



# F&B INCLUSION NEWSLETTER

Issue 1 October 2022

## Welcome

What a busy first half term we have had! Everything is now in full swing and it has been wonderful to be able to introduce some new concepts this year, such as our Pastoral Offer, Parent Workshops and Inclusion Drop Ins. We are trying our best to unpick the term Inclusion for you and what this means for us at F&B. When you hear Inclusion, you may also think of *SEND, Greater Depth, Behaviour, Mental Health & Wellbeing, Equalities, English as an Additional Language, Pupil Premium and Medical*. Remember, the term 'Inclusion' is not standalone—it is intertwined through every part of the school day and curriculum.

I have had the pleasure of teaching in all of the classes this half term, and it is so wonderful to see all of the above in action. Please do remember that for any concerns or questions you may have, your child's class teacher is always the first port of call. The first part of our school **Assess Plan Do Review** cycle (APDR) always begins with your child's classroom staff, as they are the ones working alongside your child every day. They will then make a decision as to whether or not they feel support from the Inclusion Team is required.

This year we are excited to be working towards the Inclusion Quality Mark, to gain external recognition for all of the amazing things that happen here at F&B. Watch this space!

Wishing you all a lovely half term. **Mrs Jones, 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....

**Speech, Language &  
Communication**

Thursday 1st December, 7pm.



## 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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## **Spotlight on.... Dyscalculia**

'Dyscalculia is a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties within mathematics. It will be unexpected in relation to age, level of education and experience and occurs across all ages and abilities'. (*British Dyslexia Association, 2022*). About 6% of people have dyscalculia, however studies into its causes are around 30 years behind research into dyslexia.

### **How it may present:**

- Difficulties in the following areas:
  - *understanding some maths concepts such as fractions and percentages.*
  - *with sequencing and pattern spotting.*
  - *with short term, long term and working memory.*
  - *remembering how to do a calculation or follow a process.*
  - *with mathematical language and word problems.*
  - *with automatic retrieval of information such as times tables.*
- Immature strategies (reliance on finger counting)
- Maths anxiety
- Over reliance of rote learning.

### **Diagnosis:**

If a child is believed to have dyscalculia then as a school we can complete an informal assessment of maths learning difficulties so that a programme of support can be put in place to meet needs.

A formal diagnostic assessment can only be carried out by a qualified assessor.

### **How you can support your child if they present with difficulties in line with Dyscalculia?**

- Support them with early concepts to ensure they are understood.
- Ensure your child learns not only the digit symbol and the name but also forms an internal visual representation of that number (see the number as a dice pattern or numicon tile).
- Support your child with developing flexibility of number and knowing how numbers are made up (for example 6 can be 4+2, double 3, 5+1, 7-1 etc.).
- Model concepts using concrete materials.
- Ensure symbols have meaning.
- Use maths language.

### **Additional Information**

***Click each of the links below:***

**National Numeracy**

**British Dyslexia Association**



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## Pupil Premium

Introduced in 2011, the Pupil Premium Fund is a sum of money given to schools each year by the Government to improve the attainment of the following children:

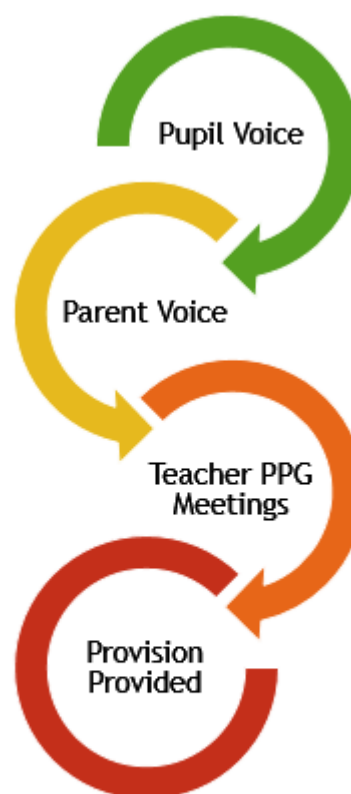
- Children in Reception to Year 6 who are currently entitled to free school meals based on their family income.
- Children in Reception to Year 6 who were previously entitled to free school meals, even if they are no longer eligible (this is known as Ever 6).
- Children Looked After or Children Previously Looked After who have been adopted.
- Children recorded as being from service families.

All families are told about the eligibility for the Pupil Premium Funding when they join F&B, however please do remember that if ever your situation changes you may well be entitled to this funding.

At F&B we adopt a whole child approach to the use of Pupil Premium Funding. Views are collected from parents, pupils and teachers about individual children's skills and abilities, and things they may find challenging, and as a team we work together to decide how the funds can be best spent to support the child.

Each school has a dedicated Pupil Premium Champion who has responsibility for co-coordinating the school's approach to Pupil Premium Funding, and at F&B that person is **Mrs Jones, Inclusion Lead**.

Should you feel you may be eligible for Pupil Premium Funding please do contact the office who will be able to advise you further.



**Further information on Pupil Premium Funding at F&B can be found on our website [here](#).**



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## F&B Inclusion Governors Update

I have been a co-opted Governor at the school for the last six years, with special responsibility as Link Governor for children with SEND. This is an area close to my heart as, before retirement, I spent many years as Head of Learning Support at a local college working with young people with a range of learning difficulties and disabilities.

Since the appointment of Mrs Jones as Inco at F&B my remit has broadened to include all vulnerable children, not just those with SEND. Working alongside Sarah Evans (Chair of Governors) we now meet regularly with Mrs Jones to discuss strengths, challenges and priorities for the school with regards to inclusion, working collaboratively to determine how best to provide support at a strategic Governance level, For example, allocating funds for increased speech and language therapy or providing resources for children whose first language is not English. We also spend time in the classrooms triangulating the information that we hear about, seeing it first hand.

At our last meeting we also looked closely at the accessibility of the school, in particular, for those in a wheelchair. It can be a challenge in an older school such as F&B but, together with Mr Wells, we are trying to find ways to ensure everyone can access the school in future.

During my time as Governor I have also helped out in Year 2 with listening to the children read, and I am delighted to have started this again following COVID. It is a joy to be part of the school and being there once or twice a week I can really see first hand all the hard work and positive outcomes there have been for all of the children, but particularly those who need extra support. **Rosemary Shaw—Vulnerable Groups Governor**





# 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 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 Jones know.*



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## What we think!

Here are some of my favourite pupil quotes from this term...

'We should try and make school feel more like a home...by buying some more pot plants'.

'I do not like walking past the canteen...every time I do I smell the delicious food and it makes me hungry!'

'I don't want to say that I can't do this. I just can't do it...yet'.

I am getting so good at talking about my emotions!

I'm having a bit of a blue day... but that's absolutely fine... everyone has blue days! (Referring to zones of regulation).

I am an expert at maths...I can represent the same thing in 3 different ways!



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## Parent Workshops

Thank you to those of you who were able to join the very first Inclusion Workshop (Self Regulation) on Monday 10th October. You are now able to access a recording of the talk by clicking [here](#).

You may also be interested in some of the supporting information and documents referred to, including **Zones of Regulation**, which can be found [here](#).

**The next Inclusion Workshop will be on Thursday 1st December. It will focus on supporting your child with their Speech, Language and Communication (SLCN).**

Here we will look at: *what makes a communication friendly environment, the expectations for typical 'primary talk' and the benefits of increasing your focus on your child's communication in order to support language development.*

The workshop is relevant for all ages and all abilities, with takeaways for everyone.



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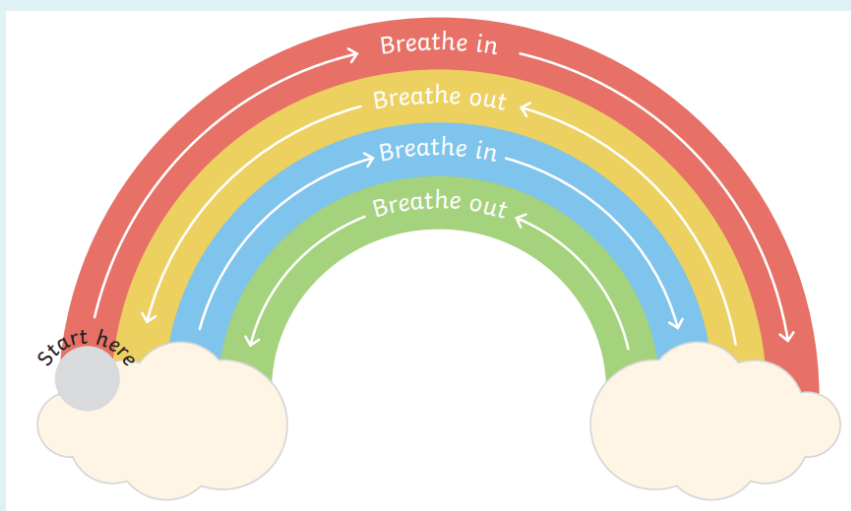
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## **Breathing!**

At the Self Regulation Workshop at the start of the month we spoke a little about supporting children with their breathing, particularly in moments of heightened emotions and where they need to start to re regulate.

On the next couple of pages are some great examples of different types of breathing techniques you can introduce.

## **Rainbow Breathing**



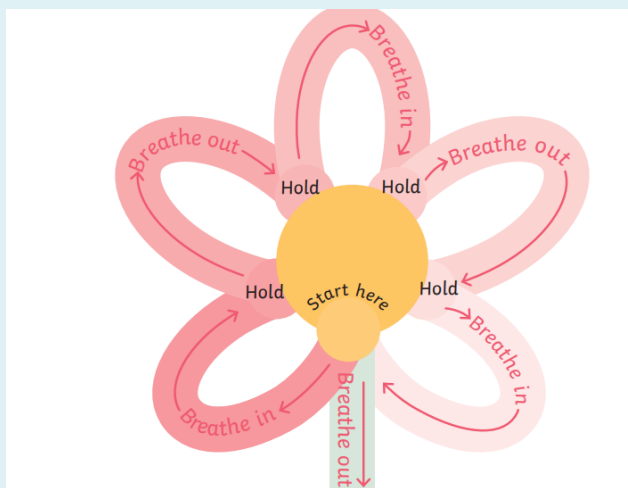




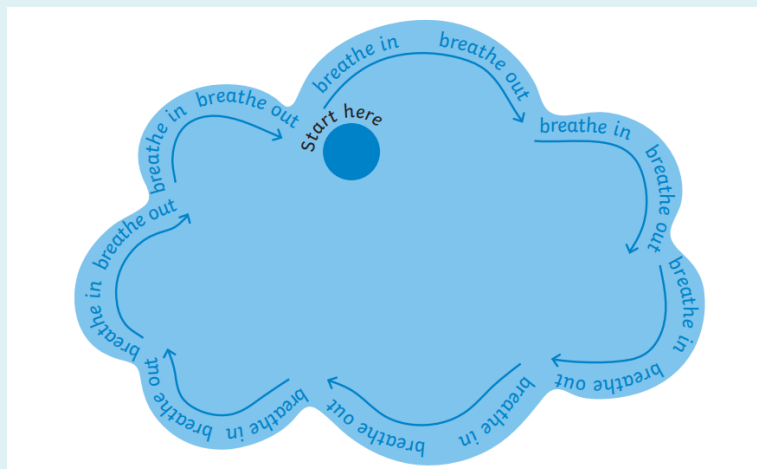
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## Flower Breathing



## Cloud Breathing





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## Staff Development

At F&B we are always looking for ways to further enhance our practice.

This half term, the teaching team (individuals and groups) have taken part in CPD sessions on the following areas:



*Multilingualism; Communication Friendly Environments;*

*Self Regulation; Sign Language; Dyslexia;*

*Medical Neglect; Initial Concerns and how to identify and support these.*

We have also been working closely with the following outside agencies and visitors:

*Hertfordshire Emotional Wellbeing and Behaviour Team,*

*Hertfordshire Early Years Advisory and Early Years Inclusion Team;*

*Families First; Hertfordshire Community NHS Trust,*

*DSPL3 Cluster Group.*

Do you work in a profession that you think could greatly benefit our staff and / or children? (Mental Health, Sign Language, Medical, Specific Needs, Languages etc). **Please do let us know—there is such a wide range of talent across our community it would be great to share this further.**



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## Mental Health & Wellbeing Update

### Listening

Mrs Potma has just started training to become a counsellor for children and young adults and during her first training session the focus was on listening. *Really listening*. When listening to a friend sharing a problem or worry, many people will respond, offer support and suggest solutions. It is very difficult to just listen. The following poem shows you what happens if you don't listen to a friend who needs it.

### COULD YOU JUST LISTEN

When I ask you to listen to me and you start giving advice, you have not done what I asked. When I ask you to listen to me and you begin to tell me why I shouldn't feel like that, you are trampling on my feelings. When I ask you to listen and you feel you have to do something to solve my problems, you have failed me, strange as that may seem. Listen, all I ask is that you listen. Advice is cheap. When you do something for me that I can do, and need to do for myself you contribute to my fear and inadequacy; but when you accept as a simple fact that I do feel and what I feel, no matter how irrational, then I can stop trying to convince you and get down to the business of trying to understand it. Irrational feelings make sense when we understand what is behind them, and when that is clear the answers become obvious and I don't need advice. So please, just listen, if you want to talk, wait a minute for your turn and I will listen to you.

Anon



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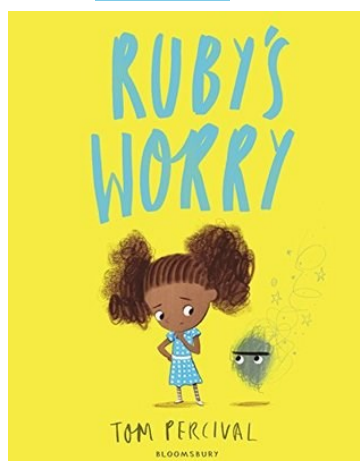
## Mental Health & Wellbeing Update

### Book Time!

This term's book suggestion to focus on mental health and well-being:

**Ruby finds a worry.** A beloved picture book about what to do when a worry won't leave you alone -- perfect for reassuring young children in times of stress.

[?Ruby Finds a Worry](#) | [Ruby's Worry \(Read Aloud books for children\)](#) | [Emotions - YouTube](#)



### Support for parents:

Parents Mental Health Support | Advice for Your Child | YoungMinds

How to Take Care of Your Mental Health during Lockdown | NSPCC

Mental health and wellbeing support for parents and carers ([hertfordshire.gov.uk](http://hertfordshire.gov.uk))





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

## Nutritious lunch challenge

When someone is feeling down, what's the first question you ask? For most people, it's "Are you okay?" or "What happened?" But with a growing body of research on the connections between nutrition and mental health, the better question might be, "What did you eat?" This relationship between how we eat and how we feel is relatively new territory. As our understanding of the connection between good nutrition and good mental health grows, research provides more evidence that we can use our diets to support our mental well-being.

Eating a healthy diet can help you feel better, help you concentrate, and feel more alert. Your diet can also be a valuable source of serotonin. Although foods don't typically contain serotonin, they do contain tryptophan, folate, and B12. These are necessary for the body to synthesize serotonin.



A healthy lunch could include:

- Antioxidants: berries, spinach, broccoli, pecans, and carrots
- Omega-3 fatty acids: mackerel, salmon, flax seeds, chia seeds, and walnuts
- Folate: spinach, romaine lettuce, and other dark leafy greens, beans, and peanuts
- Vitamin B12: beef, chicken, salmon, trout, shrimp, dairy, and eggs
- Magnesium: spinach, dark chocolate, almonds, and bananas
- Have been fermented: kimchi, miso, sauerkraut, and kombucha.



INCLUSION DROP INS AT



SEN? Speech? Emotions?

Behaviour? Anxiety?

Let us help!

9—10am or 2—3pm

Last Thursday of every half term

Drop in and have a chat with Mrs Jones  
and the Inclusion Team about all things  
wellbeing and SEN.

*No booking required.*