

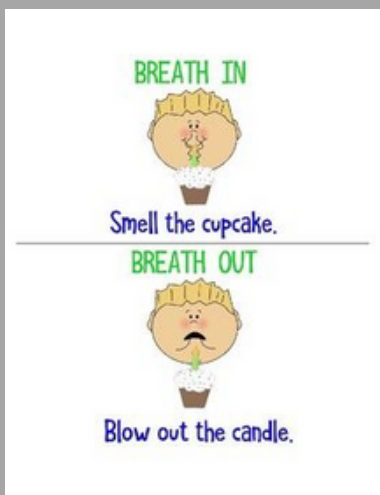
INCLUSION UPDATE

SEND, WELLBEING and BEHAVIOUR

Keeping you in the loop with our current school priorities

MENTAL WELLBEING TIP

All children - from Tiny Steps to Year 6 feel overwhelmed or anxious, angry or sad. A great technique to aid regulation and calming is to breathe. Breathing in and breathing out is a powerful tool to support our mental wellbeing. Try this breathing tip at home:



PSHE and RSE Curriculum

After the successful implementation of our new PSHE and RSE curriculum within school we are now focusing on the development of a new teaching model. This model will focus on the three steps of implementing our new learning in PSHE:

- Discussion - Discussing what the children know already about their current topic
- Relation - Relating it to their lives both in and out of school and understanding how it impacts them
- Application - Applying their understanding to a wider world issue, event or scenario

Through this model, we aim to gain a deeper understanding of the concepts the children are learning and truly make an impact on their personal development.

In addition to this, as a school we are developing a more reactive approach to the teaching of PSHE. This comes from each classes weekly HUB sessions where children express worries, concerns or incidents within school which are then incorporated into each year groups teaching to educated children on everyday life and the applications of the skills they have learnt.

SHORT BREAKS - WHAT IS IT?

Short Breaks are designed for children with a permanent and substantial impairment or illness, which has a profound effect on their health, development and social functioning.

Short Breaks can be for a few hours or longer, and can sometimes be overnight. There are different ways that Short Breaks are provided in York. For example, there are specialist schemes offered by the Local Authority and Voluntary Sector agencies offering group activities and individual support. Some families may prefer Direct Payments, monies paid by the Local Authority directly to families so that they can organise and pay for support themselves. A Short Break could include having additional support so that a child or young person can join a club or recreational activity in their community. It could involve someone caring for a child in their own home or within the child's home. It could be extra support for the disabled child to join in family leisure and social activities.

Families can apply online at: <https://www.york.gov.uk/ShortBreaks>

If you have any questions contact: Telephone: 01904 552420 Email: lat@york.gov.uk



ZONES OF REGULATION

The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation.' In school we have little displays for children to indicate their emotions.

Why not put a red, yellow, green and blue piece of paper up at home? Try mini check ins with your children and discuss ways to get back to green. We all feel a range of emotions and the more we model this to our children the more they are able to cope, problem solve and develop strategies to feel calm.



MEET A MEMBER OF THE HUB TEAM

NAME: MR HIND

MY ROLE WITHIN THE HUB TEAM IS BEHAVIOUR AND PERSONAL DEVELOPMENT LEAD. THIS MEANS THAT ON A DAY BY DAY BASIS I MANAGE BEHAVIOURS ACROSS THE SCHOOL. THIS CAN RANGE FROM WOW BEHAVIOUR ALL THE WAY TO UNACCEPTABLE BEHAVIOUR BUT IT IS MY JOB ALONG WITH THE OTHER MEMBERS OF THE TEAM TO ENSURE THAT WE MONITOR THE BEHAVIOUR AND COLLECTIVELY UNDERSTAND WHAT WOULD HELP ALL CHILDREN BE SUCCESSFUL IN HAXBY ROAD AND GIVE THEM THE CORRECT TOOLS TO DO SO.

IN MY SPARE TIME, I AM A HUGE FOOTBALL FAN AND I STILL LIKE TO PLAY AS MUCH AS I CAN. IN ADDITION TO THAT I HAVE A LITTLE GIRL WHO HAS JUST TURNED TWO SO AS YOU CAN IMAGINE SHE KEEPS ME EXTREMELY BUSY!

