



# F&B INCLUSION NEWSLETTER

Issue 3 February 2023

## Welcome

Dear Parents and Carers,

Although a short half term we have certainly managed to fill it with so many amazing achievements!

As a staff team our half term has been filled with CPD (continuing professional development) focusing on a range of aspects of inclusion and SEND. Please do see the pages that follow that outline this further.

I would like to take this opportunity to thank everyone who was able to contribute to the Inclusion wish list from just before Christmas—we were overwhelmed with your contributions and it is amazing to now have our own bank of specific and focused books on such a wide range of concepts. Thank you so much.

You will see a couple of requests within this issue that I would like to highlight to you:

Firstly—our Inclusion Workshops for the second half of this academic year (3 in total) have not yet been planned. If you do therefore have anything you would like a workshop to focus on please let us know by filling out the form below. Secondly—you will see a whole page dedicated to 'Attention Autism', a new intervention taking place in school. To make this as successful as possible we are asking for donations of specific toys or objects (outlined in detail on the page). If you do happen to have any you may be getting rid of we would be most grateful!

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.

Please click [HERE](#) to share your ideas on what our next Inclusion Workshop could focus on.

## 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 NEWSLETTER

## Spotlight on.... Dyspraxia

Dyspraxia, also known as developmental co-ordination disorder (DCD) is a condition that affects fine and / or gross motor coordination. It may also affect speech. Dyspraxia is considered significant when it interferes with the normal range of activities a child is expected to achieve. Boys are 4 times more likely to be affected by Dyspraxia than girls, and it is thought to affect around 10% of the UK population.

### How it may present

Dyspraxia symptoms vary with age and each persons presenting needs differ. However, generally patterns can be seen with motor skills including:

- Difficulties with self care;
- Handwriting difficulties;
- Not being able to run in a straight line, or alter your path to avoid objects;
- Poor hand / eye coordination;
- Poor organisation;
- Difficulty understanding prepositions such as 'in', 'on', or 'in front of'.
- Poor attention span;
- Difficulty using tools and cutlery.

### How you can support your child if they present with difficulties in line with Dyspraxia:

- Extra processing time to complete activities, particularly those which are physical in nature;
- Visual supports such as word mats, sentence starters and writing frames;
- Use of recording devices to aid working memory;
- A non slip mat to go under books;
- Simple, step by step instructions;
- Specialist equipment advised by an Occupational Therapist.

### Additional Information

*Apraxia (a neurological condition) is closely related to Dyspraxia. This is a term used to describe a speech disability that affects a persons planning. While dyspraxia is a broader term used to describe muscle planning developmental concerns, apraxia is used to describe muscle planning needed especially for speech.*

### Diagnosis:

DCD is diagnosed by a paediatrician, who will consider evidence from home, school & medical tests to confirm the diagnosis. Often children with a Dyspraxia diagnosis will be supported by a community Occupational Therapist to help them with specific strategies to support their learning.

## What do we mean by sensory integration?



Sensory integration is how the brain uses sensory information during everyday life.

It was developed in the 1960s and 1970s by Jean Ayres, an occupational therapist and psychologist from the United States of America.

Jean developed a way of assessing people with difficulties and helping them.

Every day, we take information in from the body and the world around us. The brain uses this so we can react quickly, plan what we do, move safely, and be aware of any dangers and changes in our body.

Sensory integration is the term used to describe this process. It is how we experience, interpret and react to (or ignore) information coming from our senses.

## What are the senses?



Sight (Vision)

Touch (Tactile)

Smell (Olfactory)

Hearing (Auditory)

Taste (Gustatory)

**Vestibular (Movement)**  
The movement and balance sense, which gives us information about where our head and body are in space. Helps us stay upright when we sit, stand and walk.

**Proprioception (Body Position)**  
The body awareness sense, which tells us where our body parts are relative to each other. It also gives us information about how much force to use, allowing us to do something such as crack an egg without crushing it.

## What we do at F&B - Our environment

At F&B we strive to create sensory friendly environments. This includes...

- **Lighting:** Consideration of lighting (including windows and natural light).
- **Walls and Décor:** Ensuring our decorations all serve a purpose - if they are unnecessary or triggering for particular children, they are removed. Checking for clutter that can be removed.
- **Carpets:** These help to minimise noise.
- **Seating:** Clearly defined walkways, desks placed to avoid distractions, flexible seating options, pupil preference.
- **Labels:** use of pictures and labels to support pupil understanding. Use of widget.
- **Quiet Spaces:** Dedicated classroom areas where children can go to. Qube space for children to go to. Mindfulness boxes in every class.
- **Toys and Tools:** Fidget toys / tools available (as identified).
- **Timers:** To minimise time related stress, use of timers and chunking of activities.
- **Movement:** Sensory and movement breaks.
- **Routine:** Class visual timetable actively used. Individual timelines for individuals.

## Extract from the F&B Sensory Strategies to support everyday routines Workshop.

### Sensory Preferences - Proprioception

Hypersensitivity Signs	Hypersensitivity Tools
May avoid movement activities.	Build tolerance slowly.
Uses a too light grip on pencils or cutlery.	Respect hesitance to engage and break down activities.
Sleeps with no coverings.	Use pencil grips or other adjustments.
Cannot tolerate hugs or tight clothes.	Slowly introduce new movement activities.
	Allow additional processing time.
Hyposensitivity Signs	Hyposensitivity Tools
Coordination problems.	Support them to build confidence and competence slowly.
Lack of awareness of where body parts are, bumps into things.	Weighted blankets – consult professionals.
Needs deep proprioception input to settle to sleep.	Pushing / pulling activities.
	Sensory Circuits.
Sensory Craving Signs	Sensory Craving Tools
Uses an incorrect amount of force: slams door, drops a cup, pinches hard, hits instead of patting to get attention.	Build discrimination skills through exposure to, and discussion of, similar but different amounts of force – sensory play.

#### Why do we need it?

Awareness of where our body is, what the parts of it are doing and how much force we are using to lift, carry, push, throw.

#### How can we regulate it?

Deep pressure (wrapped in a blanket), hugged, small spaces, digging, throwing, hitting a ball.

Activate Window

### My child won't...

#### My child will only wear...

- Children often have preferences about the types of clothes that they like to wear and may have a favourite item, outfit, or colour.
- Try giving a choice of two outfits. This lets your child feel more in control but lets you keep clothing suitable for the weather and activities of the day.
- Consider the texture and feel of your child's clothes. Some children can be sensitive to certain types of material or labels. If your child does not like seams on clothes, underwear can be worn inside out. And use unscented detergent and conditioner if you feel your child might be sensitive to these.
- Stories about dressing, or using photos and pictures, can help your child learn about getting dressed.

#### My child hates having their hair brushed...

- Use gentle yet firm brush strokes and try sitting your child in front of a mirror so they can see what is happening.
- Try using a song or rhyme as you brush. Finish brushing when the song ends so that your child knows how long the task will take.
- Try using a good detangling conditioner or detangling spray. Some hair brushes such as 'Tangle Teezer' seem to glide more easily through hair. And keep hair shorter if your child really dislikes hair brushing.
- Stickers or reward charts might be helpful.
- Keep it fun. Play 'hairdressers' with your child, where they brush and style your hair too, and encourage your child to brush their toys' hair.

### Be mindful of...

Having a sensitivity in one area, during certain times of the day, is common in young children (bath time, hair brushing, visiting the supermarket, unpredictable or loud noises).

You know your child best!

Pick your battles - what is the main outcome you want from the situation?

If you remove every barrier, children may not have the opportunity to learn how to regulate in a situation that they may find challenging, therefore it may be harder for them to learn to become tolerant of these situations.

Ultimately we want children to be prepared for the next stage of their journey, which means developing their own toolbox of strategies.





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## F&B Professional Development

### BOUNCE FORWARD RESILIENCE TRAINING

For our whole staff INSET day in January we joined alongside the team from Reedings to learn more about resilience. Our training focused on the following areas: what we mean by psychological fitness; the role of teaching and learning with regards to resilience; a personal exploration of mental resilience and emotional wellbeing; exploring how emotions, energy and performance are connected.

### BEREAVEMENT, GRIEF AND LOSS

Staff focused on gaining insight into the complex subject of bereavement, grief and loss, where loss was considered in the broader sense: taking into consideration the impacts of the pandemic and other global crises that are affecting families and young people.

### SPEECH AND LANGUAGE

Some of our Early Years Team attended a 'Making Language Visible' course led by Hertfordshire Community NHS Trust. This supported us with developing our confidence in the use of visual aids to support children in school.

### ADHD TRAINING

One of our twilight training sessions this half term was led by the charity ADD-Vance. We received expert knowledge to support us with the following; gaining a good understanding of ADHD; recognising ADHD in children and young people; exploring the strengths and challenges associated with ADHD; knowing where to go to get more help (for staff and families).

### RESILIENCE, WELLBEING AND A POSITIVE MINDSET

All staff have had access to a Herts for Learning webinar focusing on the principles behind positive psychology and how these can be applied to work and personal life. The aim of this session was to develop a deeper understanding of developing positive mindset and encouraging this across our family, friends and colleagues.



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## Attention Autism (Bucket Time)

### What is it?

- Attention Autism is a learning approach created by speech and language therapist Gina Davies
- It aims to develop natural and spontaneous communication skills through the use of visually based and highly motivating activities.
- The Attention Autism approach aims to provide children with a learning experience that they want to communicate about.

### How does it work? (n a nutshell...)

A bucket (or bag / box!) full of motivating and exciting things that will be of high interest to a child. The adult with the bucket demonstrates one toy at a time in front of the child (e.g. winding up a toy snake and watching it move). The reward is intrinsic to the activity – e.g. the enjoyment of watching the snake move. If a child gets up out of their seat, they are gently and non verbally guided back to encourage attention and listening skills. Gradually you aim to build up the length of time spent on the attention bucket.

**If you have any toys (cause and effect, wind up, flashing lights, spinning objects, toys with interesting noises etc) that are small enough to fit in a bucket and you no longer need—please send them our way!**

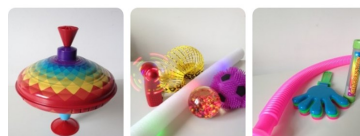
### Why have I heard my child talking about Bucket Time?

At F&B we use the foundations of attention autism to support our practice in the following ways...

- Individual interventions for identified children;
- Whole class quick activity to focus / re focus attention;
- Whole class or group activity to support children with attention and concentration skills.

### Attention Autism in action

<https://www.youtube.com/watch?v=uMOHHFFtcQA>





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## What we think!

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

*'It makes me happy when I get a spider move'*

*'The school sports group at school makes me happy'*

*'When I am bigger I want to be a brilliant teacher like Mrs Brennan'*

*(When discussing how to stay safe in school)*

*'If someone has a blue lanyard they work here.*

*If someone has a red lanyard they are a visitor and shouldn't be by themselves.*

*If someone doesn't have a lanyard...then we throw them out!'*

*'When I feel a bit bubbly I like going to the mindful box to calm down'.*



# F&B INCLUSION NEWSLETTER

## Mental Health & Wellbeing

All schools are required to have one person responsible for leading mental health and wellbeing, but here at F&B we are fortunate enough to have a whole team!

Mrs Potma, Mrs Jones & Mrs Brooker all work together to support pupil, parent and staff mental health and wellbeing, each contributing to the team in their own special way. See below a little more about what each of us do!



### **MRS POTMA**

Mrs Potma is our PSHE Lead. She also leads on our whole school mental health and wellbeing initiatives including Children's Mental Health Week. Mrs Potma is highly skilled in supporting children with developing their own mindfulness strategies. In her spare time Mrs Potma is studying to become a children's counsellor!

### **MRS BROOKER**

Mrs Brooker, our Deputy Head, leads on the Safe Space Counselling initiative we offer here at F&B. She is also a trained Families First Practitioner, able to offer holistic approaches to supporting pupils and their families to thrive. Mrs Brooker heads up our School Council, instilling across the school the importance of fairness and equity. Mrs Brooker is a school Deputy DSL.



### **MRS JONES**

Mrs Jones leads on inclusion across the school. This includes SEND, Pupil Premium, Medical, Multilingual learners and Pastoral Care. She is trained in Level 1 Protective Behaviours, and also a Families First Practitioner. Mrs Jones has received her Youth Mental Health First Aider qualification, and is an accredited Thrive Practitioner. Mrs Jones is a school Deputy DSL.

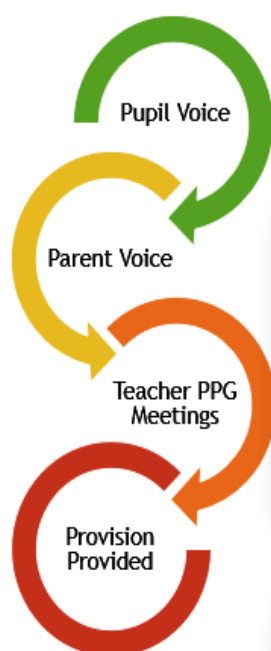




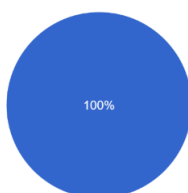
# F&B INCLUSION NEWSLETTER

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A few weeks ago I asked parents whose children have been in receipt of Pupil Premium 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.

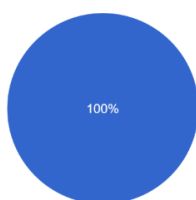


My child is making good progress at school  
2 responses



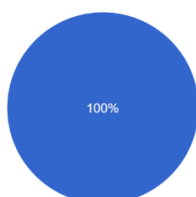
● Agree  
● Disagree  
● Not sure

I understand the school's approach to Pupil Premium  
2 responses



● Agree  
● Disagree  
● Not sure

The school has a good understanding of my child's needs  
2 responses



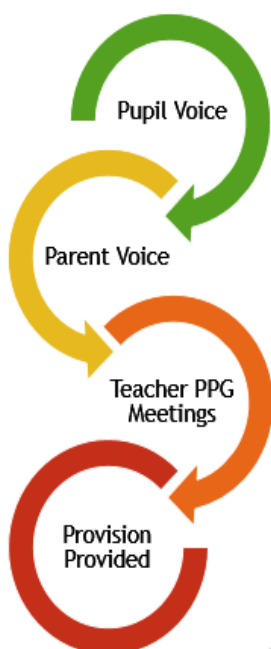
● Agree  
● Disagree  
● Not sure



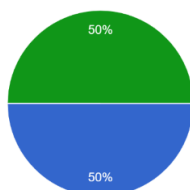
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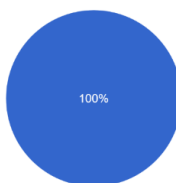


If applicable, when I have requested support relating to the Pupil Premium Funding, this has been managed well  
2 responses



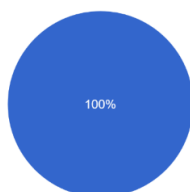
● Agree  
● Disagree  
● Not sure  
● Not applicable

I know what support is in place for my child that is as a direct result of the pupil premium funding  
2 responses



● Agree  
● Disagree  
● Not sure

I feel comfortable speaking to the school about the use of my child's pupil premium.  
2 responses



● Agree  
● Disagree  
● Not sure



# F&B INCLUSION NEWSLETTER

## Courses and Workshops

  				
FREE ONLINE SPRING 2023 WORKSHOPS FOR HERTS PARENTS/CARERS				
Supporting Siblings	Parents/carers	Mon	20.2.23	10:00 - 11.30
Understanding Challenging Behaviour	Parents/carers	Tue	21.2.23	10:00 - 11.30
Tips & Tools to Manage Anger	Parents/carers	Wed	22.2.23	19:00 - 20:30
Supporting Transition into Primary School	Parents/carers	Mon	27.2.23	10:00 - 11.30
Understanding Sensory Differences	Parents/carers	Tue	28.2.23	10:00 - 11.30
Tips & Tools for Self Harm	Parents/carers	Wed	1.3.23	10:00 - 11:30
Tips & Tools to Manage Sensory Differences	Parents/carers	Wed	1.3.23	19:00 - 20:30
Supporting Transition into Secondary School	Parents/carers	Mon	6.3.23	10:00 - 11.30
Understanding Anxiety	Parents/carers	Tue	7.3.23	10:00 - 11.30
Tips & Tools to Support Puberty	Parents/carers	Wed	8.3.23	10:00 - 11.30
Tips & Tools to Manage Anxiety	Parents/carers	Wed	8.3.23	19:00 - 20:30
Tips & Tools for Positive Behaviour	Parents/carers	Mon	13.3.23	10:00 - 11.30
Preparing for Adulthood (14+)	Parents/carers	Wed	15.3.23	10:00 - 11.30
Understanding Neurodiverse Teens	Parents/carers	Wed	15.3.23	19:00 - 20:30
Tips & Tools to teach Social Skills	Parents/carers	Mon	20.3.23	10:00 - 11.30



### F&B Workshops

#### Available on the website [HERE](#):

Self Regulation, Speech, Language & Communication  
Sensory Strategies to support every day routines

#### Coming up:

Our next workshop hasn't yet been decided—is there anything that you would like us to focus on? Let us know by clicking [HERE](#).