

# Loose Primary Inclusion Newsletter Term 3

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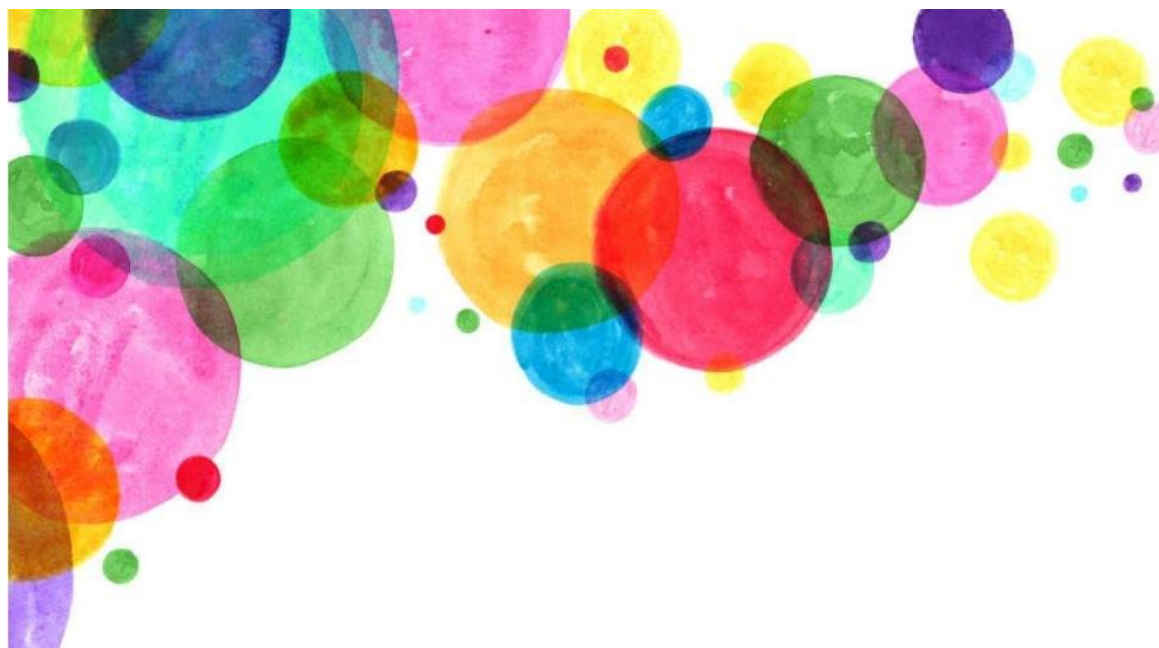
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## Hello from the Inclusion Team



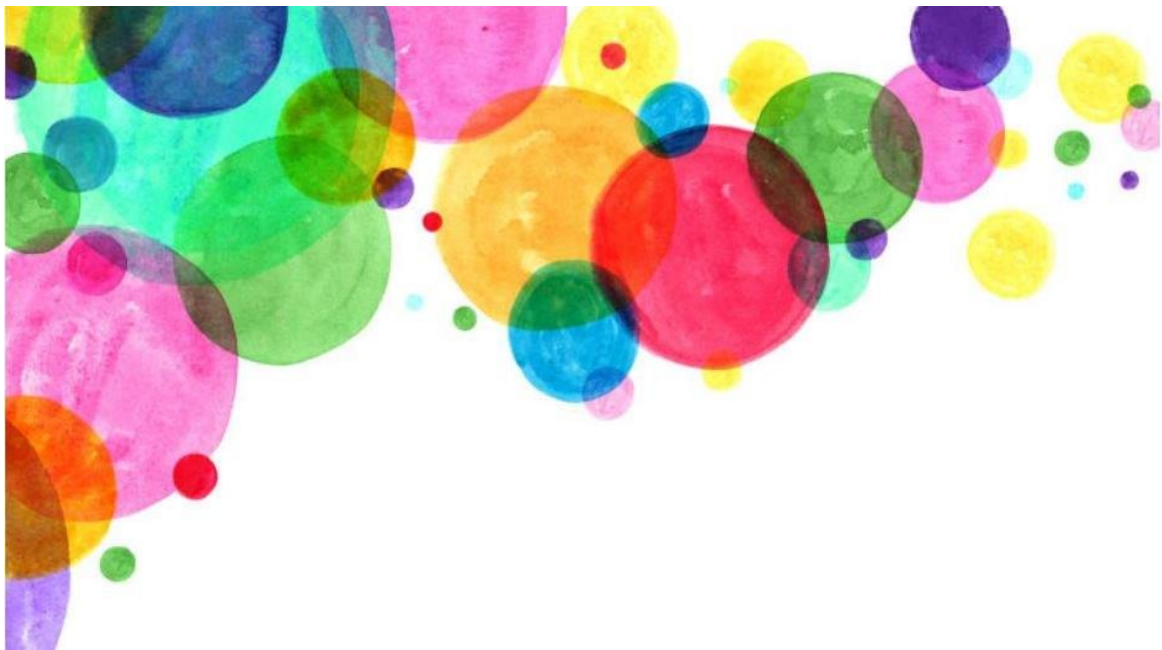
Our Inclusion Team consists of lots of different people. All staff, including teachers, TAs and senior leaders are part of this team because we all want children to be successful at Loose. There are particular people who have special roles across our school:

- Mrs Burman - Assistant Headteacher, responsible for Inclusion (Monday, Tuesday, Wednesday)
- Mr Hogwood - Assistant Headteacher, responsible for behaviour and welfare
- Mrs James - Special Educational Needs Coordinator (SENCO) (Tuesday, Wednesday)
- Mrs Black - Class Teacher and SENCO (Wednesday)
- Mrs Stanley - Inclusion Assistant
- Mrs Dutch - Families and Community Manager (not Thursday)
- Mrs Bremerkamp - Nurture Lead Teaching Assistant

Whilst we encourage parents to contact the class teacher, the staff above are always happy to support if you have a query, concern or information about your child to share.



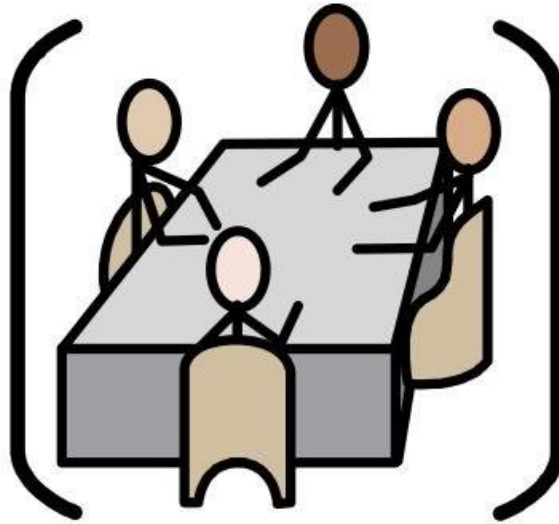
## Inclusion Council Notice



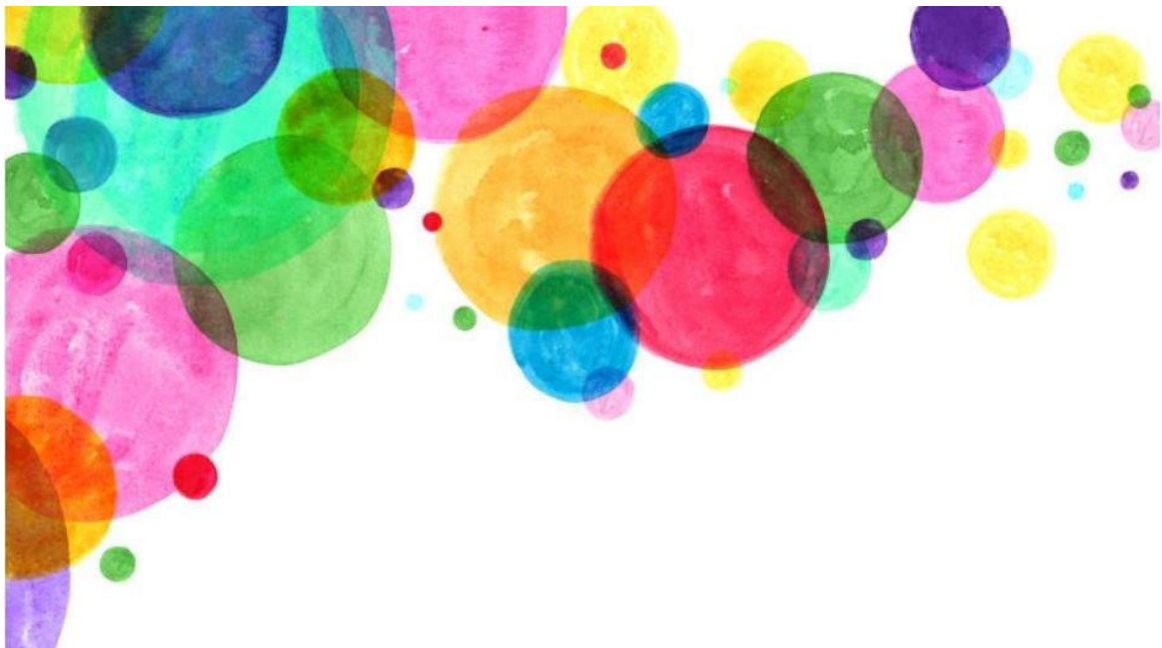
" Hello! We are the **Inclusion Council**. There are quite a lot of us! A bit like the Eco Council and School Council, we are working with Mrs Burman and Mrs James to help make our school 'just right' for everyone. We are busy working in smaller groups on different projects. For example, some of us will be working with Mrs Planck to make an **inclusion display**. Some of us will be doing **learning walks** around the school to see what is helping children. Some of us will be writing an **Inclusion Charter** for every teacher and class to follow. We are really excited about planning '**Neurodiversity week**' which is **13th-17th March**. This is our first important job. We will send more information in the next few weeks! "

From,

Scott, Mia, Caius, Millicent, Phora, Lola, Lennon, Sofia, Rhymer, Evie, Charlotte, Maryam, Arabella, Ted, Sophia, Isabel, Tommy, Florence, Lucy, Florence, Bea, Millie-Anne, Maryam, Freya (Inclusion Councillors)



## School Information



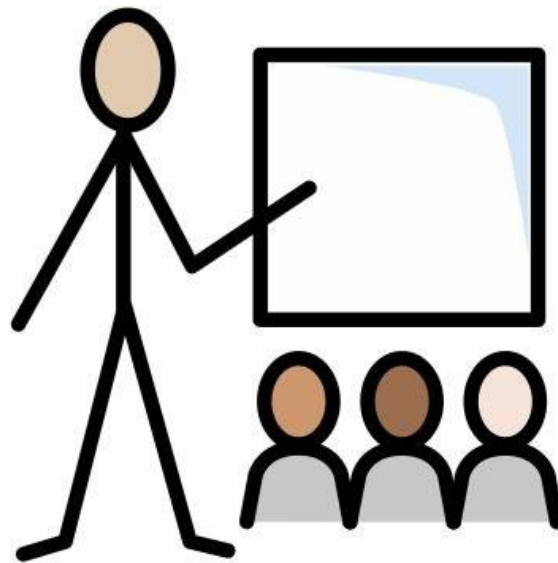
We are so grateful to the 21 parents that have participated in recent informal interviews with leaders in our school. The focus of these discussions has been to gain insight into the 'parental experience' of how we, as a school, communicate with you, especially if you have a child with additional needs.

We found out that:

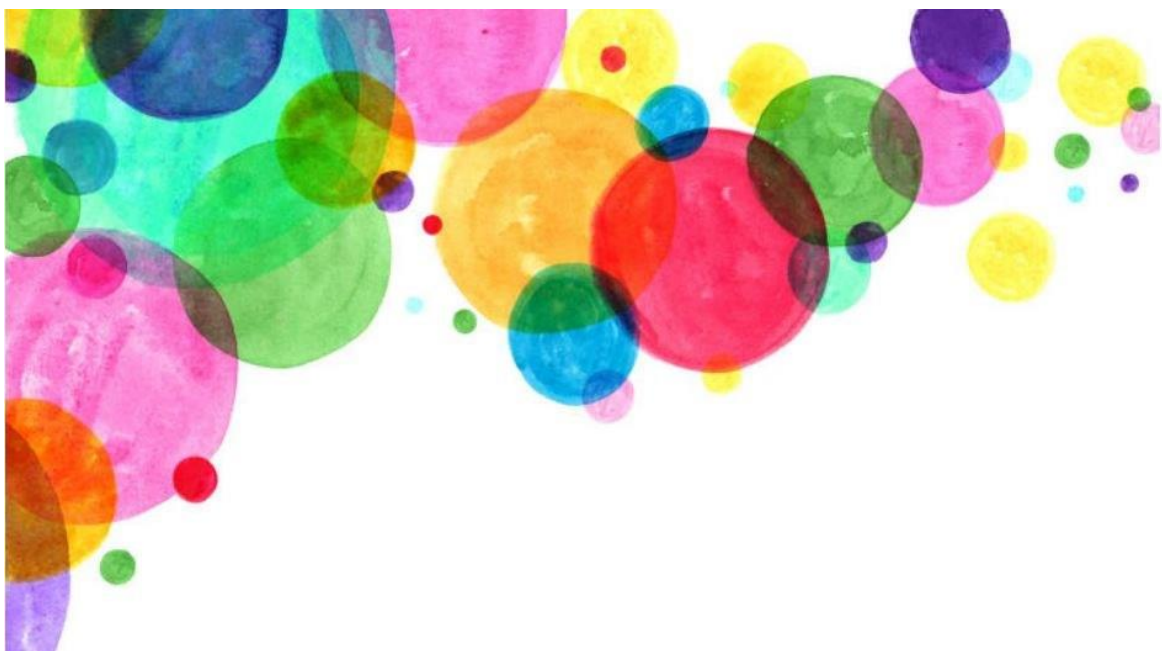
- Experiences are variable. Some parents feel informed about support in school and who to contact, whereas others do not feel they have enough information.

- Parents like to know about the particular support their child is receiving, but sometimes do not know.
- Parents would like more contact from teachers and relevant staff - e.g. SENCO, about what is in place for their child and would like to know more about how effective this has been.

We will think carefully about how we can ensure that appropriate, helpful communication happens at every level, whilst ensuring that teachers are able to focus on teaching. In Term 4, we will be exploring new 'provision map' systems and how these might provide better information for parents. We will provide you with feedback about changes going forward. We also hope that by giving 'Inclusion' its own newsletter, you feel better informed about what is happening in school and who you can contact.



What does it all mean?





Each time you read our newsletter, we will try and 'de-mystify' certain words and terms that can seem like a foreign language to parents who do not work in schools. We will try and unpick 5-6 terms each time!

### **Special Educational Need (SEN)**

A child has SEN if they have a **learning difficulty or disability** which calls for special educational provision to be made for him or her (SEN Code of Practice, 2014).

### **Disability**

A physical or mental impairment which has a **long-term and substantial adverse effect** on their ability to carry out normal day-to-day activities' (Equality Act, 2010).

*This includes more children than many realise and can include sensory impairments such as those affecting sight or hearing, neurodevelopmental conditions such as ADHD and Autism, specific learning difficulties such as dyslexia, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a big overlap, depending on the extent to which SEN support is needed.*

### **Special Educational Provision (SEN Support)**

Special Educational Provision is provision that is **different from or additional to that normally available** to children of the same age, which is designed to help those with SEN or disabilities access the National Curriculum.

*Parents must be notified if their child is receiving SEN Support, or is placed on the school 'SEN Register'. Parents are also informed if their child is no longer in need of SEN Support.*

### **Educational Healthcare Plan (EHCP)**

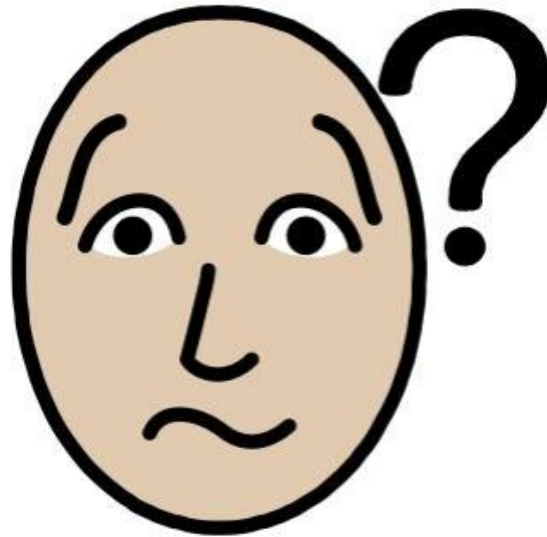
An EHCP, drawn up by the local authority through a statutory 'needs assessment', sets out the education, health and social care support that must be provided to a young person who has SEN or a disability. It is a legally binding document. An EHCP is needed because a young person requires **more support than that available via SEN provision**. Young people can attend a specialist or mainstream education setting, depending on which setting can best meet the young person's needs – this will be named on the child's EHCP.

### **Provision Map**

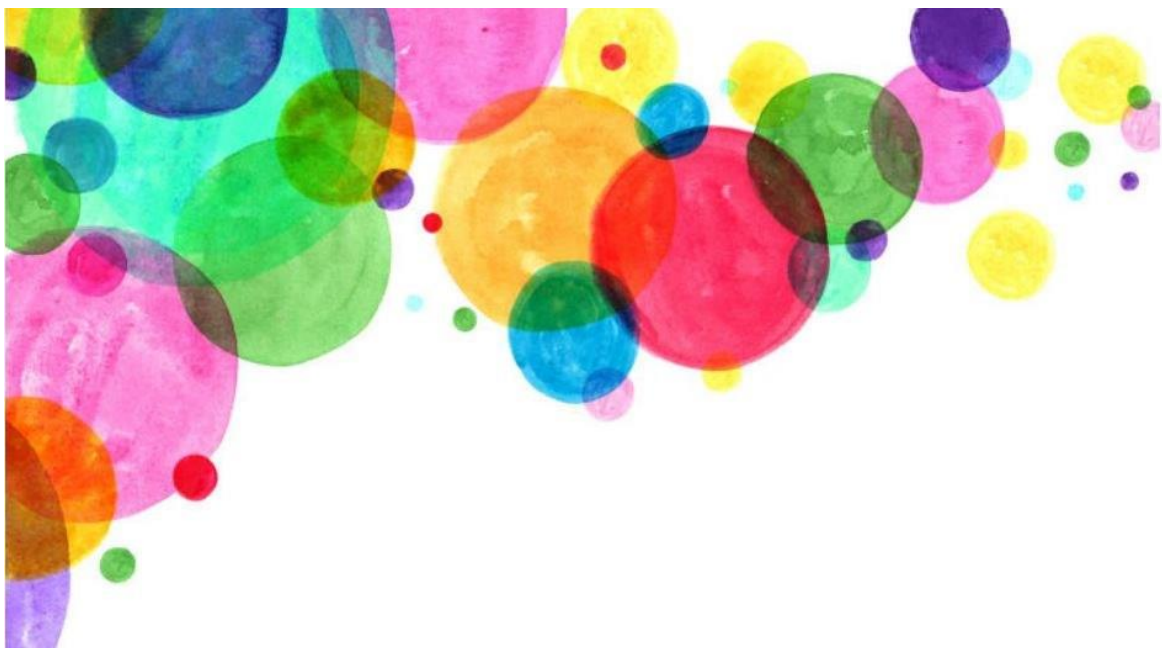
A provision map is a **management tool** that helps teachers record the additional support children receive in their class. This shows which **interventions** are happening in addition to classroom teaching. A provision map also lists the **strategies, approaches and resources** that support a wider group of children. Sometimes, this is called 'universal' support.

*We agree with the (2014) SEN Code of Practice, stating that, 'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching'.*

*At Loose, all parents of children in receipt of additional intervention receive a personalised copy of the class provision map. Teachers write and review their class provision maps 3x per year. As mentioned earlier in the newsletter, we are exploring ways of making the class provision map more transparent and accessible and so that parents know the impact of additional support.*



## Signposts



The Local Authority publishes a 'Local Offer' which signposts parents of children with special educational needs and disabilities to services and agencies in the area. You can find more information on what is available via this link: [Local offer - KELSI<sup>1</sup>](#)

We also want to share some 'highlights' in relation to opportunities locally for parents seeking more support and information.

- Parent Reflection Teams - a positive, collaborative opportunity to discuss challenges at home such as a child's behaviour, anxiety, school avoidance, sleep, self-esteem, home learning among others.
- Parent training event - the SCERTS model for children with Autism Spectrum Disorder.

## Parent Reflection teams

**A new peer-support group for Parents in West Kent**

**Kent Educational and Community child psychology service and Specialist Teaching and Learning service would like to invite you to take part in a positive and sociable approach to problem-solving.**

**"Reflecting teams"** also known as "solution circles" is a widely used family therapy technique that has been adapted to many different contexts and environments. Through the use of positive feedback, thoughtful reflection and group thinking, Reflecting teams offers an accessible method of problem-solving without the need for "professional" involvement.

**How does it work?**

A session will consist of **minimum 3** maximum **8** other parents known as a **team**. Issues can be presented for the team to reflect on and each reflecting conversation will last between **10-20 minutes**. The process of the reflecting conversation is presented below:-

**What are the benefits of using reflecting teams?**

- ⇒ Creation of a safe space to problem-solve worries and issues.
- ⇒ Opportunity for guided reflection and constructive thinking
- ⇒ A chance to receive advice and encouragement from peers experiencing similar problems as you instead of including yet another outside agency.
- ⇒ Chance to hear multiple perspectives on a persistent problem

**What kinds of issues can I bring to the reflecting teams**

While reflecting teams can not be used as a substitute for therapeutic and clinical interventions, it is more than appropriate for confidence building through group discussion based problem-solving. Below is just a sample of some issues that could be discussed:

- Difficulties in dealing with oppositional behaviour and anxiety in children
- Dealing with sensitive topics such as school avoidance, puberty, Covid-19 etc.
- Sleep /wearing/ independence / potty training
- Building self-esteem of both child and parent.
- Supporting home learning

**Arrangement details**

**Where?**  
Sessions are planned to take place for parents living in **Maldstone and Tunbridge Wells** areas. Sessions will be held online via Microsoft Teams initially with a view to establish in-person groups in the future.

**When?**  
Sessions to run frequently between March and July 2023. Dates and times will be made available upon enquiry.

**How to sign up**  
If you'd like to join please send an email to [educationalpsychologysupport@kent.gov.uk](mailto:educationalpsychologysupport@kent.gov.uk) with "Parent Reflection Teams" in the subject. Include your area of residence in the message and a brief overview (Max 100 words) of the issue you'd like to discuss.

We look forward to having you join us!



## Parent/Carer training session—The SCERTS Model

**Tuesday 14th March 2023—6pm –8pm**

**with international expert Emily Rubin**

*Emily specialises in Autism, Asperger's Syndrome and related social learning disabilities and she lectures internationally.*

### What is the SCERTS model?

SCERTS is an educational model for children and older individuals with autism spectrum disorder (ASD) and their families. The model can also be used with individuals not on the autism spectrum

<sup>1</sup><https://www.kent.gov.uk/education-and-children/special-educational-needs>



who are developing social communication and emotional regulation skills. SCERTS provides specific guidelines for helping an individual become a competent and confident social communicator and an active learner.

Join us and learn more about:

- How current neuroscience helps us understand social and emotional development in our children.
- How embedding supports for social and emotional engagement in the classroom and at home supports language, literacy, and academic growth.

There will be an opportunity for you to ask questions.

**Book a place on this event:**

The cost of this event is £20 per person. If you would like to attend, please confirm your attendance by emailing [hstewart@five-acre.kent.sch.uk](mailto:hstewart@five-acre.kent.sch.uk) or by calling the school office on 01622 743925. Payment must be received before the event date.

Please send BACS payment to bank details below, quoting your surname and SCERTS as the payment reference:

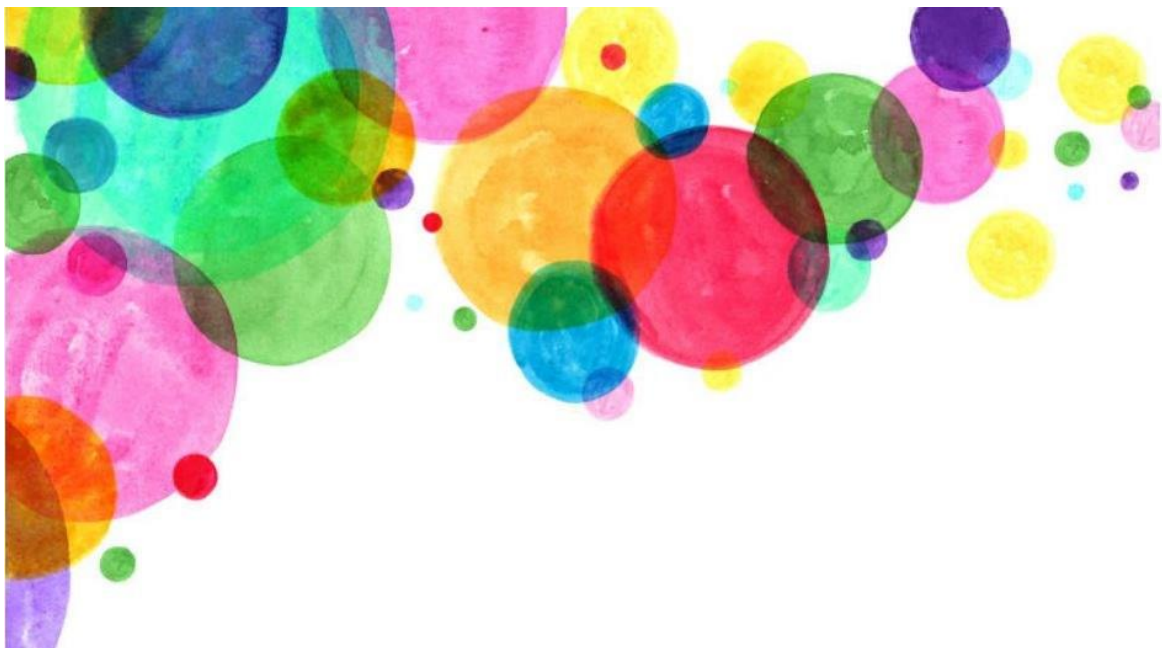
Account Name: Five Acre Wood School

Account No: 83298320

Sort Code: 60-60-08

Alternatively, cheques can be made payable to KCC Five Acre Wood School and returned to the school address above.

## A Poem - Welcome to Holland



This poem has a special place in our hearts. Mrs Dutch is Dutch (yes - the irony) and this is about a much loved homeland for her. This struck a chord with me when my daughter was very young and I was adjusting to looking after a child with special needs that I could not have conceived of. I hope you like it too. I think it can be applied to so many things when bringing up children. Nobody can prepare you.

Mrs James, SENCO



## **WELCOME TO HOLLAND**

by Emily Perl Kingsley.

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I am often asked to describe the experience of raising a child with a disability – to try to help people who have not shared that unique experience to understand it, to imagine how it would feel. It’s like this.....

When you’re going to have a baby, it’s like planning a fabulous vacation trip – to Italy. You buy a bunch of guide books and make your wonderful plans. The Coliseum. The Michelangelo David. The gondolas in Venice. You may learn some handy phrases in Italian. It’s all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later, the plane lands. The stewardess comes in and says, “Welcome to Holland.”

“Holland?!?” you say. “What do you mean Holland?? I signed up for Italy! I’m supposed to be in Italy. All my life I’ve dreamed of going to Italy.”

But there’s been a change in the flight plan. They’ve landed in Holland and there you must stay.

The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place.

So you must go out and buy new guide books. And you must learn a whole new language. And you will meet a whole new group of people you would never have met.

It's just a different place. It's slower-paced than Italy, less flashy than Italy. But after you've been there for a while and you catch your breath, you look around.... and you begin to notice that Holland has windmills....and Holland has tulips. Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy... and they're all bragging about what a wonderful time they had there. And for the rest of your life, you will say "Yes, that's where I was supposed to go. That's what I had planned."

And the pain of that will never, ever, ever, ever go away... because the loss of that dream is a very very significant loss.

But... if you spend your life mourning the fact that you didn't get to Italy, you may never be free to enjoy the very special, the very lovely things ... about Holland.