

Volume 2

Winter 2025



Learning Without Limits, Removing Barriers

Abbeyfield School

Learning Without Limits, Removing Barriers



SENDCo's Welcome

As we review the Autumn term, I'm proud to share how our SEND Hub continues to grow and strengthen our commitment to ***Learning Without Limits, Removing Barriers***. This ethos is not just a statement, it drives every decision we make.

What's new in the Hub?

- Expanded spaces with purpose – More regulation areas and intervention rooms designed to remove barriers to learning and give every student the opportunity to thrive.
- Strengthened intervention provision – Timetabled, evidence-informed interventions that help students overcome challenges and learn without limits.
- Future-focused planning – Clear systems and measurable outcomes that ensure inclusion is sustainable and impactful for all learners.

Looking ahead to next term, we'll host stakeholder engagement events with families, staff, and external partners. These engagements will help us shape the next phase of our SEND journey, driving our ethos even further and ensuring that every learner feels supported, valued, and ready to succeed.

While we have seen significant change and improvement, we acknowledge that there is still more to do to ensure we provide a truly high-quality offer and service that meets the needs of all our students and their families. This commitment will guide every step we take moving forward.

For more details on interventions, upcoming events, and resources, please explore the full newsletter. Thank you for being part of this journey, together, we are creating a school where barriers are removed and possibilities are endless.

Mrs Gother (SENDCo)

School Life

From Clutter to Cutting-Edge: The Evolution of Our SEND Hub

Just under a year ago, our SEND provision was squeezed into two mismatched classrooms and a cluttered office. Space was tight, resources were scattered, and opportunities for targeted support were limited. It was clear that if we wanted to deliver the very best for our students, we needed more than a quick fix, we needed a complete rethink.

Today, that vision has become reality. Our new purpose-designed SEND Hub is a vibrant, functional space designed to meet the diverse needs of our learners. It now includes:

- Six targeted intervention areas for literacy, numeracy, and specialist interventions
- Two regulation spaces to support emotional and sensory needs
- A dedicated meeting area for collaboration with families and professionals

This isn't just a makeover, it's a strategic investment in the future of inclusive education. The Hub provides the foundation for us to develop and evolve our intervention offer, create specialist regulation spaces, and deliver targeted interventions that remove barriers to learning.



Hub Provision - Summer Term 2025

School Life

... From Clutter to Cutting-Edge: The Evolution

The SEND Hub is more than bricks and mortar; it's a statement of intent. It reflects our ethos of '**Learning Without Limits, Removing Barriers**', ensuring every child has access to the right environment to thrive. By creating spaces that support regulation, engagement, and specialist intervention, we are setting the stage for success, both now and in the years to come. Our journey doesn't stop here. Two other exciting projects are already in motion:

- Specialist Sensory Room – A highly individualized space for complex sensory needs
- Sensory Garden – A calming, nature-based environment for regulation and therapeutic support

And that's just the beginning. As we embed our new offer, more interventions will follow, ensuring our provision continues to grow and adapt to meet the needs of every learner.



Hub Provision - Autumn Term 2025

School Life

ELSA Intervention

We're excited to launch a new intervention within our SEND team, the ELSA (Emotional Literacy Support Assistant) programme. This initiative helps students develop emotional skills and build positive relationships.

Emotional Literacy is the ability to recognise and manage feelings, express emotions in a healthy way, and understand others. These skills are vital for confidence, resilience, and friendships. ELSA sessions, delivered 1:1 or in small groups, explore a range of topics such as: building self-esteem, understanding emotions, improving communication and developing and maintaining friendships and regulation.

Sessions take place in our dedicated ELSA room and include fun, interactive activities. Supported by Educational Psychologists, this programme helps children feel happier and ready to learn.

How Can Parents Help?

- Listen and talk openly
- Encourage positive self-talk
- Support problem-solving
- Share concerns with your child's tutor, SENDCo, or ELSA

Together, we can help our young people feel confident, connected, and ready to succeed. If you think your young person would benefit from an ELSA programme please talk to your Head of Year in the first instance.



School Life

Reading Pen Intervention

We are excited to introduce our new Reading Pen Interventions, we focus on using the reading pen to support the students with their work, but the hope is we can foster a love of reading and take away the anxiety that may surround the topic for the students who struggle. Students who struggle with reading often face challenges in accessing curriculum content, with the use of the C-Pen, a portable assistive technology tool that scans printed text and reads it aloud, we will break down the barriers for these students. This device is particularly beneficial for students with dyslexia or other reading difficulties, as it combines visual and auditory input to enhance comprehension.

Each year group have a session once a week and we tailor the activities in the session to the year group with relevant resources for each subject. The first session we focused on precision and accuracy when using the pen, and gradually we have integrated relevant English and Maths resources for them to get used to using the pens before they are taken into class. All the children seem to be really engaged when using the pen and they have definitely noticed and change when reading.

Benefits of this intervention include increased independence for the students, reduced anxiety when reading, and ultimately resulting in them having more opportunities to access the work. Students can access definitions and store notes, further supporting vocabulary development. While initial costs and teacher training are considerations, the C-Pen Reader Pen provides a practical, evidence-based solution that empowers struggling readers and promotes inclusive learning.



School Life

Touch-Type Read and Spell (TTRS)

TTRS is a new intervention that aims to help students who regularly use Chromebooks to become more efficient typers. This will not only help them access learning during lessons and perform to their highest potential in exams, but it will also provide them with a valuable skill for later in life. The TTRS modules also help students with reading and spelling because they provide an opportunity to practice typing various spelling patterns.

Each half hour session involves listening to audio instructions and following visual cues that show the appropriate hand/finger placement on the keyboard. The students then type out the words shown on screen, familiarising themselves with the location of the keys, and the best finger to use for each key in the process.

Why does TTRS work?

- Letter combinations and words gradually become automatic as they are repeatedly practiced. This is particularly useful for individuals who struggle with spellings.
- New keys, words and punctuation are introduced incrementally, giving students confidence through a sense of achievement early on.
- TTRS uses a multi-sensory approach; the student is listening to the words, seeing them on screen, and typing them out. This helps them to remain engaged and absorb the learning.

TTRS is a targeted intervention with specific entry criteria and a waiting list. If you feel your child would benefit, please contact their Head of Year in the first instance, who will liaise directly with the SEND team.



School Life

Social Time Support

This academic year saw the launch of The Hub's Games Room, an exciting initiative supporting a diverse range of students at Abbeyfield School. It provides opportunities for socialising across year groups through activities like chess, checkers, UNO, and card games. Chess has been a standout success, with competitive matches often continuing into the next break! The Games Room is now a valued part of Hubs provision offer, reflecting our ethos of **'Learning Without Limits, Removing Barriers'**.

The Quiet Room remains a key feature, offering students a space to regulate emotions, share concerns, and connect with peers and staff. A recent highlight was a shy student, who rarely speaks, thanking everyone after we sang Happy Birthday. A small moment, but a huge achievement worth celebrating.

Looking ahead to 2026, we're excited to introduce a Book Club led by a staff member passionate about literacy and the arts. This enriching initiative will inspire a love of reading and creativity, further demonstrating our commitment to **'Learning Without Limits, Removing Barriers'**. More details coming soon!



School Life

Reading Fluency Intervention - HFL

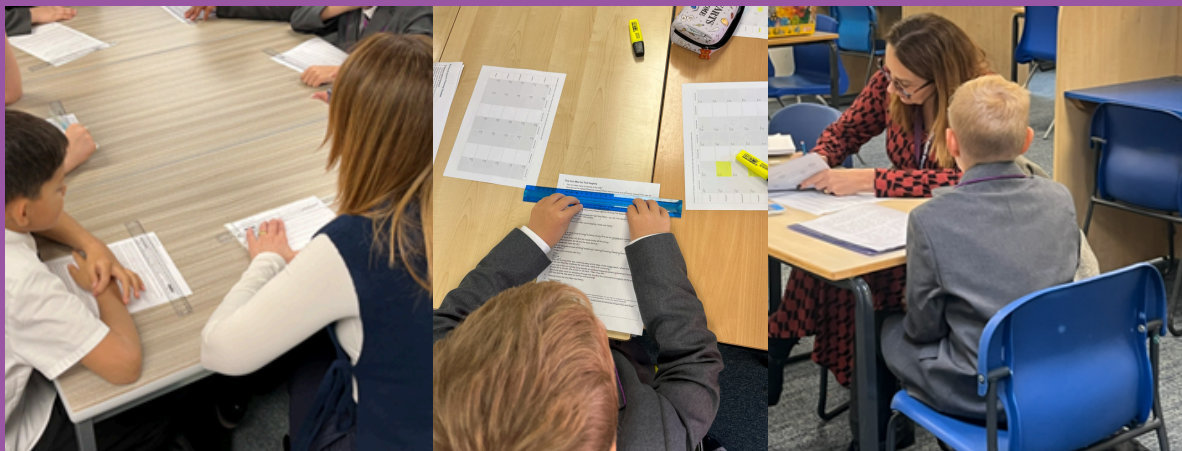
Reading fluency is defined as being a combination of automaticity, accuracy and prosody. When a reader can apply these three components to a text which is appropriately pitched for them, then they can be described as a fluent reader.

Since September 2025, The Hub has delivered a targeted reading intervention to over 40 Key Stage 3 pupils. The HFL Reading Fluency Project intervention ran for an 8-week period during 2 lessons per week. The intervention is designed to improve reading fluency and comprehension. The teaching strategies are based on a combination of well-evidenced methods.

Provisional assessment results show that nearly all students involved in the project made significant gains; some even making more than 3 years progress in their comprehension age in just 8 weeks.

From January 2026, we will enrol further Key Stage 3 students onto the programme and will commence with external training to be able to deliver the project to some of our Key Stage 4 students.

The HFL Reading Fluency Project is just one of the many targeted interventions that we are delivering in the Hub; we are excited to see the continuing positive outcomes that this, and our other targeted interventions deliver.



School Life

What are LEGO Skills?

LEGO Skills is a structured, play-based approach designed to support children and young people in developing social and communication abilities. It is particularly beneficial for those who experience challenges with language or social interaction, as it focuses on collaboration, problem-solving, and the use of descriptive language. The sessions aim to build confidence by utilising each child's strengths while encouraging teamwork and positive social engagement.

Typically, LEGO Skills groups consist of three young participants, each assigned a specific role within the activity:

- Facilitator – An adult who oversees the session, promotes constructive social interaction, and helps resolve any difficulties that arise.
- Engineer – Responsible for holding the instruction booklet and guiding the process. The engineer gives clear directions to the supplier about which bricks are needed.
- Supplier – Finds and selects the correct LEGO pieces as instructed by the engineer, then passes them to the builder.
- Builder – Receives the bricks and assembles the model according to the engineer's instructions.

Roles are rotated throughout the hour-long session, ensuring that every participant experiences each responsibility. This child-led activity encourages the use of descriptive language, such as size, shape, colour, number, and positional terms (e.g., "on", "under", "next to"). Towards the end of the session, participants often enjoy a period of free building, allowing creativity and imaginative play to flourish.



School Life

EAL News and Young Interpreters

After moving from the Hub to IT7, it only took a few weeks to get everything back in order. The kids didn't mind the change, they actually liked being closer to the library. Since October, they've been busy at break times working on jigsaw puzzles. Abbeyfield staff responded generously to our appeal for old puzzles, and now we have loads! Just a few days ago, we finished "Ice Cream Dream," a very tricky puzzle featuring Lego pieces. It took the kids almost three weeks to complete!

At the home of the Young Interpreters, things are just as busy. We're carrying out an exhaustive Language Audit for the whole school. Every week, we've been passing a short survey to all year groups to get an accurate picture of the languages spoken at Abbeyfield. The Interpreters have been a fantastic help with this task. But it's not all work, sort of! We've also been spreading the Christmas spirit with a special Language Display Board, wishing the whole school a Merry Christmas in different languages, and organizing a Cultural Christmas Card Contest. We hope the prizes will inspire students to design beautiful cards! Did I mention the Nativity display and Christmas tree decorated by some enthusiastic students?

Our plans for 2026: Publish the results of the Language Audit, visit assemblies to recruit the next generation of Young Interpreters, continue creating Language Boards, and of course, keep enjoying puzzles during break times.



School Life

Students Art Work

We are delighted to present the incredible creativity and talent demonstrated by our students in their Art lessons.



Natural Forms by Farad
(Year 8)



Natural Forms by Farad
(Year 8)



Natural Forms by James
(Year 8)



War collage by Jenson
(Year 9)

School Life

New Deputy SENDCo (Eleanor Austin)

I am excited to have stepped into the role of Deputy SENDCo at Abbeyfield School supporting our school's commitment to inclusion and ensuring every learner has the opportunity to thrive.

With a strong passion for special educational needs and disabilities (SEND), I work closely with staff, students, and families to create tailored strategies that remove barriers to learning. My focus is on fostering an environment where individual strengths are celebrated and every child feels valued and supported.

I bring experience in collaborative planning, implementing interventions, and promoting best practices that empower both teachers and learners. My goal is to champion equity, nurture confidence, and help every student reach their full potential.

My biggest passion is developing students' reading fluency and I have extensive experience of teaching reading skills and comprehension across EYFS to Key Stage 3. With nearly 20 years experience as an educator, I am particularly excited to be delivering a range of purposeful reading interventions within The Hub.

Alongside my teaching commitments, I am also a qualified Exam Access Arrangement Assessor.

Please feel free to contact me with any questions or queries.

ABS-SENDCO@abbeyfieldschool.org.uk



School Life

Grow, Cook, Eat Project

We are thrilled to announce that Abbeyfield School will be taking part in the **Grow, Cook and Eat project**. Led by the **Northampton Hope Centre**, the aim of this programme is to inspire young people to connect with food in a healthy way. This programme will teach students how to plant seeds, nurture crops, and cook healthy meals to enjoy.

There will be hands-on activities, where students will learn practical skills in gardening, cooking and nutrition. Through this they will learn where food comes from, how it grows as well as the importance of healthy food choices. With this, we hope to encourage teamwork, creativity, and responsibility as our pupils work together to care for plants and prepare dishes.

During this project, we hope students will feel more confident in the kitchen, with a more in depth understanding of fresh produce and nutrition, while building lifelong habits that will support their well-being. Beyond the practical skills though, this project will help foster community spirit, sustainability, and pride in learning something new.

Right now, our team is completing training to prepare for this exciting journey, and we can't wait to start bringing these experiences to our students in the new year. Watch this space for updates as we grow, cook, and eat together!



Community Life

Grow, Cook, Eat - Cooking Good - Recipie

Cooking Good empowers individuals and families to create nutritious, budget-friendly meals while fostering a sense of connection and well-being.

Abbeyfield Staff created this recipe as part of their training and in the future will share it with our students. Other recipes can be found on the [Cooking Good](#) website.



HIDDEN VEGETABLE VERSATILE SAUCE

Makes: Approx. 4 servings Preparation time: Approx. 10 minutes Cooking time: Approx. 25 minutes

This sauce is easy to make, contains 5 hidden vegetables, and can be used as a base for all sorts of recipes.

Use a grater to finely prepare all the veg or a blender if you prefer a smoother sauce.

HINTS AND TIPS
The uses for this sauce are endless (and the kids are getting lots of veg without even knowing it!). It is a great base for pizzas, casseroles and with your favourite pasta shapes. Make double and freeze for another day. If you freeze in smaller portions, you can have it handy if you need to do a quick meal for one!

Some of our recipes may contain allergens. If you have any food sensitivities/allergies please be mindful of ALL ingredients in the recipe and substitute where necessary.

INGREDIENTS

- 2 tablespoons olive oil
- 1 white onion, grated
- 2 cloves garlic, grated
- 1 large carrot, grated
- 1 small courgette, grated
- 1 stalk celery, grated
- 2 handfuls mushrooms, finely chopped
- 500g box tomato passata
- 2 tablespoons tomato purée
- 1 teaspoon dried mixed herbs
- Salt and pepper

HOW TO MAKE HIDDEN VEGETABLE VERSATILE SAUCE

1. Add all the vegetables into bowl and mix well.
2. Heat the oil in a large saucepan, add and gently cook the vegetables until golden and slightly translucent.
3. Add the herbs, passata, tomato purée, salt and pepper.
4. Bring to the boil then simmer for 20 minutes.

The sauce is now ready to use. See our 'Hints and Tips' for some ideas!

Please take a look at our website and our Facebook page for more cooking ideas
www.cooking-good.co.uk • www.facebook.com/cookinggooduk



School Life

School Uniform



Do you have spare school uniform in good condition? Support a local family. Contact us to donate.



enquiries@abbeyfieldschool.org.uk

Gardening Club



Interested in joining our Gardening Club this September? Students & staff are welcome, get in touch to find out more!



ABS-SENDSCO@abbeyfieldschool.org.uk

Feeling anxious about exams?
Panicking about mock results?
Not sure how to revise or prepare?

Exam Anxiety & Support Workshops

Speak to your tutor, HOY or email counsellors@abbeyfieldschool.org.uk

SCIENCE HOMEWORK CLUB

Struggling with your Sparx Science Homework? Need some help before the Wednesday deadline?

When: EVERY MONDAY

Time: BREAK A

Where: ROOM S8

What We Offer:

- Support for anyone struggling
- Go through tricky questions together
- Help with any technical difficulties

No need to sign up – just drop in!

Bring your questions, devices, and get it done with support.



Community Life

PARENT CARER WORKSHOP

delivered by Lisa Hurst from The Connection Collective



Featuring learning specifically around:

- Pathological Demand Avoidance (PDA)

To access our free workshops please ensure you have registered as a WNVP member. Membership is FREE!

12TH FEBRUARY

19:00 - 21:00

ONLINE: Please purchase a free ticket and the link will be emailed to you.



PARENT CARER WORKSHOP

delivered by Guv Samra
Principle Lawyer at Slater & Gordon



Featuring learning specifically around:

- Educational, Health & Care Plan (EHCP) appeals & tribunals.
- What your rights are and how to appeal.

To access our free workshops please ensure you have registered as a WNVP member. Membership is FREE!

5TH MARCH

19:00 - 21:00

ONLINE: Please purchase a free ticket and the link will be emailed to you.



PARENT CARER WORKSHOP

delivered by Dedoro Ltd. Occupational therapy



This will specifically focus on understanding the sensory needs of your child and is designed to help parents and carers gain valuable insight into how sensory processing affects behaviour, emotions, and daily activities.

If you have any questions or would like specific areas of OT covered during the workshop, please send them in advance. Email your questions or comments to admin@wnvp.co.uk, using the subject heading: WNVP OT workshop.

Please ensure you have registered as a WNVP member. Membership is FREE!

MONDAY 16TH MARCH

7PM START

ONLINE



DISC Disability Inclusive Sports Club



Towcester Sessions
1st & 3rd Sundays, 3-4pm
Towcester Centre for Leisure

Daventry Sessions
4th Sunday, 1-2pm
Daventry Leisure Centre

Free to attend – Donations welcome

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Coffee & Books Club



Come along to our monthly Book Club! Whether your a bookworm or just looking for a new hobby. Make new friends and talk books over delicious coffee. All genres welcome.

11AM UNTIL 1PM

EVERY 2ND TUESDAY OF THE MONTH

LAWRENCES COFFEEHOUSE 35-37 ST GILES ST NNI 1JF

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Action for Children Parent Talk

Need parenting advice? Parent Talk can help!

Parent Talk offers free, expert guidance for parents and carers.

Topics include:

- ★ Behaviour & emotions
- ★ Developmental needs
- ★ School life & SEND

Parents can connect via live chat, WhatsApp, or phone.

For tips and support, visit:
<https://parents.actionforchildren.org.uk/>



Community Life

SEND IAS Information Advice Support Service
West Northants

Transition to Secondary School Seminars 2026

This event is for you if you are a Parent / Carer of a Child in Year 4 or 5 who either has an EHC Plan or who receives SEN Support in School.

Supporting the positive transfer from Primary to Secondary School for Children with Special Educational Needs and / or Disabilities (SEND)



Northampton Guildhall - The Court Room - 28th January 2026
10am - 12.30pm
<https://tinyurl.com/3kznmdef>

Online Seminar - 11th Feb 2026
12pm to 2pm
<https://tinyurl.com/53kmh6py>

Towcester The Forum - Council Chamber - 3rd March 2026
10am to 12noon
<https://tinyurl.com/r2vtswew>

Booking is Essential!
Email Carmel on Carmel.Byrne@westnorthants.gov.uk to request more information regarding the events

THE DANGERS OF FROZEN WATER

Every year children are at risk when they are tempted to play on the ice formed on open waters and adults find themselves at risk as they attempt to save them. Over 50 % of ice related drowning involved an attempted rescue of another person or a dog.

Areas with frozen waters can be beautiful to look at but they are also extremely dangerous. Here are some useful tips to help you enjoy these areas safely.

TOP TIPS TO STAY SAFE

NEVER GO ON THE ICE UNDER ANY CIRCUMSTANCES
This includes attempting to rescue another person or animal who may have fallen through the ice.

ONLY USE WELL LIT AREAS
Try to take walks in the daylight but if you must walk in the evening, only use well lit areas and avoid anywhere with water.

KEEP AWAY FROM THE EDGE OF THE WATER
Never go close to the edge or lean over to touch the ice; you may overbalance or trip and fall in.

ALWAYS WALK WITH AN ADULT OR A GROUP OF FRIENDS
Look out for each other and if someone does fall through the ice there will be others around to raise the alarm and get help.

WHAT TO DO IF YOU FALL THROUGH THE ICE

Keep calm and shout 'help'

Spread your arms across the surface of the ice in front of you

Try to kick your legs and pull yourself out of the water and on to the ice

Lie flat, spreading your weight across the surface and pull yourself to the bank, you may find it easier to roll

If you cannot roll out, wait for help and keep as still as possible. If you are held above the water, press your arms by your side and keep your legs together

Once you are safe, it is important that you go to hospital immediately for a check up

WHAT TO DO IF YOU SEE SOMEONE FALL THROUGH THE ICE

Shout for 'HELP' and dial **999** or **112** if you can

DO NOT walk on to the ice to attempt a rescue

Shout to the person to 'KEEP STILL' and offer reassurance.

If they are close enough, **LIE DOWN TO AVOID OVERBALANCING** and falling onto the ice, and try to reach them with a tree branch clothing tied together or anything else which can extend your reach.

If you cannot reach them, **SLIDE SOMETHING** which floats across the ice, such as a plastic bottle or a football, so that they can hold on to it to stay afloat whilst help is on the way.

If they are too far away, **WAIT FOR THE EMERGENCY SERVICES** and reassure the casualty from the safety of the bank.



StayWise

YOUTH Inspired

SARAH@CYPN.ORG | 07422573625 | WWW.CYPN.ORG

NORTHAMPTONSHIRE YOUTH CLUBS

clubsfor young people
involve • enjoy • achieve

HARTWELL	Mondays • 4:30pm-6pm • Hartwell Community Centre • age 9+ • Term time only
PRIORS HALL	Mondays • 6:30pm-7:45pm • Priors Hall Community Centre • age 11+ • Term time only
KINGSTHORPE	Tuesdays • 4:30pm-6:30pm • St Davids Sports Hall • age 10+ • Term time only
ROTHWELL	Tuesdays • 4:30pm-6pm • Rothwell Community Centre • age 11+ • Term time only
BRIAR HILL	Wednesdays • 4pm-5:30pm • Briar Hill Community Centre • age 8+ • Term time only
SPRATTON	Alternate Wednesdays • 6pm-7:30pm • Spratton Village Hall • age 9+ • Term time only
CRICK	Thursdays • 4:15pm-5:45pm • Crick Village Hall • age 10+ • Term time only
WELLINGBOROUGH	Thursdays • 4pm-5:30pm • Swanspool Pavilion • age 10+ • Term time only
DAVENTRY	Fridays • 4:30pm-6pm • Southbrook Community Centre • age 10+ • Term time only
KILSBY	Fridays • 7:15pm-9pm • Kilsby Village Hall • age 10+ • Term time only

Sport4Fitness CIC

FOOTBALL CLASS
Sunday Mornings

1ST SESSION FREE

Fun Outdoor Football Activities for 3 - 7 years

£3 PER CHILD

SESSIONS CONSIST OF:

- Dribbling
- Shooting
- Teamwork
- Match

Session Time:
Start 09:45 am End 10:45 am

Venue:
The Avery Pavilion
Fernie Fields
Sports & Social Club
Fernie Field, Moulton
Northampton, NN3 7BD



TO REGISTER:
07491 306630 | info@sport4fitness-cic.co.uk | www.sport4fitness-cic.co.uk

Thank you for reading . . .



**Learning Without Limits,
Removing Barriers**