

Our Inclusion Team

Internal Members of the Team	
Responsibility	Name
Federation Deputy Head, Inclusion Manager (NASENCO)	Jo Ryan
Assistant Head at Colvestone Primary School , Inclusion Manager (NASENCO)	Jennifer Hippolyte
Designated Safeguarding Lead	Jo Ryan
Assistant SENCO	Chris Ptohides
Governor with responsibility for SEN	Claire Barton
LRS Speech and Language Therapists	Helen Wilson, Nathalie Said
Speech and Language Specialist TAs	Kim McGee, Kayleigh Euesden
Art, Play and Drama Therapists	Paulina Treanor and Anne Marie Barlow
External Members of the Team	
Responsibility	Name
Educational Psychologists	Holly Seaman & Grazielle Carvalho-Gomes
School Nurse	Ann Nolan

Introductory statement about school SEND offer

Thomas Fairchild Community School is a two form entry school, which is part of the Soaring Skies Federation. It is committed to early identification of Special Educational Needs (SEN) and provides a fully inclusive mainstream primary provision. The school uses a graduated response to meeting SEN and Disability (SEND) in line with the ‘SEND Code of Practice 0-25’, 2014. We strive to ensure that all pupils achieve their potential academically, personally, socially and emotionally in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of need. A range of evidence is collected through assessment and monitoring arrangements, as well as regular formal discussions between the Inclusion Team and class teachers/support staff. Pupils are identified as having SEN when they do not make the expected progress and ‘closing the gap’ strategies, through targeted support, have proved ineffective. When any pupil is not making the expected progress, or their needs change, the class teacher will invite the parents/carers to school to discuss these additional needs with the Inclusion Manager. Following this, the class teacher and parents/carers work with the Inclusion Manager in order to decide if, or how, additional provision is implemented.

Some SEN pupils have physical needs which, affect or inhibit their learning (e.g. vision or hearing difficulties). Some have difficulties with speaking, listening and understanding and in severe cases global delay. Some pupils have specific learning difficulties (e.g. dyslexia, dyspraxia, and dyscalculia) and some children have general learning difficulties. Identification of need may lead to a personalised education plan or consultations with external professionals (e.g. Educational Psychologist, Speech and Language Therapist) to advise school about how to best support each pupil’s learning. In some cases an Education Health and Care Plan meeting may be held to be to meet pupils’ individual needs.

Thomas Fairchild uses guidelines provided by The Hackney Learning Trust to determine if a child’s attainment and/or progress indicate that they should be placed on the SEND register. The school places the child’s individual needs at the forefront of any additional provision.

To find more information about services for children with SEND in Hackney please visit www.hackneylocaloffer.co.uk.

Key inclusion questions and answers

How does Thomas Fairchild Community School know if children need extra help?

We know your child needs help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil’s behaviour or progress
- they have medical needs

What should I do if I think my child may have special educational needs?

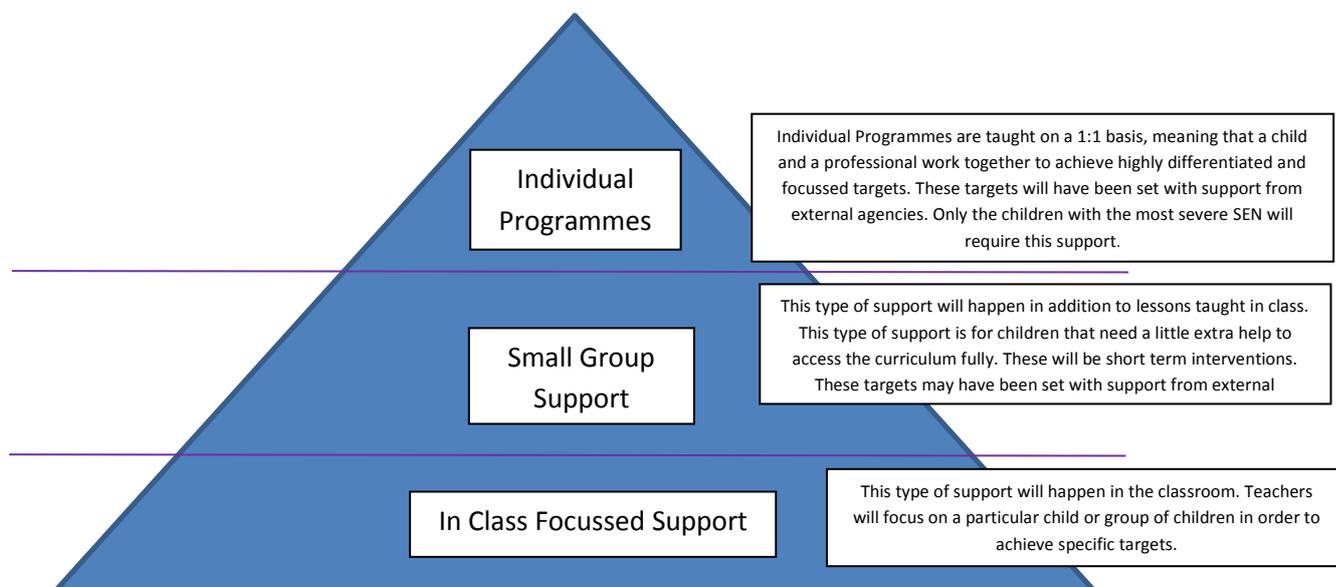
- The **class teacher** is the initial point of contact for responding to parental concerns. If you have any further concerns then contact the Inclusion Manager. This may lead to SEN support at school after a number of checklists and observations have taken place. When we identify that a child needs SEN support we consult with parents and the relevant professionals.
- We have children at our school with SEN across all 4 areas of need. As a Language Resourced School, we have very high quality speech and language provision and places for 10 children across the borough to receive intensive therapy for Developmental Language delay. Our main areas of expertise are supporting children with speech language and communication needs including autism. We have Speech and Language Therapists on site four days a week.

Area of Need	Definition
Communication and interaction	<p>Children and young people with Developmental Language Disorder (DLD, formerly SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.</p> <p>This aspect of learning also includes children on the Autistic Spectrum Continuum (ASC also known as ASD)</p>
Cognition and learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
Social, emotional and mental health difficulties	<p>Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
Sensory and/or physical needs	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) a multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.</p>

How will I know how Thomas Fairchild Community School supports my child?

- Each pupil’s education programme will be planned by the class teacher and Inclusion Manager. It will be differentiated accordingly to suit the pupil’s individual needs. This may include additional general support by the teacher or support staff in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This intervention will be run by the class teacher or a member of support staff. The length of time the intervention will vary according to need but will generally be for one term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness and impact of the provision and to inform future planning. These interventions are recorded on a Provision Map (this is a record of the intervention, timings, strategies and impact).
- Pupil progress and Provision Map review meetings are held each term. In these meetings the class teacher meets with the Inclusion Manager and a member of the Senior Leadership Team to discuss the progress of all pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from outside of school such as CAMHS (child and adolescent mental health services), Educational Psychology, Speech and Language or Occupational Therapists etc. Where this is the case a referral will be made with your consent and forwarded to the most appropriate support agency. If appropriate a pupil will undergo a number of assessments and support is usually provided to the school and parents/carers.
- The Governors of the Soaring Skies Federation, (of which Thomas Fairchild Community School is part of), are responsible for entrusting a named person, who is responsible for monitor safeguarding and child protection procedures. The Designated Safeguarding Lead is Jo Ryan.

In accordance to the SEN Code of Practice 0-25, 2014 the Federation adopts a graduated response to SEN provision determined by the support each individual child requires. We use a three tier approach to classify educational needs that are additional to, or different from everyday classroom provision.



How will the curriculum be matched to meet my child's needs?

- When a pupil has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum and make progress. We use colour overlays, adapted learning intentions and tasks and visual support.
- Members of support staff may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs. With the focus always being on developing pupils independent thinking skills.
- If a child has been identified as having a special educational need they will be set personal targets on a School Support Plan (SSP). The targets will be set in consultation with your child according to their area of need. These will be monitored by the class teacher weekly and by the Inclusion Manager at least two times a year. Support plans and progress will be discussed with parents/carers at Parents Evenings (three per year).
- The Inclusion Manager, alongside other subject leaders, monitors planning, books and targets for all SEN pupils to ensure that they match each individual pupil's needs.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips, weighted vests or ear defenders.
- We use a number of successful strategies and resources to develop children's learning such as: Sensory Profiles, PECS, TEACCH, Colourful Semantics, Attention Autism (AKA the Bucket Game), Intensive Interaction, Word Aware and Numicon.

How will I know how my child is doing?

- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made with the class teacher and/or a member of the Inclusion Team if further discussion is required.
- You will be able to discuss your child's progress at Parents Evenings.
- If your child receives Speech and Language Therapy (SaLT) you will be invited to a termly 'Let's talk about SaLT' information session.

How will you help me to support my child's learning?

- Your child will be set personal learning targets by their class teacher using diagnostic marking and these are reviewed weekly as the class teacher reviews your child's progress. These targets are short term steps to move children on. SSP targets are set to be achieved over a longer period e.g. a term.
- The class teacher may suggest strategies of how to support your child.
- The Inclusion Manager may meet with you to discuss how to support your child with strategies at home.
- If outside agencies have been involved, you will always be informed. Where appropriate this may lead to suggestions and programmes of study that can be used at home.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who have emotional difficulties, these include:

- All members of staff are readily available for pupils who wish to discuss issues and concerns.
- Clubs and positions of responsibility are available/created for those who find break-times challenging.
- Each class holds weekly 'Circle Time' activities that address specific concerns and worries relevant to the class.

How support do children with social and emotional needs receive?

- Our Emotional Literacy skills are taught through the school 'Values Tree'.
- We are a 'telling school' where children are encouraged to treat each other respectfully and to tell someone if a child is unhappy.
- We provide playground buddy groups and playground games groups to support social skills, individual learning behaviour support plans, lunch time drop in sessions.
- School provides play/art therapy to support our children.
- A core number of staff members are trained to use TEAM TEACH de-escalation strategies.

How will you support my child's transition from Nursery to school and from Year 6 to 7?

- The Inclusion Manager completes home visits for SEN children entering Nursery or Reception class.
- Each child on the SEN register has a 'Communication Passport' one page profile detailing their likes, dislikes and how to like to be supported. Parents contribute to this and it is passed on to the next establishment when a child leaves us.
- Comprehensive information files are used to inform conversations with new class teachers at our school and secondary schools.

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled by the school nurse in consultation with parents/carers. These are discussed with all staff members who support the pupil.
- We have a number of trained Paediatric First Aiders across the school.
- When pupils have very serious illnesses a Subsidiary Risk Assessment will be carried out in consultation with medical professionals and Hackney Learning Trust Specialist Teacher for Medical Needs, where appropriate. The staff receive appropriate training to suit our children's needs.
- Members of staff are trained to use EpiPens
- Medicines are administered in school where necessary and in agreement with parents/carers, but only where a signed Medicine Consent Form is in place to ensure the safety of both the child and the staff member.

What specialist services and expertise are available at or accessed by the school?

Our school buys into Hackney SEN training and staff are trained to support children with a range of needs including autism, speech and language skills and positive behaviour training. These services are accessed depending on the level and type of need, which can change on a regular basis. You will be consulted if your child needs to access these services.

- Art, Drama and Play Therapy
- Educational Psychologist
- Speech and Language Therapy
- Specialist Teachers
- CAMHS (Child and Adolescent Mental Health Service): First Steps (a support service for families and children), Specialist CAMHS and CAMHS Disability
- Children's Centre Support, including Strengthening Families, Strengthening Communities courses
- Hackney Children's Social Care (Social Services)
- HENRY Healthy Eating support
- Occupational Therapy
- Physio Therapy
- School Nurse
- Inclusion Team (at the Hackney Learning Trust)
- Hackney Ark (a specialist centre for children with SEN or a disability sometimes referred to as a Multi-Agency Referral Service or MARS)
- Hackney Parent Partnership Service
- SENDIAGS - Hackney SENDIAGS - Support for Parents (Free and confidential). They offer 'independent parental supporter'
- Short Breaks

What training have the staff supporting children with SEND completed or are currently completing?

Different members of staff have received training related to SEND, these have included:

- How to support children with speech and language difficulties,
- How to support children on the autistic spectrum continuum,
- How to support children with behavioural, social and emotional needs,
- How to support children in literacy and numeracy.

How will my child be included in activities outside the classroom including school trips?

As an inclusive school activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is felt necessary, a parent or carer may be asked to accompany a child during the activity depending on the intensity of the 1:1 support.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Low level access to all of the school building.
- A lift to each floor of the school building.
- Disabled toilets.

How will the school prepare my child when joining Thomas Fairchild Community School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as effective as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a transition session in which they spend time with their new class teacher.
- Additional visits are arranged for pupils who may need extra time in their new school/class.
- Secondary school staff visit pupils prior them joining the new school.
- The Inclusion Manager will liaise with Inclusion Manager at the previous/next school to share information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the Inclusion Manager, other relevant staff plus parents/carers and pupil where appropriate.

How are the school's resources allocated and matched to the pupil's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at a provision map review or if a concern has been raised at another point during the term.
- Resources may include deployment of staff depending on individual circumstances

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teacher, Inclusion Manager and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.

How will I be involved in discussions about and planning my child's education?

All parents/carers are encouraged to contribute to their child's education; this may be through:

- Informal ongoing discussions with class teacher
- Formal parents/carers evening consultations – to discuss targets and progress from formal assessments three times a year
- Discussions with Inclusion Manager, Senior Leadership Team or other professionals
- Annual Review meetings
- SSP meetings – to discuss targets and progress
- SEN Coffee mornings
- Reviewing the content of this SEN Information Report

What should I do if I have concerns or complaint about the provision for my child?

- First make an appointment to the Inclusion Manager who will review the provision map for your child and listen to your concerns.
- After that if you wish to discuss the matter further speak to our Senior Deputy Head,
- After that if you wish to discuss the matter further speak to our Executive Headteacher.
- If you are still concerned about provision read our complaints procedures

<http://www.thomasfairchild.hackney.sch.uk/wp-content/uploads/2014/10/Complaint-Procedure.pdf>

Who can I contact for further information?

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the class teacher or the Inclusion Manager.

If you have any other questions, please do not hesitate to contact the school.

Find out more about our approach to SEND in our Special Educational Needs and Disability Policy in the policies section of our website.

<http://www.thomasfairchild.hackney.sch.uk/wp-content/uploads/2019/06/Soaring-Skies-SEND-Policy-March-2018.pdf>

School contact number: 0207 253 9469.

Appendix 1

Glossary of inclusion abbreviations

APP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASC	Autistic Spectrum Continuum
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CP	Child Protection
DLD	Developmental Language Disorder (formerly Speech and Language Communication Need)
EAL	English as an Additional Language
EHCP	Education, Health & Care Plan
EP	Educational Psychologist
FSM	Free School Meals
Inclusion Manager	Coordinator responsible for ensuring special educational, disability and medical needs of children are met
ISR	In School Review
LAC	Looked After Child
LEA	Local Education Authority (AKA The Hackney Learning Trust)
LRS	Language Resourced School – special provision for speech and language impairments
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
PPG	Pupil Premium Grant
SALT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SSP	School Support Plan

Appendix 2

Useful SEND Websites

Websites for learning needs	
	<p>http://www.afasic.org.uk/</p> <p>Afasic seeks to raise awareness and to create better services and provision for children and young people with speech and language impairments.</p>
	<p>http://www.bild.org.uk/</p> <p>British Institute of Learning Difficulties</p>
	<p>http://www.dyspraxiafoundation.org.uk/</p>
	<p>http://www.dyslexiaaction.org.uk/</p>
	<p>http://www.ican.org.uk/</p>

Websites for medical needs	
	<p>http://www.diabetes.org.uk/</p>
	<p>https://www.hemophilia.org/</p>
	<p>http://sicklecellsociety.org/</p>

Websites for parents/carers of children with specific needs/disabilities	
 <p>Bringing Families Together OFFERING FRIENDSHIP & SUPPORT</p>	http://www.specialkidsintheuk.org/
 <p>contact a family for families with disabled children</p>	http://www.cafamily.org.uk/
 <p>Council for disabled children</p>	http://www.councilfordisabledchildren.org.uk/
 <p>GOV.UK</p>	https://www.gov.uk/children-with-special-educational-needs/statements
 <p>HACKNEY ARK</p>	https://www.homerton.nhs.uk/hackney-ark/
 <p>HiP</p> <p>Hackney Independent Forum for Parents/Carers of Children with Disabilities</p>	http:// www.hiphackney.org.uk
 <p>hackney learning trust</p> <p>Hackney SENDIAGS (SEND Information, Advice and Guidance Service)</p>	http://www.hackneylocaloffer.co.uk/senddiags E-mail: SENDIAGS@learningtrust.co.uk
 <p>IPSEA Independent Parental Special Education Advice</p>	http://www.ipsea.org.uk/
 <p>nasen Helping Everyone Achieve</p>	http://www.nasen.org.uk/
 <p>netmums.com</p>	http://www.netmums.com/parenting-support/special-needs
 <p>Scope About disability</p>	http://www.scope.org.uk/support/families/parents-carers
 <p>YOUNGMINDS The voice for young people's mental health and wellbeing</p>	http://www.youngminds.org.uk/