



## **Bruche Primary School Academy**

Seymour Drive, Padgate, Warrington, WA1 3TT

Tel: 01925 815772

Executive Headteacher: Mr C Jones

School: [www.bruchepriamry.co.uk](http://www.bruchepriamry.co.uk)

Multi academy trust: [wpat.warrington.sch.uk](http://wpat.warrington.sch.uk)

[Bruche.office@wpat.uk](mailto:Bruche.office@wpat.uk)

[@Bruche\\_P\\_School](#)

Welcome to our latest newsletter!

We've had a brilliant day in school today and managed to raise a great amount of money for Comic Relief! It has been a sea of red, which for an Evertonian is quite unnerving! Rest assured, in the future we will be holding a day where children 'Come to school wearing something blue!'

You may have seen in the Warrington Guardian that we have applied for planning permission to install solar panels on our school roof space. We are hoping this will be passed by the planning committee quite quickly. The installation will hopefully take place within a few weeks. The solar panels will not only significantly reduce electricity bills, but they will also reduce carbon emissions, generate additional revenue, and will be used as an educational tool! A big thank you should go to Mr Ruck one of our governors and dad to George and Daisy for his support in this project!

Have a great weekend everyone!

Mr Jones

Communication Corner

18/03/2024 Some of our children perform at Parr Hall  
25/03/2024 PTA Easter Bake sale after school  
26/03/2024 Open Evening for prospective parents for Nursery September 2024 – 5pm  
27/03/2024 Spring Bonnet Assembly – 2.30pm Reception and Nursery  
28/03/2024 Non Uniform Day  
28/03/2024 School Closes for Easter  
08/04/2024 School Opens after Half Term  
12/04/2024 PTA Raisin challenge (more information to follow)  
18/04/2024 Tempest Photographs  
29.04.24- 03.05.24 Scholastic Book Fayre week  
02/05/2024 Polling Day – (School open as normal)  
06/05/2024 May Bank Holiday  
08/05/2024 Nursery Welcome Event 5.00pm  
20.05.2024-22.05.2024 PTA Donate a toy  
23/05/2024 PTA Toy sale  
24/05/2024 School Closes for Summer Half Term  
03/06/2024 School Opens after Half Term  
12/06/2024 Reception Welcome Event 5.00pm  
14/06/2024 Sports Day – Morning EYFS  
14/06/2024 Sports Day – Afternoon KS1 & KS2  
18/06/2024 Sports Day (back up day if the weather is bad on 14/06/2024)  
19/06/2024 Y6 to Robinwood  
21/06/2024 Y6 return from Robinwood  
06/07/2024 Summer Fair  
08/07/2024 Transition Day for the children  
08/07/2024 School reports to parents  
08/07/2024 Y6 - Bikeability  
09/07/2024 Transition day drop in for parents to meet new class teacher 3.30pm – 4.00pm  
15/07/2024 School report drop in for parents after reports 3.30pm – 4.00pm  
18/07/2024 Y6 Leavers Assembly – Parents Invited  
18/07/2024 School finishes for Summer  
19/07/2024 INSET Day – School Closed  
22/07/2024 INSET Day – School Closed

We are really excited to host our Nursery Open evening on Tuesday 26<sup>th</sup> March at 5pm. This evening will be dedicated to any new families who would be interested in their children coming to our Nursery in September 2024. Please share this news with all your family and friends. Thank you Mrs Kerrigan.



Cake Donations

If you would be willing to bake (or buy) some cakes for us to sell, please bring them into the school office during the day on Monday 25<sup>th</sup> March.

Please label all ingredients clearly to ensure that we are allergy friendly. NO NUTS PLEASE.

We have kindly had baking paper donated to us from one of our parents. This will be available to collect from the office the week commencing 18<sup>th</sup> March.

### **Special Mentions**

**Nursery- Reuben Kindon** has had a fantastic week, he has shown initiative in activities, he has put 100% into everything he has taken part in and he has been a lovely friend.

Well Done Reuben!

**Reception-** My special mention is going to be for **Ayda Dolphin** this week. Ayda has shown that she can now 'Fred in her head' and read words without sounding them out loud. Super reading!

Well done, Ayda.

**Year 1- Izzy** for always working so hard in every lesson! You are such a wonderful role model at school. Keep up the great work Izzy!

**Year 2 –Daisy Jones** for always following our school expectations and putting in 100% into everything that she does. We are so proud of you!

**Year 3 –Alexander Jones** for doing exceptionally well on Reading Plus!

**Year 4 –Oliver Pickett** for his excellent attitude to learning this week.

**Year 5 –Lois Nelson** for her excellent work with fractions!

**Year 6 –Henry Goulden** for showing focus and determination in revision lessons

**PE Star- Lois Nelson** for her continued determination to always try her best has been refreshing.

### **Early Years News**

#### **Nursery**

WOW what an exciting week it has been. We have all watched in amazement as all 10 of our chicks have hatched and they are all doing really well. This has all been due to the caring, calm and sensitive attitude and approach that the children have had. They have impressed us all with their considerate approach to learning in the classroom taking into account the noise level and ensuring that they did not get too close to the incubator.

The children really enjoyed learning all about creatures that lay eggs and we all enjoyed guessing what animal would hatch from our eggs. We have been learning about the life cycle of a chick and the children have enjoyed making their own moving hatching chick.

In maths we have been using 2D shapes to create our own images of chicks and we have been threading the correct number of shapes onto the stand for numbers 1-5 and 1-10!

We have all enjoyed a fun filled Red Nose Day and the children all looked fabulous in their outfits. They definitely danced their little socks off for the 'Danceathon' and I am sure they will be looking forward to a well-deserved rest this weekend.

We are all looking forward to spending time with our chicks next week!

Have a lovely weekend.

Well Done Nursery!

**Mrs Wallace**

## **Reception**

This week in reception the children have been learning a poem all about growing a little seed. The children have been learning about the rhyming words in the poem and we have come up with some actions as a class. The children have also used their phonics knowledge to label their very own extraordinary garden.

In Maths, the children have been looking at the different ways they can make 6, 7 and 8. The children have been adding up both sides of a selection of dominoes and working out if the total number is 6, 7 or 8. They also made their own large dominoes to show their understanding of the different number bonds.

In Science, we have been looking at growing and plants. The children have been learning about what plants need to grow and we have been investigating the different parts of a plant and labelling them using our spelling skills.

The children have also been very creative this week, using their craft skills to decorate and make Joe's dull, grey city into a beautiful, bright one. The children have used tissue paper and oil pastels to brighten up the city.

Have a lovely weekend everyone.

**Miss Bostock**

## **Key Stage 1 News**

### **Year 1**

In Literacy this week we have read our class text 'Beegu' and wrote postcards home to Beegu's mum and dad. We wrote in first person and explain key events from our time on planet Earth. Beegu visited a busy city and saw tall buildings, snuggled with some fluffy puppies and played games with lots of children in a huge school! We also completed some work on the suffix 'est' this week. We now know that when we are using the suffix 'er' we are comparing two things and when we use the suffix 'est' we are comparing more than two things.

In Math's this week we have continued with shape. We have looked at properties of 2D shapes, identified 3D shapes and discussed their properties. Year 1 can identify six 3D shapes and can identify corners, faces and edges. We also discussed which 3D shapes roll and which 3D shapes stack. On Thursday Year 1 had so much fun using 2D shapes to make pictures. They made a flower, car, dog and a rocket!

In Science this week we completed an experiment and tested a range of objects to see if they were waterproof or not. We tested fabric, rubber, plastic, glass and paper! We also tested objects to see if they were transparent or opaque. The children can now explain the meanings of these scientific words and I am very proud of them!

In PSHE this week we have discussed jobs in our community. We have looked at what qualities you need to do different jobs and discussed our aspirations. The children enjoyed learning new vocabulary and discussing what jobs people in their family do.

We had a wonderful day on Friday for Red Nose Day. The children participated in an interactive assembly, completed a 'danceathon' and played games at a range of stalls during golden time! We also celebrated with some sweet treats in class.

**Miss Lewis**

## **Year 2**

This week Year 2 have really impressed me with their handwriting and presentation. More children have been given a handwriting award and certificate which is amazing to see.

In Maths this week we have continued to learn about arrays and the importance of ensuring arrays are in perfect columns and row. We have been interpreting arrays and writing down their multiplication sentences and identifying arrays in our environment and the world around us. We are all beginning to understand how arrays, multiplication number sentences and repeated additions are closely linked.

In Writing, we have looked at what a contraction is. We discussed what an apostrophe is and where this is within a word. We were able to identify and write our own contractions in sentences and enjoyed sharing these with each other. Later on in the week we discussed what an expanded noun phrase is and used a word pyramid to build our own. We now understand that we must use adjectives and a noun when we describe a person, object or animal.

In History we shared our thoughts on what an explorer is and were given some very special pictures to look at. We were put into groups and tried to make sense of the pictures. We were all able to contribute to the discussion and ask questions to find out more information. Later on in the week we researched who the explorer was and found out that his name was Christopher Columbus!

During our time using the laptops we researched who Christopher Columbus was and found out why he is still famous today. We learnt that Christopher Columbus was born in 1451 and he was Italian. When he grew up he became a great explorer who sailed across the Atlantic Ocean. We cannot wait to find out more information next week!

In RE we continued our learning about a Hindu Mandir and we now understand that a Mandir is a place where Hindus go to worship and follow the Hinduism religion. We were able to look at different shrines for different Hindu gods and goddesses also known as deities. We drew some Hindu symbols and created beautiful posters to show what we had learnt

**Miss Kerrigan**

## **Key Stage 2 News**

### **Year 3**

This week in maths we have moved onto looking at formal written methods of division! After lots of time practicing our times tables, we are finally putting it into practice with division.

In English, we have we looked at a WAGOLL of a diary entry about living in the stone age, in preparation for us to write our own diary entry. We have also investigated subordinating conjunctions further and creating our own exciting sentences, making sure we had our conjunctions in it. We have also looked closely at word classes to be able to clearly distinguish between nouns, verbs, conjunctions and adjectives.

We have done two science lessons this week as it has been Science Week, both of which have been experiments! On Monday we looked at how shadows are formed and what kind of materials make shadows, and on Thursday we investigated how shadows change over time depending on distance between an object and a light source.

In PSHE, we looked into Freedom of Speech again and we wrote down what our opinions on it was. We discussed whether everyone should have it, should more people have it than others, and how does it relate to school?

On Friday we celebrated Red Nose Day with lots of exciting activities! We had a delicious bake sale in the morning and in the afternoon, there was a danceathon, penalty shoot-out games, guess the name of the teddy game and guess how many jelly-beans are in the jar!

**Mrs Hogan**

#### **Year 4**

This week in Maths we have been finishing looking at the times tables up to 12 by looking at our 11- and 7-times tables. We looked at if we had learnt all our other tables we only have to learn 7 x 7 in our 7 times tables. We have looked at lots of word problems, reasoning and problem solving.

In English, we have found out we are looking at a book called The Lost Happy Endings. We have looked at illustrations and tried to step into the page by thinking about what we can see and touch. We have then looked at the front cover and read the first part. Discovering that the hat and scarf belong to a girl named Jub. We really looked at the vocabulary for the new book and took time to really get to know some new words and finding synonyms for some we already knew. We then write beautiful poems using this new vocab.

It is British Science week and this year the theme was time. We spent the afternoon with Mrs Floyd and first looked at how much time is in science. We then took part in a BBC live lesson where we looked at some amazing animals and insects and thought about metamorphosis of butterflies and learnt about some ancient insects. We then looked at the career of entomologist.

In our other science lesson this week we have started to look at our new topic of states of matter. There is a lot of new vocabulary in this unit so we spent time learning about lots of new words we will come across.

We ended the week by celebrating Red Nose Day we had great fun taking part in our danceathon.

**Mrs Shone**

#### **Year 5**

This week in Year 5, we have been adding and subtracting fractions. So far, we have looked at fractions with the same denominator but next week we will deepen this understanding as we look at using this skill for fractions with a different denominator.

In writing, we began our rainforest description and relied upon our senses to detail what it would feel like to be walking through a rainforest. As we continue this next week, we will be using similes, personification, expanded noun phrases and prepositions!

For our history topic, we looked at features of a Mayan city-state. We learnt about temples, houses, palaces and even their ball courts (which were used to play a sport named Pok-a-Tok).

In Geography, we researched the different items that are exported and imported into Central America. We learnt that their main export was bananas, coffee and palm oil.

Finally, it was Red Nose Day on Friday! We took part in lots of fundraising activities from designing Red Nose's to penalty shootout - a cake sale to guess how many Red Noses are in the jar.

**Mrs Ratcliffe**

**Year 6**

Year 6 have been working on a number of comprehension activities, focussing on inference, clarifying and summarising by closely studying our Whole Class Shared Reading book, 'The Boy in the Striped Pyjamas'.

They will be using this study to create a retell of an argument in the book, where they will use dialogue to convey character and advance the action.

In Maths, the children have been focussing on the relationships between fractions, decimals and percentages, as well as covering reasoning problems across a wide range of topics.

Homework this week:

Please complete LBQ where assignments have been set to be completed by Thursday next week.

Also, please complete 2 RP lessons.

**Mr Gould**

**PE**

In KS2 this week we have been putting our skills into practice as well as working on our key vocabulary for our unit of study. Our budding striking and fielders have demonstrated lofted drives which the technique has completed the sequence of progressively trickier shots that we play within Cricket. Our Tennis players have started to play full games of tennis which includes scoring the game correctly and demonstrating accurate serves from the baseline.

In KS1 our team games have worked on our locomotor skills and linked to working in pairs as a team to complete common goals in our activities.

**Mr Cooney**



## Lunch Menu W/C 18.03.24

### Week 3

Week One	Week Two	Week Three
<p><b>Meat Free Monday</b></p> <ul style="list-style-type: none"><li>✔ Homemade Macaroni Cheese</li><li>✔ Vegetarian Sausage Roll baked diced potatoes and beans</li><li>Vanilla Ice Cream</li></ul>	<p><b>Meat Free Monday</b></p> <ul style="list-style-type: none"><li>✔ Margarita Pizza served with baked jacket wedges and sweetcorn</li><li>Jacket with Fillings</li><li>Vanilla Ice Cream</li></ul>	<p><b>Meat Free Monday</b></p> <ul style="list-style-type: none"><li>✔ Homemade Tomato and Mascarpone Pasta Bake served with seasonal vegetables</li><li>✔ Quorn nuggets with baked herby diced potatoes, and sweetcorn</li><li>Vanilla Ice Cream Roll</li></ul>
<p><b>Tuesday</b></p> <ul style="list-style-type: none"><li>✔ Chicken Curry served with 50/50 rice</li><li>✔ Baked fishfingers with baked potato waffles, peas and sweetcorn</li><li>Fresh Fruit Segments or yoghurt</li></ul>	<p><b>Tuesday</b></p> <ul style="list-style-type: none"><li>✔ Chilli Beef served with 50/50 rice</li><li>✔ Ham and Cheese Panini, fresh salad, coleslaw</li><li>Fresh Fruit Salad or Yoghurt</li></ul>	<p><b>Tuesday</b></p> <ul style="list-style-type: none"><li>✔ Cajun Chicken in a bun, Baked wedged potatoes, coleslaw and sweetcorn</li><li>✔ Vegetarian Burger in a bun Baked wedged potatoes, coleslaw and sweetcorn</li><li>Fresh Fruit Segments or Yoghurt</li></ul>
<p><b>Wednesday</b></p> <ul style="list-style-type: none"><li>✔ Pork Sausage with creamed potatoes, gravy served with seasonal fresh carrots and peas</li><li>✔ Panini served with coleslaw, sweetcorn, and salad</li><li>Jelly and Fruit</li></ul>	<p><b>Wednesday</b></p> <ul style="list-style-type: none"><li>✔ Homemade tomato sauce with pasta served with mixed vegetables</li><li>✔ Baked Falafel served with savoury rice and mixed vegetables</li><li>✔ Jelly and Fruit</li></ul>	<p><b>Wednesday</b></p> <ul style="list-style-type: none"><li>✔ Chicken Tikka Masala served with 50/50 rice</li><li>✔ Baguette pizza served with fresh salad and coleslaw</li><li>Jelly and Fruit</li></ul>
<p><b>Thursday</b></p> <ul style="list-style-type: none"><li>✔ Oven baked Battered Fish served with chunky chipped potatoes, garden peas or baked beans</li><li>✔ Crumb Coated Chicken served with chunky chipped potatoes, garden peas or baked beans</li><li>Homemade sponge cake</li></ul>	<p><b>Thursday</b></p> <ul style="list-style-type: none"><li>✔ Oven baked Battered Salmon served with chunky chipped potatoes garden peas or baked beans</li><li>✔ Chicken goujons served with chunky chipped potatoes garden peas or baked beans</li><li>Homemade Cake</li></ul>	<p><b>Thursday</b></p> <ul style="list-style-type: none"><li>✔ Crumb coated chicken served with chunky chipped potatoes, garden peas or baked beans</li><li>✔ Oven baked Battered Fish served with chunky chipped potatoes, garden peas or baked beans</li><li>Homemade Cake</li></ul>
<p><b>Friday</b></p> <ul style="list-style-type: none"><li>✔ Spaghetti Bolognese served with seasonal vegetables</li><li>✔ Homemade Cheese Flan served with baked jacket wedges sweetcorn and salad</li><li>✔ Homemade Biscuit</li></ul>	<p><b>Friday</b></p> <ul style="list-style-type: none"><li>✔ Chicken curry and rice</li><li>✔ Selection of filled wraps</li><li>Homemade Biscuit</li></ul>	<p><b>Friday</b></p> <ul style="list-style-type: none"><li>✔ Pork Meatballs in homemade tomato and basil sauce served with wholemeal pasta and garden peas</li><li>✔ Twice Baked Jacket Potatoes with ham and cheese served with baked beans</li><li>✔ Homemade Biscuit</li></ul>



**2-5 APRIL 2024**

# Forest Camp

**HOLIDAY CLUB @  
BRUCHE PRIMARY  
SCHOOL**

**DEN BUILDING,  
BUSHCRAFT, CAMP  
FIRES, COOKING AND  
MUCH MORE**

**Full (8.30-16.00) or half  
days (8.30-12.00)  
available**

**Bookable via ParentPay now**



**KIDS FOR  
A QUID!**



WARRINGTON WOLVES  
THE WIRE

V



WARRINGTON WOLVES  
CATALANS DRAGONS  
CATALANS

**SATURDAY 30 MARCH | 15:00**

 [WARRINGTONWOLVES.COM/TICKETS](https://warringtonwolves.com/tickets) | VISIT THE OFFICIAL CLUB STORE | CALL 01925 248 888

\*with a paying adult at £5 maximum 2x £1 tickets per adult. West stand only

A poster for 'A & D's Early Explorers' featuring a yellow sun, white clouds, and a green grassy field with cartoon characters. The text is centered and provides details about the program's schedule, location, activities, supervision, and pricing.

**A & D's Early Explorers**

**Every Tuesday**  
**Time : 9:15 to 10:15**  
**Term Time**

**At: Padgate Community Centre Station**  
**Road Padgate WA2 0QS**

**Floor based Fun Arts and Crafts**

**Children should be supervised at all times**

**£4 per child additional children £3**  
**Includes Tea/ Coffee, Juice, Toast and a biscuit**

**For more information 07874766207**

A row of six cartoon characters at the bottom of the poster, each wearing a different colored hat (red, green, purple, blue, orange, purple) and having a unique facial expression.



## BRUCHE PRIMARY SCHOOL

### Term Dates 2023-2024

	<b>Closing Date</b>	<b>Opening Date</b>
Autumn 2024		06.09.23
Autumn Half Term	20.10.23	06.11.23
Christmas 2023	20.12.23	03.01.24
Spring Half Term 2024	09.02.24	19.02.24
Easter	28.03.24	08.04.24
Bank Holidays (Good Friday and Easter Monday)	29.03.24 and 01.04.24	
Bank Holiday (May Day)	06.05.24	
Summer Half Term	24.05.24	03.06.2024
Summer 2024	18.07.24	04.09.2024

### **INSET** (Training days for staff – children not in school)

<b>INSET 1</b>	04.09.23
<b>INSET 2</b>	05.09.23
<b>INSET 3</b>	28.06.24
<b>INSET 4</b>	19.07.24
<b>INSET 5</b>	22.07.24

<b>Holiday Dates</b>	
October Half Term	23.10.23 – 03.11.23
Christmas Holiday	21.12.23 – 02.01.24
February Half Term	12.02.24 – 16.02.24
Easter Holiday	01.04.24 – 05.04.24
May Half Term (Whit)	27.05.24 – 31.05.24
Summer Holiday	19.07.24- 04.09.24



## BRUCHE PRIMARY SCHOOL

### Term Dates 2024-2025

	<b>Closing Date</b>	<b>Opening Date</b>
Autumn 2024		04.09.24
Autumn Half Term	18.10.24	04.11.24
Christmas 2023	20.12.24	06.01.25
Spring Half Term 2024	14.02.25	24.02.25
Easter	11.04.25	22.04.25
Bank Holidays (Good Friday and Easter Monday)	18.04.25 and 21.04.25	
Bank Holiday (May Day)	05.05.25	
Summer Half Term	23.05.25	02.06.2025
Summer 2024	18.07.25	03.09.25

### **INSET** (Training days for staff – children not in school)

<b>INSET 1</b>	02.09.24
<b>INSET 2</b>	03.09.24
<b>INSET 3</b>	27.06.25
<b>INSET 4</b>	21.07.25
<b>INSET 5</b>	22.07.25

<b>Holiday Dates</b>	
October Half Term	18.10.24 – 03.11.24
Christmas Holiday	20.12.24 – 05.01.25
February Half Term	14.02.25 – 23.02.25
Easter Holiday	11.04.25 – 21.04.25
May Half Term (Whit)	23.05.25 – 01.06.25
Summer Holiday	18.07.25- 03.09.25



## BRUCHE PRIMARY SCHOOL

### Term Dates 2025-2026

	<b>Closing Date</b>	<b>Opening Date</b>
Autumn 2024		03.09.25
Autumn Half Term	17.10.25	03.11.25
Christmas 2024	19.12.25	05.01.26
Spring Half Term 2024	13.02.26	23.02.26
Easter	02.04.26	13.04.26
Bank Holidays (Good Friday and Easter Monday)	03.04.26 and 06.04.26	
Bank Holiday (May Day)	04.05.26	
Summer Half Term	22.05.26	01.06.26
Summer 2025	17.06.26	(TBC)

### **INSET** (Training days for staff – children not in school)

<b>INSET 1</b>	01.09.24
<b>INSET 2</b>	02.09.25
<b>INSET 3</b>	03.07.26
<b>INSET 4</b>	20.07.26
<b>INSET 5</b>	21.07.26

<b>Holiday Dates</b>	
October Half Term	20.10.25 - 31.10.25
Christmas Holiday	22.12.25 – 02.01.26
February Half Term	16.02.26 – 20.02.26
Easter Holiday	03.04.26 – 10.04.26
May Half Term (Whit)	25.05.26 – 29.05.26
Summer Holiday	20.07.26 - TBC



**Music is a compulsory and important part of the National Curriculum. The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music.**

From September 2022 Early Notes Music Education will be able to offer support to students with small group and one to one instrumental tuition for the following...

**Ukulele** For KS1 & KS2 students

**Guitar** For KS2 students

**Keyboard** For KS1 & KS2 students **(all students will learn to read notation)**

**Flute** For KS2 students **(all students will learn to read notation)**

**Recorder (all ranges)** For KS2 students **(all students will learn to read notation)**

**Violin** For KS2 students **(all students will learn to read notation)**

**Drum Kit** For KS1 & KS2 students

Tuition prices start from £65 for 12 sessions, all lessons are held within school during lesson time. The 12 sessions will usually fit into a school term and lessons will be carried over should a term be less than 12 weeks.

For further information about Early Notes Music, details about specific instrumental lessons or to enroll for September, you can do this direct via our website [www.earlynotesmusic.education](http://www.earlynotesmusic.education)



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

# 10 Top Tips for Parents and Educators DEVELOPING HEALTHY SLEEP PATTERNS

Quality sleep is paramount for wellbeing as it impacts our cognitive function, emotional balance and overall health. A World Health Organisation study highlighted that 44% of young people reported difficulty sleeping – potentially affecting their mood, concentration and immune system. Our guide offers expert tips for helping children to sleep more healthily.

## 1 MINDFUL TECH USE

Encourage a balanced approach to screen time. While phones, laptops, tablets and so on can serve as a helpful means of stress relief, it's advisable to minimise their use right before bed. These devices can keep the mind racing long after they're switched off, impacting how easily and how well a person can sleep.

## 2 EFFECTIVE SLEEP PRACTICES

Offer practical advice on reinforcing certain habits that have a positive influence on sleeping patterns. Children could start keeping a diary which they add to each evening, for example – or they could use up excess energy by exercising during the day.

## 3 HYDRATION HABITS

Underline the importance of drinking plenty of water throughout the day, while limiting drinks close to bedtime to prevent disruptions during the night: it's a lot harder to switch off if you keep needing to get out of bed for the toilet. Avoiding caffeinated drinks later in the day also allows the body and brain to slow down naturally, without any chemicals firing them back up.

## 4 CONSISTENT BEDTIME SCHEDULE

Assist children in developing consistent bedtime routines that tell the body it's time to wind down, promoting a more relaxed state. Establish specific activities for young ones right before going to bed – such as brushing their teeth – to set up an association between that action and falling asleep.

## 5 OPTIMAL SLEEP ENVIRONMENT

Ensure that the bedroom is comfortable, dark and free from distractions, fostering an ideal space for quality rest. The room's temperature should also be suitable for sleeping – that is, not too hot and not too cold – while rooms should be kept as tidy and free of clutter as possible.

## 6 RELAXING EVENING ACTIVITIES

Recommend activities that have a calming effect on the mind – such as reading or gentle stretching – in the lead up to bedtime, to prepare the mind for a peaceful night's sleep. Doing something quiet, relaxing and low intensity signals to the brain that it's time to rest and makes falling asleep much easier.

## 7 PRIORITISING ADEQUATE SLEEP

Emphasise the crucial role of sleep in maintaining physical and emotional wellbeing. It's especially important to sustain a healthy sleep pattern during challenging and intensive periods in our lives: during the exam season for children and young people, for instance.

## 8 NUTRITIONAL BALANCE

Highlight the significance of a healthy, balanced diet – and its role in establishing a more consistent sleep pattern. Try to lean towards preparing meals with plenty of fruit and vegetables, served in reasonable portion sizes: not only is this a lot healthier, but it also reduces the chances of feeling too full to be comfortable in bed.

## 9 PARENTAL SUPPORT

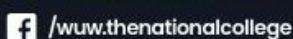
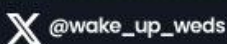
Parents and carers, of course, are uniquely situated to support their children in establishing and maintaining healthy sleeping habits. Parents can review their own sleep habits (incorporating anything from this list that they don't do already) to model a balanced bedtime routine and reinforce the importance of self-care.

## 10 MILITARY SLEEP METHOD

Look up 'the military sleep method': it's a technique for falling asleep quickly, which incorporates deep breathing exercises. You could encourage children to try it or even use it yourself. While it can take a good deal of practice to perfect, eventually it will start to feel natural – and the results are often extremely impressive!

### Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of the Social Enterprise UK: 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at a large secondary school.



Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 13.03.2024

# SEND Newsletter

March 2024



## What is neurodiversity?

Neurodiversity refers to the differences between how people think, process information, behave and communicate.

It emphasises that everyone's mind works differently. People have different interests, motivations, skills, and strengths. These differences should be recognised, understood, respected, and celebrated.

**It's estimated that 15-20% of children and young people in the UK are neurodivergent.**

## Neurodiversity and mental health

Neurodiversity does not refer to a mental health condition; neurodivergent individuals do not necessarily have poor mental health. However, due to **social expectations** and a **lack of support and understanding**, neurodivergent pupils may be particularly susceptible to mental health problems, especially in environments where differences are not understood and respected.



## How to support neurodivergent children

**Empower neurodivergent children and young people.**

Follow neurodivergent pupils' lead to help them to feel safe and able to act authentically. Work with individuals to meet their specific needs and build on their strengths.

**Create an inclusive learning environment.**

Carry out a sensory audit and consider adapting your classroom. Try to give all pupils the option to work in a quiet area if they prefer. Use visual aids and other communication devices to support learning and communication differences.

**Gather student voice.**

Create opportunities to listen to neurodivergent pupils and record this. Use this feedback to reflect on your classroom culture and environment to ensure that they are inclusive.

## Simple Inclusive Classroom Strategies

1. Define clear minimum standards for behaviour.
2. Enforce those standards consistently.
3. Deal with low level disruption in a sensitive way.
4. Create opportunities to listen to all children.
5. Develop a 'scaffolded' approach to learning.
6. Be aware of the specific needs of every child in your class.
7. Provide support for them in ways which benefit ALL children in your class.
8. Create a calm, purposeful learning environment.
9. Clearly display timetables and key information.
10. Use pre-assessment to inform your planning.
11. Let children choose how to show what they have learned.
12. Don't compare the progress of one child to another; look at each individual starting point.



Further links to support understanding around neurodiversity and links to resources:

Classroom Sensory Audit: <https://education.gov.scot/media/i3nm5bkt/sensory-audit-tool-for-environments.pdf>

Guide to neurodiversity for staff: <https://mentallyhealthyschools.org.uk/factors-that-impact-mental-health/vulnerable-children/neurodiversity/?searchTerm=neurodiversity>

Understanding neurodiversity and inclusivity for teaching staff: <https://www.gtcs.org.uk/wp-content/uploads/2021/09/professional-guide-understanding-neurodiversity.pdf>

A guide to Specific Learning Difficulties: <https://dyspraxiafoundation.org.uk/wp-content/uploads/2016/09/P16-A-Guide-to-SpLD-copy-2.pdf>