



# F&B INCLUSION NEWSLETTER

Issue 5 April 2022

## Welcome

And just like that, we only have the Summer Term to go! I cannot believe I have been part of the F&B team for almost a year now. Now that our new SEND systems and processes are in place I have been able to spend time in classes working alongside individuals and groups of children, seeing everything in practice. It has been really lovely to get to know more names and faces. My work on Pupil Premium this term has allowed me the opportunity to meet more families and learn even more about our wonderful community. I have even had the chance to visit some of the local schools and spend time with other Inclusion Leads and SENCos now that restrictions have lifted, which has been wonderful to see lots of best practice in action that I can bring back and share with everyone at F&B. On page 4 you will have the chance to learn a little more about the wider Inclusion Team we are fortunate to have, in the form of some of the members of our Governing Body. I really do hope you will find this useful in helping to further show just how intertwined inclusion is in all that we do.

Wishing you all a wonderful Easter Break,

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.

## Great Finds...

As I am not from the immediate local area I am aware that there may be things that I miss.

If you do ever come across anything that you think families should know about with regards to Inclusion, please do let me know so that I can feature them in this newsletter.

I try my best to find the most appropriate things to direct everyone too, but often there are so many hidden gems that are known just through word of mouth.

Thank you!

## 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.... Attention Deficit Hyperactivity Disorder (ADHD)**

ADHD is a neurobiological disorder linked to an imbalance of brain chemicals.

People with ADHD show a persistent pattern of inattention, hyperactivity and / or impulsivity that is more extreme than typically observed in individuals at a similar age of development.

In the UK, ADHD affects 3—5% of children (around 1 in 30 pupils in school) and 2% of adults in the UK.

### **How ADHD may present:**

**Hyperactivity:** Unable to sit still, fidgety, fiddling with things, problems with sleep.

**Inattention:** Difficulties concentrating, disorganised, forgetful and struggling to complete tasks.

**Impulsivity:** Speaking out and acting without thinking, interrupting others, difficulties waiting their turn.

### **Diagnosis:**

To receive a diagnosis of ADHD a child has to meet specific criteria: the symptoms must have been present before the age of 12 years, for the duration of at least 6 months, and occur in more than one place (for example at home and at school). This is decided through clinical and psychosocial assessment and developmental history and observer reports by a professional.

### **Language and ADHD**

When working with any children we always try to reframe our thoughts towards the positives.

**Easily distracted** becomes **high levels of awareness**.

**Restless** becomes **lively**.

**Off on a tangent** becomes **displaying independence**.

**Interrupting** becomes **enthusiastic**.

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

- Reduce the amount of changes / disruptions to your daily routine (as much as possible);
- Present them with only one task at a time;
- Have pre-established approaches for pro and antisocial behaviour, ensuring you discuss these with your child—what are their rewards and consequences?
- Use a timer! Can you lay the table in 5 minutes? You have 10 minutes to practice your spellings? Let's sit and read a book for 5 minutes;
- Always use their name and ensure eye contact before you give any expectations or instructions;
- Praise their **effort** alongside the outcome—always focus on the positives. Reading 4 out of 10 words correctly means they got 4 right, not 6 incorrect;
- Allow them something to hold whilst you are expecting them to concentrate;
- Come up with a code for if you are out and about and they start to feel overwhelmed.



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## Pupil Premium

Introduced in 2011, the Pupil Premium Fund is a sum of money given to schools each year by the Government to improve the attainment of the following children:

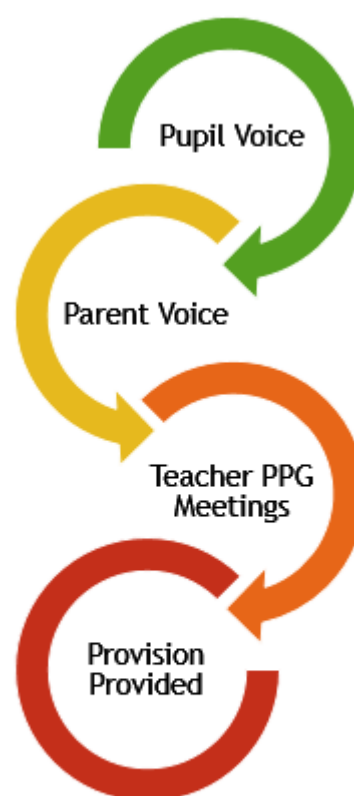
- Children in Reception to Year 6 who are currently entitled to free school meals based on their family income.
- Children in Reception to Year 6 who were previously entitled to free school meals, even if they are no longer eligible (this is known as Ever 6).
- Children Looked After or Children Previously Looked After who have been adopted.
- Children recorded as being from service families.

All families are told about the eligibility for the Pupil Premium Funding when they join F&B, however please do remember that if ever your situation changes you may well be entitled to this funding.

At F&B we adopt a whole child approach to the use of Pupil Premium Funding. Views are collected from parents, pupils and teachers about individual children's skills and abilities, and things they may find challenging, and as a team we work together to decide how the funds can be best spent to support the child.

Each school has a dedicated Pupil Premium Champion who has responsibility for co-coordinating the school's approach to Pupil Premium Funding, and at F&B that person is **Mrs Jones, Inclusion Lead**.

Should you feel you may be eligible for Pupil Premium Funding please do contact the office who will be able to advise you further.



Further information on Pupil Premium Funding at F&B can be found on our website [here](#).



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## F&B Inclusion Governors Update

### **Sarah Evans—Vulnerable Groups Governor (and Chair of Governors)**

Until recently, Governor roles around inclusion were split, with myself leading as Pupil Premium Governor and Governor for Children Looked After (adopted, foster care etc.), and Rosemary Shaw acting as Governor covering children with Special Educational Needs. However, since Mrs Wilcox joined the school, both Rosemary and myself attend meetings jointly and we're now both Governors covering Inclusion. This makes sense not only in terms of reducing the number of meetings with our INCo, who is very busy, but it means that we've both been able to develop our knowledge concerning the children within our school.

Some children overlap across inclusion areas, and other groups, such as children for whom English is an additional language, lacked a designated governor, so as Inclusion Governors we are able to talk through how all children are being supported to achieve the best educational outcomes. Last year myself, Rosemary, Lucy Strutt (Vice-Chair of Governors) and Mrs Wilcox were audited by Hertfordshire County Council regarding our provision for children falling within the inclusion category: this involved talking through what we offer to pupils, what they are achieving and how we allocate any additional funds given to us to specific groups of pupils, such as provision of speech and language therapy for children who need this. Feedback was good and recommendations were made which we have incorporated into our Governor visits for all governors.

Rest assured, that when discussing pupils with staff, we are not made aware of the names of specific individuals so that confidentiality is maintained. This is also why sometimes the school and Governors do not publish data regarding certain groups of children where small numbers of pupils might mean a child is easily identified.

Importantly, parents of any child falling within the remit of our INCo have access to her and will know how well their own child is progressing and achieving.

Now that we have an INCo, Governors have also worked to update our Equalities Policy and action plan. This is a natural fit with the inclusion work of Mrs Jones, and the new policy and plan are now on the school website for parents and carers to see. I've really enjoyed my increased involvement in this area and it is fantastic to see the additional support and resources that have been put in place over the past couple of years, particularly the appointment of Mrs Jones.





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## Autism Acceptance Week



Autism Awareness Week takes place from 28th March - 1st April and is promoted by the National Autistic Society. This year, they are celebrating their 60th anniversary. As a school, Autism Acceptance Week is all about celebrating our differences, to highlight what makes our school and world a wonderful place.

Over the course of the week the children spent time in their class groups discussing Autism Acceptance Week, and having the opportunity to take part in a tailored session around this creating their very own Superhero shield. I am absolutely delighted that the lesson the children took part in received direct input from some of our own families for whom Autism is close to their heart, to ensure that it was relevant for the age ranges and needs of pupils at F&B. Thank you!

Each class also took part in a class challenge....**Anything to the theme of 60!** Some classes learnt a song from the 60s, others how to count to 10 in 6 different languages. A celebration of these events can be seen on the following page.

If you would like to find out more about this global awareness week, or take part in one of their many fundraising events, please do visit: <https://www.autism.org.uk/>



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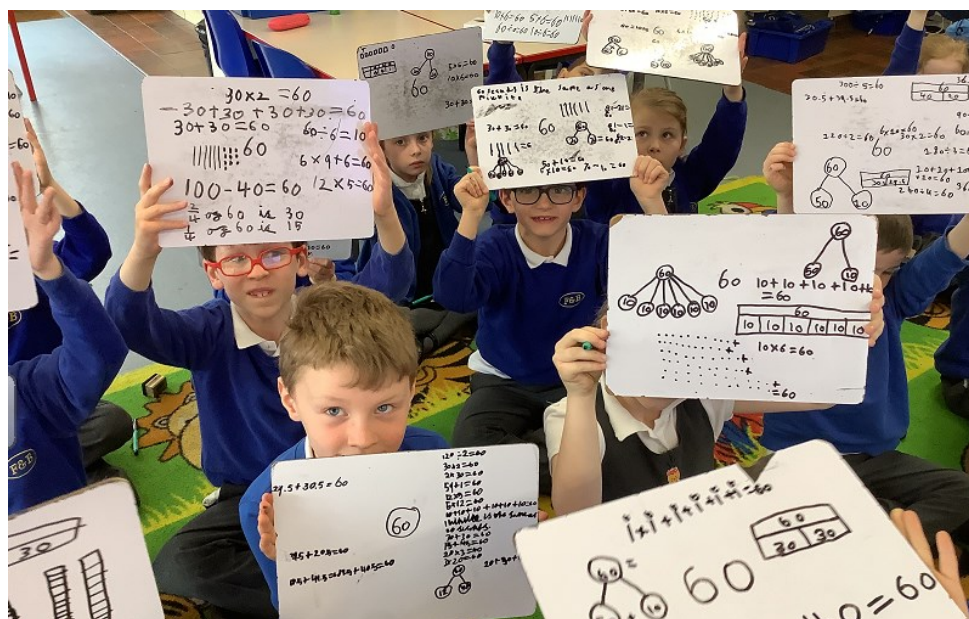


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## Autism Acceptance Week



Saturn Class learnt some songs from the 60s and performed them!



Venus Class looked at how many different ways they could make 60!



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## Autism Acceptance Week

Jupiter Class decorated 60 using different textured resources.  
During their wake and shake they did 10 jumps / marches / claps etc.  
over 6 days to make the total of 60!



Mercury Class were set the challenge of tidying up the classroom in 60 seconds! - It has not quite been achieved just yet but the children are still trying!

Sun and Mars Class had to complete 60 star jumps throughout the day.  
They also took part in some mindful colouring with a theme of 60.





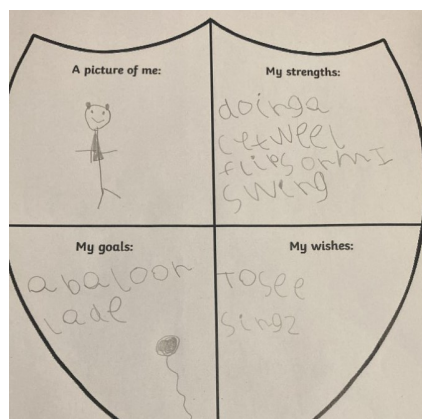
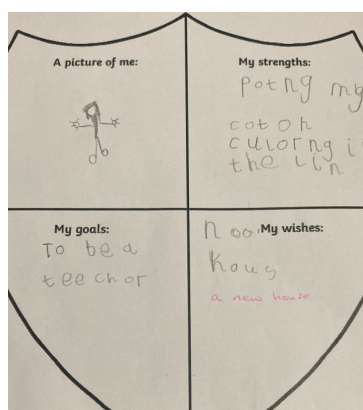
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Across the school all children had the opportunity to create their own 'celebrating me' shield—highlighting that differences are a positive thing and what make each of us special.

You can see some of Reception's Shields on the photos below.







# Understanding autism

Autism is a lifelong disability which affects how people communicate and interact with the world. There are approximately 700,000 autistic adults and children in the UK.



## Autistic people:

- need more time to process questions, requests and instructions
- may struggle meeting new people
- may struggle to pick up on unwritten rules
- may find office environments overwhelming
- may struggle with small talk and workplace relationships

**"With just a little more acceptance, understanding and a few simple adjustments, more autistic people would be able to enter the workforce and put their amazing talents to use."**

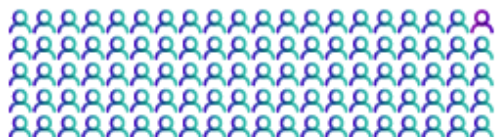
Chris Packham CBE, autistic man and National Autistic Society Ambassador

## Autistic strengths:

- intense focus
- attention to detail
- considered and reflective approach
- honesty and integrity
- creative thinking

## How to help autistic colleagues:

- give clear instructions and put important points in writing for clarification
- don't rely on body language or facial expressions to communicate
- give anxious or agitated colleagues space and time to recover
- offer to be a buddy for workplace social events



# 1 in 100 people are autistic

**Help create a  
society that works  
for autistic people**



**Just 22%  
of autistic  
people are in  
employment.**



National  
Autistic  
Society

World Autism  
Acceptance Week  
28 March – 3 April 2022

[www.autism.org.uk](http://www.autism.org.uk)



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## What we think!

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

My favourite place in school is the classroom because it is nice and quiet.

I love phonics—it's kind of easy and super fun!

In my classroom there are lots of things to help us with our feelings.

I love English because I always use the word of the week and interesting words in my writing.

Mrs Potma is in charge of Maths. I learn best in maths because I'm really good at it—I understand the meaning of numbers.

I love the library as there are so many books to read.



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## Mrs Berry's Mental Health Lead Update

Below are some family activities for the holidays centred around the 5 ways of Wellbeing. Each are quick and easy to slip into your daily routine.



We're encouraged to eat at least five fruit and vegetables a day to take care of our physical health, but what about our mental health?

Research carried out by the New Economics Foundation found that there are five ways to wellbeing

Connect	Be active	Take notice
Keep learning	Give	

### Connect

It is important for your child to connect with others. Make time in your day to connect with your children. Ask them about their day, their friends.

Weather words is a good way to have a quick check in with your children.

What was sunny about your day? (happy)

What was rainy about your day? (sad)

What was stormy about your day? (angry)

A good time to do this is after a story at bedtime or maybe around the dinner table.

### Be Active

We know that there is a link between staying active and positive mental health and wellbeing. By making sure we are regularly moving our bodies, we can look after our mental and physical health at the same time.

Here are some ways to be active:

- Going out for walks ( my children particularly love a twilight walk with torches)
- PE with Joe Wicks
- Cosmic Yoga Sessions ([33 Cosmic Kids Yoga - YouTube](#))





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## Mrs Berry's Mental Health Lead Update

### Take Notice

Taking notice of our thoughts, emotions and surroundings is a great way to stay present and pay attention to our needs. Taking notice of things we're grateful for, big or small, is a great way to boost our mood and appreciate our surroundings.

- Mindful walk—using our 5 senses to spot things on our walk steering our focus to the task at hand.
- Discussing daily things that we are grateful for even just the smallest of things—You could even make a family gratitude jar.
- The Mental Health Teacher does some excellent Mindful moments for children. [\(33\) The Mental Health Teacher - YouTube](#)

### Give

There are lots of little things you can do to make yourself and others feel good.

smile and say thank you                      make a homemade present or card for no reason  
send your old toys to a charity shop      help around the house - wash the dishes or do some dusting  
You could even paint a positive affirmations pebble and leave it for someone to find on a walk.

### Keep Learning

Learning new skills keeps your child's mind active, and can have a hugely positive impact on their confidence and self-esteem.

- learn a new word each day
- visit a museum or art gallery
- try a wordsearch or puzzle
- try a new food
- maybe try a new musical instrument—there are a number of body percussion videos online that are fun and develop concentration. [\(33\) We Don't Talk About Bruno - Body Percussion - YouTube](#)

### 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/>



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## Wellbeing Challenge

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

### Gratitude Journal

As parents we can help children notice and seek out the positive things that are happening around them, including expressing gratitude.

Studies show that practicing gratitude can improve your happiness.

Alongside making you happy, daily gratitude journaling can link with your child's English learning too (think of those opportunities to talk about sentence structure, handwriting and spelling!)

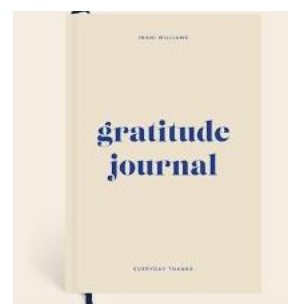
Work together to create a gratitude journal. You can design this however you would like to, just make sure it has lots of blank spaces that you and your child can fill up (writing or drawing) with positive experiences.

Here are some sentences to get you going...

***"I am grateful for..."***

***I was kind to...***

***This was the best part of my day...'***



Initially, it may feel a little strange saying these things out loud, but if you keep going this will soon become part of your daily routine and something the children look forward to sharing with you.



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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!)

### **ASPECTS**

Aspects is a family and pupil support service for children aged 5—19 years. They offer support across a wide range of areas including: positive attitudes to school learning, attendance, behaviour at home and school, family relationships, physical and mental health including emotional wellbeing, housing, bereavement and parent workshops.

As a school we are able to refer children and families to ASPECTS, however there is also the opportunity for you as parents to complete a self referral form, which can be found [here](#).

### **Handling Anger in Your Family**

An award winning anger management course that offers parents the opportunity to gain a greater understanding of anger dynamics within the family and discover new ways to communicate to calm and prevent anger before it happens.

An online course running on Monday mornings in June. Click [here](#) for more information.

### **Sleep Solutions**

An online course (6 two-hour sessions) being led by licensed sleep practitioners.

This aims to support parents with understanding and managing sleep problems including night terrors and night mares, and identifying the causes of sleep difficulties including a child's sensory sensitivities.

More information and booking can be found [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.

