



# F&B INCLUSION NEWSLETTER

Issue 1 October 2025

## Welcome

Dear Parents,

Welcome to the first edition of the 2025–2026 F&B Inclusion Newsletter. This newsletter is produced every half term, and aims to give you an overview of everything that we have achieved within school under the inclusion umbrella, as well as sign post you towards upcoming events & activities.

As we are at the start of the year, this edition is focused on giving you as much information as possible about what inclusion looks like here at F&B.

Wishing you all 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.

### Our next workshop...

Q&A with Samantha Amos— Speech & Language Therapist

Wednesday 12th  
November,  
9:00am.

Book via the Arbor App.



### SEND coffee afternoon!

Wednesday 25th November, 14:30pm

Get together with other parents whilst you enjoy a coffee/or tea and a cake. Book via the Arbor app.

### Did you know?

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



## F&B Inclusion Team



**Mrs Potma, Inclusion Lead:** Special Educational Needs Coordinator (SENCo), Children & Young adults Counsellor, Mental Health Lead, Designated Teacher for Looked After Children, Pupil Premium Lead, EAL & Equalities Lead, Pastoral Care Lead, Deputy Designated Safeguarding Lead.



**Mrs Hills:** Mental Health and Wellbeing team.

**Mrs Brooker, Deputy Head:** Families First Practitioner, Mental Health & Wellbeing Team, Designated Safeguarding Lead.



**Mrs Duggan:**

Inclusion Support Practitioner



**Miss Fancett:**

Inclusion Support Practitioner



**Mrs Craig:** Inclusion Governor

**Mrs McGlashan :** Inclusion Governor





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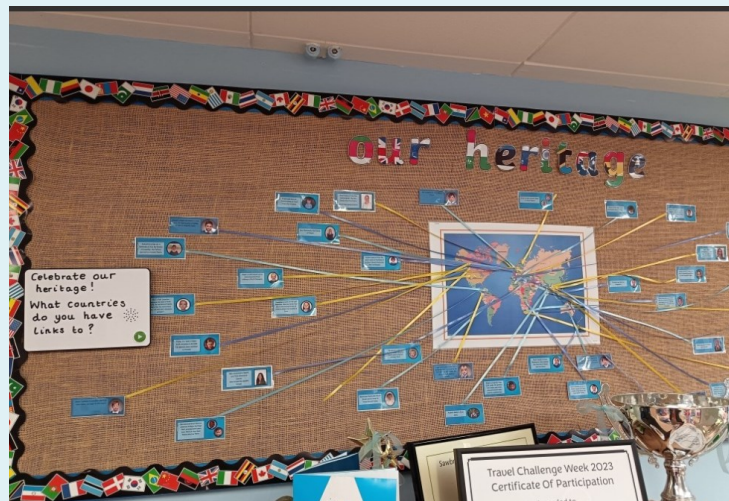
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## F&B Heritage

Although our EAL (English as an Additional Language) figures here at F&B are below the national average, we have many children who are multilingual (speak more than one language), or who have links to lots of different countries and cultures. To explore this further we began our 'Heritage Project'.

This revealed that, as a school community, we have links to over **38 countries** in the world, spanning across **every continent**.

See below last year's Heritage Display - more links will be added when we receive the school photographer photos of our Nursery children, Reception children and children new to F&B.



Please do take a look at the display when you visit our school over the next few weeks and months.



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## Friendship Day

We are looking forward to welcoming back last year's Year 2 children, now Year 3 at Reedings, who will visit our Year 2 children in their classes and will join them in a fun activity.

This will take place on Wednesday 19th November and is part of our transition program for Year 2: past children get to come back to their previous class and school and current Year 2 children will hear all about what Year 3 at Reedings is like. A great experience for all!

## Inclusion Quality Mark

After a very successful Inclusion Quality Mark assessment day (see the latest report [here](#)), we look forward to continuing our IQM journey this academic year.

Mrs Potma will visit other schools who are part of the IQM group this term and next term, and all other IQM schools in our group will be invited to visit our wonderful school at the end of April!

We will keep you posted on new ideas, developments and of course the results of our next assessment visit later this academic year.





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## Dexter the Inclusion Bear

Everyone, meet Dexter, the Inclusion Bear! Once again, Dexter will spend his weekends staying with F&B children who have showed our school values of respect, perseverance and ambition at school.

Take a look at his special section of the school website [here](#) to see what he has been up to so far!

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



Introducing...



## DEXTER!



Hello, my name is Dexter. I am your IQM bear.

I was born on 28th September and my star sign is Libra. I am one of a set of triplets. I have travelled all the way from Ireland to your school which is a long, long way for little paws.

IQM has sent me to your school so that I can make new friends and have lots of fun and adventures with you.

I will be looked after by lots of different children, both in school & at home.

I like to spend time with children who are following the school values of **Respect** (*accepting yourself & others for who they are*), **Ambition** (*a desire to achieve your best*) & **Perseverance** (*to keep going in spite of obstacles*).

If I come home with you please send Mrs Potma ([inco@fandb.herts.sch.uk](mailto:inco@fandb.herts.sch.uk)) some photos of our adventures together, so they can be added to my special travel journal & I can let my IQM family know about everything I have been up to.



## F&B Pastoral Offer



# Pastoral Offer

*Pastoral Care is the provision given to all children to ensure their physical and emotional wellbeing.*

*However, as a school we recognise that, at times, some pupils and families may be in need of further support. This Pastoral Offer aims to outline the initiatives we take at F&B to ensure all families thrive.*

## **Fawbert & Barnard Infants' School**

In July 2022 we introduced the F&B Pastoral Offer. Intended to be a 'go to guide' for any support for your child or family, we do hope you will find it useful to dip in and out of during your time at F&B.

The full version can be found [here](#).

*If you do hear of any local initiatives or know of other services that may be of benefit to the school community that could be included in the Pastoral Offer, please do let Mrs Potma know.*





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## Parent Workshop



### **Parent Workshops**

Last year we put on a variety of workshops focusing on various areas of need:

- Working Memory
- Speech, Language & Communication Needs
- Trauma & Attachment
- Sensory Differences

**The recordings for these workshops can be found [here](#).**

*The next Inclusion Workshop will be on Wednesday 12th November at 9:00am. We will be joined by Samantha Amos, our school Speech & Language Therapist, who, after sharing some general guidance on supporting speech, language & communication development in your child will be available for a short Q&A session.*

The workshop is relevant for all ages and all abilities, with takeaways for everyone. **Booking via Arbor is essential.**



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## PSHE in class—Autumn term

### Nursery

Autumn 1	Autumn 2
<i>Me and my relationships</i>	<i>Valuing difference</i>
<ol style="list-style-type: none"> <li>1. Marvellous me!</li> <li>2. I am special.</li> <li>3. People who are special to me.</li> </ol>	<ol style="list-style-type: none"> <li>1. Me and my friends.</li> <li>2. Friends and family.</li> <li>3. Including everyone.</li> </ol>

### Reception

Autumn 1	Autumn 2
<i>Me and my relationships</i>	<i>Valuing difference</i>
<p><u>Wk 1</u> All about me.</p> <p><u>Wk 2</u> What makes me special.</p> <p><u>Wk 3</u> Me and my special people.</p> <p><u>Wk 4</u> Who can help me?</p> <p><u>Wk 5</u> My feelings (1).</p> <p><u>Wk 6</u> My feelings (2).</p>	<p><u>Wk 1</u> I'm special, you're special.</p> <p><u>Wk 2</u> Same and different.</p> <p><u>Wk 3</u> Same and different families.</p> <p><u>Wk 4</u> Same and different homes.</p> <p><u>Wk 5</u> I am caring.</p> <p><u>Wk 6</u> I am a friend.</p>

Autumn 1	Autumn 2
<i>Me and my relationships</i>	<i>Valuing difference</i>
<p><u>Wk 1</u> Why we have classroom rules?</p> <p><u>Wk 2</u> How are you listening?</p> <p><u>Wk 3</u> Thinking about our feelings.</p> <p><u>Wk 4</u> Our feelings.</p> <p><u>Wk 5</u> Feelings and bodies.</p> <p><u>Wk 6</u> Good friends.</p>	<p><u>Wk 1</u> Same or different?</p> <p><u>Wk 2</u> Unkind, tease or bully?</p> <p><u>Wk 3</u> Harold's school rules</p> <p><u>Wk 4</u> It's not fair!</p> <p><u>Wk 5</u> Who are our special people?</p> <p><u>Wk 6</u> Our special people balloons.</p>

### Year 1

### Year 2

Autumn 1	Autumn 2
<i>Me and my relationships</i>	<i>Valuing difference</i>
<p><u>Wk 1</u> Our ideal classroom (1).</p> <p><u>Wk 2</u> Our ideal classroom (2).</p> <p><u>Wk 3</u> How are you feeling today?</p> <p><u>Wk 4</u> Let's all be happy!</p> <p><u>Wk 5</u> Being a good friend.</p> <p><u>Wk 6</u> Types of bullying.</p> <p><u>Wk 7</u> Don't do that!</p> <p><u>Wk 8</u> Bullying or teasing?</p>	<p><u>Wk 1</u> What makes us who we are?</p> <p><u>Wk 2</u> My special people.</p> <p><u>Wk 3</u> How do we make others feel?</p> <p><u>Wk 4</u> When someone is feeling left out.</p> <p><u>Wk 5</u> An act of kindness.</p> <p><u>Wk 6</u> Solve the problem.</p>



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## Mental Health & Wellbeing Update

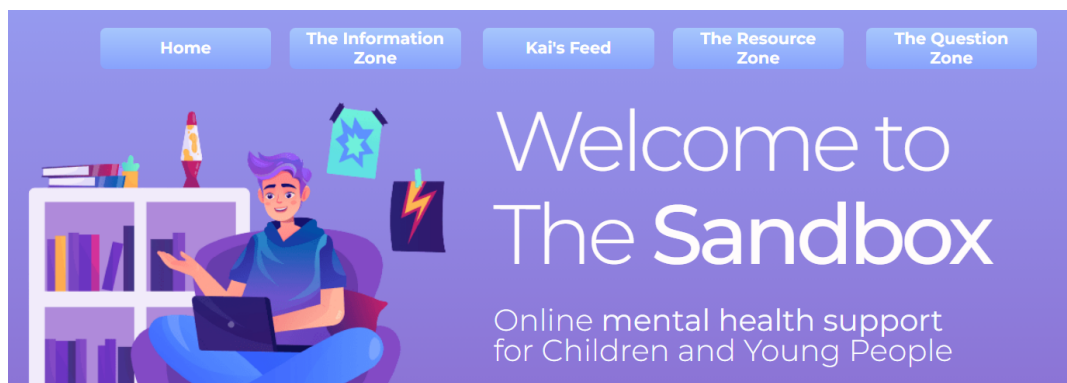
### Supporting Children & Young People's Mental Health at F&B

At F&B, we are always looking for ways to continue to develop ourselves through CPD (continued professional development). The people who provide many of our training sessions, also deliver a host of workshops for parents.

Please have a look, lots of them are free of charge.

<https://www.eventbrite.co.uk/o/hct-childrens-wellbeing-practitioners-33494371787>

If you do attend, please let us know how you found it!



One thing we have found ourselves having more conversations about with parents this year is how to help support pupil's who are presenting with needs in line with anxiety. We therefore wanted to take this opportunity to share a fantastic resource launched late last academic year by Hertfordshire.

Sandbox, [found here](#), is an online platform, which provides resources and information on a range of areas including anxiety, relationships, transitions, attendance, body image, grief & loss, self love & self esteem. It contains everything from information booklets and resources to use at home, through to helpline numbers both locally and nationally.



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## Mental Health & Wellbeing Update

*The wellbeing challenge for this issue is.....*

**Celebrate Autumn! All of these activities will help you and your family to look after your mental health and well-being during Autumn.**

1 Share a photo of a tree with changing colours (5 mins)	2 Reflect on this years' spring and summer (10 mins)	3 Help a hedgehog (15 mins)	4 Search for sweet chestnuts and conkers* (10 mins)	5 Go for a walk and notice changing colours* (15 mins)	6 Autumn treasure hunt (20 mins)	7 Sow sweet peas (15 mins)
8 Wildlife bingo (15 mins)	9 Collect seeds to store (10 mins)	10 Go for a walk and notice autumn smells (15 mins)	11 Plant tulips in pots or in a border (15 mins)	12 Leaf mould part 1 (collect leaves) (10 mins)	13 Leaf mould part 2 (create mould) (15 mins)	14 Build a bug hotel (20 mins)
15 Go for a walk and notice autumn sounds (15 mins)	16 Make some 'ephemeral' nature art* (15 mins)	17 Go stargazing* (10 mins)	18 Kick through some autumn leaves* (5 mins)	19 Press some leaves or flowers (15 mins)	20 Sow broad beans (15 mins)	21 Make a bird feeder (15 mins)
22 Create leaf art part 1 (collect leaves) (5 mins)	23 Autumn flower arranging (15 mins)	24 Create leaf art part 2 (create art) (15 mins)	25 Buy or plant something to live in your home (15 mins)	26 Grow from hardwood cuttings (15 mins)	27 Make a festive wreath* (15 mins)	28 Revisit your tree from day 1 and take another photo (5 mins)





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## Lumi Nova

During last academic year, more and more parents came to us about their children struggling with anxiety. A few weeks ago, a valued parent and member of the midday team shared details of Lumi Nova with us and we wanted to share it with you all.

**Lumi Nova: Tales of Courage** is an engaging child-led, parent/guardian supported therapeutic intervention that can be used on most smartphones or tablets.

It facilitates graded exposures (the active ingredient of Cognitive Behavioural Therapy) with psychoeducation to empower 7-12 year olds with mild to moderate needs to learn to self-manage fears, worries and anxiety:

**Phobias** e.g. Being afraid of spiders or insects, heights, being near dogs, or the dark.

**Social anxiety** e.g. Feeling worried about making new friends, going to social events.

**Separation anxiety** e.g. Unable to sleep alone, worried about being away from parents, going to school.

It is practical, age appropriate, non-stigmatising, encourages self management and provides user progress and health outcomes data in real time to authorised professionals.

You can read a mum's experience of the app in [this](#) article and find more information about the app [here](#). Please let us know if you and your child give it a go....we'd love to know how you get on!



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**Parent workshop - starting on 13.11.25**

**9:15-11:30 - contact Mrs Potma for more information and the pre-course questionnaire!**

**At Readings!**

**Who's in Charge?**

**For parents/carers with children aged 4 years and over**

**WIC**

## **• What is Who's in Charge?**

Who's in Charge? is a 9-week child to parent violence (CPV) programme aimed at parents whose children are being abusive or violent toward them or who appear out of parental control. The course is delivered online and is for parents and carers of children 4 years and over.

### **• Aims**

- Provide a supportive environment to share experiences and ideas
- Reducing the blame, guilt and shame that parents may feel
- Offer ideas to help you develop individual strategies for managing your child's behaviour
- Explore ways of increasing safety and well-being
- Help parents feel more in control and less stressed

## **What is covered in the course.**

- Pre-arranged one-to-one session to complete pre-group questionnaire.
- Session 1 Introductions and genograms
- Session 2 Cause and influences of abusive behaviour
- Session 3 What is abuse?
- Session 4 What can I control in my child's life?
- Session 5 Consequences
- Session 6 Anger and breaking the myths of anger
- Session 7 Assertiveness
- Session 8 Self-care, future goal setting and evaluation
- Session 9 One/two month follow up on goal achievement, evaluation and further goals

**"My boundaries in the home are clearer and there are less physical interactions"**

**"The course is a safe place where no one judges."**

**"Go for it and give it your all but you have to want to make the change"**

*I don't even know how to put into words how much the course has helped my life change for the better. It's tough to change the way we parent and the way we live our life but this course has changed my whole life and my perspective on things and how I cope daily with the challenges it brings*