



NEWSLETTER

FRIDAY 23RD FEBRUARY 2024

ISSUE NO.21

EXCELLENCE IN EVERYTHING



Ofsted
Good
Provider



EXCELLENCE IN EVERYTHING-ACHIEVING GREATNESS THAT LASTS A LIFETIME

Message from Mr Taylor

I hope you had an enjoyable and safe half term break as we welcome you back to Spring 2 and the second half of our academic year. There is much to look forward to as we launch our new after school clubs: Arts and Crafts with Miss Garey and Mrs Burden, Bird Box making with Mrs Jolley and Miss Maynard, Soap making with Mrs Szakaly and Miss Mills and Easter crafts club with Miss Morley. The lighter evenings will also see the return of our football fixtures for our Girls and Boys teams - we can't wait to cheer them on. It promises to be a half term packed full of learning and fun - two things that always go hand in hand at Warren Farm!

There was a real buzz around the school on Wednesday this week as Mrs Nandhra launched our first D.E.A.R (Drop Everything And Read) day. Whenever children and staff heard a special bell throughout the day, they stopped whatever they were doing and took the opportunity to dive into a good book for 10 minutes. This was a fantastic opportunity to further embed a love of reading our reading culture across the school.

This week we say goodbye to Mrs Morris who has been a teaching assistant at Warren Farm for over 12 years. She has been an integral part of the team since my appointment as Headteacher in 2022. I'm sure you will join me in wishing her well in her new endeavours and thanking her for all of her hard work and support for our children over the years.

Prior to the half term break we held our Spring term parents evenings . It was lovely to discuss the excellent progress your children make on their daily journey of **Excellence in Everything - Achieving greatness that lasts a lifetime**. As always, thank you for taking the time to complete our parents voice survey and share such positive comments, with 98% of parents stating they would recommend Warren Farm school. Your feedback is valued and important to us as we continue to work together to create opportunities and an environment in which all children can flourish and achieve **Excellence in Everything**.

Make it a great weekend

Mr Taylor

EDUCATION IS NOT THE LEARNING OF FACTS
BUT THE TRAINING OF THE MIND TO THINK

DATES FOR YOUR CALENDAR

Mon 26th February	EYFS Phonics Parents Workshop
Mon 26th February	Animal Man Visit EYFS
Thur 29th February	Year 1 Phonics Parents Workshop
Mon 4th March	Whitemoor lakes residential meeting Year 5 parents
Thurs 7th March	World Book Day
Fri 8th March	Rocksteady concert
Fri 15th March	Red Nose Day
Wed 20th March	Easter Bonnet parade EYFS and KS1

COURAGE

HONESTY

INTEGRITY

RESPECT

SELF
DISCIPLINE



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EARLY YEARS



Welcome back to another jam-packed term of learning and exploring! This week, the children in Reception settled back into school by exploring the poetry of Shirley Hughes. We have been practising matching rhyming words and making up our own. Nursery have had an exciting time making, flipping and eating pancakes this week - Mr Taylor was even on hand to help fry the pancakes! Next week, Reception will be visited by 'The Animals In Hands group,' who will be bringing live animals into the classroom. We will learn all about how to care for different animals, as well as observe how they move. We will even have the chance to hold the animals. Make sure you're in school on Monday so that you don't miss out!

KEY STAGE 1

I hope everyone had a lovely and restful half term break. This week in KS1 the children have all thoroughly enjoyed their DEAR day - drop, everything and read. Please continue to encourage your child at home to read daily and please sign their diary. Next week the children will be tasting different fruits and vegetables. Please look on class dojo for further information and contact your child's class teacher if necessary. 1/2YG are continuing to swim every Friday. Please make sure your child is sent into school every Friday with their swimming costume and a towel.



ATTENDANCE

As we return to school following a week off, our attendance is still somewhat below our 96% target. I would however, like to congratulate our Year 5 and 6 children who are setting an excellent example- these year groups have exceeded our 96% target this week. Great work!

At Warren Farm, we know that the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn. We truly believe that we deliver on this every day. The message to all children, parents and teachers in school remains the same- good attendance is key to a full and rounded education. Where children frequently miss sessions, we see a significant impact on their attainment. Gaps in their education can not be easily filled and children can often feel like friendships aren't easy to maintain. This is why attendance will always be a school priority!

NAH	93.3%
RMH	82.6%
RLM	81.3%
1CO	94.2%
1/2YG	87%
2HM	95.8%
3AB	95.4%
3/4SK	92.1%
4DN	94.2%
5AG	96.7%
5/6NW	96.3%
6BP	97.4%

PUPIL VOICE D.E.A.R DAY DROP EVERYTHING AND



READ



"It's fun and makes the day more interesting!"
 "It helps you to calm down."
 "A good experience and should happen more often."
 "It was calm and relaxing."
 "It's a great opportunity to boost your imagination!"

FOOD VOUCHERS

ALL of our families are entitled to a £20 supermarket voucher to help you buy food for your for EACH child you have in school. These vouchers are from Birmingham City Council, through the Household Support Fund which is funded by the Department for Work and Pensions. See Class Dojo for details.





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SAFEGUARDING

This week's safeguarding focus is around consent. Consent means giving someone a choice about touch or actions and respecting their answer. With children, we often use the language "asking for permission." At this age, we want to lay the foundation for setting boundaries, making decisions about their bodies, asking for permission, and responding appropriately when someone says no to them. Besides consent, kids need to learn that they can set boundaries and limits on when and how their bodies are touched and by whom. Here's how you can incorporate consent into everyday conversations with your child: Ways to ask your child for consent: "Do you want a hug goodbye today? We could also wave or high five." "Can I sit beside you while we read this book?" "Can I tell your teacher that your grandma died?"

SEND

This week the staff received training from the speech and language therapist on the strategy of colourful semantics. Colourful Semantics is a system for colour coding sentences according to the role of different words. It can help children to break down sentences and understand the individual meaning of each word and it's role in the sentence thus understanding the word order. It can help children with speech difficulties to clearly identify all words within the sentence and then repeat them. The staff have already started to implement this strategy in the classroom.

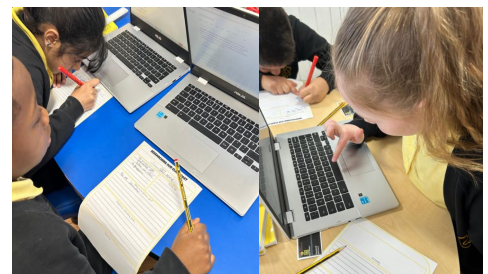
<https://learningjournals.co.uk/colourful-semantics-children-can-develop-language-colour/>

CHILD OF THE WEEK

NAH	Emilia James
RMH	Maddison Keaney
RLM	Grayson Kincaid
1CO	Finley Priest
1/2YG	Kenzie Coleman
2HM	Taha Sultan
3AB	Ava Simmonds
3/4SK	Harry Martin
4DN	David Smith
5AG	Daniel Barmer
5/6NW	M'Kai Grant
6BP	Archie Cunningham

LOWER KEY STAGE 2

We have had a great first week back and settled back into our learning great. This week we have been focusing on poetry in our English lessons with 3AB researching their class poet and creating a fact file for poetry week! 3/4SK have been using similes to create acrostic poems and 4DN have been creating kenning poems. We have also started a new topic in Geography looking at South America. This half term the PE sport focus will be on football. Please make sure your child has the correct PE kit including trainers in school.



UPPER KEY STAGE 2



Welcome back everyone! This week has been poetry week across the school and Year 5 have been studying a poetry collection by Nicola Davies called 'Choose Love' which explores similar themes to our latest class reader 'The Boy at the Back of the Class'. Year 6 have been delving into a mysterious, suspenseful poem 'The Travellers' and have been encouraged to 'free write'. We can't wait to read what the children have written! Even more reading has taken place this week as Mrs Nandhra introduced 'drop everything and read'; both children and teachers really enjoyed taking the time to sink their teeth into a new, or well-loved book.





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My child has grown in confidence and loves coming to school. He is engaged with his learning and staff keep us informed with all of the wonderful things he is learning

My child is happy at school and is making fantastic progress, she is engaging in her learning and extra curricular activities.

School goes from strength to strength.

My children are happy to come to school and all staff do a fantastic job.

Very happy with the progress my child is making and she loves to come to school. Thank you for this.

The school is doing well and the staff are amazing. Well done to all the staff for the good work.

**PARENT VOICE
SURVEY
FEBRUARY
2024**

I just want to say a big thank you for all the wonderful job you all do to develop the children. Keep up the good work.

My child has blossomed since being at Warren Farm.

School management and all staff are doing really really good. Keep it up.

There has been so much improvement in the school which I am very pleased with. Well done to the leadership and all the staff.

Very happy with my daughters progress. All of the teachers are extremely professional and helpful, therefore I would like to say a big thank you .

I would just say the school has been welcoming and I love how my kids have adjusted well here. Thank you so much.





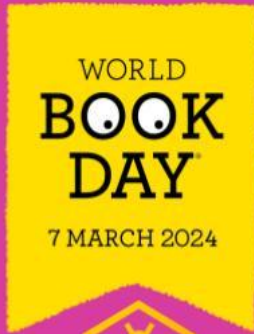
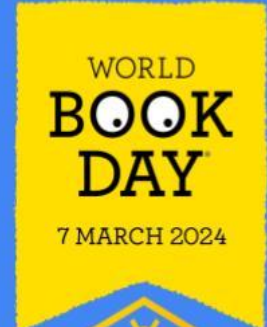
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We are extremely excited to be celebrating World Book Day this year. The theme is

GOODIES AND BADDIES

So we would love to see the children dressed up as their favourite hero or villain.



COMPETITION TIME!

Design and decorate a paper plate of your chosen book character

Please ensure your child's name and class is on the back of the plate.



Here are some ideas...



There will be prizes for winners!



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At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit nationalcollege.com.

10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE A DYSREGULATION DETECTIVE

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content; ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



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