



Edison Primary School

Inclusion and Safeguarding Bulletin

Issue May 2023-2024



Welcome and what we do

Welcome to our termly SEND newsletter! A newsletter addressing all things related to SEND (Special Educational Needs and Disabilities). In this issue find out about our IQM award. You will also read information on getting ready for secondary school and what you can do to help. Transitions for all children can be difficult and sometimes more so for children with SEND find out how to help get it right.

At Edison Primary School, our children are at the centre of everything we do. We aim to identify the needs of all pupils as early as possible. This is part of our graduated approach, in which we **Assess, Plan, Do, Review**. This ongoing cycle ensures that effective provision is put in place and also removes barriers to learning. We have a range of interventions taking place daily in our school to meet the needs of all of our children. We believe in inclusivity for all and strive to make this a reality for all our pupils.

"My advice to other disabled people would be, concentrate on things your disability doesn't prevent you from doing well and don't regret the things it interferes with. Don't be disabled in spirit as well as physically."

*Steven Hawking, Lou Gehrig's disease
Theoretical physicist, cosmologist, and author*



Edison is awarded the IQM's Inclusive School Award

We're thrilled to announce that Edison Primary School has received the prestigious Inclusive School Award from the Inclusion Quality Mark (IQM) following a comprehensive assessment. This nationally recognised framework celebrates the school's dedication to inclusivity and its ongoing commitment to providing top-notch education for all students. In an inclusive school, every child, regardless of age, gender, ethnicity, achievements, or background, is given equal opportunities to thrive.

The IQM Award not only validates our current practices but also provides a detailed report

summarising the assessment findings. During a 1-day visit, the assessor engaged with students, parents, trustees, teaching and non-teaching staff, and observed various school activities and lessons.

The report highlights numerous instances of inclusivity at Edison, such as the support provided by the staff members for special educational needs and English as an additional language, the high-quality teaching, the strong student voice, and the genuine enthusiasm for learning among our students. It's heartening to learn of the high regard students and parents hold for our dedicated teachers, who tirelessly deliver engaging lessons and serve as exemplary role models for our youth.

Videos and Posters to Explain Transition

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[Finding your Feet:](#) A video for Y6 children to help reassure them about transition to secondary.

[Parent Webinar:](#) A parent webinar to support with helping your child make a smooth transition to secondary school.

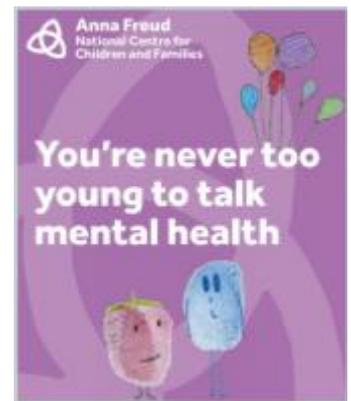
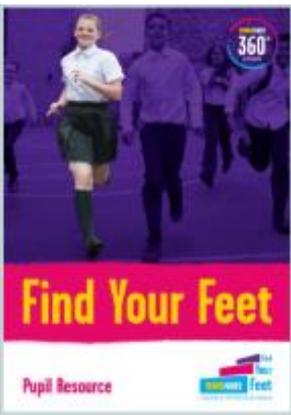
[Top ten tips for parents:](#) This is a link to a poster full of helpful hints and tips to assist with transition.

Transitions: how I can help my child

Transitions whether they are between Year Groups, Key Stages or Schools can be a stressful time for children as they get use to new routines, new adults, new friends and new surroundings. This is the case for all children and for children with special educational needs the changes can be even more unsettling.

As a parent or carer you can help! Starting conversations with your child and finding out how they feel about the transition is a great start. Asking them what they are looking forward to, what they will miss about their old school and class. Thinking about what they enjoy doing and what they find difficult. These are all ways of helping your child get ready and make the best possible transition.

Below are some different resources that you might like to use if you want further guidance on supporting your child. If you have concerns about the changes coming please don't hesitate to get in touch with the school. Click on the image below to open a resource pack to help manage transitions



Zones of Regulation: What Zone are you in?

At Edison, we proudly use Zones of Regulation: A Social Emotional Learning Curriculum and Regulation Program.

Self-regulation is the ability recognise how you feel in your brain and body and therefore you are able to do something about it to feel better.

It includes the following:

- Self-control
- Resiliency
- Self-management
- Anger management
- Impulse control
- Sensory regulation

Often our students are unable to recognise or articulate their needs. This impacts on their ability to learn and manage everyday challenges. If our students are unable to regulate themselves, they cannot utilise their other skills and strengths.

To teach our children how to do this we use a programme called the Zones of Regulation. The Zones of Regulation is full of a range of activities to help your child develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management

and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when your child plays in a basketball game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.

There is progression across the curriculum with children in Early Years learning to identify different emotions to children in Upper Key Stage 2 discussing how our behaviour can impact upon the feelings of those around us.

ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

How can I use Zones at home to support my child?

- Identify your own feelings using Zones language in front of your child (e.g. "I'm feeling frustrated because..... , I am in the Yellow Zone.")
- Talk about which tool you will use to be in the appropriate Zone (e.g. "I'm going to go for a walk as I need to get to the Green Zone.")
- Provide positive reinforcement when your child is in the Green Zone and if they make efforts to stay in the Green Zone. Eg. "I can see you are working really hard to stay in the Green Zone by..."
- Label which Zones your child is in throughout the day (e.g. "You look sleepy, I wonder if you are in the Blue Zone?")
- Teach your child which Zone tools they can use (e.g. "It's time for bed, let's read a book together in the rocking chair to get to the Blue Zone.")
- Post and reference the Zones visuals and tools in your home (Zone check in stations and toolboxes for the family!) Make portable Zones cards (see editable document on website).
- Play "Feelings Charades"
- Take turns choosing emotions from a stack of cards or papers and act it out using only face and body clues. Guess each other's emotion, discuss which Zone it's in and why. (Added challenge: Name a tool you could use when feeling that emotion).
- Play "Name that feeling"
- People watch and guess the feelings/zones of others.
- Name the feelings of characters while watching a movie (and point out any strategies they use)
- Read 'The Way I Feel' by Janan Cain.

What do I do if I have a question or a concern?

As a school, we highly value and encourage feedback from parents. We urge parents to promptly raise any questions or concerns they may have so that they can be addressed quickly. We recommend parents to first discuss their feedback with the class teacher, followed by the phase leader. If there are any additional questions or concerns remaining, we advise parents to speak with the headteacher or deputy headteacher.

What do I do if I have a question or a concern about SEND?

For any queries or concerns regarding Special Educational Needs and Disabilities (SEND), please reach out to the class teacher, followed by our SENCO, Ms Francis or Mrs Dev, the inclusion lead if necessary. Your feedback is essential in ensuring the best possible education and support for all our pupils.

What should I do if I think my child has a special educational need?

The first point of contact should always be your child's class teacher, please always discuss your concerns with them before contacting a member of the inclusion team. The teachers and support staff who work with your children really value the relationships they have with their classes and are in the strongest position to speak to you about how your child is getting on at school.

What should I do if I have a concern about a child's safety or welfare?

If you are concerned about your own child or another child's safety or well-being you can speak to the school's Designated Safeguarding Lead. Alternatively, you can seek confidential advice from NSPCC or speak directly to Hounslow Social Care. If you feel a child is in immediate risk of harm then dial 999. Mrs Dokal, Mrs Rupra and Mrs Dev are the school's Designated Safeguarding Lead.

Communication at Edison

Please consider our communications flowchart when you have queries or concerns.



Further resources & support

Remember to check our the Hounslow Local Offer information for general support for SEND and information on what the local authority can provide:

https://fsd.hounslow.gov.uk/synergyweb/local_offer/

Also, the SEN Policy and Information Report is on our website.

Celebrities with additional needs

Billie Eilish, Tourette syndrome

The 20-year-old Grammy winner explained that she was diagnosed at the age of 11, when she had multiple small physical tics. The frequency of the tics varies but they are never completely gone. "... the main tics that I do constantly, all day long, are like, I wiggle my ear back and forth and raise my eyebrow and click my jaw ... and flex my arm here and flex this arm, flex these muscles. These are things you would never notice if you're just having a conversation with me, but for me, they're very exhausting," Eilish said. She said the tics decrease when she is focusing on tasks, such as singing or riding horses, and she almost never has them when she is performing.

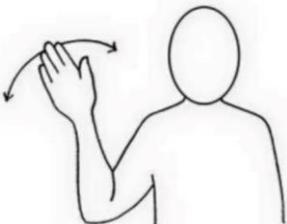


Safeguarding children online

At Edison Primary School, we want to promote awareness of children using social media and the risks of sharing images or videos of your children: Children may become vulnerable to grooming if a photograph is shared alongside information that makes them identifiable. This includes: personal details; a tag with location information; visual details such as a school uniform. Inappropriate images of children may be shared online. Images may be copied, downloaded, screenshotted or shared by anyone. Images of children may be adapted and used inappropriately. Photos or videos may appear in internet search results. Depending on the terms and conditions of using an online platform, the image may be owned by the platform once it's been posted. Platforms may then license images for use by third parties – such as for commercial purposes. Each photo or video, and any comments on them, become a part of a child's public image. This may affect them later in life – for example, it may affect how they see themselves, or how they are viewed when applying for a job.



Basic Makaton signs to learn this half term

<p>Goodbye</p>  <p>Wave hand</p>	<p>More</p>  <p>Flat hand, palm down, covers top of other fist.</p> <p>more</p>	<p>Little</p>  <p>little</p>	<p>Big</p>  <p>Begin sign with hands closer together then draw hands apart</p> <p>big</p>
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Have a great half-term!

Best wishes,

Mrs Dev

Assistant Headteacher, Inclusion Lead, DSL, Senior Lead for Mental Health

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