



F&B INCLUSION NEWSLETTER

Issue 3 February 2025

Welcome

Dear Parents,

This half term has flown by!

Thank you to all of you that have helped me look after Dexter, and well done to all of the children who have been displaying our school values of **Respect, Ambition and Perseverance**.

Wishing you a lovely half term,

Mrs Potma

Inclusion Lead.



Herts Local Offer

Every Local Authority must identify education, health and social care services in their local area provided for children, young people and families who have SEN or disabilities. These services are placed into a directory, known as a 'Local Offer'.

The Hertfordshire Local Offer can be found [here](#). In addition to information on SEND, the Herts Local Offer also provides training and courses for parents on a wide range of topics.

Parent Workshops

Please remember we record all Parent Inclusion Workshops, which you can find [here](#) on the Inclusion Playlist.

The slides from all of the workshops are also available [here](#).



Did you know?

All documents relating to Inclusion and SEND at Fawbert and Barnard can be found on our school website [here](#).



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Little Wrigglers Hair Salon

Since starting in my role of Inclusion Lead, different parents of neuro-diverse children have mentioned how difficult it is to do things with their child/children that seem normal to most of us, like going to the dentist and having your hair cut. We love it when parents have a positive experience, especially when they share it with us. If you have any, please get in touch so we can help and support each other.

Introducing....Little Wrigglers!

Wrigglers Hair Salon Ltd is a children's hair salon based in Hornchurch, Essex. They cover all children for haircuts, but they specialise in offering private appointments for those who need extra support and care.



They are passionate about making the child and the parent comfortable throughout the process. They offer a safe place with no judgement. Their qualified and experienced staff are compassionate and understanding when working with children and their hair and always go above and beyond to offer a pleasurable experience for every child, plus of course, a great haircut!

For those who hate having their hair cut - they are an enjoyable, stress-free service. It's more than just a cut, it's an experience.



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Curriculum Accessibility

Here at F&B we talk a lot about the difference between **provision** and **intervention**.

The term **intervention** is something that has a set start and end point, and usually occurs for a set period of time consistently.

It can be assessed to show progress (for example our RWI tutoring where a child was confident with 2 special friends initially, and after 5 weeks could recognise 6 special friends).

Provision are the adaptations and tweaks we make to the day to ensure that every child thrives. These are things such as changes to the environment, extra reading, use of physical resources. To explain this further we have made our 'Curriculum Accessibility' document, that shows across all year groups, and all areas of need, what we offer.

The full document can be found [here](#):

Curriculum Accessibility – Early Years Foundation Stage (EYFS)



All pupils:

- access a curriculum designed by subject leaders, and adapted by class teachers, that is appropriate for all, but is also meaningful, challenging & ambitious.
- are provided a range of multi-sensory activities and supports (including widgets) to engage them and allow them to effectively communicate their understanding and demonstrate their skills.
- are closely monitored and supported pastorally to ensure their mental health & emotional wellbeing is prioritised.
- are positioned during adult-led activities based on learning needs (visual and auditory, focus and concentration).
- record work in a variety of ways, both verbally and written allowing access to the curriculum through multi-sensory learning.
- are supported with their behaviour choices in a positive environment, using restorative consequences so that pupils can reflect and be supported to be their very best.
- receive cyclical AfL feedback during learning times that results in misconceptions being addressed immediately.

Some pupils:

- access adapted equipment and aids to support learning.
- receive modified tasks that take into consideration their individual learning barriers.
- have carefully considered groupings that allow for greater focus alongside their peers, and ensure they witness role models for positive behaviour for learning.
- receive additional scaffolding or chunking of instructions from adults to be able to complete activities, with language broken down for accessibility.
- use manipulatives more frequently, making concepts more concrete and visual.
- use writing scaffolds to encourage attempts at early writing.
- access additional activities to support fine and gross motor development.
- receive targeted questioning in relation to their personal learning needs, in order to encourage engagement during adult-led activities.
- have additional 'check ins' with an adult focusing on their emotional wellbeing.

Specific pupils:

- have individual provision plans with long term learning outcomes and carefully planned incremental targets that build towards achieving desired outcomes.
- follow a bespoke curriculum that meets cognitive and specific learning needs whilst taking into account chronological age.
- follow a personalised timetable that takes account of their individual learning needs (movement breaks, interventions, sensory diets) and the environments they learn best in.
- have curriculum adaptations to allow for engagement through pupil interests (personalised learning activities with a context that engages the individual).
- receive additional support in learning and transitional times from an adult who is attuned to their individual pastoral, emotional and learning needs.
- participate in long-running interventions to support challenges around language and communication, working memory and vocabulary.
- are supported by specialist teachers or professionals to ensure full engagement with the curriculum and school day.
- staff that have a thorough understanding and expertise of specific barriers to learning.
- have timetabled adult support – 'an adult for safety' or 'an adult for learning support'

Curriculum Accessibility – Key Stage One (KS1)

F&B

All pupils (in all subjects):

- access a curriculum designed by subject leaders, and adapted by class teachers, that is appropriate for all, but is also meaningful, challenging & ambitious.
- are provided a range of multi-sensory activities and supports (including widget) to engage them and allow them to effectively communicate their understanding and demonstrate their skills.
- are closely monitored and supported pastorally to ensure their mental health & emotional wellbeing is prioritised.
- are positioned during adult-led activities based on learning needs (visual and auditory, focus and concentration).
- record work in a variety of ways, both verbally and written allowing access to the curriculum through multi-sensory learning.
- are supported with their behaviour choices in a positive environment, using restorative consequences so that pupils can reflect and be supported to be their very best.
- receive carefully considered Afl feedback during learning times.

Some pupils:

- Access adapted equipment and aids to support learning.
- receive modified tasks that take into consideration their individual learning barriers.
- have carefully considered groupings that allow for greater focus alongside their peers, and ensure they witness role models for positive behaviour for learning.
- receive additional scaffolding or chunking of instructions from adults to be able to complete activities, with language broken down for accessibility.
- use manipulatives more frequently, making concepts more concrete and visual.
- use writing scaffolds to encourage attempts at early writing.
- access additional activities to support fine and gross motor development.
- receive targeted questioning in relation to their personal learning needs, in order to encourage engagement during adult-led activities.
- have additional 'check ins' with an adult focusing on their emotional wellbeing.
- Receive after school tutoring focusing on areas of development.

Specific pupils (in all subjects):

- have individual provision plans with long term learning outcomes and carefully planned incremental targets that build towards achieving desired outcomes.
- follow a bespoke curriculum that meets cognitive and specific learning needs whilst taking into account chronological age.
- follow a personalised timetable that takes account of their individual learning needs (movement breaks, interventions, sensory diets) and the environments they learn best in.
- have curriculum adaptations to allow for engagement through pupil interests (personalised learning activities with a context that engages the individual).
- receive additional support in learning and transitional times from an adult who is attuned to their individual pastoral, emotional and learning needs.
- participate in long-running interventions to support challenges around language and communication, working memory and vocabulary.
- are supported by specialist teachers or professionals to ensure full engagement with the curriculum and school day.
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Curriculum Accessibility by presenting need (Reasonable Adjustments for all)

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General

- Targeted staff training
- Whole school understanding of Neurodiversity
- Bespoke approach – no one-size-fits-all
- Policies inclusive of those with SEND
- Understanding of different communication styles supported by school Speech & Language Therapist
- Additional adult support based on need.
- Counselling
- Whole school emotional literacy focus
- Hessian display boards
- Parent Support – Workshops
- Pastoral Offer
- Zones of Regulation

SEMH

- Check ins
- Carefully considered groupings
- Specific rules
- Support with boundaries
- Self Image Profile to build self esteem
- Learn & Thrive Intervention
- Pastoral Offer
- Wellbeing Library
- Clear and explicit expectations for behaviour

Visual Impairment

- Use of contrasting colour equipment.
- Use of tactile resources
- Read aloud as writing
- Avoid standing in front of windows and avoid shiny surfaces.
- Specialist equipment such as sound balls.
- Regular audit of classroom environments (clutter free).
- Bold colour markings in outdoor and transitional spaces (yellow steps, EYFS area).
- Support for colour mixing and colour specific sessions.
- Well lit areas
- High contrast (e.g. dark text on light background).
- Use of audio books and e books.

Physical (incl. Gross & Fine Motor)

- Use of specific equipment: easy grip bats, malleable balls and beanbags. Sloping boards, pencil grips.
- Theraputty
- Adapted eating support
- Adjustable desk height
- Use of technology
- Use of ramps
- Provision of quiet space/ place to rest
- Attach paper to desk with masking tape
- Left & right handed pupils consideration
- Mark the starting point for each line / word (yellow highlighter)

Cognition and Learning

- RWI Tutoring Intervention
- Essentials Maths Interventions
- Colourful Semantics
- Hearing and vision checks
- Multi sensory teaching
- Montessori English and Maths
- Word mats / widget mats
- Desk aids (alphabet strips, numberlines)
- Explicit teaching of strategy (e.g. sorting, organising, solving)
- Pre warning if ch. are put on the spot
- Consideration of level of difficulty of any text
- Links to prior learning explicit
- Alternative ways to demonstrate understanding – voice recorders, diagrams, mind maps
- Every opportunity to encourage self correction
- Visual timetables
- Developmentally appropriate activities.

Curriculum Accessibility by presenting need (Reasonable Adjustments for all)

F&B

ASD

- Fidget toys
- Seating that allows movement
- Movement breaks
- Chunking of tasks
- Use of technology (laptops)
- Sensory Diet
- Acoustic considerations incl. use of ear defenders
- Different entry / exit times to avoid crowds.
- Relaxed uniform regulations
- Individual / alternative learning spaces
- Use of reader / scribe / prompter.
- Attention Autism intervention
- Intensive Interaction
- Personalised social stories

Communication

- Lego Club Intervention
- School based Speech & Language Therapist
- Visual timetables
- Clear school signage
- Use of widget – consistent images for communication.
- Personalised social stories
- BSL promoted throughout the school
- Adapted language
- Displaying key vocabulary
- Agreed cue used to gain individual attention
- Minimised use of abstract language.
- Parents advised of new vocab in advance so it can be reinforced at home.

ADHD

- Sample of end of learning expectations provided
- List of steps (written or visual) to complete task.
- Sample work to model what is required
- Use of reader / scribe. / prompted.
- Movement breaks and built in time for physical games.
- Tasks broken into smaller chunks.
- Fidget toys
- Carefully selected partnerships
- Pre teaching of rules and expectations.
- Organisational skills support
- Additional parent reminders

Hearing Impairment:

- Positioning of learning space.
- Use of communication in print / signals.
- Visual modelling.
- Use of specific audio equipment
- Consideration of background noise
- Modelling and teaching of careful listening
- Repeating contributions from others
- Slow down speech rate but keep natural fluency

Sensory

- Uniform adaptations
- Multisensory teaching approaches
- Practical equipment
- Fidget toys
- Quiet spaces
- Sensory boxes in every class
- Sensory Circuits & Sensory Diets
- Consider the 'space' the child has to work in

Processing

- Use of pictorial representation.
- Reduction in verbal instruction.
- Visual discrimination and visual perception activities.
- Photographs of routines to aid recall.
- Visual timetables.
- Chunking of tasks.



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Dexter the Inclusion Bear

Dexter, the Inclusion Bear., has had some fabulous visits to F&B children and their families. Take a look at his special section of the school website [here](#) to see what he has been up to so far (including meeting some famous faces!)

Thank you so much to everyone who has hosted Dexter this half term.





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Alternative Communication

At F&B we are committed to ensuring our environment is as communication friendly as possible.

One of the many ways we do this is by using BSL (British Sign Language) with the children.

We are fortunate to have quite a few staff members trained in BSL, and are therefore able to use it throughout the curriculum.

One of the weekly things we do is to sing 'Happy Birthday' whilst signing, during Mr Well's Celebration Assembly. Can your child show you this?

[Here is a link to a video:](#)

BRITISH SIGN LANGUAGE - GREETINGS



HELLO



GOOD



MORNING



AFTERNOON



NIGHT



HOW ARE YOU?



THANKS/PLEASE



SORRY



GOODBYE



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Children's Mental Health Week

Last week it was 'Children's Mental Health Week' and all the teachers made sure they spoke about this in class. This year's theme was 'Know yourself, Grow yourself' and the children enjoyed listening to Mrs Atukorala, who led an assembly about Mental Health. They also enjoyed a range of activities, one of which can easily be done at home too and was a favourite in Year 2.

Kindness Fruit Salad

Everyone sits in a circle. You will read out one of the statements below and give the children a few seconds to think about it, ask them to think of an example as you might ask them to share these later. If the statement applies to you/the child they stand up. Everyone who is standing up then swaps places. At this point you might ask them to share their example before reading out the next statement.

Move places if you have:

- held open a door for someone today
- said thank you today
- given someone a smile today
- received kindness from someone today
- written a letter to someone in the past week
- tidied your room without being asked in the last week
- helped somebody carry a heavy bag today
- given someone a compliment today
- asked a question and listened carefully to the answer
- received kind words from someone else today
- been kind to yourself (maybe eaten some healthy food, exercised, taken some calm down time or used kind words to yourself)
- given someone a gift today
- said some words of encouragement today

If you do this activity part of the way through the day, you can then reflect on how there's still lots of time left in the day to carry out lots more acts of kindness! Have fun!



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Mental Health & Wellbeing Update

The well-being challenge for your family is...

Funny faces.

Identifying and discussing different feelings is an important skill for the whole family's emotional and mental wellness. To make it fun, name an emotion (like scared, frustrated, or excited) and have the whole family make faces representing that emotion—or turn it into a game of charades and try to guess which emotion each person is acting out. Take selfies, and you'll have a whole album of gems to look back on and discuss!



The well-being challenge for adults is ...

A podcast:



Feel Better, Live More

“Health has become overcomplicated. I aim to simplify it.” Covering an array of healthy-living topics, Dr Rangan Chatterjee’s beloved Feel Better, Live More podcast serves fascinating medical insight all wrapped up with a warm, palatable and entertaining bow. Exploring vibrant wellbeing trends from plunge pools and outdoor swimming to delving deeper your unconscious mind, the podcast explores new ideas around health, while also delivering powerful and essential knowledge on topics like mental health, overcoming addiction, dealing with chronic pain and how to get a better night’s sleep.