



King Athelstan Primary School

Inclusion Newsletter



Spotlight on Mental Health

Every year we mark World Mental Health Day in October, however mental health and wellbeing of all members of our community is an ongoing focus in our school. We wanted to share with you some of the many ways we support children's mental health and wellbeing across the school. Some are longstanding and others are new; some are ongoing and others are special events; some support everyone and others support individuals or small groups, but all of them are important in supporting our community to stay happy and healthy.

The Inclusion Team - Wiltshire

Our Inclusion Team, based in the Nurture/Inclusion building (Wiltshire, named after artist Stephen Wiltshire), are there to support all children across the school.

The team is made up of:

- Mrs Ramkissoon (Mental Health and Nurture Lead)
- Mrs Bennett (Inclusion Teacher, Acting SENCo and Speech and Language Lead)
- Mrs Whooley (Nurture NNEB)



Members of the team are available on the gate/doors in the morning to welcome children, speak with parents/carers and support the transition in to school for those who find this challenging. The team provide both planned and responsive support to meet the social, emotional and educational needs of all children, with a focus on 'readiness to learn'. Find out more about who we are and what we do in the new Inclusion section of the school website.

The Zones of Regulation

The Zones of Regulation was created by Occupational Therapist Leah M. Kuypers and is designed to foster self-regulation and emotion control. We have used the curriculum across the whole school for a year now, with teachers sharing its content flexibly in line with children's age and stage of development. Some individual and small groups work more intensively with the materials to support their particular needs and some content is covered through assemblies. All classrooms have the Zones on display and all staff wear Zones cards on their lanyards to support communication. The Zones of Regulation teaches children that there are no 'bad' feelings, just 'expected' or 'unexpected' behaviours. For example, running would be expected in the playground but not in the classroom.

The Zones divide feelings into four colours:

- Blue:** the low, slow feelings (e.g. sad, shy, sick, tired, bored)
- Green:** feeling 'good to go' (e.g. happy, proud, focussed, calm)
- Yellow:** the 'fizzy' feelings (e.g. excited, nervous, frustrated)
- Red:** feeling out of control (e.g. angry, aggressive, elated, terrified)



Educational Psychology Service

As a school we buy in a significant amount of support from this service and have two link Educational Psychologists: Dr. Holly Kirkwood and Dr. Minoushe Grant. They work systemically with the Inclusion Team and the wider staff team to support staff training and ensure we are planning well to meet a wide range of children's needs.

They also provide advice for staff and parents/carers for identified children with Special Educational Needs. Their work looks at the whole child.



Nurture

We run Nurture groups for children in Years 1 and 2 during the afternoons in Wiltshire. Nurture teaches children to:

- Understand and regulate their emotions through circle time and SEMH based activities
- Build their confidence by positive reinforcement
- Raise self-esteem
- Empower resilience to become a better learner
- Make and sustain positive relationships

Nurture is in place to support "readiness to learn."

The children have individual targets to reduce the barriers to their learning. Nurture also runs in Reception classrooms as part of EYFS practice.

Forest School

Our Forest School programme, supported by the Inclusion Team, is run by Forest School Leaders at St John's School. Currently, small groups of children from KS2 attend weekly and take part in a wide range of activities in the great outdoors. This unique educational approach is designed to develop confidence and self-esteem through experiences with the natural world. The children take part in team building activities that enhance sharing, turn taking and respectful communication.



Pets As Therapy (PAT)

We are visited each week by a very special dog - Gin, accompanied by her handler Caroline. Identified children visit the, specially trained dog to share their school day, their feelings and maybe their struggles too. Gin is a great listener! A member of the Inclusion Team is always on hand to support children further, should they need it. Visiting Gin helps to build relationships with peers. The children can also read to the dog or show them their good work!

Mental Health Support Team

King Athelstan have invested in support from this service for a number of years. We currently have one MHST Emotional Wellbeing Practitioner who visits our school for half a day each week. They support families through running themed coffee mornings and parental guidance workshops. We also have access to an Art Therapist for a term and a Drama Therapist for a term. Both therapists work with children either 1:1 or in small groups. Children are referred into this service by the Inclusion Team. The MHST also offer support to staff via 1:1 or year group sessions.

Assemblies

Our weekly programme of assemblies aim to support and develop children's wellbeing. Each week KS1 and KS2 have:

- A Current Events assembly with Ms Newton, focussing on themes of local, national and international significance. As well as news items, this assembly often addresses themes arising in school and recently included a series of assemblies exploring 'invisible differences' including Autism.
- An Inclusion Assembly, looking at themes relating to diversity, inclusivity and mental health. There have been series of assemblies exploring: difference, happiness, The Zones of Regulation, and inspirational individuals with disabilities.
- A PSHE Assembly, allowing us to look as a school at a wide range of topics relating to citizenship, health, safety and diversity through our Jigsaw programme.
- A Music Assembly, with Mr Thomas, where the children enjoy collaborative singing.
- An Achievement Assembly, with Mrs Ahearn, celebrating the successes of children across the school.

Interventions

The Inclusion Team and, increasingly, our team of Teaching Assistants across the school are trained to deliver a wide range of interventions to support children's social, emotional and mental health. These include: Social Detective, Lego Therapy, social skills groups, and Zones of Regulation. The team also deliver bespoke responsive interventions to meet individual needs e.g. if a child is experiencing a crisis such as a bereavement.

Signposting

The Inclusion Team are always on the lookout for local organisations and events to support our children and their families. Staff may approach you with information, send emails or display posters in the window of the Inclusion Room. If you would like us to look out for something particular please let us know!



Further Information

Further information about Inclusion at King Athelstan can be found on our website at:

<http://www.kingathelstan.kingston.sch.uk/inclusion/>

You may also like to look at what is available locally through Achieving for Children's (AfC) information website: <https://kr.afcinfo.org.uk/>

Time To Talk

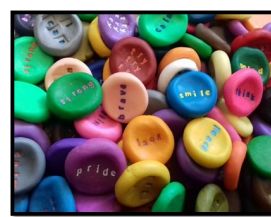
Every classroom in the school has an "I Need to Talk" poster displayed. These are introduced to each class at the start of every academic year by a member of the Nurture Team. The poster reminds children that they can talk to: their family, their teacher and TAs, the Nurture Team, and Senior Leaders if they are struggling with their feelings in school. They can also write or draw a message to share with Billy the Worry Monster who lives in the Inclusion Room.



World Mental Health Day

Each year we have a big community-wide celebration for World Mental Health Day. This year's theme will be "Big Emotions, Big Solutions" and we will be raising funds for the Pets as Therapy Charity.

Children can wear the colours of the Zones of Regulation (red, yellow, green or blue) as part of their school uniform. With the help of the Young Leaders, we run a 'Wake Up, Shake Up' in the KS1 playground for all the children in the school to take part in. ASDA have kindly donated fruit and vegetables so we can make 'Zones of Regulation healthy plates' for each class to enjoy. We also supply a 'wellbeing breakfast' for staff on this day. SEMH activities, stories and music run throughout the school day, culminating in a book giveaway, which allows children to take books home to read and enjoy with their families. Each child has a memento from the day that they have made, to take home with them as well.



Children's Mental Health Week

We mark Children's Mental Health Week. In assembly we discuss the importance of keeping our minds healthy. In preparation for Inside Out Day previously, we learned that people do not show us on the outside how they feel on the inside, and thought about the quote "Everyone you meet is fighting a battle you know nothing about. Be kind, always". We also remind children of all the people they can talk to, in and out of school. Many of the children enjoyed wearing their jumpers inside out as a reminder to think about what others may be feeling.



McQueen - Internal Alternative Provision

In summer 2025, the school introduced an Internal Alternative Provision (IAP).

The IAP is named McQueen (after an artist, just like all our other classrooms) and its main aims and purposes are to:

- provide a purposeful, productive provision for a small number of children who are currently unable to fully access the mainstream learning environment
- support these children to develop the skills necessary to enable them to better access education alongside their peers in the future
- reduce the sense of isolation that often comes from working in a separate space or on an alternative curriculum to your peers
- provide an alternative learning environment in which the children's social, emotional and sensory needs can be explored to promote self-regulation.

The IAP runs during the afternoon sessions and there are typically around 6 children accessing the provision daily.

Invited children attend 1-3 afternoons per week, meaning the groupings differ each day. The cohort as a whole is known as 'Team McQueen', promoting a sense of teamwork and camaraderie.

