



F&B INCLUSION NEWSLETTER

Issue 3 December 2021

Welcome

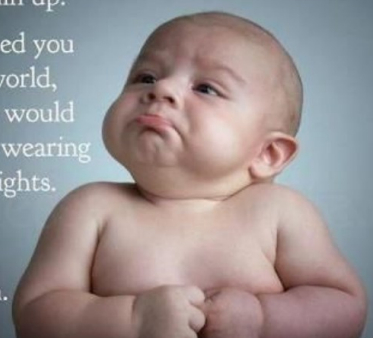
As we move towards the end of 2021, I find myself reflecting on just how fortunate I have been to have found F&B. The staff, pupils, parents and everyone who enters the building are, in my opinion, a rarity, in that they all are truly a community and family.

I am not sure anyone expected us to be in the current COVID situation again this year, but as I watch everyone in school simply accept and do the very best they can with such a difficult situation, I feel very proud to be a part of this.

So, rather than a quote from a pupil this month, I instead want to share with you the above image. Remember...whether you are a parent, pupil, staff member or visitor...you are all doing the very best you can...Keep going and here is to a brighter 2022. Mrs Jones, Inclusion Lead inco@fandb.herts.sch.uk

Keep your chin up.
No one expected you
to save the world,
otherwise you would
have been born wearing
a cape and tights.

Just do
the best you can.



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: <https://hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

In addition to information on SEND, the Herts Local Offer also provides training and courses for parents on a wide range of topics.

Your Unwanted Items!

As we move towards Christmas where new toys and games may be acquired, if you do have any board games or puzzles that you are thinking of getting rid of please send them my way! I am looking to build a bank of resources that the children can access. Anything that supports team work, turn taking & sharing or independent focus & learning would be greatly appreciated!

Did you know?

All documents relating to Inclusion and SEND at Fawbert and Barnard can be found on our school website, at the following link: <https://www.fandb.herts.sch.uk/send>



F&B INCLUSION NEWSLETTER

Issue 3 December 2021


Our F&B Inclusion Community

Did you know...

- As a school we have a private speech and language therapist to work with identified children who present with speech and language needs. She also works on a weekly basis with staff to help develop our understanding of Language Development to ensure that we provide the best possible communication learning environment for all children.
- In addition to an Inclusion Lead, we also have Mrs Berry who is our Mental Health Champion for the school. She has started a wellbeing club for both children at lunchtime, and staff after school!
- We are fortunate enough to have 1 Teaching Assistant who is timetabled purely to support the needs of Inclusion at F&B.
- There are two Governors that are linked to Inclusion, who work alongside us to support strategic development within the school. Rosemary Shaw focuses on SEND, and Sarah Evans on Vulnerable Groups.
- Within school we focus on the concept of 'equity' as opposed to 'equality'. Both of these words promote fairness, however this is achieved in different ways: Equality treats everyone the same regardless of need, where as equity focuses on treating people differently dependent on their need in order to achieve greater fairness of outcomes.

"Fairness is not giving everyone
the same thing.
Fairness is giving each person
what they need to succeed"





5 Lessons in Life from Dr. Seuss

1. Today you are You, that is truer than true. There is no one alive who is Youer than You.
2. 'Why fit in when you were born to stand out?'
3. You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose.
4. Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind.
5. Today I shall behave, as if this is the day I will be remembered.

facebook.com/GoodwillLibrarian



F&B INCLUSION NEWSLETTER

Issue 3 December 2021

Spotlight on.... Developmental Language Disorder

Developmental Language Disorder (DLD) is a condition that means someone finds it challenging understanding and / or using spoken language. DLD appears differently in all children and affects about two children in every primary classroom. It is more common in boys than girls.

How Developmental Language Disorder

May Present:

- Difficulty saying what they want to, even though they have ideas;
- Struggling to find the words they want to use;
- Talking in sentences but being difficult to understand;
- Sounding muddled;
- Finding it difficult to understand words and long instructions;
- Having difficulty remembering the words they want to say;
- Finding it hard to join in and follow what is going on in the playground.

A child with DLD won't necessarily sound like a younger child; instead their speech may sound disorganised or unusual.

How you can support your child if they present with speech and language difficulties:

- Ensure you are face-to-face when talking with them, and use their name to gain their attention before giving an instruction.
- Use short, simple sentences and repeat if necessary to support understanding and memory.
- Make things visual by using pictures, gestures or objects to aid their understanding and help them learn new words or concepts.
- Give your child more time to process information and check they have understood.

How Language Disorder is Diagnosed

DLD is diagnosed via a Speech and Language Therapist. A child can be referred by their GP or Health Visitor, or directly by parents. As a school we are also able to submit referrals for Speech and Language Therapy, in addition to utilising the skills of our School Employed Speech and Language Therapist.

"To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others."

Tony Robbins

Hertfordshire have their own parent Speech & Language Therapy Support Line: **01442 453920**. Available Tuesdays and Wednesdays, 1.30pm to 4pm (term time only).



F&B INCLUSION NEWSLETTER

Issue 3 December 2021



F&B Shout-Outs



'Staff are great and meeting the needs of pupils really well'.

'I couldn't ask for a better school for my child'.

'There is such a calm and engaging classroom environment'.

'F&B is a place where all children are valued'.

'We are so grateful for the amount of support already given to our child in such a short space of time'.

'You have so much in place to support children and monitor their learning journey'.

'So much care and interest is shown towards pupils, parents and staff'.



F&B INCLUSION NEWSLETTER

Issue 3 December 2021

The SEND Process at F&B

On the following page you will find the flow chart that outlines the steps taken with regards to SEN Support here at F&B. This is the formalised process taken when a child is identified as potentially needing additional support.

In addition to the formal process, as soon as a child is identified with additional needs (whether this be children with a specific learning difficulty, children with a medical need, children who are working at below the expected level for a particular subject, or children who are going through a challenging transitional period), there is lots that the staff put into place immediately to break down those barriers and ensure the children are achieving their very best.

If you were to visit F&B for the day, at any given point you may see the following support strategies in place:

Spelling Strategies

- Word banks
- Use of clicker
- Dyslexia friendly resources
- Key Word / Vocab Sheets
- Phonic Practice Sessions

Processing Time Strategies

- Additional thinking time
- Reduced expectations of quantity of work with instead a focus on quality.
- Pre teaching topic vocabulary and particular concepts.

Handwriting Strategies

- Pencil Grips
- Writing slopes
- Carefully thought out seating and paper positions
- Use of shaded paper or wider lines.

Working Memory Strategies

- Mind Maps
- Talking Tablets
- Work Partners
- Visual Prompts
- Verbal Rehearsal

Phonological Difficulties Strategies

- Use of phoneme frames
- Use of sound buttons
- Sentence strips
- Rainbow magnetic letters



SEND Support at F&B

Step 1: Child identified as potentially needing additional support

Reasons for this identification may be: not progressing in line with expected levels, failing to match or improve on previous rates of progress, a change in behaviour, a concern raised by an agency, information obtained from a previous setting, information presented by a parent or carer about their child's needs, information presented by the pupil's class teacher, observations by members of the teaching team.

Step 2: Conversation between home and school

Any concerns regarding a child's progress, attainment, behaviour or emotional wellbeing result in a conversation or meeting between home and school (instigated by either party), in order to voice concerns. At this meeting all involved will decide if the concern is to be formalised and further steps put in place, or if at that moment in time no further action is required. This meeting may be between the parent / carer and class teacher, however the Inclusion Lead or a member of senior leadership may be present also.

Step 3: Assess Plan Do Review

Depending on the level of need, the following steps will be taken:

Step 3A: In Class Monitoring (*Tier 2 Targeted*)

Class Teacher will follow the graduated approach (Assess-Plan-Do-Review) for the child's needs. The child will be monitored as part of the **class provision map**, with the teacher setting SMART targets.

Support as part of the Class Provision Map is still identified as the child working within their year group curriculum remit, but with further support with a particular concept(s) for a short period of time. *If after a set period these targets are not achieved, then a move to step 3B will be taken.*

Children who have targets on the class provision map may be on SEN monitoring.

Step 3B: Inclusion Monitoring (*Tier 3 Specialist*)

For children who need 'additional to' support that goes beyond the class provision map, an **Individual Learning Support Plan** will be put in place. This is a formalised plan, signed by the child, parent and key members of staff, identifying a series of SMART targets that are reviewed on a regular basis. As part of the Individual Learning Support Plan, the school may seek the advice of external agencies to provide information and guidance in order to best support the child's needs.

Children who have an Individual Learning Support Plan will be on the school SEN Register.

Step 4: EHCP (*Tier 3 Specialist*)

If after a period of support the child is continually not making adequate progress (expected for their individual circumstances), then the school, in agreement with the parents / carers, may request the local authority to make an Education, Health and Care needs assessment to decide whether it is necessary for provision to be made in accordance with an Education, Health and Care Plan (EHCP).

For an EHC needs assessment, the school is required to submit evidence to the local authority (Hertfordshire or Essex depending on the child's home address), and a judgement is made regarding whether the child's needs can continue to be met from the resources normally available to the school. If a child receives an EHC Plan, then the necessary provision is made for the specialist support needed. An EHC Plan is a legally binding document to ensure the child receives the provision laid out within their plan.

Step 5: EHCP Reviews

There is an annual review process for all children in receipt of an EHC Plan. This is the statutory process of looking at the needs and provision specified in an EHCP and deciding whether these need to change or remain. There is a clear structure that must be followed for the EHCP Review process.

In addition to:

The above is the formalised process for our approach to SEND. However, we operate an open door policy at all times, and will ensure that parents/ carers have access, either in person, via email or telephone, to both their child's class teacher and / or the Inclusion Leader should they have any specific SEND related questions.



F&B INCLUSION NEWSLETTER

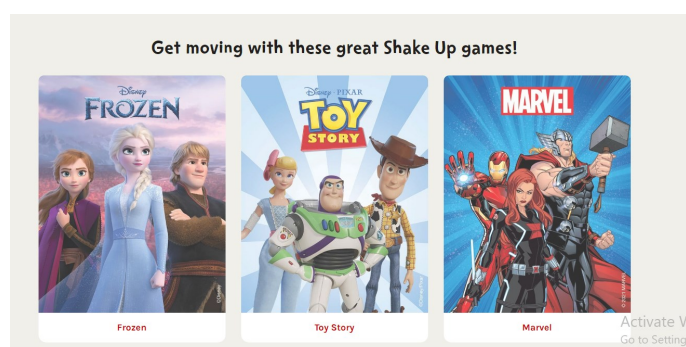
Issue 3 December 2021

Wellbeing Challenge

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

'10 Minute Shake Up' Games!

<https://www.nhs.uk/10-minute-shake-up/shake-ups>



- 1 In pairs, take it in turns to come up with a clapping routine of 5 claps or dance moves.



- 2 Once you've learnt the routine, the next player adds 5 more claps or dance moves.



- 3 Keep repeating and adding more sets of 5 claps or dance moves until you have an entire routine.



- 4 Try playing it to music, or add jumps to make it harder.



Have fun and challenge yourself using the Change4Life '10 Minute Shake Up' games.

These action packed games all count towards the 60 minutes of physical activity that is recommended for children every day.

There are hundreds to choose from, like the below "Anna's Clapping Dance".



F&B INCLUSION NEWSLETTER

Issue 3 December 2021

I have previously shared with parents the Charity ADD-VANCE and some of their online courses. Although some are specific to individual needs, quite a lot of the workshops they run cover a range of transferrable skills. All of the sessions are free to Hertfordshire Residents (and if your postal address is in Essex and you interested please do let them know your child attends a Hertfordshire school). Please see the below events they are offering next term.

Visit <https://www.eventbrite.co.uk/o/add-vance-14054405963> to book.

Date	Time	Topic
Thursday 6 th January	10 – 11.30 am	Diagnosing ADHD and/or Autism
Monday 10 th January	10 – 11.30 am	Understanding ADHD
Tuesday 11 th January	10 – 11.30 am	Caring for Your Child (and Yourself)
Thursday 13 th January	10 – 11.30 am	Tips & Tools to Build Self-Esteem
Thursday 13 th January	7 – 8.30 pm	Tips & Tools for Sleep
Monday 17 th January	10 – 11.30 am	Working in Partnership with School
Wednesday 19 th January	10 – 11.30 am	Tips & Tools to Support Communication
Thursday 20 th January	7 – 8.30 pm	Understanding Autism
Monday 24 th January	10 – 11.30 am	Applying for an EHCP
Tuesday 25 th January	10 – 11.30 am	Understanding PDA
Wednesday 26 th January	10 – 11.30 am	Tips & Tools to Teach Emotional Literacy
Thursday 27 th January	7 – 8.30 pm	Tips & Tools for Toileting
Monday 31 st January	10 – 11.30 am	Preparing for an EHCP Annual Review
Wednesday 2 nd February	10 – 11.30 am	Understanding ADHD in Girls
Thursday 3 rd February	10 – 11.30 am	Tips & Tools to Support Learning
Monday 7 th February	7 – 8.30 pm	Support for Dads
Wednesday 9 th February	10 – 11.30 am	Understanding Autism in Girls
Thursday 10 th February	10 – 11.30 am	Tips & Tools to Manage Everyday Change
Monday 21 st February	10 – 11.30 am	Supporting Siblings
Wednesday 23 rd February	10 – 11.30 am	Understanding Challenging Behaviour
Thursday 24 th February	7 – 8.30 pm	Tips & Tools to Manage Anger
Friday 25 th February	10 – 11.30 am	Tips & Tools for Self Harm
Monday 28 th February	10 – 11.30 am	Supporting Transition into Primary School
Wednesday 2 nd March	10 – 11.30 am	Understanding Sensory Differences
Thursday 3 rd March	7 – 8.30 pm	Tips & Tools to Manage Sensory Differences
Monday 7 th March	10 – 11.30 am	Supporting Transition into Secondary School
Tuesday 8 th March	10 – 11.30 am	Understanding Anxiety
Wednesday 9 th March	10 – 11.30 am	Tips & Tools to Support Puberty
Thursday 10 th March	7 – 8.30 pm	Tips & Tools to Manage Anxiety
Monday 14 th March	10 – 11.30 am	Tips & Tools for Positive Behaviour
Wednesday 16 th March	10 – 11.30 am	Preparing for Adulthood 14+
Thursday 17 th March	7 – 8.30 pm	Understanding Neurodiverse Teens
Monday 21 st March	10 – 11.30 am	Tips & Tools to Teach Social Skills
Wednesday 23 rd March	10 – 11.30 am	Thinking About College
Thursday 24 th March	10 – 11.30 am	Thinking About University



F&B INCLUSION NEWSLETTER

Issue 3 December 2021

Qube Kindness Challenge

Can you complete the below act of kindness every day
for a month?

Come and let Mrs Jones know how you found it!

The challenges are on display in The Qube too.



Merry
Christmas