



IncludEd

THE COMPASS INCLUSION NEWSLETTER

FAMILY EDITION

ISSUE 3 – SUMMER 2025

Hello and Welcome to the IncludEd Family newsletter!

Hello everyone!

Welcome to our summer newsletter! We're excited to share with you some inspiring stories about how schools in our trust are putting inclusion into practice. We're also keeping you updated on all the fun activities happening in your area over the summer holidays!

Looking ahead to autumn, we're anticipating the government's vision for inclusion in mainstream schools. While there is uncertainty about what changes may come, our commitment to inclusion is stronger than ever. As a trust, we're dedicated to the ongoing professional development of our expert teaching staff, and our focus for the next academic year will be on adaptive teaching. We're excited to continue collaborating closely with our special schools to ensure that our ambitious curriculum is accessible to every learner, in every subject.

We hope you enjoy reading this newsletter as much as we enjoyed putting it together for you. Wishing each of you a fantastic summer holiday.

Beth Tanton & Joshua Garrett-Smith

PARENT FORUM

Advice from Parent & Carer Forum

I'm happy to share a wonderful website developed by mental health practitioners at Place2Be, designed especially for parents and carers. It's there to help make the parenting journey a little easier. The site offers practical tips to support your child's well-being and behaviour, covering everything from sleep and social media to mealtimes and handling children in crisis.

You'll find short videos and very clear advice, which can be so reassuring, knowing that you're not alone facing these challenges and that others are experiencing them too.

[Mental health support for parents and carers – Place2Be](#)

A Compass Teacher & Parent of a child with SEND



SPOTLIGHT

ON SUCCESS

Deansfield – Emotional Based School Avoidance

At Deansfield, we have developed and implemented an Emotionally Based School Avoidance (EBSA) project to support children and families. Attendance at the EBSA training for our SENCO, Headteacher, and Learning Mentor was invaluable, as was the involvement of our Educational Psychologist, who supported us in identifying priority areas using a whole-school audit.

A child-centred approach was key to really understanding EBSA. Our learning Mentor meets with children to find out how they feel about school. Using Well-being Cards, we gain the child's perspective and share it with parents. Parents are then asked, alongside their child's class teacher, to complete questionnaires that assess the risk and resilience of their child at home and school. Using these tools has enabled us to be more creative in our thinking and identify the key drivers of EBSA.

We then select strategies and interventions to create a bespoke action plan with parents. These actions are completed at school and/or at home in agreement with the parents and the child.

Some actions are as simple as coming in to school ten minutes earlier to help the teacher set up the classroom, other strategies may be for children and parents to reframe discussions about school- instead of 'How was school today?' using 'Give me two things that were positive about your time in school today.'

The strategies we use are tailored to each child. We have had many successes, and working with children and parents has been key, as well as early identification at key transition points.

5

A DAY...

At Shalford Primary School, we have introduced an assessment strategy called hinge questioning, which allows us to dynamically respond to the learning in the room and group children to provide support. Teachers prepare focused resources to support children by anticipating misconceptions that may occur.

"I find fluid grouping to be an opportunity to slow down and explain learning to children in a way they will understand, using scaffolding, resources, and visuals that break learning down into easy chunks. Different children require different support, allowing every child to push themselves and achieve their very best. As the grouping changes from lesson to lesson, I've seen children become more open to adult support as they know every child will receive the guidance and feedback they require."

Nichola Hinton, Class Teacher (Year 5 & 6)

"My teacher always helps me when I need it."

Archie (Y4)

"The teacher always helps me when I am stuck on a question. I've learnt you can always do something that seemed impossible."



OUT & ABOUT IN THE COMMUNITY

What is happening for children with SEND in and around Greenwich?

	Sensory Explorers – National Maritime Museum - Family Trails at the National Maritime Museum Royal Museums Greenwich
	Ted's Space Adventure – Royal Observatory - Kids Planetarium Shows: Ted's Space Adventure
	SENsory Sailors – National Maritime Museum - SENsory Sailors Royal Museums Greenwich
	CoderDojo - Not SEND Specific - Coder Dojo at the Prince Philip Maritime Collections Centre Coding for Kids
	Come Play – Eltham Palace - Come Play ft. TV's Taskmaster at Eltham Palace and Gardens English Heritage
	Spots Birthday Party - Spot's Birthday Party Woolwich Works
	Audiomoves Boogiepod – Creative Play that gets Kids Moving- Live DJ - Audiomoves BoogiePod Woolwich Works
	Splat! A family friendly physical comedy about art and creativity - Splat! Woolwich Works
	Boppin Bunnies – Interactive Music Show for Families - Boppin Bunnies - August 2025 Woolwich Works
	Woodland Farm Trust – Summer Activities - The Woodland Farm Trust Summer Activities 2025

ADVICE & SUPPORT

Greenwich SENDIASS - <https://www.greenwichsendiass.uk/>

Home Start Greenwich – SEND Support - <https://homestartgreenwich.org.uk/send-support/>

Barnardos – SEND Support - <https://www.barnardos.org.uk/get-support/support-for-parents-and-carers/support-for-send-children>