

## Achievements this week ...

<b>Martina</b>	Stepping around the classroom so brilliantly whilst in her standing sling
<b>Neo</b>	Working hard on his gross and fine motor skills and responding well to visual and verbal instructions
<b>Nana</b>	Using her voice to answer questions
<b>Oliver B</b>	Scanning and noticing that an adult had not said how they were feeling today on the zones of regulation board. He then travelled to them with their photo to show them that their picture was missing.
<b>Cerim</b>	Fantastic communication using his chat book
<b>Patrick</b>	Working really hard in his quiz about Black History famous figures
<b>Nora</b>	Consistently being able to find her photo in circle time each day this week



## Christmas Shoebox Appeal

You should have now received your shoebox and we hope that you'll support us to send at least 50 shoeboxes around the world to support children in vulnerable communities.

### What to do:

- Choose a boy or a girl to buy for
- Choose an age group (2-4 years old/5-9 years old/10-14 years old)

### Gift suggestions:

- Toys such as dolls, toy trucks, harmonica, yo-yo, skipping rope, ball, small puzzle, etc.
- School supplies such as pens, pencils, sharpener, crayons, stamps, ink pads, writing pads, notebooks, solar calculators, colouring and picture books, etc.
- Hygiene items such as toothbrush, bar of soap, comb, hairbrush, hair clips, etc.
- Other items such as a hat, gloves, sunglasses, costume jewellery, wind up torch, slinky, matchbox cars, etc.



### Please do not include:

- Used or damaged items; war-related items such as toy guns, knives or military figures; seeds; sweets, chocolate or food items; toothpaste, lotions or liquids including bubbles; medicines; playing cards of the 4-suit variety; religious or political literature; sharp or fragile items; books with mainly words.

### What to do with my shoebox:

- Once you have filled your shoebox tie it with an elastic band and return to the school
- Attach a label marking your shoebox with the gender and age group

**When to send my shoebox:** Please send these to school by **13<sup>th</sup> November** so that they can be taken to the drop off point in Raynes Park by Sunday 15<sup>th</sup> November.

**If you are able please add an additional £5 donation which will be used to cover shipping costs and other project costs. You can also do this online at [samaritans-purse.org.uk](http://samaritans-purse.org.uk)**

## Mercury Class Cooking



Mercury Class made Jamaican dumplings as part of their learning about 'Special Me' last week for Black History Month.

## Halloween/Bonfire Treats

Normally at this time of the year FOG would be sharing information about our annual Bonfire Night celebrations. Unfortunately, this can't go ahead this year so instead FOG are kindly putting together Halloween/Bonfire treats in a good bag for each child in school.

**Thank you FOG**

## Key diary dates for Autumn Term

**26-30.10.2020**

**HALF TERM**

**2.11.2020**

Autumn 2 term starts

**5.11.2020**

Guy Fawkes

**13.11.2020**

Children in Need day

**14.11.2020**

Diwali

**23&24.11.2020**

Parent/teacher telephone

Conferences

**10.12.2020**

Hanukkah

**18.12.2020**

Christmas production (tbc)

**18.12.2020**

End of term (1pm finish for pupils)

**21.12.2020-1.01.2021**

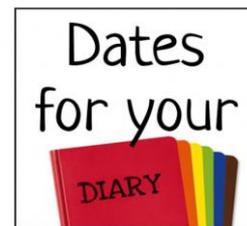
**HOLIDAYS**

**4.01.2021**

INSET day for staff (no pupils in school)

**5.01.2021**

Spring term 1 starts



## SOS Style Feeding Approach Parent Training

Following on from school staff training, the OT & SaLT team are planning to film a parent training on using an SOS based approach to support 'problem feeders' at home.



You may be familiar with this approach if your child has previously attended an OT/SaLT food group. 'Problem feeders' are described as having a very restricted variety of foods they will eat and possible strong reactions to interacting with non-preferred foods.

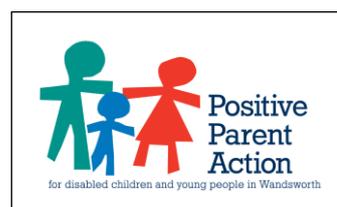
If you have any questions that you would like answered in this training, please email Cheska (OT) at [Francesca.benford@stgeorges.nhs.uk](mailto:Francesca.benford@stgeorges.nhs.uk) and we will do our best to answer all questions during the training.

## Wandsworth Local Area SEND Strategy

You may remember that in November 2019 Wandsworth Local Authority and the Clinical Commissioning Group had an Ofsted inspection of their SEND offer and part of the outcome of this was to produce a written plan of action of how they will work towards addressing the key areas that need improving. One of the areas was to form a vision, strategy and governance structure to promote and deliver improved outcomes for children with SEND who live in Wandsworth. Please go to the link below to share your views on what you feel is important so that these can be used to further strengthen the strategy in a way that is meaningful to you and your child. This consultation is open to pupils, their families and to staff working in the area of SEND.

<https://haveyoursay.citizenspace.com/wandsworthcsd/send-20/>

The consultation closes on **5<sup>th</sup> November**



## Covid 19 Updates

Sadly the rate of Covid 19 infections is rising again and as many of you will know that from midnight tonight (16<sup>th</sup> October) all boroughs in London are moving into Tier 2 (High) alert.

This means that for these areas, the following measures will be in place:

- people must not meet with anybody outside their household or support bubble in any indoor setting, whether at home or in a public place
- people must not meet in a group of more than 6 outside, including in a garden or other space
- people should aim to reduce the number of journeys they make where possible. If they need to travel, they should walk or cycle where possible, or plan ahead and avoid busy times and routes on public transport.

For more information go to [https://www.gov.uk/government/news/local-covid-19-alert-level-update-15-october-2020?utm\\_source=be3eff86-637e-4c18-9765-1a7aeea47fbe&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/news/local-covid-19-alert-level-update-15-october-2020?utm_source=be3eff86-637e-4c18-9765-1a7aeea47fbe&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

**Schools will remain open in the High Level category**

Please see the poster below to see how the higher level impacts other areas;

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/926125/High\\_COVID-19\\_Alert\\_Level\\_Posters.jpg](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/926125/High_COVID-19_Alert_Level_Posters.jpg)

**Tier 2**

**HIGH Alert in London**

## **Managing school bubble closures due to Covid-19 – Advice for parents**

Thank you to Becca, our play therapist for sharing this advice for parents.

You don't need me to tell you that Covid-19 means a very changeable environment for all. One minute you're in school, the next you're out, then you're in again. It is the way it has to be, for everyone, to keep everyone safe, but that doesn't mean it is easy. Change can be hard to understand and to process.

To support your child during this time it is important to give them a clear narrative of what is happening; appropriate to their understanding level. Telling them the class is having time off to keep everyone safe is a good starting point. If your child knows about the 'virus', then explaining that it is because of this can also be helpful. Explain to them that Toni will let them know when it is safe to return. Try not to use too many words. You will end up confused as will your child and it will become more complex for them to process and understand.

If you know the time span, then perhaps show them on a calendar when they will be returning to school. If the time span is yet to be determined then you might explain to them that you do not know for how long rather than offer them a time scale that is then not accurate. It is really important to be as honest as possible and to be as clear as you can be during this time.

Whilst you are at home, engaging in home learning can be tricky (as I am sure it was during lockdown too). You may be juggling work commitments and other children in different schools;

### **Time slots**

Breaking your day down into time slots can be really helpful. Be realistic about what time you have, and what length of time your child will be able to pay attention to something. If you set time slots to do the work, for example 15 minutes at a time, this will mean that you are also not 'just' trying to do things at the same time – 'You do this whilst I *just* put the washing on' (sound familiar?!). Setting the time aside means that you know when the end will be, so does your child as well as them knowing they have your attention for that time.

### **Make it achievable**

Limiting your time to 15 minute slots, with an achievable amount of work will be better than trying to do it all, rushing, and getting frustrated about a lack of focus. Set the time dependent on your child and how they are on that particular day.

### **Keep it PLAYFUL!**

The most important part of managing 'home learning' is keeping it playful and enjoyable. It should not be a chore for either of you. If it becomes a battle, reassess. Take a step back and assess what it is your child is gaining from this. If it is a bad mood or an argument with you, take it down a notch and put it aside – Play for the 15 minutes instead and revisit it later.

### **Talk**

In an appropriate manner, talk with your child about how they are feeling. If you are noticing their behaviour change, tell them you can see they are feeling frustrated, angry, and sad, upset – whatever it may be that you see. Share with them, again in an appropriate way, how you are feeling 'I am feeling sad too, I miss seeing my friends'. Try not to brush emotions away. Try to resist the urge to add 'but it will all be okay' or 'don't be sad'. Allow the feeling to be, explore it and then perhaps think together about how you might express this feeling safely – i.e. painting, listening to music, reading a story.

Uncertainty and the unknown are so difficult for us as humans to manage; children and adults alike. For children this can be more complex with less mature development and fewer prior experiences to draw upon. Ensuring you are all well, physically and emotionally, is most important right now and for future learning.