

Inclusion Update

Our final *Inclusion Update* of the year; where has that year gone? As the summer holidays approach some may feel relief while others may fear the lack of routine and change in expectations coming (both adults and children alike!) Remember to check and talk about how you are feeling.



Looking Ahead

As we move towards the end of the academic year, a common question we are asked by parents is what support can be put in place at home to get children ready to return to school in September. Here are our top tips to get children ready for the new academic year:

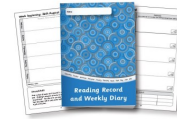
- ◆ Routine: Get children back into the routine of going to bed at a 'term time' hour and getting up at school time. This helps the children's body clock adjust to the new timetable before the new term.
- ◆ Encourage children to pack their school bag the night before – A visual checklist might be helpful. (Water bottle, reading record, school book, A copy of this is on the school website under *Inclusion*.)
- ◆ Try on school uniform and shoes to make sure they fit prior to the first day back at school.
- ◆ Label all belongings! The lost property pile is always expanding!!
- ◆ Use a visual morning timetable to encourage children to become independent with their morning routine. If you need support with this, please ask.
- ◆ Validate worries or concerns – When children are validated, they experience a reduction in the intensity of their own emotions.



Water Bottle



Reading Book



Reading Record



Lunch Box?

Is your bag packed for school?

You can do this by:

1. Really listening. Focus all of your attention on the child, using open body language.
2. Restate what your child is saying. "I think what you are saying is that you are worried about saying your teachers name incorrectly when you answer the register". If you get it right, they will nod their head, calm down or elaborate further, feeling safer to share their experience. If you get it wrong, you will get more information in their effort to help you understand.
3. Be curious about all the factors that contribute to the experience.
4. Try to reinforce the positive– lots of new things to learn, new teacher to get to know, older– more responsibility, new classroom, friends stay the same, still the same adults around.



Attendance

Thank you to all our families who are arriving at school on time, this provides children with a smooth start to the day and allows children to complete useful early morning learning tasks.

The summer term is always busy in school with lots of opportunities for enrichment. Please ensure your child's attendance is maintained right until the very last day.

The schools current overall attendance is at **94.4%**, which is below our target of **96%**. This target is in line with government and Oxfordshire County Council expectations. If you need any support or advice regarding attendance, please contact the school office or email office@tep.faringdonlearningtrust.org. Thank you for your support on this matter.

Reporting Absences: If your child is unable to attend school due to sickness, please contact the school office on 01367 240232 by 9am. You must call the school **every day** that your child is absent. Parents are reminded that if your child has vomiting or diarrhoea, they must stay off school for 48 hours.

Attendance Matters



PSHE Update

In term 6, the children are learning about how and why their body and lives change. This involves the **Changing Me** jigsaw piece of PSHE. Children explore what it means to grow up and how humans and animals bodies change. This aspect of the curriculum also covers SRE (Sex and Relationships Education.)

Part of these lessons we look ahead to changes as children move through the school and to secondary school.



Ask them about their hopes and worries for next year? Remember the full PSHE curriculum is shared on our school website.

Safeguarding

In school one of our most significant responsibilities is to safeguard the children in our care.

Keeping children safe is everyone's responsibility



If you have concerns about a child please contact the Mr Jacques or Mrs McIntosh or contact MASH- **0345 050 7666**.

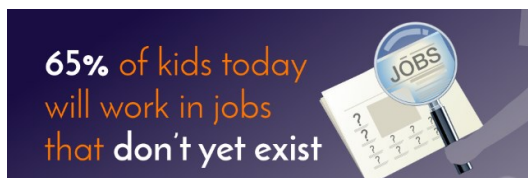
Our children are all encouraged to have 5 trusted adults in school- ask your child who their trusted adults are?

Book Recommendation

Our value this term in school is **aspiration**.

Often if you ask children what they want to be when they grow up it can range from fairy to fireman or you tuber or influencer but without sharing possible careers with our children they may never know what is out there.

These fantastic books, **Little People, Big Dreams** are biographies of famous people from all walks of life. They include inspirational activities, brilliant scientists and world leaders.



Signposting

Keep your eyes peeled!

The Holiday Activities and Food programme (HAF) is a Department for Education funded programme that provides free holiday clubs for Reception to year 11 pupils in receipt of benefits-related free school meals.

The camps will take place across Oxfordshire over the long Summer holidays.

The Holiday Activities and Food programme is designed to ensure children reach physical activity guidelines and develop their skills and knowledge.

It also provides access to nutritious food and focuses on healthy eating, healthy lifestyles and positive behaviours.



Once the school has further details- we will contact all eligible families.

Self Regulation

Self-regulation is managing thoughts, emotions, and behaviours in various situations. It involves staying calm under pressure, resisting impulses, and making thoughtful decisions. Children are not born with self-regulation skills; they develop them over time through interactions with caregivers and exposure to different experiences.

Across the school we are embedding the '**Zones of Regulation,**' To help the children identify their feelings and what activity may help to regulate. It is important to explain that no zone is 'bad' and that all feelings are ok, but we need to manage them.

The Importance of Self-Regulation Emotional Well-being: Children who learn to self-regulate are better equipped to navigate the ups and downs of life. They are more likely to develop positive mental health and resilience in facing challenges.

Social Skills: Children who regulate their emotions and behaviours are more likely to build healthy relationships, communicate effectively, and resolve conflicts peacefully.

Academic Success: The ability to focus, resist distractions, and persist in tasks is essential for academic success. Self-regulated children tend to perform better in school.

Long-Term Success: Self-regulation is a lifelong skill that contributes to success in various areas of life. Adults with strong self-regulation skills are more likely to achieve their goals, maintain healthy relationships, and navigate the complexities of the modern world.

Practical Tips for Fostering Self-Regulation

Lead by Example: Children learn by observing their parents. Modelling self-regulation involves demonstrating how to handle stress, frustration, and disappointment calmly and constructively, sharing these feelings are ok and temporary is important.

Create a Calm Environment: A peaceful and structured environment can contribute to a child's self-regulating ability.

Encourage Problem-Solving: Teach children problem-solving skills to help them navigate challenges. Foster a growth mindset by emphasising the importance of effort, perseverance, resilience and learning from mistakes.

Encourage Reflection: Encourage your child to reflect on their actions and emotions after challenging situations. Discuss what went well and what could be improved.

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help