



# F&B INCLUSION NEWSLETTER

Issue 4 February 2022

## Welcome

Newsletter 4 already and we are half way through the year! Now that our new SEND systems and processes have been introduced we are really focusing on embedding these, and I cannot thank all of the staff enough for supporting me with this. I have also had the opportunity to work closely with Miss Ling, the SENCo at Reedings Junior School, where we have begun planning for the future both for the transitions for our Year 2 children, but also how as two schools we can utilise our resources more effectively in order to support each other and the children as a collective team. On the next page you will find an SEND Provision Statement. This outlines what we intend to do, how we implement this, and what we hope the impact will be. This statement was written collaboratively between both myself and Miss Ling and in conjunction with all the staff, and we hope that as you read it you are able to identify the areas that you are familiar with and how these fit into the big SEND picture.

As always, should you have any questions or feedback related to Inclusion at F&B, please do not hesitate to contact me. **Mrs Jones, Inclusion Lead** [inco@fandb.herts.sch.uk](mailto:inco@fandb.herts.sch.uk)

## 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.

## Presenting Needs vs Diagnosis

When hearing the term SEND you may make the association with 'diagnosis'. Here at F&B we focus on a child's **presenting needs**, getting to know them and their family as a whole, finding out their strengths and implementing strategies to help them achieve their very best. Whilst it is important in some cases, for the majority, much of this takes place without a diagnosis — it is our job to support the children in developing strategies they can use throughout their life in order to help them reach their full potential, helping them to understand how they learn, regardless of whether or not they receive a diagnosis.

## Did you know?

All documents relating to Inclusion and SEND at Fawbert and Barnard can be found on our school website [here](#).



## SEND Provision



### Intent – Implementation - Impact

We ensure that all children know how valued and unique they are, regardless of their ability or need. We recognise that all children are entitled to a broad and balanced curriculum which must be adapted to meet their individual needs. We focus on the concept of equity over equality, with our approach to SEND based on the needs of each individual child.

As a school our vision is to provide an excellent and enjoyable early education for every child. Individuals are encouraged and inspired to develop their resilience and love of learning.

#### **Intent:**

- To provide high quality provision that meets the needs of children and young people with SEND;
- To ensure that early identification and intervention leads to children achieving their full potential;
- To improve short and long term outcomes for children and young people with SEND;
- To foster highly positive relationships with parents that are built on transparency and ensure they are fully involved in their child's learning journey;
- To ensure that all children understand the relevance and purpose of learning and how this supports them at all stages of their development;
- To provide an accessible learning environment which is tailored to the individual needs of all pupils;
- To work closely with external agencies and other professionals to refine and develop our SEND provision.

#### **Implementation: We will...**

- Ensure every teacher is a teacher of SEND;
- Provide high quality teaching that is adapted for the needs of the individual;
- Ensure a graduated approach is used to identify, address and evaluate the provision provided for children with SEND;
- Work with children and parents to set and monitor SMART targets specific to the individual child;
- Provide and monitor interventions that support progress within specific identified areas;
- Regularly meet with parents to explore and plan collaborative approaches to supporting their children's learning;
- Encourage children to take ownership of their learning through proactively seeking their views;
- Support children with developing their independence and confidence through providing a range of inclusive teaching strategies;
- Regularly review the use of expertise and resources in order to improve the quality of whole-school provision;
- Work alongside external professionals to develop specific programmes and targets tailored to the needs of individuals.

#### **Impact:**

- All children feel valued;
- Parents feel involved in their child's learning journey and that their opinion is valued;
- Teachers are confident in managing a wide variety of needs utilising a range of strategies;
- Pupil's make good progress from their identified starting point;
- Children are equipped and confident for the next stage of their learning journey;
- Children meet their specified targets through a collaborative working approach.



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## **Spotlight on.... Dyslexia**

Dyslexia is a cognitive difference that results in a different way of thinking (and seeing the world). As many as 1 in 5 people are dyslexic – but up to 80% of dyslexics are never identified at school. 49% of mainstream classrooms include a learner with dyslexia or literacy difficulties.

### **How Dyslexia may present:**

*Dyslexia is a continuum, not a distinct category – learners with dyslexia will all present differently.*

**Verbal Memory Difficulties:** Difficulties keeping focused, difficulties holding information for long periods of time (e.g. failing to recall instructions, finding it challenging to organise belongings, becoming easily distracted), finding it difficult to learn things by 'rote' learning, or through sequence (for example times tables, alphabet, days of the week).

**Processing Speed Difficulties:** Needing more time to make decisions, finding it challenging to follow multi-step instructions, difficulty keeping up with conversations.

**Phonological Awareness Difficulties:** Difficulty with phonics - understanding and manipulation of words based on their sounds.

**Visual Discrimination Difficulties:** Struggling to recognise similarities and differences between letters and words. This can cause difficulties with reading and spelling.

**Visual Memory Difficulties:** Finding it difficult to recall visual information such as words and shapes. This can cause difficulties with learning sight vocabulary / spelling and letter orientation. Difficulty copying information.

**In addition to the above, a child with Dyslexia may present with strengths in creative, problem solving and communication skills.**

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

- Offer alternatives to writing and use multi sensory approaches to learning (for example, using a mobile phone to record ideas before your child writes them down—this way they can keep playing their sentence back).
- Break information and instructions into smaller 'chunks'
- Build confidence in any way you can (for example, if reading is a struggle, have you tried introducing your child to audio books to continue to promote a love of reading?)
- **For Phonics:** sound out unfamiliar words together, revisit sounds regularly, think of creative ways to remember spellings.
- **For processing speed:** give your child plenty of time when you are introducing something new, and always provide summaries.
- **For verbal memory:** always support verbal instructions with visuals and keep instructions clear and concise. Always consider 'background noise' and the effect this can have.

**Diagnosis:** All of the above strategies can be employed to help a child regardless of their medical diagnosis. Any child presenting with literacy difficulties would benefit from the above ideas.



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## F&B Staff Development

Here are some of the professional development activities we have completed this half term:

### Attention Autism

Mrs Jones and Mrs Lockwood have been trained in this specific approach created by Gina Davies, which aims to develop children's shared attention skills by providing them with motivating and visually exciting activities to encourage them to focus their attention for extended periods of time. The approach can be used as a tool for any child who is finding it difficult to focus their attention.

### Mental Health Level 1

Mrs Berry delivered Mental Health Training to all staff at F&B. We learnt about factors that contribute to positive mental health and wellbeing, how the pathways in the brain support our development, what a child's behaviour might be communicating about their underlying needs, and the importance of positive mental health for everyone.

### Families First

Mrs Brooker and Mrs Jones have been investigating what else F&B can offer with regards to Early Help for families. As a result they both undertook some intensive training meaning they can now initiate early help services across a range of professionals should this be needed to support any of our children.

### Webinars

Mrs Potma has been leading the way with Webinars this half term, including a very interesting session on 'Improving Children's Sleep: The role a teacher can play' - see the next page for key information we would like to share from the session.

### Interventions

Mrs Jones delivered some whole school training on effective interventions and staff worked together to identify our most valuable resources for providing targeted support to help children overcome any learning barriers they may be presented with.



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**Improving Children's Sleep** As mentioned Mrs Potma came across The Association for Child and Adolescent Mental Health (ACAM) Webinar on improving children's sleep. Although aimed at teachers we think there were some interesting points that are worth sharing:

## **Why is Sleep Important?**

**Poor Quality Sleep:** Mood swings, irritability, lack of energy, sluggish, poorer concentration and attention, increased risk of accidents or injuries.

**Good Quality Sleep:** Positive mood, better emotional regulation, feeling more energised, improved concentration and attention, stronger immune system, better memory.

**Childhood Sleep** 10–13 hours preschool, 9–12 hours school age.

A wide range of problems could present including insomnia and sleep refusal, nightmares, terrors and sleep waking, movement (for example restless leg syndrome, head banging, teeth grinding).

## **What Helps Promote Positive Sleep?**

Sleep Hygiene and a Good Bedroom Environment

*Comfortable bed, cool and dark bedroom, reducing use of electronics in the evening, staying active during the day, accessing natural light during the day, wind down time—bath, reading, lower lights, comfortable pyjamas.*

**Who Can Help?** As a parent if you feel you need support with your child's sleep, you are able to directly refer your child to the school nursing service. See [this link](#) for further information.

## **How do we sleep?**

- 1) Sleep homeostasis: the sleep drive or pressure that builds up throughout the day (e.g. you become more tired as the day progresses)
- 2) Circadian rhythm: the body clock (runs on a 24 hour cycle and releases hormones at the right point in the day that allows us to fall asleep and wake up).

These processes work together—as the sleep drive is building up throughout the day the body clock knows to release certain hormones that allow us to sleep.

## **Night Owls and Early Risers**

Everyone's body has a natural preference (some people are early risers, some people stay awake later but sleep in).

The main factor to consider is ***whether the sleep routine is having an impact on the day to day function of life.***

Experts advise that routine is vital to ensuring good sleep—this includes the weekends. For older children, there should be no more than a 2 hour window of difference for sleep at the weekend.



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## Mrs Berry's Mental Health Lead Update



Hello I am Mrs Berry, I currently teach Venus Class on a Thursday and Friday. I thought I would begin with a little about me. I have been teaching for 10 years and whilst on my 2 lot of Maternity leave I trained in Children's and Young persons Mental Health and Psychotherapy, Mindfulness and Art Therapy. Alongside working at F and B I am beginning my journey to train as a Psychotherapeutic counsellor. I am so happy to be able to use this training to help with Children and Adults Mental Health and Wellbeing at F and B. **Mrs Berry, Mental Health Lead—[jberry@fandb.herts.sch.uk](mailto:jberry@fandb.herts.sch.uk)**

## What does Mental Health Support look like at F and B?

Wave 1 - Universal – Quality first teaching	Wave 2 - Targeted Additional Interventions	Wave 3 – Specialist More personalised Interventions
<ul style="list-style-type: none"> <li>• Mindful box or quiet area - accessible for all (put select few might need more time in there)</li> <li>• Worry box as a way to express feelings without having to discuss them face to face.</li> <li>• Check ins</li> <li>• Circle time discussions weekly</li> <li>• Sketchbooks on tables for mindful doodling or to express emotions</li> <li>• Mini yoga, mindful or meditation brain breaks through the day.</li> <li>• Wellbeing Library</li> </ul>	<ul style="list-style-type: none"> <li>• More structured time with the mindful resources</li> <li>• Wellbeing lunch time within Venus' classroom - calming music, colouring reading, fine motor activities - also a listening ear.</li> <li>• Lego therapy - for autism, social and emotional skills, to build confidence and self esteem.</li> <li>• Circle time (small groups) eg. to address issues in friendship groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Blob tree for checking in on pupils wellbeing.</li> <li>• Individual referrals to external agencies eg counselling or Herts family support.</li> <li>• Open Communication with parents to discuss support at home and school.</li> <li>• Wellbeing diary - for daily check ins to try and keep grounded or assess for a trigger for the overwhelming emotions.</li> </ul>

### Places to go for support and advice

**Every Mind Matters** - This website from the NHS offers expert advice and practical tips to help you look after your child's mental health as well as the rest of the family. <https://www.nhs.uk/oneyou/every-mindmatters/>

**Kooth**—<https://www.kooth.com/>

**Young Minds** – <https://youngminds.org.uk/>

**Communicate any concerns with school** If you have any worries or concerns about your child's emotional behaviour or wellbeing, then please let school know.

### More information on [Mental Health week](#)

This year we are running with the Theme 'Express yourself' but also touching on the subject of 'Growing Together' as produced by Place 2 be. We are combining our PSHE curriculum created by SCARF and ideas from Place2bes Mental Health week to create wellbeing activities across the school.

Express yourself is about finding ways to share feelings, thoughts and ideas through creativity and Growing Together is about growing emotionally and finding ways to help each other grow. At F and B we are starting at the beginning of the process by firstly exploring and expressing emotions. We will explore this through a range of activities from circle time, drama to creating artwork.



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## Wellbeing Challenge

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

## **The Happiness Challenge**

Action for Happiness is a charity that aims to encourage and enable the move to a happier society.

They put together 'The Happiness Challenge' to support a BBC feature on happiness. All of the challenges can be found [here](#).

One of the challenges is 'Daily Acts of Kindness', which suggest you try and perform an extra act of kindness each day—kindness is contagious and has a positive impact on our happiness.

Here are some ideas for acts of kindness:

- |  |  |
|--|--|
| 1. Give up your seat   | 21. Tell someone if you notice they're doing a good job            |
| 2. Hold a door open for someone                                      | 22. Pass on a book you've enjoyed                                  |
| 3. Give a (sincere) compliment                                       | 23. Say sorry (you know who to)                                    |
| 4. Make someone laugh  | 24. Forgive someone for what they've done                          |
| 5. Give someone a hug  | 25. Visit a sick friend, relative or neighbour                     |
| 6. Take time to really listen to someone                             | 26. Buy an unexpected gift for someone                             |
| 7. Make someone new feel welcome                                     | 27. Bake something for a neighbour                                 |
| 8. Let one car in on every journey                                   | 28. Pay for someone in the queue behind                            |
| 9. Give directions to someone who's lost                             | 29. Do a chore that you don't normally do                          |
| 10. Have a conversation with a stranger                              | 30. Help out someone in need                                       |
| 11. Pick up litter as you walk                                       | 31. Offer to look after a friend's children                        |
| 12. Let someone in front of you in the supermarket queue             | 32. Offer to mow your neighbour's lawn                             |
| 13. Tell someone they mean a lot to you                              | 33. Donate your old things to charity                              |
| 14. Let someone have your parking spot                               | 34. Give food to a homeless person and take time to talk with them |
| 15. Read a story with a child  | 35. Visit someone who may be lonely                                |
| 16. Offer your change to someone struggling to find the right amount | 36. Give blood   |
| 17. Treat a loved one to breakfast in bed                            | 37. Get back in contact with someone you've lost touch with        |
| 18. Buy cakes or fruit for your colleagues                           | 38. Organise a fundraising event                                   |
| 19. Invite your neighbour round for a drink and a chat               | 39. Volunteer your time for a charity                              |
| 20. Offer to help with someone's shopping                            | 40. Plan a street party  |



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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 are completely free to parents of children attending a Hertfordshire school.

### **Understanding and Supporting Emotional Regulation**

A session on emotional regulation by Susan Brooks, an Educational Psychologist. Content covered includes understanding emotional regulation and strategies for supporting children with this. Further information can be found [here](#).

### **Supporting Siblings of Children with Additional Needs**

Online training aiming to support parents to understand the experience of siblings and address how to support them to grow up with resilience and good mental wellbeing alongside their sibling with the condition. Click [here](#) for further information.

### **Handling Anger in the Family**

A quality mark course for parents of primary age children aiming to provide you with a greater understanding of triggers that can cause angry outburst, and strategies to reduce these, including creative ways to support children to 'let go' of anger safely. More information can be found [here](#).

### **Talking Families**

Giving parents an opportunity to meet other parents and share experiences in a supportive and encouraging environment. Focus on negotiating and staying calm during conflict situations, setting and enforcing boundaries and improving communication and working out strategies for dealing with problems. For more information click [here](#).



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## 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.



**The Qube**

**Kindness Challenge**

**2021-2022**



Can you achieve

**The Qube**

**Kindness Challenge**

by completing the below act of kindness every day of the month?



February

Write a little thank you note for someone who helps you.



March

Hold the door open for someone.



April

Say 'good morning' or 'good afternoon' to 5 people.