



# The Chiltern School

March 2021

Where we learn and achieve together, where we dare to different.

Our **vision** is to be a centre of excellence, to inspire, innovate and promote the best practice in inclusive pedagogy, that is recognised locally, regionally and nationally for SEND development and provision, where we put the pupils at the heart of all decision making. Our children will leave being happy, confident, inquisitive and independent.

Dear Parents, Carers and Families

We know it has been a very strange couple of weeks, months and year! However, I can't express how impressed we have been, everyone has settled back into the rhythm of school really well and pupils have been a joy.

The energy across the school has been fantastic during this transition period. The learning within each pathway was planned with the intention that pupils have time to reconnect with their peers and adults and get used to the routines and rituals that are important to keep us all safe and help our young people develop. It is wonderful to observe the pupils responding so well to the structures, timetable, and renewed routines across each classroom and zone.

You can see from this newsletter that despite all the challenges, our school community has come together and been able to take part in some fantastic events and activities, enabling pupils to develop skills that are vital as we prepare them for life outside of school such as communication and resilience.

None of us know how predictable the next few months will be, after the Easter break we will continue with the control measures already in place, these will not change. Pupils will continue to access their zones, and we will look at introducing wider school opportunities after the may half term, we believe taking a more cautious approach to wider opening is the safest route for everyone.

When times are difficult for everyone as they are now, it is the small acts of kindness that suddenly feel so very important. There have been so many moments over the last term, small acts of kindness that have kept us all going. Kindness costs nothing, when we are feeling worried, anxious or just a little bit lost there is always someone, somewhere who will step in and put the smiles back on our faces.

We hope that your children enjoy the treat provided by Houghton Regis Town Council and that you have time as a family to enjoy some of the Virtual Easter activities we have put together through Patchwork. (<https://patchworkit.com/37539/The-Chiltern-School>)

Happy Easter to you all and thank you again for working so closely with us, stay safe and eat chocolate!



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## Therapy at The Chiltern School



Karen Davies State Registered Occupational Therapist ( MRCOT Clasi certificate in Ayres Sensory Integration level 6)



Rachel Sawford Registered Speech and Language Therapist (MRCSLT)

At The Chiltern School we believe therapeutic support should be integral and embedded within the specialist curriculum, so that the most effective forms of intervention can be reinforced throughout the school day.

As Therapists we work together closely and are employed to work directly at the school with the teaching staff and leadership team. We also work with local NHS therapists and other services to support children and their families.

### Communication Approach

Speech and language therapy at school follows the Communication at the Heart of the School (CATHS) model. This model involves education staff and Speech and Language Therapists working within a shared communication and cognitive framework. The framework is developmental and looks at what the children want to communicate; the jobs they need their communication to do for them, how they meet those communication needs, and what we; communication partners, need to do to support their communication. The Speech and Language Therapists work directly with the children within the classroom embedding best communication practices throughout the school day.

We follow a Total Communication approach which means we support every method of communication to enable each child to find the most effective method of communication for them.



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## Sensory Integration Approach

The occupational therapy approach is focused on engaging in and learning through daily occupations via sensory integration, this approach was pioneered by Jean Ayres who defined sensory integration as: *“The neurological process that organises sensation from one’s own body and from the environment and makes it possible to use the body effectively within the environment”* (Ayres 1972)

Sensory integration is the foundation for us to be able to learn even the simplest things and to organise how we do things, throughout our day. Sensations flow into our brain at every moment and provide us with information that we can use to help us understand what is happening around us, to know what we need to do and to plan how to do those things.

Most of our pupils at the school have difficulty processing and organising sensory information and performing the many complex tasks that are required for learning and functioning in their world. The Sensory Integration approach supports pupils in managing and developing their sensory systems to help them engage in their education and develop their essential skills, so they can learn the things they need and want to do.

## Levels of Therapeutic Intervention

Provision of therapeutic support in the school can be described in terms of three levels of intervention; Universal, Targeted and Specialist input. The level of input is related to assessed specific needs.

**Universal** All children have access to the universal provision. Key features of this include screening assessment by both therapists, observations to assess the children’s needs within the classroom setting, trying out therapeutic strategies and approaches with the children. Working alongside classroom staff so they are able to facilitate and carry-over therapeutic approaches within lessons. Advice on teaching styles and approach, ongoing training and support as needed for all staff.

Universal therapeutic provision is designed to support children so that they can engage in daily activities, communicate and learn to their full potential with their sensory and communication needs being met directly through the school’s specialist curriculum in the classroom.

**Targeted** This is for children who require additional support, above the universal provision, to meet their therapeutic needs. It is needed if children are not progressing, engaging in daily activities, communicating and learning to their potential with support from the universal provision. Possible features of targeted therapeutic provision may include specific assessments, some individual sessions, training for teaching staff specifically tailored to the child’s needs so they can deliver



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specific targeted sessions, modelling of specific strategies by a therapist and specific advice or support for significant people in the child's life.

**Specialist** A few children require regular specialist intervention from a Therapist to support their needs, because they are not progressing, engaging in daily activities, communicating or learning to their full potential. Key features of the specialist provision include regular direct therapeutic interventions with the therapist, regular liaison with families and education staff and bespoke programmes of intervention.

Targeted or Specialist support if needed, will be given for defined periods of time following discussion and agreement within the inclusion panel process.

If you have any further questions about therapeutic support within the school, please do not hesitate to contact the school directly.

## School Catering

We are proud to announce the reopening of our school kitchen after Easter. Last year we took the decision to take catering in house and appointed staff to support the development of this.

So first let me introduce you to the catering team. My name is Clare Burch and I am the Kitchen Manager and Jyoti Dhokia is the Kitchen Assistant, we have both worked at The Chiltern School for many years as Learning Support Assistants so we already know the pupils and staff. We have been working hard behind the scenes doing all the relevant training and getting the kitchen ready for reopening.

We are very excited about this new adventure and can not wait to start cooking healthy homemade meals. Initially, the menu will be limited and only available to pupils that are entitled to Free school meals/Universal Credit.

We are planning to have the full kitchen open from June so that we can cater for all pupils and staff. We aim to make the experience more relevant for pupils and will be encouraging a healthy attitude whilst incorporating preferences and choice.

Wishing you all a happy safe Easter break! Clare and Jyoti





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## Early Transitions

It was really nice to welcome our 2 new classes into school, lovely to see both Bumblebee and Ladybird classes join us altogether.

In Early Transitions this half term we have been learning about Spring and Easter. We have explored the weather using our senses, learnt about animals and plants and practised our fine motor skills.



We have been practising our reading, writing, maths and communication skills.



We have had lots of fun learning new yoga moves and exploring sound both indoors and outdoors.





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## Physical and Sensory

The last two weeks students have focused their learning on Easter and springtime. They have had a sensory story all about smelling blossom, opening the eggs and finding the chick inside, taking away the nest to find the chocolate egg and watching how a caterpillar turns into a beautiful butterfly. Students also made their own Easter baskets and made Easter nests in food technology. It's safe to say they all enjoyed tasting them too!





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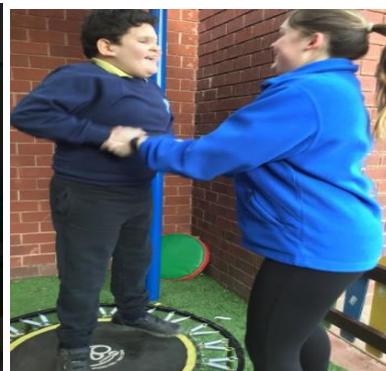
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## Communication and Sensory

One of our pupils in Daffodil class, James, has been working really hard to learn to walk independently, in the last few weeks, we have seen him take confident independent steps and he even decided to break the rules by running in the corridor! We are so proud of him and Daffodil class.



We have been learning to be together again, share each other's space and enjoy the company of others.



We have taken our adult led learning outside!





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## Cognition and Learning



Keller class has been working on number recognition, number correspondence and counting backwards and forwards from the given numbers .



Joyce Class enjoyed working as a team to learn about measurement. They had a choice of measuring tools and a list of materials to measure. The pupils supported each other to complete the task demonstrating great communication skills. On Red Nose Day, pupils from Phase 2, formal classes shared joy and laughter through jokes and magic tricks. Also taking part in a quiz highlighting the importance of Comic Relief. They were amazing and had a great time.



This is what Elephant class has been doing in physical development, numbers in maths, English fine motor skills, colourful semantics and describing pictures. Planting seeds in utw and making our names using nature in Forest school.





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## Communication and Interaction

What an amazing return to school from all the pupils in this pathway. Everyone seemed so happy to be back.

We have focused on socialisation, communication and interaction to provide pupils with an opportunity to enjoy and remember what it is like to be together again.

Wellbeing and Personal Development has been at the forefront of our planning and having the opportunity to take part in lots of kinaesthetic learning to encourage language has been lots of fun!

Pupils have enjoyed sensory opportunities to support regulation such as creativity and sensory science and time to play games to develop social skills.





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## Phase 3

Phase 3 pupils have enjoyed returning to school this half term and have impressed us all with how quickly they've got back into their routines and have applied themselves to their learning. There has been a real sense of energy amongst pupils in the phase. You will find some of the projects and areas of learning they have been working hard on below.

### The crisp packet project

Semi-formal pupils within phase 3 are taking on an important project to collect crisp packets as part of learning about recycling and what that really means after they put their waste into the recycle bin as well as to support an important cause where crisp packets are turned into foil insulated blankets for the homeless. They have created collection post boxes for packets and created a video.

Link to the crisp packet project: <https://crisppacketproject.com/about-us>



### Learning about personal hygiene routines

Informal curriculum learners have been learning about personal hygiene routines and the products we use to stay clean and healthy. pupils have been exploring different hygiene products and role playing using them appropriately as well as matching them to the body parts where they use them.





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## Having our say

Phase 3 pupils from all curriculums have enjoyed taking part in a co-production pupil voice project to have their say on community services and facilities that impact and affect them. Some of our learners have presented their views to an audience.



## World book day

Informal curriculum pupils enjoyed learning through the story of 'My Many Colours' with special coloured themed day. They enjoyed listening to the rhythm and rhyming language and selecting the colours and matching coloured sensory objects.



Semi-formal and formal learners enjoyed hearing from an author how she was able to work with an illustrator to become published. Semi formal learners completed their own illustrations of the Bluebell woods. They created stories using the authors' tips. Formal learners read extracts from the Novel Holes to learn about the techniques of writers craft and hidden messages!



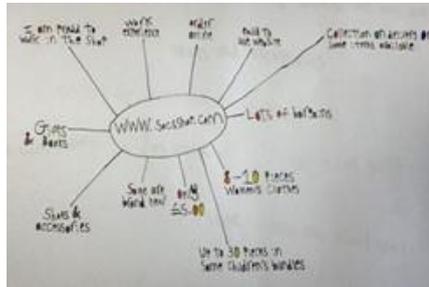


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## SOCS Shop

A poster created by Shane in Phase 3 to advertise the socsshop.com pupils work on their presentation skills to pitch their ideas for pupils enterprise.



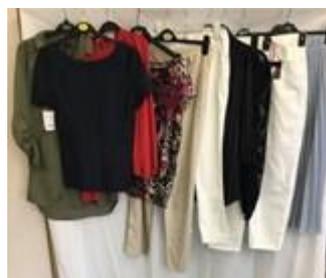
## Recent enterprise sales

Pupils have been extremely proud of their recent enterprise products. They managed to raise £250.00 from sales of mother's day baskets and £50.00 from their hand cut soap sales. They still have soap bars for sale at £2.50 each available in different scents. Lots of new pupils crafted products and allotment produce on its way to the socsshop soon!



## Bargain £5.00 clothing bundles!

Pupils have been working hard in the stockroom to organise and list stock for sale. They have come up with £5.00 bargain clothing bundles where they have grouped same size and style items together (some containing brand new items) in order to raise some funds for their next enterprise ventures. Pupils have checked the condition of all items and incorporated their learning of life skills for independence by ironing clothing where necessary and hanging. Their bargain clothing bundles are on the website for sale now only £5.00 per complete bundle! Pupils team members of the socsshop would like to say an enormous thank you to all their customers and those supporting them with purchase or donations. Being able to gain real and meaningful work experience opportunities within this climate is very important to the pupils. By buying from the socsshop you are not only helping pupils to raise funds but also raising their self-esteem and learning opportunities for the world of work.



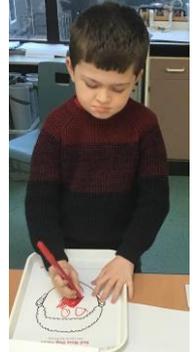


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## Red Nose Day 2021

We all enjoyed doing something funny for money and helped raise over £200 for Comic Relief. Phase 2 had their own stand up comedy line up, we have some very talented young people. We were particularly impressed with Oliver from Grandin who introduced us to his puppet alter ego and gave us some great one liners.





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## World Book Day 2021

Celebrating the joy of reading, we all enjoyed dressing up as a favourite book character and taking part in lots of activities related to books.





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## Parent Virtual Meeting Space

Come and have a virtual cuppa and a chat with Kevin Morris, one of our Governor's, he is also a parent of two children here at The Chiltern School.

This will be a regular opportunity for you to meet with our Governors and senior staff.

The first date is as follows:

**16th April 2021 – 10.30am - 12.00pm**

Please register your interest at [clerk@chiltern.beds.sch.uk](mailto:clerk@chiltern.beds.sch.uk) and a link will be sent to you on 15th April 2021.

The topics for this meeting are:

- Shared experience through lockdown
- Communication
- School Catering

If you have topics that you would like to be discussed or share your thoughts on please email as above so they can be addressed at future meetings.



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## Dates for your Diary:

Dates	Events
13th April 2021	Pupils return from Easter Break
16th April 2021	Parent Virtual Coffee Morning
19th - 30th April 2021	The Sustrans Big Pedal
3rd May 2021	Bank Holiday
7th May 2021	World Number day
17th - 21st May 2021	Walk to School week
28th May 2021	Last day of term
31st May - 4th June 2021	Half Term

PLEASE NOTE DATES ARE SUBJECT TO CHANGE. CHECK THE WEBSITE FOR FURTHER DETAILS.

[The Chiltern School Twitter Page](#)

[The Chiltern School Facebook Page](#)

[The Chiltern School Website](#)

[The Chiltern School YouTube Channel](#)

