



# February Newsletter

1<sup>st</sup> February 2020

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## "Together for a better internet"

**Tuesday 11<sup>th</sup> February**

Thank you to the many parents and friends who joined us for the Online Safety Parent and Training meetings on the 28<sup>th</sup> January. In school we refer to a document called Education for a Connected World to plan our age appropriate online safety. Mr Power also delivers inspiring online safety assemblies each term. I've heard Year five recently discussing password security and apps they know or use frequently. The consultant, Traci Good, referred to the NSPCC's site, Net Aware, which will give you key information about games and apps children may be accessing online. It indicates, for example, that Fortnite is for children older than 12 and has a high risk of violence, hatred and bullying. It states that TikTok is for children older than 13 and has a high risk of crime (see Net Aware site risk indicators). A key message was to talk to your child about their online activity, check privacy levels, and set some boundaries the family agree on. We promote a safer and better internet all year and will be using the resources from our training to join in with this national day to celebrate being safe online.

## Consent for visits and making voluntary contributions

We are aiming to use Parentpay – an online tool – to collect consent and contributions for all trips and special events. If you do not have a user name and password for Parentpay, please contact Mr Jones who will be able to get you started. You'll receive an email with the details of visits. If you need any help with this, do get in touch. Year 3 visit to Creswell Crags, the Y3 Dance Show and Year 5 visits to Mam Tor have been issued in this way so far.

### Dates for your diary:

**Tuesday 11<sup>th</sup> February**  
**SAFER INTERNET DAY**

**Thursday 4<sup>th</sup> February**  
**Athletics 4pm St. Mary's Catholic High School**

**Tuesday 11<sup>th</sup> February**  
**Tennis tasters in school all year groups**

**Thursday 13<sup>th</sup> February**  
**Year 4 Science Fair**

**Friday 14<sup>th</sup> February –**  
**break up for half term.**  
**Please help your child prepare for the Public Speaking presentations due in from Monday 24<sup>th</sup> February.**

**Tuesday 25<sup>th</sup> February**  
**Chesterfield Basketball Finals, Netherthorpe**

**Thursday 27<sup>th</sup> February**  
**9.15am**  
**Year 3 assembly parents welcome, no tickets required.**

## Year 5 Whitehall Residential Booking

Letters will be coming home soon (via email) inviting you to book your child a place on next academic year's residential to Whitehall. Please be reminded that the last day to book a place is Friday 6<sup>th</sup> March. You will receive an email regarding costs and dates in due course.

### **PUBLIC SPEAKING COMPETITION 2020**

The full details for this are on the January News which can be found on our website. By now children will be expected to know their topic and who they are working with (working on their own is completely acceptable). The trophies and prizes have been ordered and will shortly be on display in the hall. Children will be expected to submit a presentation or poem after the half term holiday. They are usually full of interesting information so we're really excited to learn about this year's chosen titles.

### **Swimming**

Year 4 Sharman Class are now swimming most Wednesdays. Please send them with their kit in the morning. The full details are on the letter sent home requesting consent.

### **Year 3 Dance Festival**

Year 3 will be going to the Winding Wheel to perform their dance later this spring. They hope to also present it to you during their assembly on 27<sup>th</sup> February. Please give consent to take your child to the Winding Wheel via Parentpay.

### **MUSIC & 'TEN PIECES'**

As part of our music curriculum we study the BBC 'Ten Pieces' during Music of the Week this term. It is absolutely brilliant!

So far we've learned about Antonio Vivaldi, his life and the composition of the Four Seasons. We've listened to Delia Derbyshire's Dr Who and performed the base line ostinato.

Last week, thinking about the Holocaust and 75-year anniversary, we listened to Grażyna Bacewicz, a female composer from Poland during the second world war - composing in Morse code, sending messages of hope.

This week, Heitor Villa-Lobos, who led the way bringing the melodies and sounds of music from his home country, Brazil, into a traditional orchestral setting, is our focus. We are exploring pitched percussion through 'The Little Train of the Caipira'.

**INSET DAYS to July 2021 – school is closed to children on the following dates (please check from previous letter):**

- Monday 1<sup>st</sup> June 2020
- Monday 20<sup>th</sup> and Tuesday 21<sup>st</sup> July 2020
- Wednesday 2<sup>nd</sup> September 2020
- Monday 2<sup>nd</sup> November 2020
- Friday 28<sup>th</sup> May 2021, June 7<sup>th</sup> 2021 and one to be confirmed.

### **School Uniform**

Just a reminder that you can order uniform following the link on the website or

<https://uniformshoponline.co.uk/collections/brockwell-junior-school>

Please know that our PE kit is available on this link. Please ensure your child has suitable, black school shoes. The uniform for PE includes a plain white T- Shirt and dark bottoms. Children are required to have warm layers for outdoor activity during the colder months too. Thank you for supporting the uniform which we believe contributes to a sense of identity, pride and belonging to our fantastic school community. There is more information on our school website.

## Special Educational Needs and Disabilities

We've updated some of our practice following advice from the Local Inclusion Team and the updated statutory Code of Practice. We'd like to take this opportunity to share some information about how we identify a special educational need your child may have and some of the support we have in school to ensure your child is successful and reaches their potential.

### What does SEND mean?

SEND means Special Educational Needs and Disabilities. Children have a special need if they have a learning difficulty which calls for special educational provision to be made. This will be if your child:

- has significantly greater difficulty in learning than the majority of children of the same age
- or,
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority

The area of special need will be identified as either:

**Communication and Interaction** (This includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum).

**Cognition and Learning** (This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia).

**Social, Mental and Emotional Health** (This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration).

**Sensory and/or Physical Needs** (This includes children with sensory, multi-sensory and physical difficulties).

Some children transfer to juniors already registered as having a special educational need. However, the need may be identified during the junior phase. This may be because you have come to talk about needs you identify at home, or because your child's teacher has identified a need. It really depends on the individual child and the type of need.

In addition to routine assessments in school, we use a screener called Dyslexia Screener to help identify signs of specific learning difficulties. We also have a range of detailed assessment tools such as one called 'Sandwell Maths' that enable our SENCO (Co-ordinator) to advise teachers about differentiating work at the right level.

We work with partner agencies such as Child and Adult Mental Health (CAMHS), Behaviour Support Services, School Health, Autism Outreach, Educational Psychologists and many others to help identify the needs of any child with special educational needs.

### **So what happens if a need is identified?**

Historically a child with special educational needs had an individual plan – an IEP. Good practice guidance has resulted in this changing. A child with SEND, who accesses support or learning that is different to the majority of the class, may have a 'Learning Programme'. This includes all the key information, targets and reviews for the child. Mrs Moulder will share these with you and invite you in to review them. Teachers review the targets and progress during the year. If your child is going to need a high level of support for some time, we would talk to you about a request for support from the Local Authority. This may be called a GRIP (Graduated Response) or a request for an Educational Health and Care Plan (EHCP).

Some children are identified as needing support in a particular area – for example improving their reading. They will then participate in a group intervention, such as Read, Write Inc. If sufficient progress is made, the need for intervention is no longer there. In such a case our SENCO records the intervention on a provision map and monitors the outcome. In this example a Learning Programme is not created. Another example may be where a behaviour chart has been used to positively support a child in an area for a short time.

We routinely have many interventions. Handwriting groups, reading, phonics, Doodlemaths (used by all year 3 – not just children with SEND - and many year 4), Lego, study support, Emotional Literacy (ELSA), social story writing and 'Same Day Maths' are some examples.

### **Teaching Strategies**

Strategies that support children with SEND will often be great for everyone. Examples may include printing texts so it is close by, writing in different colours on the board to support hand / eye co-ordination, written instructions or 'success criteria', coloured screen backgrounds, 'menu of the day' timetable, visual timetables, routine and easy access to resources, active learning strategies such as talk partners and use of journals or whiteboards, mnemonics for spellings (big elephants can always use small exits - because), practice and repeat learning or recall. The list really does go on.

**Mrs Moulder is our SEND Co-ordinator** – the SENCO. She is available most Thursdays so do get in touch if you have any questions. She will be writing to you soon to let you know that staff will be in school during parent consultation week in March to chat to you about the interventions we offer. Teachers will let you know about interventions supporting your child too.

Our website has an area for SEND where our policy, information report and links to the Local Offer can be found.

I hope this is useful information and, as always, if you have any concern don't hesitate to get in touch.