



F&B INCLUSION NEWSLETTER

Issue 2 December 2022

Welcome

Dear Parents,

I cannot believe we are about to enter 2023 already. The last few weeks have absolutely flown by. We are all so proud of how the children have coped with the changes, excitement and difference that Christmas in a school brings—really showing us just how embedded their understanding of Zones of Regulation really is.

As we enter the holiday period please remember that even something that seems like a small difference to us can be perceived as a big change by the children, particularly when usual routines start to go out the window—please do all be kind to yourselves and allow some moments of quiet among the madness of what seems like our first 'back to normal' Christmas in quite some time. Warm wishes, 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

Inclusion Wish List

Following on from our school focus of further enhancing children's love of reading, we would love to be able to add some specific SEND and Inclusion books to our collection.

We have therefore created an Inclusion Amazon wish list which can be found [here](#). If anyone is able to contribute towards this it would be greatly appreciated, and each book will be plated with the name of the family who has purchased it for us.

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....Anxiety

Children can feel anxious about different things at different ages—this is part of development and growing up. However a child's anxiety and / or worries can become a problem if they start to affect their day to day life.

How it may present:

Anxiety in children can present in many different ways and is particularly tricky in young children who may not always understand what or how they are feeling.

It may present as:

*Becoming irritable tearful or clingy;
Difficulty sleeping; Waking in the night;
Negative thoughts or expecting bad things;
Lacking in confidence; Difficulty concentrating.*

Types of Anxiety:

Separation Anxiety: Children feeling upset when they have to separate from their caregivers;

Social Anxiety: Children feeling extremely self conscious around other people / afraid of being embarrassed

Generalised Anxiety: children who may worry about a lot of every day things. The worries are not specific.

Panic: children who have frequent, unexpected panic attacks.

Obsessive Compulsive Disorder (OCD): thoughts and worries that make the child very anxious, they therefore develop rules for themselves that they feel they must follow to control the anxiety.

Specific Phobia: a particular fear of one or more things (animals, crowds, vomiting, loud noises etc.).

How you can support your child:

- Teach them to recognise the signs;
- Use physical resources such as books or films to help them understand;
- Prepare them for change;
- Practice relaxation techniques and mindfulness;
- Distraction—although it is good to talk about emotions, do not let this take over everything.
- Worry Journal—have a worry journal where your child can write their worries in. Once written the worry is 'put aside'. At the end of the day read through the worries and talk about them and then cross them off;
- Validate their feelings (see next page).
- Develop your child's toolbox (see next page).

Getting Further Help

Our Pastoral Offer, found [here](#), contains lots of information on further support for anxiety. Please always let us know if you feel your child is going through an anxious period or having any particular struggles. Your GP may also be able to help if your child's anxiety is severe, persists and interferes in every day life.

What if it doesn't work?

Remember....No one functions at 100% all of the time.

Children let their guard down at home which is often why parents see behaviours that schools do not.

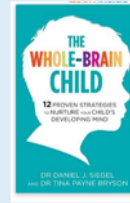


Thumb = the downstairs brain.
The location of big feelings.

Fingers = the upstairs brain.
The part used to think and plan.

Your upstairs brain (fingers) touches your downstairs brain (thumb) to regulate your emotions.

When a child 'flips their lid' their, their upstairs and downstairs brain aren't working together (touching).
The fingers fly up and **big feelings** are exposed.



**Extract from the
F&B Self
Regulation
Workshop linked
to anxiety.**

**Full recording
found [here](#).**

Toolbox



It is our job (parents, teachers, main-careers) to help children create their own 'toolbox', so that if they do 'flip their lid', they know how to cope with this.

Think about what is in your toolbox as an adult?

Cleaning

Reading

Exercise

Meditation

Self Expression (Art, Music, Dance, Writing)

Phone a friend and talk it through

Crying

Eat / drink something

Watching TV

Now think about what is in your child's toolbox....

Child Toolbox



How quickly do you expect your child to 'bounce back' without using their toolbox?

What could they use...

Finger breathing

Use senses: what can you see / hear / smell / taste

Fiddle toys

Movement: jumping jacks, dance, run.

Hug

Visual: bubble timers, fish tank, watching cars, reading favourite book.

Colouring

Oral: blowing bubbles, sucking a mint, a party blower.

Belly Breaths

Body Grounding

Ear Massage



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Validating Feelings

In school we often talk about 'validating' the children's feelings. This is something that needs to happen before a child is able to re-regulate. By doing this we are letting the children know that there are no negative emotions and that all emotions and things they feel are valid. (There are however negative behaviours that are a result of an emotion).

Here are some great phrases linked to validation:

'This seems to be a problem for you. I imagine it's quite scary....'

'I can see that you are finding this difficult, shall we see what we can do?'

'I understand that you are feeling cross. I can tell because you are shouting...'

In addition to validating feelings there are also other ways to support a child with re-regulating:

<u>Attunement</u>	<u>Validating the child's experience</u>
<ul style="list-style-type: none"> •Be alert to how a child is feeling. •Attune to their emotional state through facial expressions, body language, gestures and noises. •Show you understand the intensity, pitch, pace and volume of the child's emotional state. <p><i>The tesco advert... child crying on the floor in the middle of the aisle so the adult gets on the floor and mirrors the behaviour.</i></p>	<ul style="list-style-type: none"> •Validate the child's perspective / experience: this needs to happen before moving them to regulation. •This is the beginning of being able to think about feelings. •Avoid reassuring, deflecting, distracting or making light of the child's feelings. <p><i>'I'm wondering if you might be feeling upset. If someone had taken my work and thrown it on the floor I would be feeling upset too'.</i></p>
<u>Containment</u>	<u>Soothe and Calm or stimulate</u>
<ul style="list-style-type: none"> •Show that you can see, understand and bear the child's feeling. •Make it a survivable experience through: -Catching it -Matching it -Digesting it by thinking about it and -Offering it back in named, small, manageable pieces. <p><i>OK. This is a bit tricky but let's see. First, we will pick up all of the lego off the floor. Then we will find the pieces you threw out of the window...</i></p>	<ul style="list-style-type: none"> •Look •Think •Use voice, tone, body language. <p>We have to experience being calmed before we can do it ourselves. A depressed child will need you to tickle their interest.</p> <p><i>I am feeling cross. I want to throw something. I am going to count to 10...</i></p>



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A few weeks ago I asked parents whose children have been in receipt of SEN support at F&B to share their views with our provision and all of the changes that have come into place over the last year.

I would like to take this opportunity to share some of the feedback with you.

My child is making progress

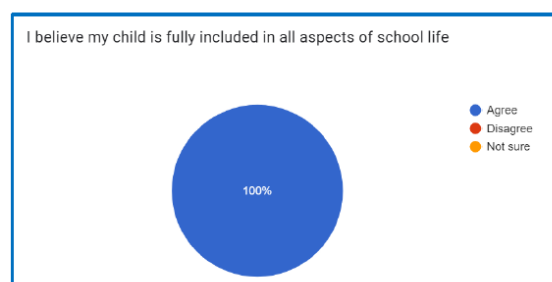
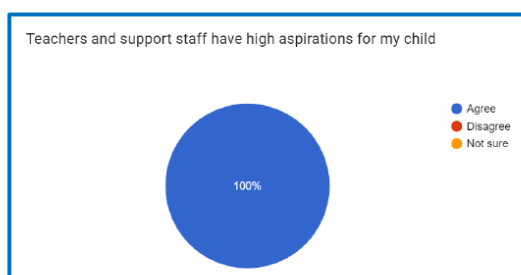
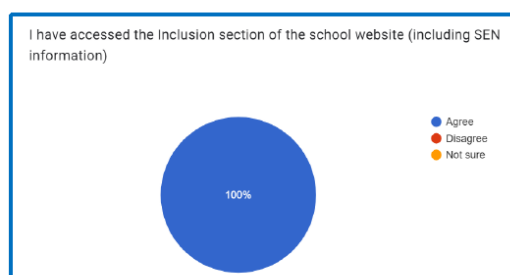
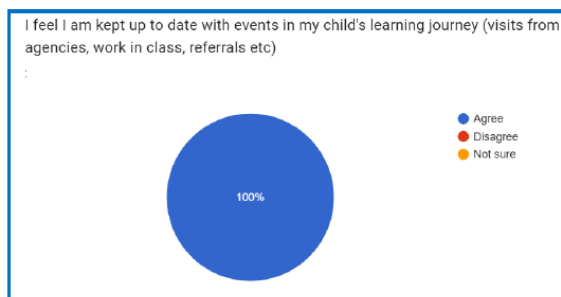
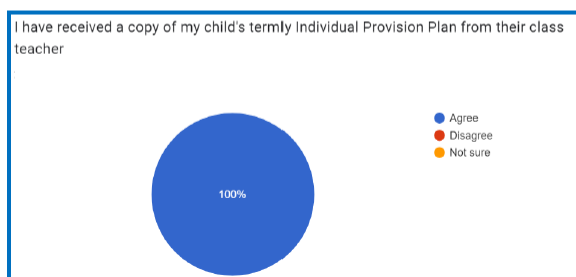
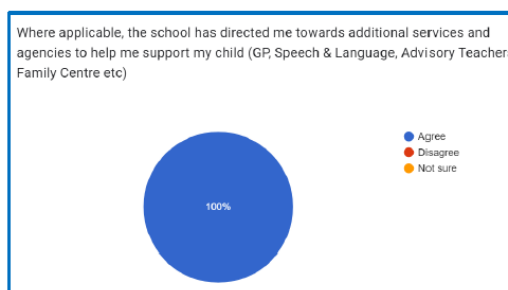
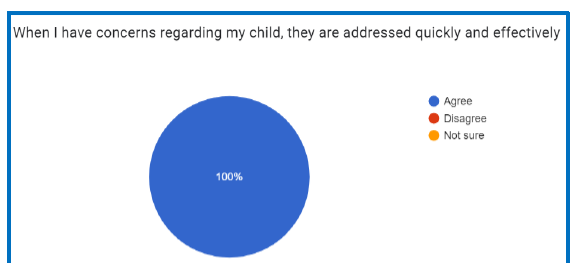
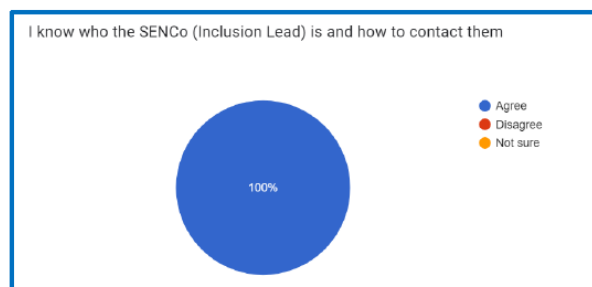
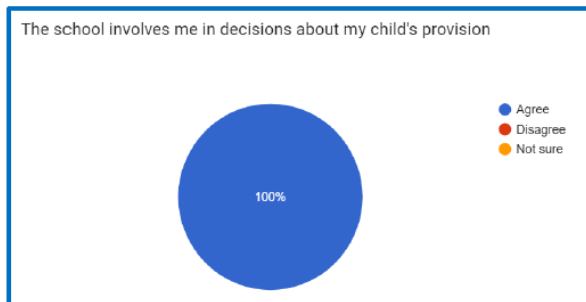
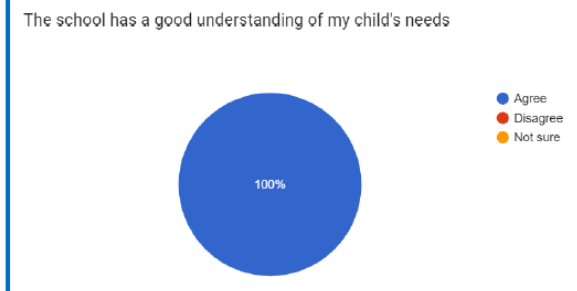
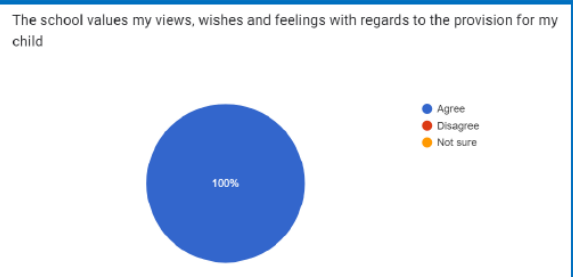


● Agree
● Disagree
● Not sure

The school involves my child in decisions about their provision (pupil voice, conversations etc)



● Agree
● Disagree
● Not sure





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Let's Sign! With Mrs Curtis

Click [here](#) to be taken to the school website where you can watch a video of Mrs Curtis showing some of the key signs we use in school each day.

How many can you learn over the holiday period?

Let's Sign!





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Mental Health & Wellbeing Update from Mrs Potma



Christmas and mental health

Whether or not Christmas is part of your life, your mental health might be affected by it happening around you. It's a time of year that often puts extra pressure on us, and can affect our mental health in lots of different ways.

For example, if you:

- Feel alone or left out because everyone else seems happy when you're not.
- Wish you didn't have to deal with Christmas, or find it stressful because of other events in your life.
- Feel frustrated by other people's views of a 'perfect' Christmas, if these feel different to your experiences.
- Have ideas about what Christmas should be like, feel as if you need to enjoy it or worry something will ruin it.
- Feel like Christmas gives you something to focus on and look forward to, and find it difficult when it's over.
- Want to celebrate with someone who's struggling.

The festive period could affect your mental health in other ways too.

For example:

- Your mental health problem might make it hard for you to spend Christmas how you want.
- Difficult and stressful experiences at Christmas could make your mental health worse. Enjoying Christmas might also affect your mental health, for example if it triggers hypomania or mania.
- It can be harder to access services that normally help you. Some of these services may be closed during the Christmas period.
- Your usual routines may be disrupted, which might make it harder to manage your mental health.
- Your experiences during the coronavirus restrictions may affect how you feel about this Christmas.
- If you celebrate other religious festivals or holidays, you may feel overlooked. It might feel like Christmas is given special attention.

New Year can also be a hard time. It can make us look back at difficult memories or worry about the coming year. We might also reflect on our lives, and regret things we haven't achieved.

If Christmas is a hard time for you, it's important to remember that you are not alone. There are things you can try that might help, such as:

Learn about [why Christmas is hard for many people.](#)

Read [tips to help you cope at Christmas.](#)

Find [ways to support others during Christmas.](#)

Discover [useful contacts for finding support at Christmas.](#)



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Wellbeing Challenge

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

.....12 days of Christmas self care!

Day 1: Spend the evening doing nothing

Day 2: Give yourself a healthy boost

Day 3: Listen to music for at least 30 minutes

Day 4: Take yourself out on a date

Day 5: Spend at least an hour outside in nature

Day 6: Laugh it out

Day 7: Make a gratitude list

Day 8: Connect with someone you haven't spoken to in a while

Day 9: Stay off of social media & news today

Day 10: Treat yourself

Day 11: Take a nap

Day 12: Center yourself before the hustle & bustle

For ideas for each of these please look [here](#).

We won't need help with day 11!



**12 DAYS OF
CHRISTMAS
SELF CARE**
FOR YOUR MOST RELAXING
HOLIDAY EVER!





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Courses and Workshops





FREE ONLINE SPRING 2023 WORKSHOPS FOR HERTS PARENTS/CARERS

Online Workshops funded by HCC	Audience	Day	Date	Time
Diagnosing ADHD and/or Autism	Parents/carers	Thu	5.1.23	10:00 - 11.30
Understanding ADHD	Parents/carers	Mon	9.1.23	10:00 - 11.30
Caring for Your Child (and Yourself)	Parents/carers	Tues	10.1.23	10:00 - 11.30
Tips & Tools to Build Self-Esteem	Parents/carers	Wed	11.1.23	10:00 - 11.30
Tips & Tools for Sleep	Parents/carers	Wed	11.1.23	19:00 - 20:30
Working in Partnership with School	Parents/carers	Mon	16.1.23	10:00 - 11.30
Tips & Tools to Support Communication	Parents/carers	Wed	18.1.23	10:00 - 11.30
Understanding Autism	Parents/carers	Wed	18.1.23	19:00 - 20:30
Applying for an EHCP	Parents/carers	Mon	23.1.23	10:00 - 11.30
Understanding PDA	Parents/carers	Tue	24.1.23	10:00 - 11.30
Tips & Tools to Teach Emotional Literacy	Parents/carers	Wed	25.1.23	10:00 - 11.30
Tips & Tools for Toileting	Parents/carers	Wed	25.1.23	19:00 - 20:30
Preparing for an EHCP Annual Review	Parents/carers	Mon	30.1.23	10:00 - 11.30
Understanding ADHD in Girls	Parents/carers	Tue	31.1.23	10:00 - 11.30
Tips & Tools to Support Learning	Parents/carers	Wed	1.2.23	10:00 - 11.30
Support for Dads	Parents/carers	Mon	6.2.23	19:00 - 20:30
Understanding Autism in Girls	Parents/carers	Tue	7.2.23	10:00 - 11.30
Tips & Tools to Manage Everyday Change	Parents/carers	Wed	8.2.23	10:00 - 11.30



Fawbert and Barnard Infants' School



Fawbert & Barnard Infants School
Inclusion Parent Workshop 2

Speech, Language & Communication
Mrs Jones, Inclusion Lead
December 2022

▶ 0:00 / 52:34

F&B Workshops

Available on the website HERE:

Self Regulation
Speech, Language & Communication

Coming up:

Supporting children's Sensory needs