



Holly Park

INCLUSION NEWSLETTER

Autumn Term 2026

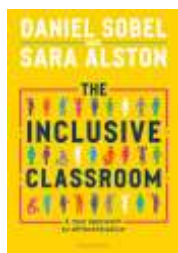
Staff Training

This year Inclusion is very much a part of our School Improvement Plan. We are embedding an ethos that Inclusion is everybody's responsibility and that Inclusion is essential for some and good for all!

This term Mrs Kelly will be leading staff training to support teachers really getting to know the individual children in their classes through pupil passports, support plans and EHCPs. Teachers will be involved in writing the support plans for children in their classes and will also have time after Pupil Progress Meetings to plan carefully for the SEND children in their classes.

Miss Michael and Mrs Kelly will be leading staff training on behavior and SEND.

The Senior Leadership Team read a book called 'Strong Female Character' over the summer holidays about an adult woman and her life with ADHD. We are currently reading a book called 'The Inclusive Classroom.'



The Inclusion Team



Mrs Kelly
AHT for



Mrs Coughlan
SEND Admin



Mrs Puzey
Learning Mentor



Miss Michael
Safeguarding
Pastoral Lead



Mrs Thomas
Looked After Children
Young Carers



Miss Iglesias
Attendance
Medical & welfare

Our Team of Learning Support Assistants



The Barnet Autism Course for Parents and Carers (BACPAC)

A 6-session online training course, over 6 weeks, covering topics including:

An overview of what it means for your child to be Autistic:

Communication Sensory needs Understanding emotional regulation/behaviour

This course also gives parents/carers an opportunity to meet to meet each other and share their experiences. For further information, dates, and times, please contact autism.team@barnet.gov.uk

How do I access BACPAC?

In order to access this programme you must:

Be a resident of Barnet

Have a child with a diagnosis of Autism

Be a parent/carer of a child aged 6-19 years old

To enquire about the course, or be added to the mailing list please contact Autism.Team@barnet.gov.uk

Young Carers Award

I am delighted to share with you that Holly Park has been awarded a prestigious award for its work supporting young carers with their education. The school was presented with the Young Carers in Schools award at the end of July 2026. Young carers are children under 18 who support the care of a family member with who, due to illness, SEND, disability, mental health condition or addiction needs their support. Holly Park gained the award by demonstrating how it supports young carers. A massive thank you to Mrs Thomas who prepared everything for the award. We currently have 21 young carers registered at the school.

If you feel that your child may be eligible to be a Young Carer please speak to the class teacher, the school office or Mrs Thomas.



Holly Park SEND Governor – Sarah Deale

Sarah has had several senior management roles including two headships and deputy head roles. She has also been an advisory teacher in two local authorities and a SENCO. She has taught across the primary age range and in a specialist setting. She was previously head of Coppetts Wood School and the Virtual School in Barnet. Her experience means she has a thorough understanding of being a school leader; how schools work and the work of the governing body



Visit Barnet's Local Offer

Scan the QR code to be taken to:
www.barnetlocaloffer.org.uk

What is the Local Offer?
The Local Offer is a website that brings together information about support and services for children and young people with Special Educational Needs and Disabilities (SEND), and their families and carers.
It helps you understand what support is available across education, health, and social care and in the Barnet community—all in one place.

Who is it for?

- Parents and carers
- Children and young people with SEND (0-25)
- Professionals supporting children, young people with SEND, and their families

What can you find?

- Services, support, and advice in your local area
- Information about education, schools, and colleges
- Health services and wellbeing support
- Social care support and family services
- Local activities, groups and upcoming events
- Support for moving into adulthood
- Signposting to helpful organisations

Why Visit?
It can help you find the right support, when you need it.

BELS Mini-BACPAC
(Autism, Autism Course for Parents and Carers of Autistic children aged 6-19 years)

Autism Term 2026

Topic	Session 1	Session 2
Autism in the Early Years	Tuesday 9th October Online session: 19:30-20:30	Wednesday 17th October In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 16th October Online session: 19:30-20:30	Wednesday 24th October In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 23rd October Online session: 19:30-20:30	Wednesday 31st October In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 30th October Online session: 19:30-20:30	Wednesday 6th November In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 27th November Online session: 19:30-20:30	Wednesday 4th December In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 24th November Online session: 19:30-20:30	Wednesday 1st December In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 21st November Online session: 19:30-20:30	Wednesday 28th November In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 18th November Online session: 19:30-20:30	Wednesday 25th November In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 15th November Online session: 19:30-20:30	Wednesday 22nd November In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 12th November Online session: 19:30-20:30	Wednesday 19th November In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 9th November Online session: 19:30-20:30	Wednesday 16th November In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 6th November Online session: 19:30-20:30	Wednesday 13th November In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 3rd November Online session: 19:30-20:30	Wednesday 10th November In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 31st October Online session: 19:30-20:30	Wednesday 8th November In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 28th October Online session: 19:30-20:30	Wednesday 5th November In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 25th October Online session: 19:30-20:30	Wednesday 2nd November In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 22nd October Online session: 19:30-20:30	Wednesday 30th October In-person session: 9:45-11:15
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Understanding Educational Needs and Early Signs (SEND)	Tuesday 13th October Online session: 19:30-20:30	Wednesday 21st October In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 10th October Online session: 19:30-20:30	Wednesday 18th October In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 7th October Online session: 19:30-20:30	Wednesday 15th October In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 4th October Online session: 19:30-20:30	Wednesday 12th October In-person session: 9:45-11:15
Understanding Educational Needs and Early Signs (SEND)	Tuesday 1st October Online session: 19:30-20:30	Wednesday 9th October In-person session: 9:45-11:15

How to talk to your child at the end of the school day

We have all experienced the child at the end of the school day who can't remember what they did that day, gives one word answers or says they don't know when asked if they had a good day. Here are some ideas to encourage your child to talk about positive school experiences at the end of the day and share what they have been doing:

1. What made you smile today?
2. Can you tell me an example of kindness you saw/showed?
3. What was the book about that your teacher is reading?
4. Did anyone do anything to make you laugh?
5. What did you do that was creative today?
6. What did you play at playtime today?
7. What was the best thing that happened today?
8. Did you help anyone today?
9. Did you say thank you to anyone today?
10. Who did you sit with at lunch?

Resilience



Resilience is the ability to keep going when things don't go as we expect. Resilience means we can look after ourselves and prepare ourselves for whatever might happen. Failing helps us to learn what doesn't work! It is important that ALL children build resilience as not everything in life goes the way we want or expect – we have to learn to deal with life's ups and downs. Having resilience means children can cope, keep going and be prepared for whatever might happen. Holly Park is a Barnet recognised Resilient School. It is important that parents support their children to be resilient. A resilient child is - self-motivated, learns from failure and remains hopeful, finds alternative solutions, seeks helps from others, manages helpful situations calmly and is open to new experiences. This is what we want for all our children at Holly Park so that they are happy and able to cope when things don't go their way.



COFFEE MORNING

ADHD Coffee Morning

As part of our ongoing engagement with parents and carers we have an ADHD Workshop on **Thursday 8th October** at 9am delivered by Lucy Baker who is the Lead Advisory Teacher for the Inclusion Advisory Team Specialist Inclusion Services to support SEND learners. Everyone is welcome.



Ordinarily Available Provision

The needs of the vast majority of children can be supported in the classroom by Ordinarily Available Provision, which is the support that mainstream schools are expected to provide for all children within the classroom. This involves the following:

Quality First Teaching: Teachers use inclusive strategies, adaptable environments, and flexible approaches so pupils can access the standard curriculum.

Reasonable Adjustments: Staff make simple, practical changes to the classroom layout, daily routines, or learning materials to remove barriers for pupils who need extra help.

Existing Budgets: This support is from the core funding and staff training that schools already have in place rather than specialized external funding.

Some examples of what Inclusion and adaptation in practice might include:

Curriculum Adaptation: Shortening the length of tasks for a student to help them stay focused, or allowing a child to present their learning orally rather than writing a long report.

Environmental Adaptation: Moving seating to allow a wheelchair user access, using visual aids, providing a quiet, "calm room" for sensory regulation.

Social Inclusion: Implementing peer-mentoring or lunchtime club, ensuring a range of children are included on councils and clubs, running specific groups with Mrs Puzey about sharing, turn taking, Young Carers club.

Assessment Adaptation: Allowing extra time for tests and assessments or providing readers or scribes,

How the design of our classrooms supports children

When designing and planning our classrooms, we have considered what will help children to focus, feel safe and learn. You will notice that our school walls across the whole school are painted a very pale shade of green. This is chosen to help provide a calming space and consistency and uniformity across the school.

Each class in the school has a visual timetable on the board at the front of the room. Research has shown how much benefit these bring to all children. These timetables show all children what is coming next in the day. They can help by providing structure and routine, encourage independence, prevent frustration, confusion and anxiety and build confidence. We also use Dual Coding – which is combining verbal information with words and pictures to help children understand and remember information better.



The Treehouse

Our Treehouse continues to thrive with five children in the morning and six children in the afternoon.

The children across both sessions are beginning a new and bespoke English curriculum based on key themes across the school year. In addition, they are having sessions on PHSE, computing, reading, writing and social emotional learning taught by different leaders from within the school. The morning children are beginning a very exciting new maths curriculum called maths4life. We are very grateful to the Friern Barnet Education Trust who have given us funds to buy practical maths resources for the morning Treehouse and sensory toys for the afternoon Treehouse.



Potential Reading

Help! I'm a SEND Parent

A COMPLETE GUIDE FOR PARENTS RAISING CHILDREN WITH SPECIAL NEEDS.



Carrie Els