

LOSELEY FIELDS

PRIMARY SCHOOL

NEWSLETTER



NOVEMBER 2025

A WORD FROM THE HEADTEACHER

Dear Parents/ Carers

It was lovely to see so many parents in school this week to meet with your children's teachers. This is such a valuable opportunity to hear about their learning and the progress that they are making in school.

As we head further into the term it is joyous to begin to hear the children begin to learn their Christmas songs for the end of term KS1 Christmas show – this is always a favourite in the school's calendar.

This month's focus for the newsletter is to remind parents all the ways we support your child at school both educationally and with their social and emotional development and the pathways for referral for additional support should you remain concerned.

SUPPORTING YOUR CHILDREN WITH THEIR SOCIAL AND EMOTIONAL DEVELOPMENT

Available for all: Personal, Social and Health Curriculum (PSHE)

PSHE is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils. Lessons are always planned and delivered in with the age of the pupils in mind.

For Years 1 and 2 the curriculum across the three term is:

Autumn Term		Spring Term		Summer Term	
Belonging	Health and Wellbeing	Families and relationships	Safety and the changing body	Citizenship	Economic Wellbeing and Transition

For Years 3,4,5,& 6 the curriculum across the three terms is:

Autumn Term		Spring Term		Summer Term	
Belonging (not on Kapow)	Families and relationships	Safety and the changing body	Health and Wellbeing	Citizenship	Economic Wellbeing and Transition



Occasionally your child may require additional support emotionally so that they are able to thrive at school.

Our additional PASTORAL PROGRAMME at school is designed to deliver tailored support to individual groups of children for specified periods of time according to the intervention being used.

If your child's class teacher feels that they are worried about your child's emotional well-being they will reach out to you as parents and also discuss your child's needs with the Home School Link Worker (Debbie Loveland) or SENDCo (Emma Baker). We will work together to get the right support in place for your child.

In addition, you or your child can ask for additional support. Parents often reach out to member of SLT, or directly to the SENDCo (Emma Baker) or HSLW (Debbie Loveland) if they are worried. Children are able to refer themselves and ask for support by talking directly to their class teacher or Debbie or by filling out a form outside Debbie's room. Before any tailored intervention begins, parents' permission will be sought.

What we offer:

Flourish – an eco-therapy programme which using the school gardens to support emotional development

Drawing and talking – a child centred one to one intervention using drawing and story telling to help children process emotional pain or trauma

Tomato Group– this is a group session to support children with anxiety related issues

Buddy Programme – a programme where older children are trained to support our younger children with transition

ELSA – an intervention to support the emotional needs of the children e.g. building resilience

Forest School –a nature-based group intervention to support develop resilience and independence

Home School link worker time – one to one support for children or parents

Primary Mental Health Service – an external service that can provide further tailored service to support neuro-diversity

SUPPORTING YOUR CHILDREN WITH THEIR LEARNING IN SCHOOL

Good teaching requires staff to make reasonable adaptations to planning and teaching to meet the variety of needs of the children in their care. The adaptations they make are called Ordinarily Available Provision (OAP).

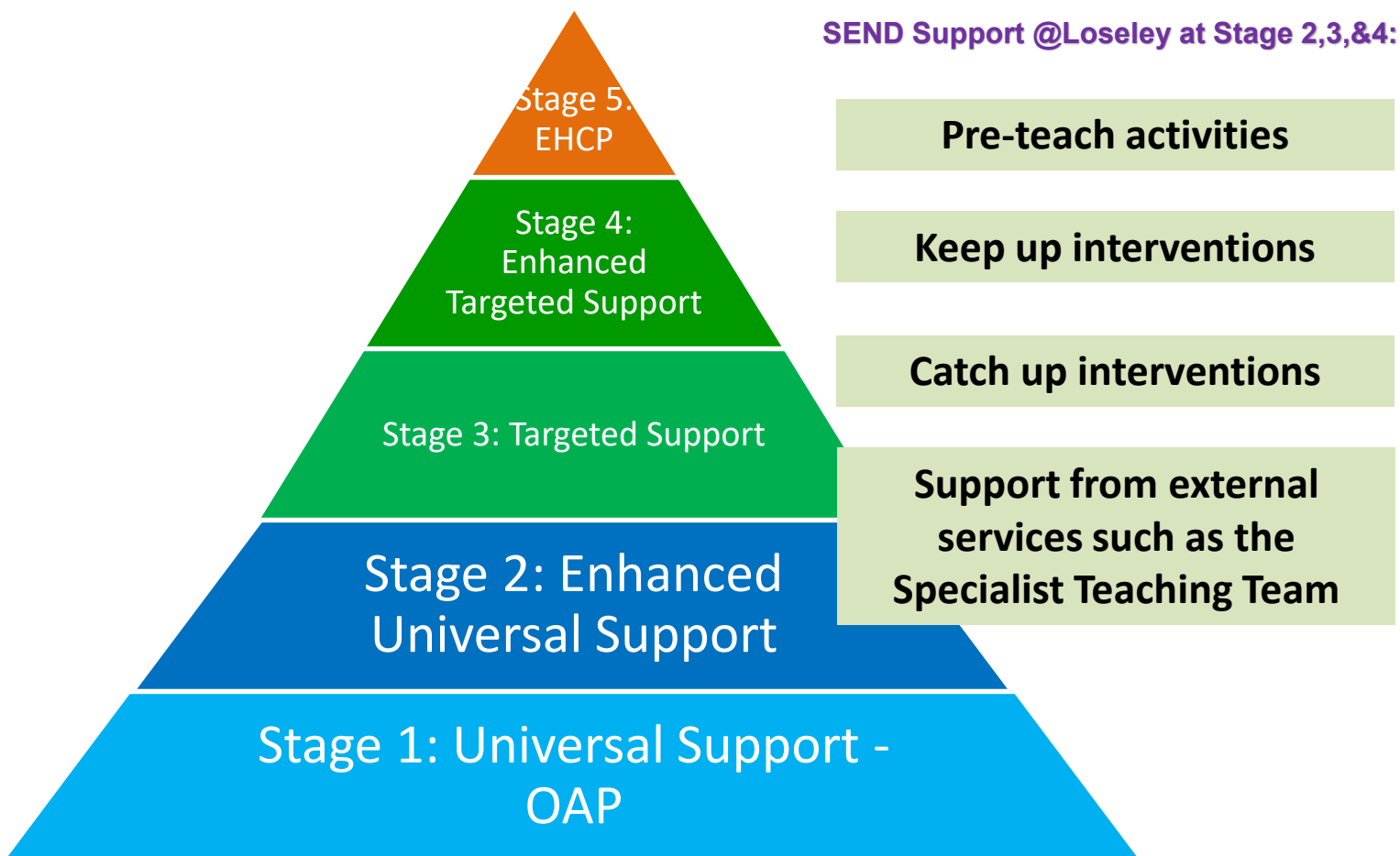
What is OAP?

OAP is everyday support that removes barriers to learning and helps ALL children succeed. It's part of high-quality teaching - not something extra. Think of it as making small adjustments that can make a big difference.

Key Principles of OAP:

- 1.Help children be independent** - prepare them for life beyond school
- 2.Success looks different for everyone** - celebrate individual progress
- 3.Listen to children and families** - they know what works
- 4.Focus on needs, not labels** - support the child in front of you
- 5.Whole school approach** - inclusion is everyone's responsibility
- 6.Remove barriers** - adapt your teaching so all children can access learning

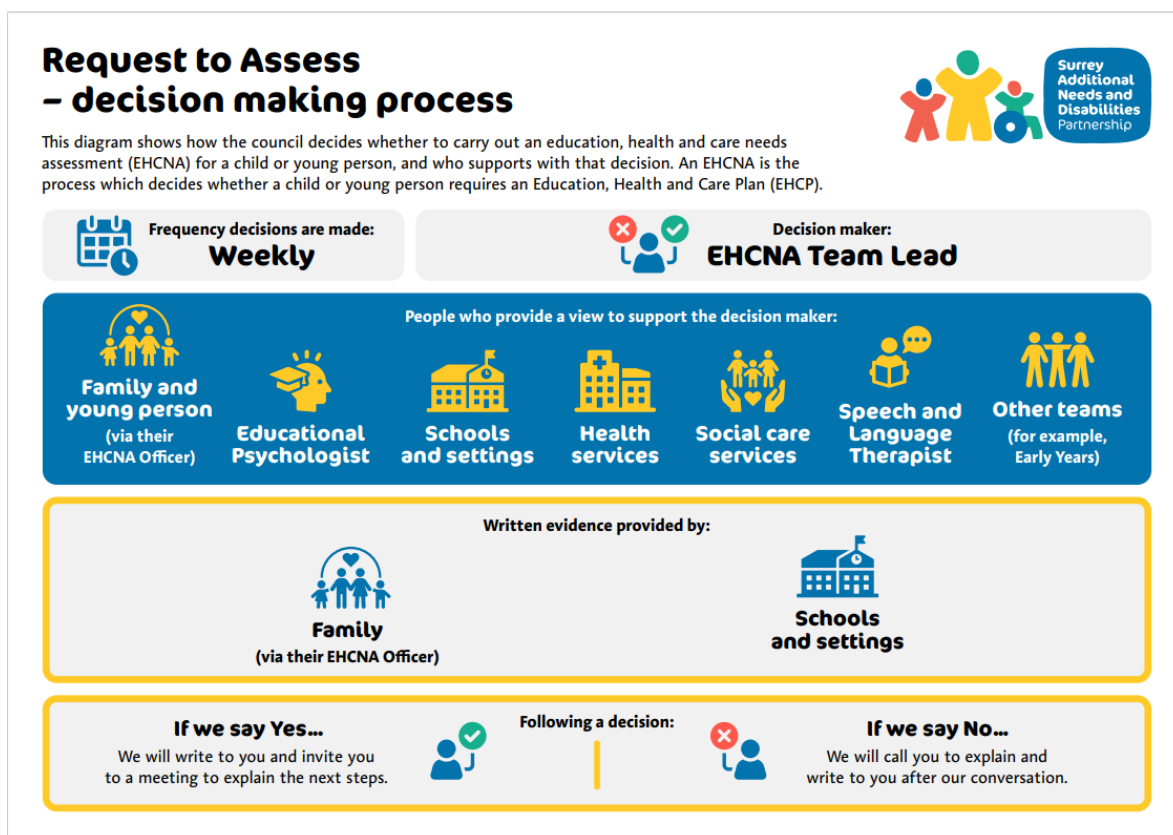
SEND Support @Loseley at Stage 2,3,&4:



SUPPORTING YOUR CHILDREN WITH THEIR LEARNING

THE EDUCATION HEALTH AND CARE PLAN (EHCP) ROUTE

STEP 1: SHOULD THE SCHOOL AND FAMILY REMAIN CONCERNED THAT THE PROVISION AVAILABLE IN SCHOOL IS NOT HAVING THE REQUIRED IMPACT ON A CHILD'S PROGRESS WE WOULD WORK TOGETHER TO MAKE AN APPLICATION TO THE LOCAL AUTHORITY FOR AN ASSESSMENT



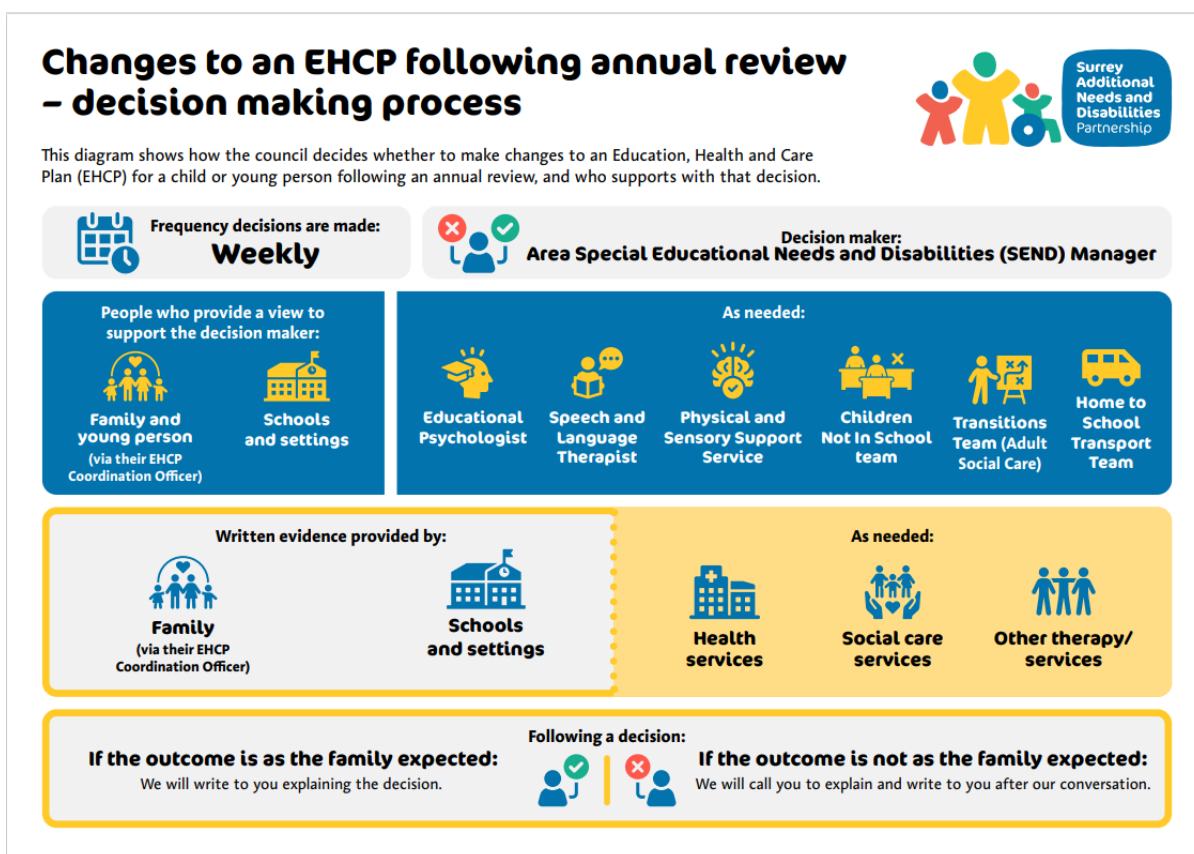
STEP 2: SHOULD THE ASSESSMENT PHASE SHOW THAT CRITERIA IS REACHED, THE PROCESS FOR ISSUING AN EHCP IS AS FOLLOWS:

Request to issue an EHCP – decision making process

This diagram shows how the council decides whether to issue an Education, Health and Care Plan (EHCP) for a child or young person, following an Education Health and Care Needs Assessment (EHCNA), and who supports with that decision.



STEP 3: IF YOUR CHILD ALREADY HAS AN EHCP BUT WE (FAMILY AND SCHOOL) NO LONGER FEELS IT REPRESENTS YOUR CHILD'S NEED THE PROCESS IS AS FOLLOWS:



I hope that this helps to illustrate all the fantastic support that the school provides. Any questions on this, please feel to reach out to any member of the SLT or SEND team.

Wishing you all a lovely holiday.

Kind regards,

Amanda Pedder – Executive Headteacher