



F&B INCLUSION NEWSLETTER

Issue 3 February 2026

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 Workshop

On Monday 23rd February, the organisation MIND (the UK's leading mental health organisation) is organising an online workshop for F&B parents called 'emotional well-being and coping strategies'. It starts at 19:00 and you can sign up through Arbor (clubs). The link has been emailed to everyone previously. I hope to see you

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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Issue 3 February 2026

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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Issue 3 February 2026

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)

F&B

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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Issue 3 February 2026

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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Issue 3 February 2026

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 'This is my place'.

We know that our sense of belonging as individuals, in our friendships, in school, and in communities plays a vital role in our mental health and wellbeing. To know our place and really feel part of our environment is a basic human need. It can have powerful and long-lasting impacts in lots of areas of our lives, including our physical and mental health, education, employment and relationships. When we feel that we belong, it empowers us to contribute to the world and make a real difference.



Reception classes: Playing with someone we don't usually play with and make a friendship bracelet for this person.



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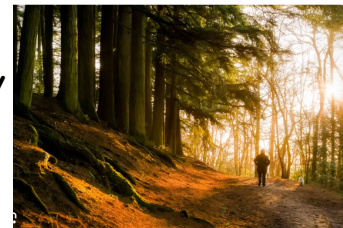
Mental Health & Wellbeing Update

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

Daily Nature Time

Spending time in nature significantly improves mental health by reducing stress, anxiety, and depression while increasing happiness, cognitive function, and emotional regulation. Exposure to natural environments—particularly biodiverse areas with trees, water, and birds—triggers a calming parasympathetic nervous system response, lowering cortisol levels.

Spend at least 20 minutes outside in nature each day to boost mood and reduce stress.



The well-being challenge for adults is ...

A podcast:

The Let's Talk About Mental Health podcast ('LTAMH') is the show that makes better mental health simple, with practical tips based on quality research and the experience of writer and presenter Jeremy Godwin. No interviews, no random opinions; just good advice you can apply immediately to improve your mental wellbeing. New episodes every Sunday.





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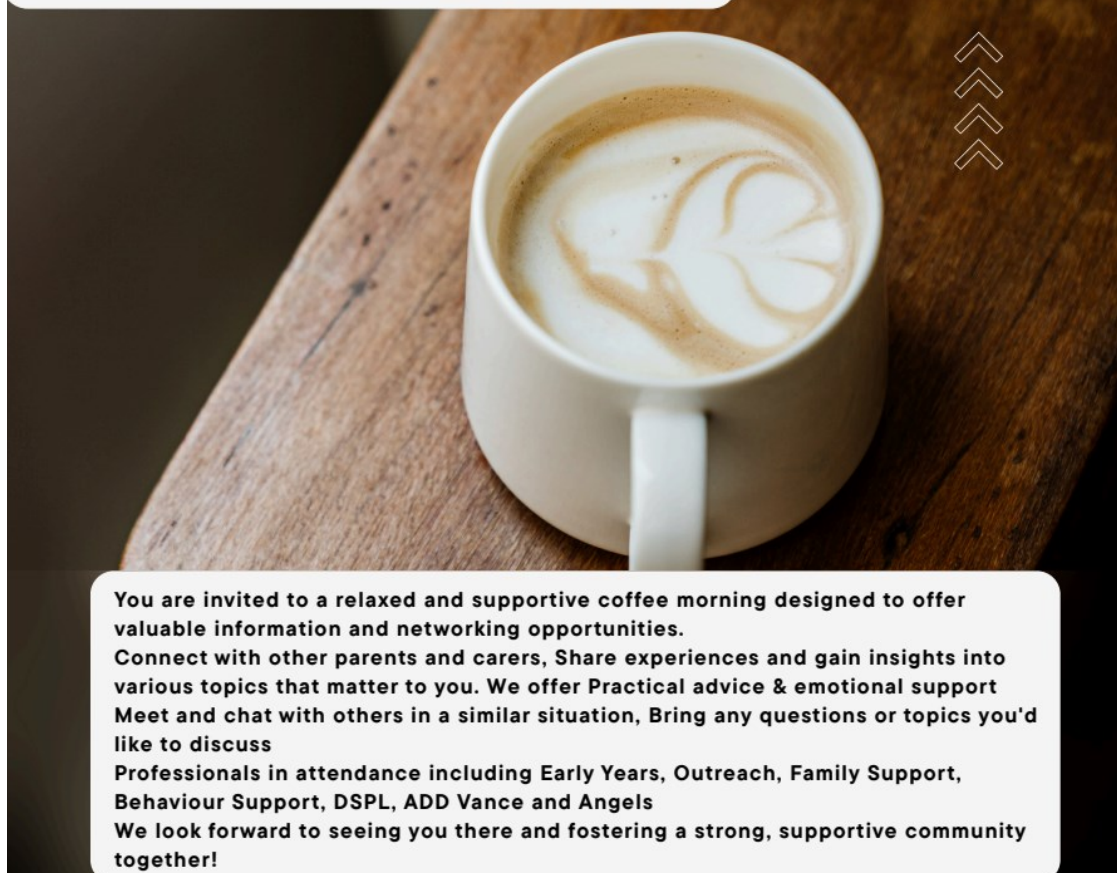
DSPL3 Parent coffee morning

**DSPL3 Parent Coffee Morning, 18th March,
St Catherines School, Ware, SG12 0AW**

DSPL3 Delivering Special
Provision Locally



10.00 - 11.30



You are invited to a relaxed and supportive coffee morning designed to offer valuable information and networking opportunities. Connect with other parents and carers, Share experiences and gain insights into various topics that matter to you. We offer Practical advice & emotional support Meet and chat with others in a similar situation, Bring any questions or topics you'd like to discuss
Professionals in attendance including Early Years, Outreach, Family Support, Behaviour Support, DSPL, ADD Vance and Angels
We look forward to seeing you there and fostering a strong, supportive community together!



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Issue 3 February 2026

DSPL3 Newsletter



Delivering Special Provision Locally

Spring 1 Newsletter for Parents/Carers

DSPL3 Website and Facebook page

- The DSPL3 Website and Facebook page are now live.
- Please click here to view the [website](#)
- Please click here to view the [Facebook page](#)

Workshops, Courses and Training
Please click here to view [workshops, courses and training](#) available for this academic year.

DSPL Feedback Survey

- Please complete a short survey to help the Local Authority understand the impact of the work and support of DSPL3 in your area (you may need to copy/paste this into your browser <https://surveys.hertfordshire.gov.uk/s/58723M>)

DSPL SEND Coffee Mornings

- 18th March 10-11:30am**—St Catherines School, Ware
- 20th May 10-11:30am**—St Michaels School, Bishops Stortford
- 15th July 10-11:30am**—Buntingford First School, Buntingford

Beezee Healthy Families Programme

- Beezee has developed a unique programme supporting parents and carers of children aged 0-5 to build skills, explore healthy meals and create family routines that support a balanced, happy lifestyle.
- To find out more details and book your free place, [click here](#)

Angels Autism and ADHD Support: Weekly online workshop

- Angels are offering a weekly online workshop 10am-12pm every Tuesday during term time.
- [Click here](#) to join
- Angels are also offering one-to-one support. [Click here](#) to book

DSPL3
Delivering Special Provision Locally (DSPL)
Bishop's Stortford, Sawbridgeworth, Buntingford, Watton-at-Stone, Hertford, and Ware

DSPL 3 Area Manager: Katie Algate
dspl3manager@amwell.herts.sch.uk

DSPL3 SEND Lead: Lisa Lee
dspl3sendlead@amwell.herts.sch.uk

DSPL3 Admin
dspl3admin@amwell.herts.sch.uk

Lead School:
[Amwell View School](#)
& [Specialist Sports College](#)

Website:
dspl3.org.uk

Facebook: [DSPL3](#)

Useful Links:
[The Hertfordshire SEND Local Offer](#)

[SENDIASS Hertfordshire](#)

[IPSEA \(Independent Provider of Special Education Advice\)](#)

[SOS SEN](#)

[Herts Parent Career Involvement](#)

[EHCP Support](#)

[Children and Young People's Speech & Language Therapy Service](#)
Advice line for parents: 01923 470 680, choose option 3, then option 1 and leave a message.