



TreeHouse School Family Handbook:

taking you step-by-step through your
son or daughter starting our school

Making the ordinary possible



Welcome and Introduction

Dear Parents and Carers,

TreeHouse School exists to enable children and young people to learn, thrive and achieve. The school staff and I believe that working in partnership with you is central to achieving those aims.

The purpose of this booklet is to provide you with information about the school, so that we can work effectively together. It explains what you can expect from us as well as what we need from you in order to support your son/daughter learning and their enjoyment of school.

The best schools adapt to meet the changing needs of their pupils as well as responding to changes in national policy and frameworks. TreeHouse School is therefore constantly evolving and developing.

Please read this booklet carefully so that you have up-to-date information about our expectations and ways of working. We look forward to working in partnership with you and celebrating your son/daughter.

Warm wishes,
Kerry Sternstein
Headteacher

Important dates and contact numbers

Spring 2019

Mon 07 January
Tue 08 January
Fri 15 Feb
Mon 18 - Fri 22 February
Mon 25 February
Tue 26 February
Fri 05 April
Mon 08 April - Thu 18 April
Fri 19 April
Mon 22 April

INSET Day
School Starts
Last day of Term
HALF TERM
INSET DAY
School starts
Last day of Term
EASTER HOLIDAY
Good Friday Bank Holiday
Bank Holiday

Summer 2019

Tue 23 April
Mon 6 May
Fri 24 May
Mon 27 May
Tues 28 May – Fri 31 May
Mon 03 June
Fri 28 June
Thu 01 Aug
Fri 02 Aug

School Starts
Bank Holiday
Last day of Term
Bank Holiday
HALF TERM
School Starts
INSET DAY
School Ends for Summer
INSET Day

Autumn 2019

Mon 02 Sept
Tue 03 September

INSET Day
School Starts

TreeHouse 020 8815 5424

| Concern | Who to contact |
|--|--------------------|
| To enquire about a pupil appointment or other pupil enquiries, including questions about a pupils Annual Review, Transfer Review or Transport. | Michelle Lambourne |
| For questions or to raise concerns about your child's day to day education, progress or care please leave a note in the home-school diary or telephone the school and leave a message. Class teachers will return your call at the earliest opportunity. | Class Teacher |
| For questions about your child's personalised behaviour support Strategies and overcoming barriers to learning and participation | Behaviour Analyst |

If you require additional information having spoken with you're the pupils team or are not happy with the response that you received from them relating to your concern, please contact one of the Deputy Headteachers.

Should you require the involvement of the Headteacher, a Deputy Head, or the Manager of Allied Health Professionals, please contact the Head teacher's EA,– Jclairmonte org.uk 0208 815 5446.Jclairmonte org.uk 0208 815 5446.

Our Leadership Team

The school is led by the Leadership Team



Kerry Sternstein
Head teacher



Tracey Capstick
Deputy Head (4-14/Rec-Year 9)



Richard Walker



Jessica Aviles
Assistant Head
(Head of Pupil Development,
Behaviour and Welfare)



Sadaf Aslam
Head of Learning Development



Bernice Sargent
Business Support Manager

The School Business Support Team

Previously known as the School Admin Team, the Business Support Team provides non-teaching, administrative support to teaching staff.

Executive Assistant to the Head Teacher & Senior Leadership Team

- Jennifer Clairmonte
- Business Support Manager**
- Bernice Sargent

Admissions Team Manager

- Linda Crewes

Admissions Officer

- Jenny Robottom
- Edward Morrison

Operations Manager

- Chris Mount

School SEND Officer

- Michelle Lambourne

Data Manager

- Julie Murphy

Receptionist

- Caroline Repton

Receptionist

- Angelica Rowe

Teaching and Learning

Our values and beliefs about teaching and learning at TreeHouse School

- All of our pupils can learn. We have high expectations for their progress and achievements and actively encourage others to do the same.
- Every pupil is an individual with their own developmental history, abilities, needs and aspirations
- Effective, robust assessment procedures are a crucial foundation of effective teaching and learning
- A carefully personalised curriculum, informed by appropriate assessment and planned and delivered using an evidence based behavioural approach, has the potential to enable a young person to overcome potential barriers to learning
- Teaching and learning activities should be age appropriate, whatever level a pupil is working at
- Pupils learn from each other as well as from adults
- Pupils with autism may require more repetition than typically developing children in order to fully master concepts and skills
- Our pupils have different learning styles (e.g. auditory, visual or kinaesthetic), it's important that these are recognised and teaching is planned accordingly
- Outstanding teaching and learning always incorporates practical, functional application and it is vital for our pupils to generalise the skills they learn, particularly as they start to prepare for adulthood and life after school
- Outstanding teaching and learning practice should be identified, celebrated and shared.

Through our approach to teaching we aim to:

- Transform the lives of children with autism and their families
- Develop the necessary pivotal skills as building blocks for future skill acquisition and independent learning in other settings
- Enable every pupil to achieve their academic potential and aspirations
- Enable our pupils to develop knowledge, skills and understanding through the school curriculum, which includes the National Curriculum
- Ensure that each pupil is motivated to maintain, apply and generalise the skills that they have learned, beyond school and in the natural environment
- Nurture each pupil's functional independence with self-help and daily living skills
- Equip each pupil with the tools necessary to positively influence and manage their own life, with as great a degree of independence as possible
- Enable each pupil to develop the skills and strategies needed to participate in and meaningfully contribute to their local community
- Develop in each pupil an awareness of self and others
- Ensure that each pupil is equipped as fully as possible for adult life: including confident use of a

functional communication system; self-management of any behaviours that act as a barrier to learning or participation; development of vocational and careers skills and a portfolio of independent life and leisure skills

- Make the ordinary possible.

Ambitious Approach – Our Approach to Education Practice

Ambitious about Autism's mission is to make the ordinary possible for children and young people with autism. We believe all children and young people with autism have a right to the best education that meet their needs and enables them to learn, thrive and achieve. In addition to our direct work in schools and colleges, we work to transform policy and practice in autism education nationally.

We have high aspirations for our pupils and learners. Our goal for all our pupils and learners is that when they leave our settings they will have the opportunity to access employment, further education or training and to live as part of the communities of their choice.

Our Ambitious Approach across all our educational settings is person-centred, values based, trans-disciplinary and underpinned by a whole-organisational Positive Behaviour Support framework.

We offer a broad and balanced curriculum that is relevant to each of our pupils and learners and highly personalised. We advocate for and deliver learning that is enjoyable, age appropriate, individualised and designed to respond to the particular needs, talents and interests of all our pupils and learners. We place importance on the development of communication, interaction, attention and 'learn to learn' skills, as well as fostering as much independence as possible.

We recognise and respect everyone's individuality and support pupils and learners based on their individual needs. We use a Positive Behaviour Support framework to underpin learning across our settings with the overall aim of improving and enhancing our pupils' and learners' quality of life so that they are better able to learn.

We are constantly developing, searching for and open to new approaches where there is robust evidence that they help young people and are ethical. We share our experience and evidence with others to enhance knowledge and expertise in the field of autism education.

Participation

Pupils and learners are involved in decisions about their learning, support and future. Their voices and opinions are valued. For many pupils, communication can be difficult, so we invest skills and resources in enabling their participation in a variety of ways.

We also recognise the enormous importance of working together with parents and carers as co-producers to ensure that the partnership between school or college and home works for the child or young person and to plan for the future.

Our expert trans-disciplinary team

We employ skilled, experienced and dedicated staff. Qualified teachers, speech and language therapists, occupational therapists and behaviour and employment specialists work closely together to provide pupils and learners with specialist, integrated and appropriate support. Our specialists are on-site and embedded in services.

All staff receive regular training and support to ensure that they have the skills, knowledge and understanding to work effectively with all pupils and learners. Staff are regularly supervised and supported. We also invest in continuous professional development, including an in-house autism-specific training programme (based on a competency

framework), teacher training via Schools Direct, training and talks from external experts and the opportunity of post-graduate study.

Personal development, behaviour and safety

The safety and wellbeing of pupils and learners is paramount. We have child and adult safeguarding policies and processes in place, which are implemented holistically and rigorously and reviewed at least annually to ensure they reflect latest requirements and best practice. We focus on creating a whole organisational approach to safeguarding, which includes checks, training, information and briefings for all trustees, governors, staff and volunteers. Pupils and learners are also supported to understand these issues via the curriculum.

Progress and attainment

Children and young people in our education settings mostly have Education, Health and Care Plans, which outline their aspirations, outcomes, needs and support. Our trans-disciplinary teams work collaboratively with the young people and their parents/carers to input into and develop these plans and ensure they are implemented. Progress is regularly and comprehensively monitored, evaluated and reported. We tailor how we teach to match the individual child or young person, and we also measure whether the

approach is working. This helps to ensure that pupils and learners make the best progress they can. Pupils and learners have access to a range of qualifications, as well as non-accredited learning, depending on their interests, desired outcomes and abilities.

Accountability

Each service has a Governing Body comprising a range of people with the knowledge, skills and experience needed to support and challenge our services, including parents/carers. The Governing Bodies meet regularly and visit the services to review and monitor their performance. Information on progress and outcomes is made available at annual reviews, to parents/carers and Local Authorities, and reported termly to the Governing Bodies. We also have a board-level Education Committee that oversees performance across all of our services. We welcome visitors to our services and regularly hold open days for parents/carers and professionals.

Our services are subject to Ofsted inspections, which are published online, both on our website and by Ofsted.

For more information on Positive Behaviour Support, refer to <http://pbsacademy.org.uk/wp-content/uploads/2017/05/PBS-key-messages-April-2017-1.pdf>

The Trans-disciplinary School Team (TDT)

Children are supported by a trans-disciplinary team (TDT):

Each class in the Lower School is led by a qualified Teacher. Classes in the Upper School are led by a Class Lead or a qualified Teacher. The class leader is supported by a team of teaching and behaviour support workers (TABS) and a Senior teaching and behaviour support workers TABS (S). Your child is taught and supported by all members of the class-based team as well as by members of the wider TDT.

One member of the class-based team will be assigned the responsibility of being the pupils' key worker. Key workers have particular responsibility for ensuring that the pupils' learning resources and belongings are well organised and cared for. They are also responsible for the maintenance of individual programme and behaviour support data.

In addition to the class-based team, other members of the wider TDT include:

Speech and Language Therapists

Laurenn Faucher Trusha Shah Janine Mendelsohn

Occupational Therapists

Eleftheria Kosmidou Charyl Pitts-Howard

In addition a number of subject specialists teach across the school:

Basic Skills Lead Teacher

Amy Aristodemou-Williams

Head of PE

Terry Stevens

Performing Arts Lead

Patxi Xabier

Behaviour Analysts

Natasha Coppini

Lee Dorrell

Leila Dias Felicio

Nicola Hodges

Andrea Moldovan-Grunfeld

Janet Whitley (Senior BA)

Nicole McKillop

Midday Meal Supervisors

Our team of midday meal supervisors prepare and serve pupil lunches. They have a detailed knowledge of the pupils dietary requirements and preferences and work with the class teams to ensure that every mealtime is a positive experience for each child. We will heat up food sent from home and older pupils are encouraged to prepare their own.

Classroom Assistants

Our team of 'Classroom Assistants' provide additional support to pupils during the day including lunch time.

Pupil Health, Safety & Wellbeing

Attendance

It is a legal requirement for parents to ensure that their child attends school every day. Pupil attendance is recorded twice a day (morning and afternoon sessions) by pupils class leader and attendance or absence patterns are monitored by the class teacher or lead.

Absence

If your child is unwell and will not be attending school, please telephone the school between 8.00am and 8.45am on 020 8815 5424 and leave a message with reception. Reception will inform your child's class leader.

Please keep us informed if your child is absent due to illness for a number of days and let us know when they will return to school. If we are not informed about absence it is entered as an 'unauthorised' absence in the register. We are required to report absences to the Department for Education annually. Attendance is also reported to the Local Authority as part of the Annual Review paperwork.

If your child has a medical, dental or other relevant appointment during school hours, please inform your child's teacher and write in the home school diary. If the pupil will only be absent for part of the day, please let us know if your child has a school meal and if they will need a school meal on that day. With 3 days notice we are able to cancel a school meal and any charge to you but we cannot guarantee this with less notice.

If you should need to take your child out of school for any other reason than those above, you should seek permission from the Headteacher, in writing, at least 2 weeks prior to the requested leave. Please be aware that the request may not be authorised.

Where a pupil's attendance drops below 95%, you may be invited to meet with a member of the Leadership Team to discuss this and to identify what strategies might be put in place to improve attendance.

Medicine and First Aid

A high number of our staff are qualified in first aid which is provided to pupils when necessary. All accidents and incidents are recorded and parents are notified. Parents are asked to sign that they have read the notification and to return the signed copy to the school.

TreeHouse staff **will only** administer medicine in the following cases:

- When a pupil requires a prescribed medicine for a long-term medical problem, such as allergies, asthma, epilepsy or diabetes. Parents must have signed a consent form.
- For a pupil who requires a prescribed medicine, such as antibiotics, for a short-term condition. Parents must have signed a consent form.
- When prescribed antiseptic cream is required for a pupil who has been injured causing a minor skin abrasion. Antiseptic can only be administered however, if the pupil has their own antiseptic cream and when parental consent has been given.

All medicines (including antiseptic cream) must have the original prescription medication label, including the child's

name, date of prescription, medication name and dosage, directions for use, prescribing Doctor's name and expiry date.

TreeHouse staff **will not** administer medicine in the following cases:

- Over-the-counter medicines such as cough syrup or paracetamol, unless prescribed by the pupil's GP.
- When prescribed medicines do not have the name of the pupil, expiry date and dose on the label (or if the label has come off the bottle).
- If we do not have written consent from the parent.
- When the medicine can effectively be administered outside school hours.
- If we feel the pupil is too distressed, in which case parents will be contacted to come and administer the medicine.

Specific individual health needs will be discussed on a case by case basis.

Allergies

Some pupils have allergies and intolerances to specific foods. These can include nuts, citrus, eggs, dairy and gluten.

Please note that TreeHouse School is NOT a nut-free school. This is because we recognise that it would be impossible to guarantee the environment as nut-free and also because for some pupils, nuts form an important part of a restricted diet. Instead, to reduce the risk to those children and adults who may suffer an anaphylactic reaction if exposed to nuts or any other food to which they are sensitive, staff remain constantly vigilant of the environment and children or adults known to have sensitivities to particular foods are closely supervised throughout the day.

Treehouse School aims to protect children and adults who have allergies to particular foods yet also to help them, as they grow up, recognise and take responsibility for the foods they can eat and to be aware of where they may be at risk.

Staff and volunteers ensure they are aware of ingredients within foods that may contain allergens affecting individual pupils and must ensure they follow good hand washing practice.

Caution must be taken at certain times of year such as Easter and Christmas. If staff or parents and carers send confectionary into school to share with pupils care must be taken to ensure the products have been checked for potential risk to pupils with allergies. All product packaging must be checked for warnings directed at allergy sufferers. Staff must not distribute any food or treats brought in by parents and carers for celebrations (such as for birthdays) unless they have checked the ingredients carefully.

Parents and carers must notify staff of any known or suspected allergy to particular foods and provide all needed information detailed on their child's individual Healthcare plan.

Pupil well-being

Please do not send your child to school if they are generally unwell, are vomiting, have diarrhoea, or are infectious. This is not only in their best interests, but also out of consideration of the health and wellbeing of other pupils and staff.

Pupils should not return to school until they are completely recovered to avoid passing on any illness to other pupils and staff. In the case of vomiting and diarrhoea this means that a pupil should stay at home for 24 hours after the last episode.

Please seek guidance from your GP about when your child can safely return to school.

If your child becomes sick during the school day they will be taken to lie or sit quietly in the medical room (or other appropriate quiet area) until you are able to collect them.

Please check your child's head regularly for signs of head lice – which are a common problem in all schools!

We have good links with our local hospital, the Whittington, in Archway (London N19). Should it ever be necessary to take your child to hospital then we will contact you immediately.

Dentistry service

TreeHouse School works closely with a community dentist, Wendy Bellis, who visits the school once a month to work with pupils and their families to help establish patterns of dental care that will help prevent dental disease developing in the child's mouth. This can be achieved by a combination of preventing dental disease and also helping the child feel comfortable when attending the dentist's surgery.

Conventional dental treatment in the dental chair involving injections and drills would be very difficult for many TreeHouse School pupils for a number of reasons (e.g. limited understanding of dental treatment scenarios; difficulty interacting with unfamiliar adults; possible past negative experiences relating to dental visits). Therefore, preventing disease is of utmost importance for these children so that they and their families can avoid the potential trauma of dental treatment under general anaesthesia.

Tooth decay and gum disease are completely preventable in children. Although we all know that the children at TreeHouse School have particular difficulties relating to their diagnoses which may mean that achieving good dental health may be a problem, experience has shown that there are many avenues to pursue so that a real difference can be made.

Please let your child's class leader know if you would like your son or daughter to be seen by the dentist.

Toilet Training and Personal Care

We recognise that children and young people achieve different milestones at different rates. If your child is not toilet trained or is not yet able to dress independently, please do not worry. Talk to your child's Class leader, teachers, key workers and Behaviour Analyst so that you can work together to help your child develop those important skills.

Many young children have 'accidents', which is why we request a spare set of clothes be sent each day. If your child is not ready to start toilet training, we require nappies to be provided. When children do need changing, they will always be treated with dignity and respect (for further information, please see our Intimate Care Policy.)

Safeguarding and Child Protection

Pupils' wellbeing is our uppermost concern. Pupils are supervised at all times by experienced and trained staff. All staff working at TreeHouse have an enhanced Disclosure and Barring Service (DBS) check and other recruitment checks.

TreeHouse's Safeguarding and Child Protection policy is followed rigorously. When there are concerns regarding pupil protection we have a legal obligation to report this to Social Services.

We safeguard pupils best when we work closely together with you. Please let us know if your son or daughter has an accident at home that has resulted in an injury or if there is a change in home circumstances that might be affecting their behaviour. We will let you know about any accidents and injuries at school by sending a letter and in most cases, phoning home. Through sharing information we can work together to safeguard your son or daughter. In most cases, we will talk with you before reporting a concern to Social Services. There may be rare occasions when we feel that to talk with a parent or carer about a concern before contacting Social Services may put the child at risk of immediate harm – in such circumstances we might make the decision to contact Social Services before contacting you.

The Designated Safeguarding Lead for TreeHouse School is Kerry Sternstein (Head teacher).

Our Child Safeguarding and Protection Policy and Adult at Risk Safeguarding and Protection Policy are both available on our website:

<http://www.treehouseschool.org.uk/teaching-and-learning/our-policies-and-reports>

Prevent Duty

Schools have a duty to promote fundamental British values, which include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.

The Government defines extremism as 'Vocal or active opposition to fundamental British values.' We are clear that there is no place for extremist views of any kind in our school and that it is important that our school curriculum teaches children about different religions and beliefs at a level appropriate to their understanding, so that they learn to respect and tolerate people with different faiths or beliefs who live within our diverse London community. Our children and young people must see our school as a safe place where they can explore controversial issues and where our staff encourage and facilitate this – we have a duty to ensure this happens.

This duty of protecting children from the risk of radicalisation is no different from the school's other safeguarding duties, as it is similar to protecting children from other harms (e.g. drugs, neglect, sexual exploitation), regardless of whether these come from within the family or outside influences.

If staff have a concern that a young person is at risk of radicalisation, these are reported in the same way as a safeguarding concern.

e-Safety

Our aim to safeguard children and adults at risk also applies to the 'virtual world' that children and young people encounter whenever they use ICT in its various forms. For example, we know that the internet has been used for grooming children and young people with the ultimate aim of exploiting them sexually; we know that ICT can offer new weapons for bullies, who may torment their victims via websites or text messages; and we know that children and young people have been exposed to inappropriate content when online, which can sometimes lead to their involvement in crime and anti-social behaviour.

ICT in the 21st Century has an all-encompassing role within the lives of children and adults. New technologies are enhancing communication and the sharing of information. Current and emerging technologies used in school and, more importantly in many cases, used outside of school by children include:

- Smart Phones
- Tablet computers
- Interactive Whiteboards
- Touch screen computers
- MP3/4 players
- Dictaphones
- Digital cameras (stills and video)
- DVD players and TV's
- Wii and other games consoles
- Hand held consoles (Nintendo DS, PSP gaming consoles)
- The Internet
- e-mail
- Instant messaging (<http://www.msn.com>, <http://info.aol.co.uk/aim/>)
- Blogs (an on-line interactive diary)
- Social media sites (Multi-Me in a school setting; Facebook, Twitter, Tumblr outside of school).

At TreeHouse creating a safe ICT learning environment includes three main elements:

- An effective range of technological tools.
- Policies and procedures, with clear roles and responsibilities.
- A comprehensive e-Safety education programme for pupils, staff and parent and carers.

Our school **e-Safety Coordinator** is the Headteacher.

Our e-Safety Coordinator ensures the school keeps up to date with e-Safety issues and guidance through liaison with the ICT subject leader, Local Authority e-Safety Officer and through organisations such as The Child Exploitation and Online Protection (CEOP).

All staff members are responsible for promoting and supporting safe behaviours in their classrooms and following school e-Safety procedures. Staff are responsible for checking all e-resources that will be accessed by pupils prior to using them as a teaching resource. This is to both check their appropriateness in terms of accessibility (for example, whether the pupil is able to follow the 'rules' of the game and play appropriately) and to ensure that the site does not contain inappropriate images, language or other content. The school and all professionals will use their judgement when allowing pupils to have access to websites with streaming video applications and discuss the availability of these sites to pupils with the ICT lead. The reasoning behind limits to these sites will be discussed with the pupils by staff members. When teaching SRE (Sex and Relationship Education) only approved resources, produced specifically for the purpose of education or prescribed by approved educational programmes are used.

As with all resources, a personalised approach is required in selecting the most appropriate resources to support a pupil in learning a particular skill. For this reason, all e-resources are approved by the teacher using them as a resource before they are used for teaching, or before a

pupil has access to them during their leisure time.

Parent engagement in e-safety: Parent Info

On 6 September, the Department for Education (DfE) launched a free online tool intended to provide parents and carers with information and advice about supporting their children and keeping them safe online.

The website, Parent Info, features content on topics such as talking to children about sex and relationships, online safety, cyber-bullying, body image and self-harm, and will be updated regularly.

It was developed by The Parent Zone, which provides advice and resources to parents and carers, and the National Crime Agency's CEOP Command (formerly the Child Exploitation and Online Protection Centre).

TreeHouse School strongly encourage all parents and carers to explore the resources on the Parent Info website. The address for the website is: <http://parentinfo.org/>

Further support is available to parents and carers through parent workshops focussed online safety and safe use of digital media. All parents and carers are strongly encouraged to attend one of those workshops.

Bullying including cyber-bullying

Perceived incidences of bullying at TreeHouse School are low and we believe that pupils are generally supportive of each other. Our pupils experience considerable difficulties with communication, social interaction and empathy which can affect their ability to reflect on the impact their behaviour has on others or to self-manage their behaviour. These difficulties can mean that our pupils are less likely to intentionally 'bully' others, although behaviour that could be seen as bullying behaviour does occur on occasions.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms.

Four main types are:

- Physical e.g. hitting, kicking, taking belongings
- Verbal e.g. name calling, insulting, making racist or homophobic remarks, abusive phone calls
- Written e.g. graffiti on walls, desks and school materials; offensive materials; passing notes
- Indirect e.g. spreading unpleasant stories about someone, excluding someone from social groups, or "cyberbullying".

Cyberbullying is bullying by electronic means. This could be via smart phone, computer, laptop, tablet, or online gaming platforms. It can take place on a range of online or mobile services such as text, email, social networking sites, video-hosting sites, messenger, photo sharing, 'snapchat', webcams, or in emails, abusive remarks on social media and online games.

Bullying is not the same as a one off argument, fight or disagreement as it is usually repeated over a period of time, or even towards a number of individuals. It should be remembered that bullying is a one-way, distressing and hurtful act towards a victim/s, not an exchange between equals or good-natured fun.

Bullying in all cases is hurtful, disruptive and damaging to the victim and school community as a whole.

We strive to create a happy and caring learning environment where everyone feels safe. Any behaviour that adversely affects the well-being of another will not be ignored or left unchallenged. Staff strive to ensure an environment where no forms of bullying can thrive and any behaviours that are bullying can be dealt with immediately and effectively. All issues of bullying must be addressed to ensure all pupils can fully benefit from the opportunities available at TreeHouse School.

Every member of staff has a responsibility to work towards eradicating any incidents and types of bullying in TreeHouse.

The aims of the school's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, appetite irregularities, feigning illness, refusing to attend school or clinging to adults. There may be evidence of changes in personal habits, lacking concentration or high levels of distractible behaviour. A pupil may become super-vigilant. Individual behaviour patterns are well known to staff and when there are changes in these patterns the possibility of bullying must always be considered. Pupils must be encouraged to report bullying. Advocates for the pupils must report possible bullying on behalf of their charges and where possible communication strategies must be put in place to allow pupils to express their feelings. Pupils' communications must be listened to.

TreeHouse staff are alert to the signs of bullying (in all its many forms) and act promptly and firmly against it in accordance with school policy.

If the school has concerns that a child or young person is being bullied, or is concerned that a child is bullying another, their parents and carers will be contacted.

If you are concerned that your child is being bullied please encourage them to speak with a member of staff whom they trust. Please also contact your child's class teacher/leader/Supervisor and Behaviour Analyst immediately. They will endeavour to work in partnership with you, to investigate your concern and take appropriate action.

Assessment

The purpose of assessment at TreeHouse School is to:

- Provide a context in which learners with autism can demonstrate what they understand.
- Provide motivation, challenge and encouragement to the pupil to ensure good progress.
- Develop the pupil's understanding of what he/she needs to improve.

- Provide baseline measures to ensure that teaching and learning begins at the appropriate level.
- Inform planning and target setting for individual pupils and small groups of pupils.
- Track and monitor the progress of individual pupils and groups of pupils.
- Evaluate the effectiveness of existing interventions.
- Reinforce the delivery of each pupil's personalised curriculum by enabling the learning needs of individual students to be identified and allow future teaching strategies based upon the principles of PBS to be determined.
- Gather and report information for pupils, parents and carers, colleagues and outside agencies.

Results of all assessments are available for parents and carers and are presented either within pupil appointments or in written reports. For further information, please request a copy of our Assessment, Reporting and Recording Policy.

Educational Visits

Educational Visits and off-site activities form an important part of the school curriculum. Learning beyond the classroom can help pupils to generalise their learning to different environments and between settings as well as providing an opportunity to gain new experiences. Pupils are always carefully supervised with an appropriate number of adults and a thorough risk assessment is undertaken prior to any off-site activity. This is read and signed by all those adults involved in supporting the visit or off-site activity.

When an educational visit or outing has been arranged, parents and carers are informed by letter and asked to sign an authorisation form before their child can take part. An optional voluntary contribution may be suggested for some activities.

There are occasional local outings, for example to shops, cafés, and parks within a one mile radius of the school. Parents and carers are asked to sign a general authorisation form at the start of each school year to grant permission to the school to take pupils on such local supervised trips without advance notice of each occurrence.

The secondary school curriculum includes an annual residential trip for children, the length and location of which is determined by age and year group of your child. In Years 7 & 8 pupils are offered the opportunity to participate in a one-night residential at a venue local to the school. Pupils in Years 9 – 11 are offered a two-night residential which typically includes some adventure sports. Young people in Years 12 & 13 are invited to participate in a 4 night residential at an activity centre. Staff volunteer to attend these residential trips. To date, the trips have been heavily subsidised thanks to generous charitable donations. Parents and carers have been invited to make a small voluntary donation. Information sharing events are arranged for parents and carers prior to the residential; parental consent to their child's participation is of course sought well in advance of the residential trip.

School Meals

Pupils eat lunch with their class group either between 12-1pm. Pupils may bring a healthy packed lunch with them or request a school meal.

To order school meals

If your child would like to start having school meals, ask the School Office to send you an application form. Please note that we must give our provider 1-week's notice to start providing meals.

Free School Meals (FSM)

If you think your child may be eligible for Free School Meals, please obtain an application form from your Local Authority FSM office or download the application form from your Local Authority website. The completed application form should be submitted to your Local Authority SEN contact and you should let us know if your child is eligible for FSM by sending a copy of the confirmation letter you receive from them to the School Office.

Payment for school meals

If you pay for your child's school meals you will receive an invoice at the start of every term and you will have the option to pay weekly, half-termly or termly in advance by cheque, BACS transfer or cash*.

*Cash payments – If you choose to pay by cash for school meals we ask that you adhere to the following, as the school cannot be responsible for the loss of cash payments sent in without prior agreement or a receipt being obtained:

cash payments may only be accepted in person from a parent or carer and must be handed in at Reception where a receipt will be issued;

the payment must be accompanied by details of what invoice or period of time is being paid for;

cash payments for school meals, and particularly large cash payments, must be by arrangement with the School Office and we must be advised when to expect the payment.

Cancellation of school meals when a pupil is absent

If you provide sufficient notice that your child will be absent – at least 3 days if possible (see Pupil Health and Safety, Absence from school) we will cancel your child's school meal for that day/those days and we will apply a credit to your account to be used on your next invoice.

Packed lunches

The school encourages healthy eating and requests that lunches provided from home abide by the national standards set by the Government. A healthy lunch box should contain:

- At least one portion of fruit and one portion of vegetables every day.
- Meat, fish or other source of non-dairy protein (e.g. lentils, kidney beans, chickpeas, hummus or falafel) every day.
- A starchy food such as any type of bread, pasta, rice, couscous, noodles, potatoes or other types of cereals every day.
- Dairy food such as milk, cheese, yoghurt, fromage frais or custard every day.
- Only water, fruit juice, milk, yoghurt or milk drinks or smoothies.

Packed Lunches should not include:

- Snacks such as crisps. Instead include seeds, vegetables and fruit (with no added salt, sugar or fat). Savoury crackers or breadsticks served with fruit, vegetables or dairy food are also a good choice.
- Confectionery such as chocolate bars, chocolate-coated biscuits and sweets. Cakes and biscuits are allowed but should be encouraged only as part of a balanced meal.

Parents and carers may wish to include a treat once a week, for example on a Friday, when school dinner children are offered fish and chips.

- Processed meat products such as sausage rolls, individual pies, corned beef and sausages should be included only once a week.
- Fizzy drinks

Provision for Packed Lunches

- The school provides appropriate dining room facilities where pupils can eat their packed lunches. We ensure that packed lunch pupils and school dinner pupils are able to eat together in the dining hall.
- Fridge space for packed lunches is available, although during particularly hot weather it is advisable to bring packed lunches in insulated bags with freezer blocks to keep the food fresh during the journey to and from school.
- We ensure that fresh drinking water is readily available at all times.

Special Diets and Allergies

The school recognises that some pupils may require special diets that do not allow for the standards to be met exactly. In this case, parents and carers are urged to be responsible in ensuring that packed lunches are as healthy as possible.

Snacks

A morning 'snack' time is included in each child's daily timetable. Parents and carers are asked to provide a healthy snack for their child to eat at this time. Healthy snack options include:

- Nuts and seeds
- Raw vegetables such as carrot or cucumber sticks
- Fruit including dried fruit such as raisins or dried apricots
- Savoury crackers or breadsticks.

Children in the secondary school may have targets or 'programmes' to teach them how to prepare their own healthy snack or meal. A decision about what healthy snacks they will learn to make will be made in consultation with you. You may be asked to provide the ingredients for your child's snack making programme in place of sending a pre-prepared snack in for your child each day.

Concerns regarding pupil diet or eating

Parents or carers will be contacted by the school if their child is:

- not eating food sent for them by home
- regularly provided with unhealthy options from home
- still hungry after eating their packed lunch
- unable to eat the quantity of food supplied.

Where parents or carers have a concern regarding their child's diet or eating, they are encouraged to discuss this with their child's doctor (GP) or a dietician they are referred to by their GP.

Where issues with eating are identified as being behavioural in origin, parents and carers may wish to discuss a behavioural intervention with the school team. Interventions include participation in a food group run by our Speech and Language Therapists in which children engage their various senses to explore different food without the pressure of expectation that they eat the food (although tasting, licking and eating the foods on offer is always celebrated!).

If having spoken with your child's doctor you would like to talk about your child's eating, please contact their Behaviour Analyst.

School Clothes

TreeHouse School does not have a uniform – a decision made jointly by parents and carers and staff when the school opened. Pupils are expected to arrive at school in comfortable clothing that is clean, tidy, modest and inoffensive (i.e. no slogans that may be offensive to all or some pupils and staff). All shoes must be fully enclosed at all times for health and safety reasons, so no sandals please.

Please send your child with suitable outdoor clothing every day, as children often choose to play out even on cold days. As our learning environment is both indoors and outdoors, we ask that you make sure your child is equipped for these areas at all times of year. Please ensure their clothing is practical and suitable for the seasonal changes.

Spare Clothes

Please provide a full set of spare clothes. A bag can be left on your child's peg or in their locker if you wish, rather than the spare clothes being sent between home and school on a daily basis.

Labelling clothes

Parents and carers are asked to please ensure that every item of your child's clothing is labelled with their full name.

Family Services

'Talk to Others'

If you would like the opportunity to talk with other parents and carers and members of the autism community but find it difficult to attend seminars or workshops due to other commitments, how about joining our on-line community? Ambitious about Autism runs Talk about Autism, the UK's largest online autism community. It's safe – the community has a team of moderators - and it's friendly - the community is supportive and welcoming to new members. You can discuss anything related to autism.

If you need some help getting started don't hesitate to email: info@ambitiousaboutautism.org.uk

PE and Sports Kit

All children have regular PE lessons. Many will also participate in sensory circuits, dance and yoga lessons. For these physical activities children need trainers or pumps. We would like our children to bring tracksuit trousers, sport shorts and a t-shirt for their PE lessons too. Changing into and out of their PE kit provides pupils with a great opportunity to practice their personal care skills.

The Local Offer

From September 2014, all Local Authorities in England have been required to publish their Local Offer. This should be a directory of all the services across education, health and social care that children with special educational needs and disabilities (SEND) and their families can expect to be available in their local area. If you are looking for information about services within your Local Authority ask your social worker or look on your Local Authority's website for details of the 'Local Offer.'

How can parents and carers support the school?

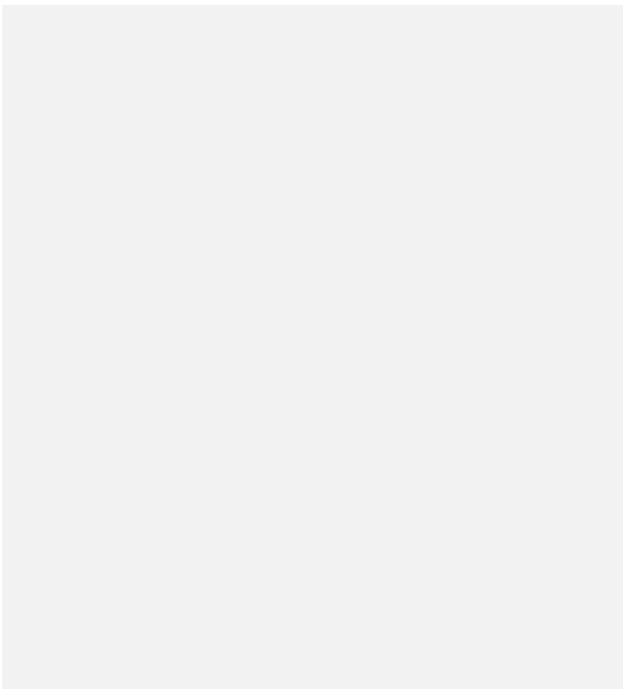
- Ensure your child attends school every day
- Please let us know what skills you observe being generalised from school to home so that we can celebrate these together
- Notify the school of any planned absences at least 3 days in advance, and notify of an absence due to illness between 8am and 8.45am
- Attend all review meetings
- Complete and return the parent comment forms requested as part of the review meetings
- Label all your child's clothing with their name
- Send your child to school in clothing appropriate for the weather, including outdoor clothing (a suitable coat—nothing too special as it is likely to get sandy, muddy or wet - warm hats, gloves, sunhats, sun cream)
- Provide a spare set of clothing – just in case they get wet through water play or have an accident
- Return consent letters for education visits (residential trips) promptly
- Get your child used to a routine of a reasonable bedtime and a 'get up' time that is enough for both you and your child to have a low-stress time getting ready for school in the morning
- Never threaten your child with school – please be positive and show them it's an enjoyable experience.
- Let us know as soon as possible if you suspect that your child is being bullied
- Please read and complete your child's Home-School diary every day – include recent updates from home, trips, holidays or special days that we can share and talk about together in school. Please also let us know if you had a difficult evening, night or morning as it helps us adjust our plans in school to take account of your son or daughter's needs.
- Make sure the school has your current mobile phone number and email address so that you can be contacted easily in an emergency
- Make arrangements for your child's lunch (a healthy packed lunch or school meal) and ensure they have a lunch provided every day
- Maintain a positive relationship with your child's transport and escort and notify the school at the earliest opportunity if you are aware of any upcoming changes to arrangements such as a change in escort
- Complete a medication consent letter and contribute to your child's Health Care Plan if you wish the school to administer medication to your son or daughter
- Ensure that any medication provided to school is in the original prescription packaging and is labelled with your child's name on the original dispensing label
- Please feel like the important part of our school community that you are – if you can, please attend our school events such as the Christmas Show, Sports Day and Arts Afternoon.
- Consider whether you would like to be involved in re-establishing our Parent and School Association
- We recognise that there are many pressures and potential stressors for parents and carers such as sleep deprivation, exhaustion and frustration and that these factors can influence anyone's behaviour. However we ask parents and carers to be polite and respectful in their interactions (spoken or written) with school staff at all times, who have a right to work in an environment free from physical and verbal abuse and are invariably doing their utmost to meet the needs of your child
- Please speak to someone in school if anything is worrying or concerning you as soon as possible – often the earlier a problem or question is aired, the easier it is to resolve the situation.

Finally, if you would like any information in addition to that provided in the Parent Handbook, please contact Michelle Lambourne, who will bring your query to the attention of the relevant member of staff.

Thank you for giving this handbook your attention.

Best wishes

Kerry Sternstein
Headteacher



School attendance cannot commence until this completed form is received by the school

New Pupil Details

| |
|---------------|
| First name |
| Last name |
| Date of birth |
| Address |
| |
| |
| |
| Postcode |

| |
|---|
| Ethnic origin <i>(please see below)</i> |
| Religion? |
| What is your first language? |
| Your home language? |
| Please confirm how confident pupil is at speaking/understanding English (A to E scale where A - New to English, B - Early Acquisition, C - Developing Competence, D - Competent, E - Fluent): |
| |

Parent/Carer Details

Contact 1

| |
|-----------------------|
| Name |
| Relationship to child |
| Address |
| |
| |
| |
| Postcode |
| Home phone |
| Work phone |
| Mobile phone |
| Email |

Contact 2

| |
|-----------------------|
| Name |
| Relationship to child |
| Address |
| |
| |
| |
| Postcode |
| Home phone |
| Work phone |
| Mobile phone |
| Email |

Parent/Carer Details

Are you willing to be contacted by email? Yes ☐ No ☐

Please indicate the email address

If parents are living separately, do both parents have parental responsibility? (If you need more information, please contact the school) Yes ☐ No ☐

Are you willing for the above contact details (address and telephone numbers) to be shared with other parents at TreeHouse? Yes ☐ No ☐

Ethnic origin

| | | |
|---|--|---|
| <input type="checkbox"/> Asian: Indian | <input type="checkbox"/> Black or Black British: Black Caribbean | <input type="checkbox"/> Mixed: White and Black Caribbean |
| <input type="checkbox"/> Asian: Sri Lankan | <input type="checkbox"/> Black or Black British: Black African | <input type="checkbox"/> Mixed: White and Black African |
| <input type="checkbox"/> Asian: Pakistani | <input type="checkbox"/> Black or Black British: Other | <input type="checkbox"/> Mixed: White and Asian |
| <input type="checkbox"/> Asian: Bangladeshi | <input type="checkbox"/> Chinese or Other: Chinese | <input type="checkbox"/> Mixed: Other |
| <input type="checkbox"/> Asian: Other | <input type="checkbox"/> Chinese or Other: Other | <input type="checkbox"/> White: British |
| | | <input type="checkbox"/> White: Irish |
| | | <input type="checkbox"/> White: Other |

Transport Information

How does your child travel to and from school?

Please give details

Who else is authorised to collect your child from school?

Local Authority - Other Emergency Contacts

| | |
|-----------------------|-----------------------|
| Name | Name |
| Relationship to child | Relationship to child |
| Address | Address |
| | |
| | |
| Postcode | Postcode |
| Home phone | Home phone |
| Work phone | Work phone |
| Mobile phone | Mobile phone |
| Email | Email |

Medical Details

Doctor's name

Address

Postcode

Phone

Dentist's name

Address

Postcode

Phone

Does your child have any allergies?

Yes

No

Please give details

Does your child have any other medical conditions?

Yes

No

Please give details

Is your child taking any long-term medication?

Yes

No

Please give details

Does your child have any special dietary requirements?

Yes

No

Please give details

Will you be providing your child with a Packed Lunch?

Yes

No

Are you eligible for Free School Meals?

Yes

No

(please complete the separate register for Free School Meals form even if you do not wish your child to have a School Meal)

If you are not eligible for Free School Meals and would like a School Meal, please tick which option applies to you below and complete the School Meals form:

Universal Free Infant School Meals (for children in Reception, Year 1 or Year 2)

Pay for School Meal

Parental Permission

We need permission for the following. Please circle YES or NO for each question.

Do you give permission for plasters to be applied as advised by our trained first aiders?

Do you give permission for your child to have antiseptic cream applied as advised by our trained first aiders (cream to be supplied from home)

I give permission for sunscreen to be applied (to be supplied from home)

I give permission for my child to attend local outings that are less than ½ a mile away from the school

Please tick this box if you have completed the separate Images Consent form

Permission to receive information from Ambitious about Autism

Occasionally, Ambitious about Autism may wish to contact you to inform you about their work. I give permission for Ambitious about Autism to contact me

Home ABA Therapy Information

Does your child have a home ABA programme?

If yes, what is the name of the lead therapist?

What is the name of the supervisor?

How many hours a week are spent on the home programme?

Can we contact the supervisor directly regarding home therapy?

Name

Address

Postcode

Phone

Other Treatment / Therapy / Professionals

Is your child receiving any other treatments or therapies? Yes No

| |
|--------------------------------------|
| Please give details: Type of therapy |
| |
| |

Details of therapist / doctor / professional

Family Information

Are there any other members of the household? For example, siblings and grandparents. This will enable us to talk to the children about the other important people in their lives.

| | |
|------|--------------|
| Name | Relationship |
| Name | Relationship |
| Name | Relationship |
| Name | Relationship |

Further Information

If you have any further information that you think we should know, then please provide details in the space below.

| |
|--|
| |
| |
| |
| |

| | |
|-----------|------|
| Signature | Date |
|-----------|------|

This form should be submitted back to School Office, TreeHouse School, The Pears National Centre for Autism Education, Woodside Avenue, London N10 3JA. Phone 020 8815 5424. www.treehouseschool.org.uk/

Privacy Notice - Data Protection Act 1998

At TreeHouse School, we collect information from pupils and their families and may receive information from a pupil's previous school and the Learning Records Service. We hold this personal data and use it to:

- Support teaching and learning
- Monitor and report on progress
- Provide appropriate pastoral care
- Assess how well our school is doing
- Provide information to other Ambitious about Autism services, if referred

This information includes contact details, national curriculum assessment results, attendance information, any exclusion information, where they go after they leave us and personal characteristics such as ethnic group, special dietary needs and any relevant medical information.

We will not give information about your child to anyone outside the school or Ambitious about Autism without your

consent unless the law and our policies allow us to.

We are required by law to pass some of the information to the Local Authority (LA) and the Department for Education (DfE). If you require more information about how your Local Authority stores and uses your child's information then contact their Data Protection Team directly. You can contact the DfE Public Communications Unit to find out what the DfE does with the information:

Public Communications Unit
Department for Education
Sanctuary Buildings, Great Smith Street
London SW1P 3BT
<http://www.education.gov.uk/help/contactus> or www.gov.uk/data-protection-how-we-collect-and-share-research-data
0370 000 2288

Once your child is 13 or over, we are required by law to pass on certain

information to providers of Youth Support Services in your area. This is the LA support service for young people aged 13 to 19 in England.

We must provide the names and addresses of pupils and their parents, the date of birth of the pupil (which must be provided to the Youth Support Service in any event), and other information relevant to the provision of Youth Support Services. For more information about young people's services, please go to the National Careers Service page at <https://nationalcareersservice.direct.gov.uk>.

However, until your child is 16 or older, you can ask that no information beyond names, addresses and date of birth be passed on to the youth services provider. This right transfers to your child on their 16th birthday. Please inform the school what you wish by completing the return slip below.

If you want to see a copy of the information we hold and share about your child then please contact us.

Please return this slip to the School Office

| |
|--|
| <input type="checkbox"/> I agree to information being shared with the Youth Support Service |
| <input type="checkbox"/> I do NOT agree to anything other than my name, my child's name, address and date of birth being shared with the Youth Support Service |

| | |
|-----------|------|
| Signature | Date |
|-----------|------|

TreeHouse School Home School Agreement

Our Vision:

To make the ordinary possible for children and young people with autism

Our Mission:

For children and young people with autism to learn, thrive and achieve

Our Values:

TreeHouse School is ACTIVE

Ambitious

We are ambitious for all our pupils – for their progress, their achievement and their future well-being

Collaborative

We work together in multi-professional teams with our pupils and their parents to achieve the best outcomes possible. We are collaborative with the community, other schools, partners and regulators

Transparent and Accountable

We strive to communicate openly about our methods and aims and to be accountable to our governing body, parents, pupils and placing Local Authorities

Inclusive

We strive to include all members of our school community, regardless of gender, sexuality, race or ability and to enable our pupils to be included in their communities

Evidence based

We are committed to using evidence based practice through the principles of Applied Behaviour Analysis

Effective

We strive to be effective, based on our data, outcomes and external verification

How we welcome parents and carers:

TreeHouse School welcomes parents and carers:

- as parent governors
- as members of the Parent School Association
- at termly coffee mornings
- at annual and termly reviews and pupil progress meetings
- at assemblies
- at school events and celebrations, for example Sports and Achievement Day; the Summer Fair

Policies and Procedures

In order to achieve our vision, mission and values TreeHouse School has a range of policies which help us to set targets to achieve the highest standard of education and to ensure that our pupils have the best possible attendance and well-being. These policies also set out the means by which you can communicate compliments and complaints. Any parent wishing to see any of our policies should contact the school via reception in the first instance.

TreeHouse School Home School Agreement

Our Agreement

The school agrees to:

- ensure pupils are safe
- treat all pupils and their families with respect and sensitivity
- encourage parent participation
- respond to any concerns raised in a timely fashion
- communicate daily via the home school book
- inform parents of any incidents, accidents or issues at school
- provide information about the curriculum, assessment and school matters, via workshops, letters, newsletters and so on
- offer parents support, guidance and training
- provide a broad, balanced, relevant and functional curriculum, including the National Curriculum, personalised to meet the needs of each pupil
- carry out regular assessment
- assess pupil progress regularly and keep parents informed about their child's progress
- ensure our methods are explicit
- draw up appropriate care plans for pupils with additional medical needs

K Sternstein

Kerry Sternstein
Headteacher

Date

| | |
|--------|------|
| Signed | Name |
| Date | |

Parent / Guardian of

Pupil Name:

Above all we will strive to be outstanding.

Parents and carers agree to:

- send their child to school unless they are unwell or have a medical appointment
- inform the school in a timely fashion of any absence
- request permission in advance for any absence other than those mentioned above, on the understanding that permission will be granted only in exceptional circumstances.
- support the working practices of the school
- attend review and pupil progress meetings
- respond to the home school book and any letters sent home requiring a response
- inform the school of their child's medical needs, including medication taken at home
- inform the school of any issues that may affect their child's behaviour or performance at school
- respect decisions made by the school's leadership regarding provision
- express any concerns about their child's provision, etc, in a appropriate fashion (with reference to the Compliments and Complaints policy)

We ask our pupils to:

- learn to take notice of and respect peers and adults
- try hard with all their work
- learn to take care of their school environment
- finish any homework with help and return it
- learn to make choices
- have fun!

Parent and carer consent form: film, photography, case study

I hereby grant Ambitious about Autism (and all educational establishments that are part of the charity) and anyone authorised by the charity consent to reproduce, publish and use images, case studies and/ or filmed footage of my child or young person for purposes of education, promotion and advertising.

This is based on the understanding that the image, case study or filmed footage will not be used for objectionable purposes and that any copyright will belong to Ambitious about Autism.

I understand that any or all of this material will become part of Ambitious about Autism's image, case study and film library, accessible only to restricted Ambitious about Autism staff and authorised third parties . I consent to this material being used in the following ticked boxes:

- ☐ Ambitious about Autism (including TreeHouse School and Ambitious College) external and internal printed materials e.g. newsletters, posters, leaflets, adverts, prospectuses, presentations, banners, branded materials.
- ☐ Ambitious about Autism (including TreeHouse School and Ambitious College) websites including documents available to download online.
- ☐ Ambitious about Autism (including TreeHouse School and Ambitious College) social media channels; Facebook, Instagram, Twitter, YouTube.
- ☐ Local and national newspapers, magazines, TV and radio.

In applications or bids to secure funds for Ambitious about Autism or communications with donors (any organisation in receipt of an application will be under instruction not to share any images used).

Personal details

Name of child or young person:

I am a: (circle as appropriate)

- Family member of person with autism • Other (please state)

Address:

Town:

Telephone:

Email:

- ☐ I understand that my material may be used for promotional or fundraising purposes.
- ☐ I understand that my material may be subject to minor changes/edits.
- ☐ I understand that my materials may be used for up to three years from today's date.
- ☐ I understand that I can withdraw consent at any time and will not be requested to give reason for doing so. However, images and films I have already given permission for will only be withdrawn before two years if there is a safeguarding concern.
- ☐ I understand that all copyright in the image/text rests exclusively with Ambitious about Autism.

If you have any comments or restrictions please state them here:

| | |
|--------|------|
| Signed | Name |
| Date | |

Register for FSM letter tear away

The Government is giving money to schools to help children from lower income families do their very best. This funding is called a 'Pupil Premium'.

For every child registered, TreeHouse School gets £900 this year.

Please register to make sure your child and others in their class don't miss out in the future.

No one will know you have registered and it will not affect any other benefits you are claiming.

Please consider registering your child today.

Regards,

K Sternstein

Kerry Sternstein
Headteacher

Do you qualify?

You can register your child for Free School Meals if you get any of these benefits:

- Income Support
- Income-based Job Seekers' Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the Guaranteed element of State Pension Credit
- Child Tax Credit, provided they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by Her Majesty's Revenue and Customs.
- Pupils can also register for Free School Meals if they get any of these benefits themselves.

How to Register

An application form to register for Free School Meals can be obtained from your Local Authority Free School Meals office, or you can download the form from your Local Authority website. Please submit the completed application form to your Local Authority SEN contact who will confirm whether your child is eligible.

✂-----

FSM Please sign and return this slip to the School Office

✓ or X

- ☐ Please indicate if your child/children is/are eligible for and in receipt of FSM funding
- ☐ Please let us know if your child/children has/have been eligible for and in receipt of FSM funding

in the last six years, but is no longer eligible

| | |
|---------------------------------------|------|
| Please indicate dates of eligibility: | |
| Name of child / children | |
| | |
| Parent/Carer signature | Name |
| Date | |

Useful Numbers

TreeHouse 020 8815 5424

Head teachers Executive Assistant - 0208 815 5446

TreeHouse School

The Pears National Centre for Autism Education, Woodside Avenue, London, N10 3JA

Tel: 020 8815 5424, **Email (for general enquiries):** enquiries@treehouseschool.org.uk

Email (for admissions): admissions@treehouseschool.org.uk,

Email (for School Office): SchoolOffice@ambitiousaboutautism.org.uk

Web: www.treehouseschool.org.uk



**TreeHouse
School**