



F&B INCLUSION NEWSLETTER

Issue 4 April 2023

Welcome

Dear Parents,

I can't believe we are just about ready to enter the final term of this academic year!

Over the last few months we have continued to work closely as a staff team to further refine the concept of Inclusion and what this looks like at F&B. I am therefore delighted to share with you a report we received following an external review of our Pupil Premium Provision, one area that falls under the Inclusion remit. The full report can be found [here](#), and I am sure you will join me in thanking the staff for everything they have done for our children to make this review so incredibly positive.

You will see on the next page further information about the Inclusion Quality Mark. Working towards this accreditation has been a huge step for us all and we would greatly appreciate if there is anyone who would be able to give their time on our assessment day (either through written feedback, teams call or face to face). Please do read through the information and let me know if you would be willing to be added to our list of families we can contact regarding the day.

Wishing you all a wonderful Spring break and for those who will be celebrating a very happy (and fingers crossed sunny!) Easter.

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 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](#).



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Inclusion Quality Mark

We have been working hard this year towards obtaining the Inclusive Schools Award. This accreditation provides UK schools with a nationally recognised validation of their inclusive practice and ongoing commitment to developing educational inclusion.

As part of the process we have to evaluate our practice here at F&B against 8 different strands. Our current Self Evaluation Framework stands at an incredible 89 pages and 27,209 words! All of which celebrate the amazing things we do here at F&B.

- | | |
|---|---|
| 1 Inclusion Values of the School | 5 Assessment |
| 2 Leadership, Management and Accountability | 6 Behaviour, Attitudes to Learning and Personal Development |
| 3 Curriculum – Structure, Pupil Engagement and Adaptation | 7 Parents, Carers and Guardians |
| 4 Teaching and Learning – Learning Environment, Planning Resources and Pedagogy | 8 Links with Local, Wider and Global Community |

Our assessment date is **THURSDAY 18th May**.

An assessor will join us for the day, spending time talking to staff, governors, pupils and parents.

If you are able to give your time on this day to speak to the assessor (either face to face, virtually or through a written statement prior to the day) then please do let me know!



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Spotlight on.... Processing

Slow processing means that it can take longer for a person to take in information, or that a person may not be able to work out what to do in a given situation because the information that is being given to them is too much or too overwhelming. Processing issues depend on the channels that information is coming through. Auditory processing (sound), visual processing (sight), verbal processing (words) generalised (all information coming in is processed at a slower rate).

How it may present It is important to remember that a person may struggle with one type of processing, but be highly skilled in another. As a generalisation, a child may: Struggle to keep up with classroom routines; Not finish their work (or not finish it within the allocated time); Have difficulty regulating emotions; avoid starting activities or become argumentative; difficulties with handwriting; having answers that appear on the 'tip of the tongue'; difficulty following conversations.

Diagnosis:

There are specific assessments that trained professionals can deliver to inform someone about their processing speed. Ultimately for a child we focus on supporting them to find the strategies that work for them, with or without a diagnosis.

Additional Information

Processing speed can play a part in learning barriers such as dyslexia, attention deficit disorder (ADHD or ADD), dysgraphia, dyscalculia, and auditory processing disorder.

How you can support your child if they present with difficulties in line with slow processing:

- Allow additional time;
- Repeat instructions and tasks;
- Give the Big Picture (highlight the main ideas and the gist);
- Pre learning / over learning (reading the same thing several times);
- Using resources to support working out (use paper to record ideas);
- Cover up learning that isn't in that current moment (e.g. paper to cover all but the question being answered);
- Focus on **knowledge** rather than performance—a child may know a huge amount about a topic verbally but be unable to record this in the traditional sense. This is why at F&B we use Evidence Me in all year groups to record some of our subject learning.
- Keep background noise to a minimum.



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Lego Club

What is it? In it's simplest form Lego Club focuses on **collaborative play**. Children work together to build a lego set, following instructions.

Why have I heard my child talking about Lego Club? As a concept Lego club touches on so many different skills. It supports children with: Interaction with others; Leading & Initiating communicating; Understanding and accepting direction from others; Turn taking (both with the physical resources but also turn taking within conversation). We are starting to realise that as a general rule, most children love lego! Therefore we are introducing the foundations of Lego club into lots of our practice.

Builder

- Listen to the engineer's instructions
- Find the pieces that the engineer describes
- Put the pieces together in the way the engineer explains
- Do not look at the engineer's instructions
- Ask the engineer questions if you are unsure of something



Engineer

- Explain to the group how what you are building will look
- Explain to the supplier what pieces they will need
- Explain to the builder how to build it
- Do not touch the bricks



Supplier

- Listen to the engineer and follow their instructions
- Find the correct pieces as described by the engineer
- Give the correct pieces to the builder
- Ask the engineer if you are unsure



How does it work?

Children work in groups of 3. Each child takes on their own role & must follow their job description!

The adult acts as the facilitator.





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F&B Inclusion Professional Development

MENTAL HEALTH AND WELLBEING Mrs Jones has been working hard on some training to support her in her role of Senior Mental Health Lead here at F&B. This role supports not only the mental health & wellbeing of the children, but also the staff. This links greatly to our Pastoral Offer ([found here](#)) and is providing us with a wealth of extra information & services that we can use to support the wellbeing of all.

SELF REGULATION Mrs Jones was fortunate enough to have received some training through Beacon House. This is a therapeutic service that works with young children who have experienced trauma or loss.

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.

We are also beginning to introduce 'Blanks Levels of Questioning' as a way of gaining a greater insight into how we can support children develop their oral language and comprehension skills.

Did you know as
teaching staff we
ask up to 400
questions a day!

LUNCH AND LEARN As part of Neurodiversity celebration week the charity ADD-Vance partnered with Herts Uni to offer a series of 'lunch and learn' webinars. Lots of the F&B staff took part in these. There were a variety of different options available including 'The language of neurodiversity', and 'Understanding Pathological Demand Avoidance'.



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Mrs Jones and Miss Abbot have the pleasure of being subject leaders for Religious Education across the school. This is yet another aspect that underpins the concept of Inclusion at F&B. In recent months there have been a few new things introduced that we would love to share with you.

Continents day...Watch this space!

We have been working closely with Herts Catering Ltd to introduce a brand new concept across our school. Next term will see our very first 'Continents Day'. Summer 1 will focus on Asia! The children will spend the day learning about a particular country (or countries) from this continent, all informed and developed through our own families and community! The morning will then finish with our themed lunch, where the children will have the opportunity to try a meal linked to the continent and our canteen will transform into Asia!

Themed lunch days

In addition to our bespoke continents days, we are also now taking part in the Herts Catering Themed Lunch Days. For the rest of this academic year children will have the option to choose one of the special menus:

28th March: Easter **5th May:** Kings Coronation
22nd May: World Cultural Diversity Day
28th June: Eid Al Adha

Planned for next academic year: September: Harvest, November: Diwali, December: Hanukkah

RE: F&B Religious Education Curriculum

- Do you have links with any Religious Leaders within our local community?
- Are you yourself knowledgeable about a particular religion or culture?
- Do you or someone in your family celebrate special events in a particular way?
- Are there any world events throughout the year that are important to your family?

If the answer to any of the above questions is yes then we would love your help!

As part of our aim to further enrich learning opportunities linking to our Religious Education and Spiritual, Moral, Social and Culture Curriculum, we would love to open our doors to visitors to come and talk to and work with the children about the many amazing different views and ways of celebrating there are in the world.

If this is something you think you or someone you know would be able to help us with, please do get in touch by emailing me on inco@fandb.herts.sch.uk

At F&B our RE lessons with the phrase 'RE teaches us to reflect on what we and others believe and value about the world'. It is our job to ensure we expose the children to as many opportunities as possible that can help them begin to develop their own beliefs and thoughts about the world - what better way to start this journey than through learning from our own community.





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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.



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Mental Health & Wellbeing Update

As mentioned in the training section, when we talk about Mental Health & Wellbeing this includes us as staff in addition to the pupils.

One of the things we do as a staff team is to have a topic or theme that we share in an email and watch the thread get longer throughout the course of the week!

Last week we went for our favourite jokes, and we wanted to share these with you.

Q. Why are skeletons so calm?

A. *Because nothing gets under their skin!*

Q. Why do you never go hungry at the seaside?

A. *Because of all the sand which is there!*

Q. How many tickles does it take to get an Octopus to laugh?

A. *Ten Tickles!*

Yesterday I saw someone spill all his scrabble letters on the road.

I asked him 'what's the word on the street?!'

Q. What's a snake's favourite subject?

A. *Hissstory!*

Q. How does the moon cut his hair?

A. *E-clipse it!*



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Mental Health & Wellbeing Update

Q. What's a cows favourite thing to do?

A. *Go to the mooovies!*

Q. What do you call an exploding monkey?

A. *Ba-Boom!*

Teacher: Why are you late to school?

Child: Because of the sign.

Teacher: What sign?

Child: The one that says 'walk slow. School ahead!'

Q. Why can't spiderman wave with this hand (wave your right hand)

A. *Because it's mine!*

Q. What did the cheese say when it looked in the mirror?

A. *Halloumi!*

Q. What's the best time to visit a dentist?

A. *Tooth hurty (2:30)*



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Courses and Workshops

In addition to the information that can be found on the Herts Local Offer, here are some suggestions for a range of topics you may find useful. Remember: All of these courses and services are completely free to parents of children attending a Hertfordshire school (and if you're based in an Essex postcode just mention F&B and they will still be free!)

Sorting Out Arguments in Your Family [\(click here to book\)](#)

This programme covers:

- How parents and children can be affected by conflict
- Strategies in handling and resolving conflict and anger.
- Parents role when there is sibling rivalry and jealousy, fostering cooperation rather than competition.
- Effective communication, implementing boundaries and how to negotiate



Talking Families [\(click here to book\)](#)

Because parents don't get training for the toughest job on earth! (Zoom Course)

This course aims to give parents an opportunity to meet other parents and share experiences in a supportive and encouraging environment. We will help you to:

- Increase your confidence as a parent;
- Increase fun and enjoyment.
- Develop a strong parent/child relationship now and for the future.
- Gain a real insight to help you understand your child's behaviour.
- Improve communication and work out strategies for dealing with problems.
- Understand how to set and enforce boundaries
- How to negotiate and stay calm during a conflict situation.