

A note to SEND



At Polesworth we have a vibrant and thriving Inclusion Department, led by myself (Mr Paul Rosten-Smart) with the help of an amazing Inclusion Team, which includes a Special Educational Needs (SEN) Teacher, an Inclusion Manager, a Higher Level Teaching Assistant (HLTA), a number of Teaching Assistants and Mrs Taylor for admin support. As a team it is our aim to ensure that the needs of all our students are met either in the classroom or through out of lesson intervention.

Additional needs come in many different forms, ranging from autism to social and emotional mental health issues.

We have a number of pupils at Polesworth with additional needs and part of my role is to raise awareness of the conditions that these pupils have, with staff, parents and of course the child. One of the most common areas of need at Polesworth is Autism and I wanted to share with you some information about autism which can be seen on the fact sheet on page 2.

If you have any concerns about your child, or just need some advice please do contact me on p.rosten@thepolesworthschool.com. Alternatively you can find more information on the Inclusion page on the school website - we have made this really easy for you and there is a link to the Inclusion area on the homepage.

Mr Rosten-Smart
SENCO & Transition Coordinator

Winner of the People's Choice Award 2023



Well done to JP in Year 10 who has won the Young Artists' Summer Show People's Choice Award 2023 for his art piece 'A Portrait of Sal' (drawing on the right). JP also received a £100 art materials voucher.

Thousands of votes were received for the nearly 480 artworks open to this award and JP's work received the highest number with 782 votes!

Thank you to everyone who took the time to vote for JP's amazing art piece.



Autistic Spectrum Condition/ ASC Fact Sheet

ASC is ...

- ✓ **A life-long developmental disability** that affects how people perceive the world and interact with others. The 4 key areas of difference are social understanding; sensory processing; information processing; communication. They may focus on specific interests with notable intensity.
- ✓ **A spectrum condition. All autistic people share certain difficulties, but being autistic will affect them in different ways.** Some autistic people also have learning disabilities, mental health issues or other conditions, meaning people need different levels of support. All people on the autism spectrum learn and develop. With the right sort of support, all can be helped to live a more fulfilling life.

ASC is not ...

- ✗ **An illness or disease and cannot be 'cured'.** Often people feel being autistic is a fundamental aspect of their identity.
- ✗ **Being socially awkward.** People with ASC are often excellent at socialising with each other, where they can avoid eye contact, stim, avoid small talk, share information and rely on their own natural communication preferences.
- ✗ **Lacking empathy.** People with ASC can be as caring and loving as any other group of people.



Social Understanding: Differences in understanding social behaviour and the feelings of others, which inform friendships and relationships.



Differences in perceiving sensory information. Hypo (low) sensitivity, hyper (high) sensitivity, touch, sight, hearing, smell, taste, balance and body awareness.

4 Key Areas of Difference *Taken from the Autism Education Trust*



Information processing: Differences in perception, planning, understanding concepts, generalizing, predicting, managing transitions, and absorption of auditory or spoken information.



Communication: Differences in understanding and expressing communication and language, with skills ranging from individuals who are highly articulate, to others who may be non-verbal. Good language skills may mask a deep level of misunderstanding.

Ways to help pupils with ASC

The Communication and Autism Team can provide advice and support for children and young people between the age of 2 and 25 years old.

Classroom accommodations : positive behaviour intervention plans and informal supports like chewing or using a fidget spinner can be helpful.

Self-advocacy training helps pupils understand, ask for and explain to others what they need to succeed.

Use the SPELL Approach, and the TEACCH Approach created by the National Autistic Society on their website: <https://www.autism.org.uk/advice-and-guidance/topics/strategies-and-interventions>

SPELL—Structure, Positive, Empathy, Low Arousal, Links.

TEACCH —Teaching, Expanding, Appreciating, Collaborating and Coordinating, Holistic.

Other Information...

NATIONAL AUTISTIC SOCIETY:

<https://www.autism.org.uk>

HELPLINES:

<https://www.autism.org.uk/contact-us/urgent-help>

AUTISM WEST MIDLANDS:

<https://www.autismwestmidlands.org.uk>

AUTISM EDUCATION TRUST:

<https://accesstoeducation.birmingham.gov.uk/communication-autism-team/>

Year 9 Germany Trip

On **Thursday 20th July**, 40 year 9 pupils and 5 members of staff from the Polesworth School made their way to Cologne, Germany.

After being unable to go on a school trip to Germany for 4 years, due to Covid, this trip was even more special.

We spent our first full day in Germany exploring the beautiful city of Aachen and its Cathedral. Students had time to shop for souvenirs and explore the city.

The following day we spent in Cologne, playing rooftop football at the Olympic sports museum and taking a river cruise down the Rhine.

Many amazing memories were made and lots of fun was had by all!



PE September Successes

Congratulations to OM in Year 11 for making the Great Britain U17 Flag Squad.

Well done to the U16 Football Team who beat George Eliot 1-0 and drew 0-0 against Ash Green.

Congratulations to the U15 Football Team who won both matches beating Etone 2-0 and Hartshill 2-1. Brilliant results and a fantastic attitude.

Well done to the U14 Football Team who beat George Eliot 2-0, beat Etone 1-0 and drew 0-0 with Higham Lane. The team played really well.

Congratulations to the Year 7 Football Team who played their first matches together beating Nicholas Chamberlaine 3-2 and lost a hard fought encounter that could have gone either way against Higham Lane.



Former Student MFL Visit

On **Tuesday 12th September** the MFL Department were lucky enough to be joined by our former student Ellie Biggs, who is currently studying German at Birmingham University. She has just returned from spending a year in Freiburg and shared her exciting stories and experiences with some of our Year 12 and Year 8 students. Students had the opportunity to ask her questions and find out all about what life in Germany is like, and what it is like to study a modern foreign language at university. We found out all about life in Freiburg in southern Germany, as well as the exciting customs and traditions that she had experienced whilst there. This was a great real-life language learning experience for all involved!



Making Connections to Improve our Mental Health



M, E, N, T, A, L,
H, E, A, L, T, H,
M, A, T, T, E, R, S,

Social connection improves our physical health and mental and emotional well-being.

Relationships are one of the most important aspects of our lives. People who are more socially connected to family, friends, or their community are happier, physically healthier, and live longer!

It's about the quality not quantity! - It's not just the number of friends you have, and it's not whether you're in a committed relationship, but it's the quality of your close relationships that matters.

Connections with others can be in person or online. Connecting virtually is a great way to stay in touch with people, especially if they live far away but make sure you do it safely and know who you are talking to.

We all think we know how to take good care of ourselves: eat a balanced healthy diet, exercise, and try to get enough sleep. But how many of us know that social connection is just as critical?

One landmark study showed that lack of social connection is a greater detriment to health than obesity, smoking and high blood pressure.

Strong social connection:

- leads to a 50% increased chance of longevity
- strengthens your immune system
- helps you recover from disease faster
- may even lengthen your life!

People who feel more connected to others feel less **anxious** and **depressed**. Moreover, studies show they also have **higher self-esteem**, **greater empathy** for others, are **more trusting and cooperative** and therefore, others are more open to trusting and cooperating with them.

Social connectedness generates a positive feedback loop of social, emotional and physical well-being.

An internal sense of connection can be nurtured and built in the following ways:

1). Give, Share, Support & Do acts of service and kindness for others:

Research shows that compassion and volunteering has huge health benefits and creates a sense of connection and purpose. Research also shows that if we need help, we should ask for it. It will create belonging for those we ask.

2). Take care of yourself:

Stress is linked to high self-focus and therefore a lower sense of connection; if you are happy from within, you are also more likely to feel connected, to reach out to others, and to make the world a happier place.

3). Ask for help:

Research shows that people are willing to help us but if we don't ask, they assume we don't need help. So, try and reach out to those around you when you need it.

Year 9 France Trip

It was great to get back on the trip trail this summer. We finally managed to resurrect the Polesworth tradition of visiting France with our Year 9 students, in the final week of term. We set off on Thursday morning of the last week of term, bleary eyed at 7:30am. First stop was Dover for a 2pm ferry crossing, although the first highlight was undoubtedly Jo's and Mia's piano solos at the services on the road down which attracted quite a crowd and compliments from members of the public.

We were blessed with a smooth ferry crossing and enjoyed the luxury of our free meal vouchers. Shortly afterwards, we were unpacking at our accommodation in Stella Plage, where we would spend the next two nights. After a day of travelling, an evening meal, a game of volleyball followed by a game of rounders, we went back to our rooms for a well-deserved rest.

The Friday saw us visit a local boulangerie, where we listened to a French talk on how French bread and croissants are made. We then got the chance to make our own croissants and some were even brave enough to ask questions and join in a discussion in French. We all enjoyed sitting in the sun, eating our croissants and pain au chocolat, fresh from the oven. Then it was off to the snail farm where we ate our picnic lunch on the lawn, with kittens, goats, and donkeys for company before taking part in another French presentation, this time on the cultivation of snails and their links to both the restaurant and beauty industries! Those braver students were at it again, asking questions in French and answering questions with confidence and then some moved on to taste a variety of snail recipes!

Following this, we were off to the shops, with a visit to Le Touquet, where students explored this beautiful seaside town and its boutique shops and cafés. Many of the students tried new foods, bought souvenirs, and experienced French, café culture, ordering and interacting in French. We ended the day with a walk, through town and a few games on the beach. Then, we headed back to the accommodation to prepare for an early start on Saturday morning.

Saturday began with a morning visit to Boulogne market. After a picnic lunch, we visited Nausicaa Sea Life Centre, the largest aquarium in Europe, where the highlight was the mind-blowing giant tank. We were told it is the size of four Olympic swimming pools!

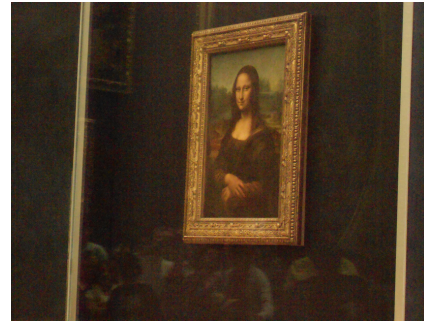
Saturday evening, we arrived in Paris at dusk. There were lots of 'oohs' and 'ahs' in our coach as we saw the Eiffel Tower, Sacre Coeur, and Notre Dame for the first time.

On Sunday morning, we began our tour of the city with a boat cruise along the river Seine. It proved the best way to get around the city as a lot of the roads were closed due to the Tour de France being staged there. We then ate our sandwiches by the Notre Dame, before moving on to the Sacre Coeur and spending some free time around Montmartre, bartering with the local artists to buy caricatures of ourselves. On Sunday evening, we went for a walk down to the river to take photos of the Eiffel tower, illuminated by night.

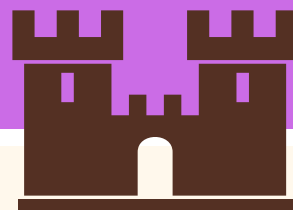
On Monday morning, we visited the Louvre, the Venus de Milo and the Mona Lisa and then took photos of the Pyramid in the courtyard before heading back to the coach, to start our journey home. We finally arrived back at around midnight, exhausted but with lots of memories to cherish forever!



Year 9 France Trip



History Matters



Adventures through time...

Well done to our History students on a fantastic start to the year.

What have we been learning about?

Year 7 are currently exploring History before 500AD. This has included examining artefacts from the Stone Age, Bronze Age and Iron Age before exploring why the Romans came to Britain and their lasting impact. Students will consider the different factors that led the Romans to invade and consider the lasting impact of the Romans in Britain.

Year 8 are studying the Ancient Persian Civilisation with a focus on Cyrus the Great and the origin and expansion of the Persian Empire. Students have had the opportunity to examine historic artefacts and sources from the period including the Cyrus Cylinder. The year started with a brief exploration of the Seven Wonders of the Ancient World and there was some fantastic posters and leaflets created – well done Year 8!

The **Year 9** students have been making use of their Year 8 knowledge and examining the impact of the Treaty of Versailles. This has led into timelining the events leading to the outbreak of the Second World War. The policy of appeasement has been explored with pupils assessing the arguments for and against appeasement and reaching their own supported judgements. Over the coming weeks pupils will examine the events of the war. If you have any family history or local/global stories connected to the Second World War, please feel free to share this with the department. The students always enjoy discussing and sharing these stories with us.

Useful websites for revision:

BBC Bitesize:

Useful for our Year 11 students for revision on: Living under Nazi Rule/Making of America (studied in Year 10).

Seneca Learning:

<https://senecalearning.com/en-GB/>

GCSE History

Year 10 have started their GCSE History course with a focus on Medieval Medicine. They are becoming experts on the Four Humours and the different approaches to dealing with diseases in this period. Students will cover the history of medicine ranging from the Middle Ages through to the present day over the course of this term.

Battlefields Trip 2024: A letter about the trip has been sent out to Year 10 History students. Please see your History teacher if you need a printed copy of the letter.

Year 11 have had a great start to the year with a focus study of Raglan Castle as part of their 'History Around Us' unit. They are getting to grips with the changing ownership of Raglan Castle throughout key moments in History such as the Norman Conquest, the Wars of the Roses, the Tudor Period and the English Civil War. They are also doing a fantastic job of remembering all of the different 'Williams' who owned the castle. In October we will move onto The Elizabethans and then the final unit on 'The People's Health.'

A Level

Year 12 have made a fantastic start to their A Level studies with brilliant work and discussions in lessons. Their focus for this year is on the Cold War in Europe and England 1199-1272 with opinions already being formed about the reign of King John.

Our **Year 13s** are hard at work as they complete their final year of study. Pupils have finished their exploration of Henry III and the final, dramatic, defeat of Simon de Montfort at the Battle of Evesham. They are now finalising their coursework topics as they continue with their study of the Tudor Rebellions.

Well done to all of 12A and 12C on their work and effort for their PPE History exams 😊



Music & Drama Activities

Monday:

Drum tuition: 8.00am-4.00pm

Band rehearsal until 3.45pm

Tuesday:

Drama club in I1 until 3.50pm

School of Rock in I2 until 3.45pm

Radio club (must be booked) until 3.50pm

Woodwind, vocal and piano/keyboard tuition: 8.00am-1.00pm

Wednesday:

Radio club (must be booked) until 3.50pm

Band rehearsal until 3.45pm

Friday:

Guitar tuition 8.00am-12.00pm

Letters about instrumental tuition can be collected from the music office in Inigo.



Year 11 Prom- Class of 2023



A-Level & GCSE Results Days

Congratulations to both our Year 11 and Year 13 student cohorts on their 2023 examination results.!

All of the staff at The Polesworth School are extremely proud of all of our students. We wish them every success and look forward to hearing of their continued achievements in the future!

Mr Quinney and Mr Ford
Deputy Headteachers



Key Dates

Thursday 5th October 2023

Year 11 Parents Evening

Wednesday 11th October - Friday 13th October 2023

Year 11 GCSE Geography Field Trip to Carding Mill Valley

Monday 16th October 2023

Sixth Form History- Parliament and British Museum Trip

Tuesday 17th October 2023

KS3 & KS4 Modern Foreign Languages Evening

Wednesday 25th October 2023

Teacher Training Day- Students not in school

Thursday 26th October 2023

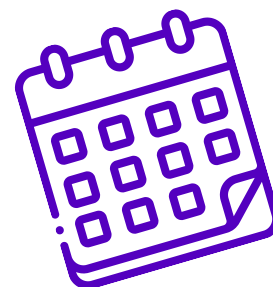
Year 11 GCSE Success Evening for Parents/Carers

Friday 27th October 2023

Break up for half-term

Monday 6th November 2023

Students return to school



Community Governor Vacancy

Are you interested in being a Community Governor and supporting the on-going success of a local school?

We are looking to recruit a Community Governor to our School Standards Committee (formally known as the Local Governing Body) for The Polesworth School, part of Community Academies Trust (CAT).

We are looking for people who have the skill to act as a 'critical friend', ask challenging questions about performance and use their skills and experience to support the school in addressing its aims. You will be involved in creating and developing a strategic plan for the school, setting and agreeing objectives, and monitoring and evaluating the schools' success by focusing on progress and outcomes – within CAT, this is known as being 'Guardians of Standards'.

This is a voluntary position. If you are aged 18 or over and are able to commit around 10 to 15 hours per term to the role, which includes a School Standards Committee meeting and pre-reading of associated papers each half term we would love to hear from you.

You do not need to be a parent of a pupil at the school.

No prior knowledge is needed – training and support is offered and available to all new and existing governors.

This is an extremely rewarding role, one which holds great importance within our schools and trust. If you feel that you have skills which could be transferred to help make a real difference to children's lives, please contact us.

For further information and an opportunity to discuss this role, please don't hesitate to contact Mrs Shakespeare (Clerk to the SSC) on 01827 702205 or email r.shakespeare@thepolesworthschool.com where an appointment will be made for you to speak with the Chair of Governors Dr Eaton.

Nomination forms, a skills audit form, and Terms of Reference are available by email from Mrs Shakespeare: r.shakespeare@thepolesworthschool.com.

The closing date for receipt of nomination forms is **Friday 20th October 2023, 2.00pm**. Interviews will take place in November 2023.