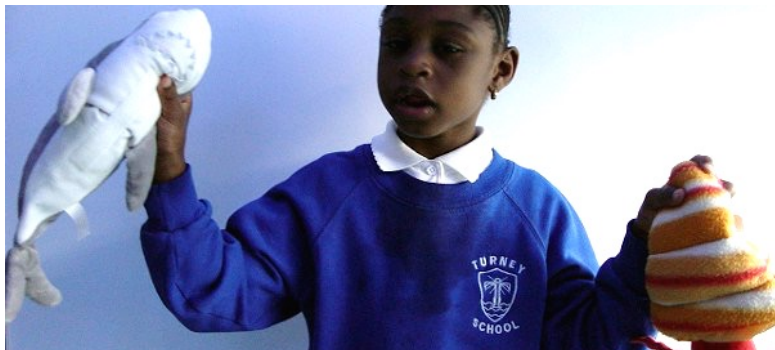
## Attention and Listening

Developing attention and listening skills is crucial for children with ASC. We use Intensive Interaction and the Attention Autism approaches to develop these skills in a fun and exciting way.



### Intensive Interaction

Intensive Interaction tries to create a communication environment that is enjoyable and non-threatening to the individual on the autism spectrum, or with severe learning difficulties. In some respects the model of the approach is taken from the way we first start to communicate with naturally developing infants, where interactions are short, and involve noises, touch and eye contact. Interactions are brief but can grow over time.



Ultimately we are looking for the individual to:

- Accept our presence
- Allow some presence in personal space
- Attend to another person (even fleetingly at first)
- Allow and use some touch
- Engage in eye contact
- Use facial expression
- Focus on body language and facial expression
- Take turns in communicative behaviour
- Take turns using vocalization which may start to have meaning
- Experiment with communication
- Learn cause and effect

At Turney School we want individuals to be an active participant who is motivated to communicate and who will take the lead and feel a sense of control over the communicative situation.

Through Intensive Interaction staff can make a connection with an individual, create an enjoyable exchange, reduce challenging behaviour, and develop communication skills. To begin with, sessions may be very short, but expanded over time and be varied in activity. Sessions take place several times a day on a one-to-one basis.



## Attention Autism

The following principles are used throughout our lessons, but especially in our attention and listening activity sessions devoted specifically to this area.

- Always create an irresistible desire to communicate
- Low risk speaking situations
- Capitalise on the visual learning style of children with ASC
- Staff model appropriate attention skills



At Turney School we encourage a carefully structured environment with planned activities to reduce obsessive play and distraction. Activities begin with an exciting visual and practical demonstration, capturing the children's interest and briefing them on the task ahead.



Children learn to take turns in activities and to transfer their experiences from a group context into their play/learning. The activities are planned to provide for each child to take their learning further. There is always scope for staff to 'go with the child'; that is, to follow the children's interests or unplanned experiences in the development of the approach.



These are the approaches currently used at Turney School. All are evidence based and do not need to be used exclusively. They can be used in conjunction with each other and have been proven to be highly effective in a variety of contexts.



The Speech and Language Therapists, Occupational Therapist and the Educational Psychologist support the use and development of these strategies and interventions through training, observation and feedback to continually develop and personalise the use of the approaches.

# Extended Life Skills

The extended life skills programme focuses on everyday skills that children and young people need in preparation for adulthood. The main goal of the programme is to enable our pupils to be a part of their local community. It is tailored to the individual needs of the child or young adult, their ability, way of learning and communicating.

## Cooking and meal preparation

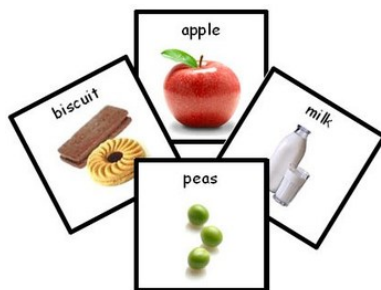
Each day starts with the daily morning breakfast sessions. Pupils learn to explore different foods; making and sharing snacks with their peers.



## Shopping and using money

Shopping is an important life skill and our pupils visit the local shops and cafes on a weekly basis. Students use different communication methods, including PECS, to request and purchase items.

I want	I see	thank you
drink	biscuit	apple
book	sand	crisps
shoe	jumper	hat



## Turney Allotment

The Turney Allotment provides practical, hands-on gardening experience to all our pupils. Pupils learn and develop their gardening skills by growing vegetables, flowers and herbs from seed and to use a variety of gardening tools independently.



## Curriculum visits

At Turney School visits are carefully selected and planned to enrich the curriculum provision. Visits are a valuable learning experience for all our pupils and are designed to be a stimulating and enjoyable part of the teaching and learning experience.



The extended life skills programme provides the basis for and facilitates the transition from school to life in the "real world"; increasing social skills and improving self-confidence.

## **Contact Us**

Turney School  
Turney Road  
West Dulwich  
SE21 8LX

Phone: 020 8670 7220

Email: [office@turney.org.uk](mailto:office@turney.org.uk)

Web: [turneyschool.co.uk](http://turneyschool.co.uk)