



# F&B INCLUSION NEWSLETTER

Issue 4 March 2024

## Welcome

Dear Parents,

I am delighted to share with you that we now have a celebrity in school alongside us...Dexter is famous!

The IQM (Inclusion Quality Mark) loved how we have involved Dexter into school life and have featured him on their social media page—he now has a monthly spot!

Wishing you all a wonderful Easter break.

Mrs Jones

**Inclusion Lead.**



**IQM Award** is 🥰 feeling loved.  
2 h · 🌐

We're going to devote this week's [#DexterDay](#) to the awesome Fawbert and Barnard's School which has an entire page (yes an ENTIRE page) on their website dictated to Dexter.

This makes us so very happy 🥰

[#iqmFamily](#) ❤️ it's over to you... 🙏

[Friends of Fawbert and Barnard Infant's School, Sawbridgeworth](#)



[fandb.herts.sch.uk](#)  
Dexter the Inclusion Bear



Like



Comment



Send



Share

## 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.

## 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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**Staff Training and CPD this half term (*that's only 5 weeks!*)**

## **Executive Functioning**

A half day session focusing on 'Executive Functioning'.

See the next page for more information!

## **Asthma Friendly Schools**

A half day session on Asthma.

We are now working towards our 'Asthma Friendly Schools' accreditation!

## **Prevent Channel**

All of the school DSLs (designated safeguarding leads) attended additional training focusing on Prevent. The session covered how to assess an individual's vulnerability and the support options available, as well as how the overall process works.

## **EYFS Level of Need**

Miss King attended training on a Herts project that supports developing pathway transitions in Early Years

## **British Sign Language**

Mrs Jones has just completed her Level 1 in BSL course.

This now means that Mr Wells, Mrs Curtis & Mrs Jones are all trained in BSL!

## **Therapeutic Thinking**

After Easter, Mrs Jones will be attending a 3 day therapeutic thinking and trauma informed approach to behaviour course.

Miss King & Mrs Brennan are already trained in this approach & by updating our knowledge it will allow us to further train the whole school in understanding what causes positive and helpful as well as difficult or dangerous behaviour.



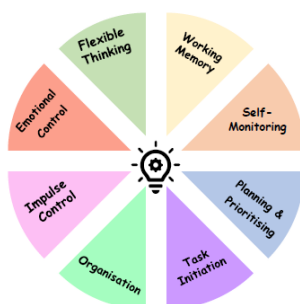
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## Executive Functioning

Executive Functioning is an umbrella term. Our executive functions are cognitive processes that help us organise and manage our ability to maintain focus on a task. These skills are activated when our instinct or intuition is not enough.

There are 8 areas within executive functioning:



**Flexible thinking:** the ability to shift from one task to another.

**Emotional control:** managing feelings by focusing on a goal.

**Impulse control:** stop & think before acting.

**Organisation:** keeping track of your things.

**Working Memory:** ability to hold and retain information.

**Self Monitoring:** assessing what you have completed and what is next to do.

**Planning & Prioritising:** identifying next steps & what has to happen next.

**Task Initiation:** starting work & avoiding distractions.

Before a child can start learning, they need to be ready for learning.

Before we can expect a child to complete any activities for us, we need to ask ourselves:

- Are they regulated?
- Do they have the necessary sensory input they need?
- Are their basic needs being met? (Food, hydration, water, rest, comfort, health)
- Is there anything we can do in the moment to adapt / adjust the environment to support the child?

This is why it is vital that you share with us anything that you believe is relevant to your child being 'ready to learn'. For example: limited sleep one night, illness that means they haven't eaten properly, staying with someone different while parents are away etc.—all of these can impact a child's readiness to learn.





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## How are you feeling today?

As part of our ongoing work around self regulation, this half term we have introduced the children to our 'how are you feeling today?' slides.

Before you can start learning you need to be ready for learning, and as you know here at F&B we greatly value the concept of 'check ins' (connected to our executive functioning skills—see previous page).

We use check ins in a variety of ways such as whole class 'how are you feeling today' activities. Children might answer these on a scale of 1–10, through using the colours linked to zones of regulation, or by saying what animal they feel like. To make this a little more interesting, we've introduced examples like the ones below.

The pictures are displayed on the board and children are presented with the question 'how are you feeling today?' This supports the children with talking about their feelings in a way that isn't just 'tell me how you feel', and allows the conversations to flow a little more.





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## Dexter the Inclusion Bear

In September we introduced the children to Dexter, the Inclusion Bear. Take a look at his special section of the school website [here](#) to see what he has been up to so far (including meeting some famous faces!)

Thank you so much to everyone who has hosted Dexter this half term.







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## Mental Health & Wellbeing Update

As it is now officially Spring, we thought it would be good to have a look at how we can use seasons to boost our mental health and well-being.

### How we can use spring to boost our mental health?

There are ways we can support our mental health all year round, but how can we use our current environment and the seasons to tailor how we look after our wellbeing? [Here](#) are some tips on how we can use the arrival of spring to boost our mood and connect with the outdoors and others.



#### How we can use spring to boost our mental health - Mental Health UK

There's ways we can support our mental health all year round, but how can we use our current environment and the seasons to tailor how we look after our wellbeing? We're exploring some tips on how we can use the arrival of spring to boost our mood and connect with the outdoors and others.

[mentalhealth-uk.org](https://mentalhealth-uk.org)

### Spring well-being calendar of activities.

This spring, we want to help you enjoy everything that gardening and nature offer for health and wellbeing. Join in with this four-week calendar of activities which can be found [here](#) as well as ideas for every week.

MON	TUE	WED	THU	FRI	SAT	SUN
1 Send a photo of a spring flower to a friend.	2 Choose a nature photo as your phone background.	3 Take a nature walk with a loved one.	4 Make a plan for your garden in spring.	5 Listen to bird song.	6 Sow some seeds.	7 Give a plant or seeds to a loved one.
8 Take a walk and admire people's front gardens.	9 Notice tree buds and blossom developing.	10 Deadhead your plants.	11 Read about the '5 Ways to Wellbeing'.	12 Take a walk somewhere with a nice view.	13 Make a bird feeder.	14 Grow sweet peas/broad beans.
15 Lie under a tree and look at leaf patterns.	16 Draw a plant. Share your drawing.	17 Try growing herbs.	18 Find 5 plants that feel nice to touch.	19 Make grass hand prints.	20 Pot up a plant.	21 Sow microgreens.
22 Go on a walk and observe wildlife.	23 Write ways you could connect more with nature.	24 On a local walk pick your favourite tree.	25 Smell 5 plants.	26 Make a nature collage.	27 Prick out or pot on seedlings.	28 Sow sunflower seeds.



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## Mental Health & Wellbeing Update

Spring is a season of changes and we are aware that we soon start our last term of the academic year. This period will also bring change, for example the change of year group, classroom, teaching staff. For our Year 2 children it even brings a change of schools!

### **Preparing for the transition from Year 2 to Year 3.**

The transition from Year 2 to Year 3 in the UK is a significant new school year milestone. From curriculum changes to the learning environment, expectations start to change for children as they move from Key Stage 1 (KS1) to Key Stage 2 (KS2) education.

You can learn more about some of the changes that will happen in the transition from Year 2 to Year 3 and how you can help your child prepare for them [here](#).



At F&B, we are very proud of our transition arrangements which includes the children's new teacher visiting them at F&B, a short visit to Reedings Junior School, a longer visit, a transition newsletter, a lunchtime club called 'Happy Hearts' and more. In addition to this, Mrs Jones also runs additional transition sessions for identified children and their parents.

We are very lucky to have books in our F&B well-being library that teaching staff can use throughout the summer term to encourage conversations about transition in class. [Here](#) are some suggestions of books you might want to share with your child to prepare them and help them cope with changes.

