



23rd February 2024

Dear Parents and Carers

It was lovely to welcome students back on Monday looking refreshed from the half term break and wearing their uniform, for the most part, with pride. I always think of this coming half term as a short one, so please do encourage your children to make the most of every lesson and opportunity they have.

Please find this week's notices below.

Year 11 – Mock Exams

The final set of mock exams begins on Monday 26th February. The exams will be run in full compliance with JCQ regulations as a final practice before the summer season starts in May. Mr Case has done a run through of these routines with Year 11, including those items which cannot be taken into the exam room. It would be very helpful if you could check your child has the correct equipment, including maths equipment and a scientific calculator. Only see-through pencil cases are permitted. A bottle of water is permitted, but may not have any label on it. Please find below a reminder of key regulations extracted from the Information for Candidates publication [Information for Candidates publication](#):

A. Regulations – Make sure you understand the rules

- 1 Be on time for all your exams. If you are late, your work might not be accepted.
- 2 **Do not** become involved in any unfair or dishonest practice during the exam.
- 3 If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
- 4 You **must not** take into the exam room:
 - (a) notes;
 - (b) an iPod, a mobile phone, a MP3/4 player or similar device, a watch, AirPods or earphones/earbuds.Any pencil cases taken into the exam room **must** be see-through.
Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
- 5 If you have a watch, the invigilator will ask you to hand it to them.
- 6 **Do not** use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
- 7 **Do not** talk to or try to communicate with, or disturb other candidates once the exam has started.
- 8 You **must not** write inappropriate, obscene or offensive material.
- 9 If you leave the exam room unaccompanied by an invigilator before the exam has finished, you **will not** be allowed to return.
- 10 **Do not** borrow anything from another candidate during the exam.

Year 11 mock timetable

	WB: Monday 26 th	WB: Tuesday 27 th	WB: Wednesday 28 th	WB: Thursday 29 th	WB: Friday 1 st	WA: Mon 4 th
AM Exam 08:45am	Biology Triple and Trilogy 1h 45mins 1h 15mins P1: Option A P2: Science	English Literature 1h 45mins P1: English and RS P2: Science	Physics Triple and Trilogy 1h 45mins 1h 15mins P1: Option B P2: English and PE	Maths 1: Calculator 1h 30mins P1: English and RS P2: Maths	Maths 2: Non-Calculator 1h 30mins P1: Option B P2: Option A	Design Technology 2h Interactive Media 1h 30mins GCSE PE Paper 2 1h 15mins P1: Science P2: Option B
P3	English and PSHE	Option C	Maths	Option A	Science	Option D
P4	PSHE and English	Option D	Option D	Option C	PE and English	English
PM Exam 12:50pm	GCSE PE Paper 1 1h 15mins Health Fitness, 1h30mins Computer Science, 1h 30mins P5: Option C	Chemistry Triple and Trilogy 1h 45mins 1h 15mins P5: Maths	Option D Exam, Blood Brothers Trip. Spanish and French Writing, 1h 15mins, Music Paper 1h 30mins Catering, 1h 30mins P5: Science	History, 1h 30mins Travel and Tourism, 1h 30mins (Stuart B, Toby B, Mateus C, Ryan J, Janis S) P5: English and PE	Geography, 1h 30mins Philosophy, 1h 45 mins Travel and Tourism, 1h 30mins (6 student clash, see other sessions) P5: Maths	Spanish and French Reading + Listening, 1h 15mins Music Paper 2, 1h 30mins Drama, 1h.30mins Travel and Tourism (Sienna G), 1h 30mins P5: English and PE

Year 9 Options Process

Following on from the Options meeting yesterday evening, the Options Hub is live on the website and can be accessed via [Ormiston Six Villages Academy - Options process](#). On the website you will find a host of information including the Options timeline (deadline for online option choices is 28th March), Options booklet, curriculum videos and the option selection form.

I would urge you to take time to review all the information shared on the website. If you have any questions, please contact your child's tutor in the first instance.

Year 7 – Singing opportunity

We are delighted to advise parents and carers that, in partnership with West Sussex Music, we will be showcasing a short vocal event on **Wednesday 6th March** from 2.30pm until the end of school in our Gate Theatre. All of our Year 7 students will be taking part alongside our vocal group Voices Together.

Parents are warmly invited to attend this short event. To ensure we have set up sufficient seating, please can parents who intend to join us for this event advise how many seats they will require through the following link <https://forms.office.com/e/zMJCfAkuNU>

Tutee of the Week

70	Sofia S	80	Beth D	90	George B	100	Jovi W	110	Harley B
7R	Jasper A	8R	Iola S	9R	Oscar K	10R	Molly E	11R	Josie V
7M	Lauren A	8M	Alexander H	9M	Wilbur T	10S	Akira T	11M	Nicole S
7S	Laila M	8S	Oliver M	9S	Michael L	10T	Hannah K	11S	Mateus C
7T	Theo B	8T	Boe M	9T	Elle J			11T	Holly T

Sparx Superstars

Congratulations to this week's superstars who have gone above and beyond in their independent learning.

Roxy L	Ruby K	Maggie B	Matthew T	Aaron M
Oliver L	Sophie G	Grace H	Scarlett P	Leilani S

Top Tips on supporting children with self-regulation

All infants rely completely on adults to help them resolve situations that are causing them to become upset or stressed. This is known as co-regulation. The next phase, once autonomy has begun to develop, is called self-regulation: this is when children start to become capable of exercising more control over their impulses and behaviour, and managing their own emotions.

This vital developmental milestone, however, isn't reached spontaneously. Learning to self-regulate requires sensitive guidance from trusted adults – simply talking with children about their thoughts and feelings, for instance, can ease the route to self-regulation. The poster at the foot of this letter outlining top tips may be useful.

County Lines – Protecting your Children from Exploitation

County Lines refers to the practice of criminal gangs in urban areas exploiting vulnerable children to transport and sell drugs in rural and coastal areas. We have been asked to share details of a free webinar, taking place on Wednesday 28th February at 7.30pm on County Lines.

As parents and professionals, we should always have the thought that 'it could happen here' and with the mainline train station serving our villages, it's essential that we stay vigilant of our children's habits and behaviours and that we notice any key indicators. The link below raises awareness of issues affecting many young people nationwide.

If you are interested in the event, please click [County Lines - Protecting Your Children From Exploitation... Tickets, Wed 28 Feb 2024 at 19:30 | Eventbrite](#) to book your place.

Key dates 2024

26 th February-4 th March	Year 11 mock week
7 th March	Futures Fair (careers) & World Book Day
15 th March	Year 9 Teenage booster vaccinations
28 th March	Last day of spring term

Food Standards Agency

Finally, we had an impromptu kitchen health and safety inspection yesterday from the EHO. They came in the middle of break time service to carry out the food hygiene and environmental health inspection. We are delighted to share that we were once again awarded the highest 5 star rating.

My congratulations to the catering team!

Yours sincerely



Paul Slaughter
Principal



10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content, ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Curran is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares her advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday

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