

February



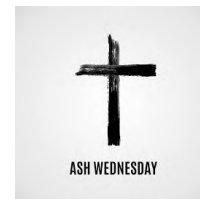
## February 2025 Newsletter



The Forum School

# Upcoming Events in March

- 1st – St. David’s Day & Zero Discrimination Day
- 3<sup>rd</sup> – World Wildlife Day
- 4<sup>th</sup> – Shrove Tuesday
- 5<sup>th</sup> Ash Wednesday
- 6<sup>th</sup> – World Book Day
- 7<sup>th</sup> – Employee Appreciation Day
- 8<sup>th</sup> – International Woman’s Day
- 10<sup>th</sup> – Common Wealth Day
- 16<sup>th</sup> – Disabled Access Day
- 17<sup>th</sup> – St. Patrick's Day
- 20<sup>th</sup> – International Happiness Day
- 21<sup>st</sup> – Red Nose Day & International Day of Forests
- 30<sup>th</sup> – Mothering Sunday & British Summertime



Shrove Tuesday



International Day of Forests

# Upcoming Events in March

2025  
CALENDAR YEAR

MARCH  
CALENDAR MONTH

MONDAY  
FIRST DAY OF WEEK

Nature's Nursery



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
24	25	26	27	28	01 St. David's Day Zero Discrimination Day Shillingstone Station Café - Meet at blue gates 13:30 DISCO in the theatre	02
03 World Wildlife Day	04 Shrove Tuesday Arts & Crafts - Indoor Arena	05 Ash Wednesday	06 Arts & Crafts - Indoor Arena	07 Employee Appreciation Day TFS Cinema - Theatre	08 International Womens Day Shillingstone Station Café - Meet at blue gates 13:30 DISCO in the theatre	09
10 Commonwealth Day	11 Arts & Crafts - Indoor Arena	12	13 Arts & Crafts - Indoor Arena	14 Holi TFS Cinema - Theatre	15 Shillingstone Station Café - Meet at blue gates 13:30 DISCO in the theatre	16 Disabled access day
17 Saint Patrick's Day	18 Arts & Crafts - Indoor Arena	19 International Read to Me Day	20 International Day of Happiness Start of Spring Arts & Crafts - Indoor Arena	21 Red Nose Day International Day of Forests TFS Cinema - Theatre	22 Shillingstone Station Café - Meet at blue gates 13:30 DISCO in the theatre	23
24	25 Arts & Crafts - Indoor Arena	26	27 World Theatre Day Arts & Crafts - Indoor Arena	28 TFS Cinema - Theatre	29 Shillingstone Station Café - Meet at blue gates 13:30 DISCO in the theatre	30 Mother's Day British Summer Time Begins
31	01	02	03	04	05	06



## The Forum Stars are back!

Shout out a staff member that has gone above and beyond for a young person, yourself, your team or the school.  
Email [Forum.Stars@cambiagroup.com](mailto:Forum.Stars@cambiagroup.com) with a sentence about why a colleague is amazing and they'll be entered into a draw. There will be 3 winners. 1 from Care, 1 from Education and 1 from everyone else! The winners will receive a £10 Love2Shop voucher and Employee of the month for your department!

## Upcoming Birthdays



March

Karen Holt  
Nin Halford



Happy  
Birthday



# Training Opportunities

We are eagerly looking for staff members across all departments to train in;

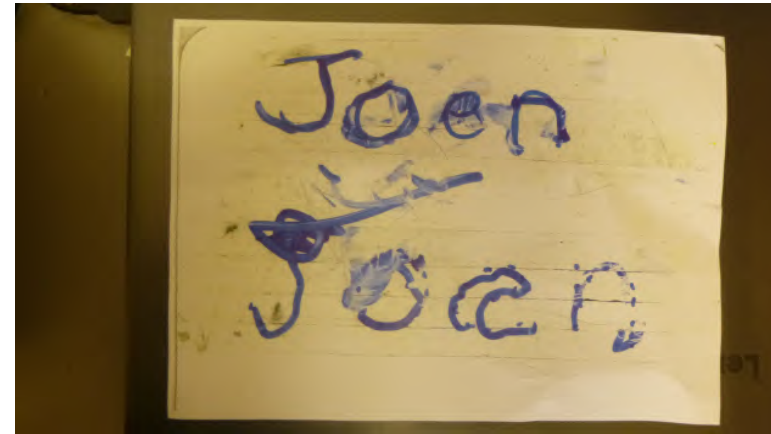
## Relationships and Sexuality Education (RSE)

The teaching of Relationships and Sexuality Education (RSE) is mandatory for all pupils of compulsory school age. All grant-aided schools are required to have an RSE policy that is based on consultation with parents and pupils.

Please let Melissa McCarthy know if you are interested, this can be booked as part of CPD.



## I can write my name



J has been making some fantastic progress with his letter formation and name writing, and we wanted to share his morning name writing from this morning. We are so proud of J and the progress he is making, his phonics and name writing appears to be one of his favourite activities in the morning. He is always happy to sit and engage with our sessions!

## The Stables and Outdoor Learning



### **Stable and Yard Management 3**

#### **Requirements**

Students are beginning to respond consistently to familiar people, objects and horses or small animals. They are able to accept and engage in reactive exploration e.g. grooming a horse

J has completed his stable and yard management stage 3



### **Introduction to Pony Riding**

#### **Requirements**

For students to be able to mount and dismount a pony, ride in both indoor and outdoor settings.



T gaining his AQA for 'Introduction to pony riding'





# The Stables and Outdoor Learning



## Stable and Yard Management 1

### Requirements

For students to become familiar with the sight, touch, sounds and smells of the equine environment

C has passed his Stable and yard management stage 1



## Stable and Yard Management 2

### Requirements

To familiarise students with our horses. For students to begin to show an interest in the small animals by touching, feeding and grooming them.

C has completed his stable and yard management stage 2



## Wild Weather Snow Globes





# Chinese New Year



Making Cards for the Chinese New Year and handing them to the staff that work there.





DISCO















## Activities to explore within the home & grounds

When the weather is rubbish and you run out of fun things to do, you can refer to this for some inspiration.

If you have any other ideas, please do share them with [Bridget.Townsend@cambiangroup.com](mailto:Bridget.Townsend@cambiangroup.com)









### Nature Bingo

Nature walk Bingo

 Blackbird	 Oak leaf	 Beetle	 Rabbit
 Woodlouse	 Brick wall	 Ivy	 Flower
 Stream	 Plant pot	 Snail	 Worm

Lift rocks & logs to see bugs underneath.

Explore trees to find ivy and birds

<p><b>Slime or Playdough Making</b> – Engages hands and provides a calming effect.  <b>Easy Salt dough</b>  <b>Recipe:</b> 2 cups flour, 1 cup salt and 1 cup of water – Mix together, and ‘create’ and bake until golden</p>		<p>create playdough</p> 
<p><b>DIY fidget toys:</b>          How to make a themed sensory bottle with glitter          This sparkly sensory bottle is easy to make. It provides some visual calm for kids when they shake it or turn it around in their hands.</p> <ul style="list-style-type: none"> <li>• First, pour oil into an empty water bottle. Use enough to fill one-third of the bottle with the oil.</li> <li>• Add warm water until it's about three-quarters full.</li> <li>• Add a few drops of food colouring and sprinkle in some glitter.</li> <li>• Put the lid on the water bottle and shake to mix the ingredients.</li> <li>• Once you're satisfied with how it looks, fill the bottle to the top with water.</li> <li>• Put the lid back on and secure it with glue</li> </ul>		<p>make a sensory toy</p> 
<p><b>Nature sounds walks</b>          Identify sounds and objects together</p>		<p>Nature walk</p> 
<p><b>Obstacle course</b>          Build a course in the home and outside: This can be jumping from cushion to cushion, crawling under a table and balancing on a wall or steps. There are some ideas here: <a href="http://funandfunction.com">Creating an Obstacle Course In Your Home</a> from funandfunction.com</p>		<p>Obstacle course at home</p> 
<p><b>Making Smoothies</b>          These can be made with different fruits and vegetables, with a base of milk, yogurt or fruit juice. You can have fun with different flavours and provide oral input if you encourage them to drink through a straw          Clean and chop fruit and veg and blitz in the blender</p>		<p>Making smoothies</p> 

## Activity Boxes

Hi Everyone

We have activity boxes for the young people to use if they feel they need something to help regulate them, or if they are joining a meeting and they get bored.

They contain some colouring, bits and fidget toys.

They are located;

- The review room
- The dining room
- Reception, including a busy board

We ask that items are put back once finished, although we know that cannot always be helped.



## Case Study Success!

### Case Study for O – Teeth brushing

When O first started at The Forum School he did not brush his teeth. O would hold his toothbrush but would pass it straight back to staff. He was reluctant to put the toothbrush near his mouth. O is now brushing all of his teeth with toothpaste with adult support.

When O first moved into Laurels, Adults worked on this area with O recognising that this needed to be a positive experience for O and to encourage playfulness and building his confidence in this area.

Adults gave encouragement and O made slow progress but would put the toothbrush with no toothpaste on his lips but no further into his mouth. This was a quick tap and wanted to pass straight back to adults.

Occasionally he would let one adult brush his teeth, this was the same adult and was not consistent. There was no further progress being made and O was still very reluctant to do this even with no toothpaste involved.

In January 2024 a teeth brushing plan was put in place. The first step was to give O a choice of toothbrush. He chose his own tooth brush willingly. He then chose from a range of toothpaste with adults informing him of the different flavours. He chose a fruity flavoured one.

In March 2024 O was working on holding the toothbrush with no toothpaste on the brush on his lips for 5 seconds. This was with adults counting and giving lots of praise.

This was a really positive step and encouraged O to do this and trust that this would be done in his time and adults understanding that he found this difficult.

O achieved this in April 2024 and then moved on to doing the same step, holding this to his lips for 5 seconds but with toothpaste on the brush. He achieved this in the same month of April 2024 and although not putting the toothpaste on his lips every time he was still using the toothbrush and toothpaste and putting it on his lips for 5 seconds.

O then moved towards working on putting this on his teeth for 5 seconds. There was a plan in place to increase this at each step. Adults remained playful and encouraging with supporting O to do this in his own time and continue to build on his progress positively.

The home introduced some teeth brushing toys. He had a giant toothbrush and big set of teeth that adults could play with him with. He could brush the teeth and adults could role model brushing all of the teeth.

O's key worker also created a laminated picture of a mouth in A4 size and had a 'play' toothbrush. They coloured in the teeth on the picture with a dry wipe marker and O could use the play toothbrush to clean off all the marker helping him to learn to clean all of the teeth thoroughly.

## Case Study Success!

O played this with an adult and seemed to like cleaning it all of. Adults were playful and would do it alongside O and clean all the marker off. This seemed a really good activity that seemed to really boost the progress at this time to brushing all of his teeth, seemingly improving his understanding of brushing all of his teeth.

O achieved putting his toothbrush on his teeth for 5 seconds in April 2024 and then progressed to touching the toothbrush on his side teeth as well.

The next step for O was to put the toothbrush in his mouth on his teeth with toothpaste on his toothbrush. He achieved this in May 2024 with some adults but was not doing consistently with all adults.

Adults worked on this continually and consistently. He started achieving this with more adults in Laurels consistently and he increased the time in 5 second intervals and with some hand over hand help from adults. O willingly accepted the help and did this with adults.

Adults were given their own toothbrush so could role model alongside O brushing their teeth.

O then further achieved the next step in May 2024 moving the toothbrush around his mouth brushing his teeth needing some hand over hand support.

During June and July 2024 O continued to play with the coloured in teeth and toothbrush, he increased the amount of time in 5 second intervals aiming and achieving to brush all of his teeth with hand over hand support.

O then very quickly achieved brushing his teeth for 2 minutes with his choice of toothpaste. He still requires hand over hand help and wants adults to help him.

O has continued to have a choice of toothbrush and he has chosen a battery powered one that had a cartoon on.

O has chosen an electric toothbrush and his key worker also got him a choice of stickers so O could choose which stickers he wanted and put these on his toothbrush to personalise it. As of September 2024 the plan was complete and O was now brushing all of his teeth with toothpaste.

O has continued to have a target set as part of his outcomes to achieve further independence in this area.

At the end of January 2025 he has had a target set to reduce the amount of hand over hand help he needs and adults to encourage him to the last bit himself with verbal and gesture prompts.

## Case Study Success!

He also went to the dentist on 3rd February 2025 he visited the dentist. O was very playful in the dentist and the dentist was able to do a thorough examination. O also let the dentist brush his teeth whilst at the appointment. This is a fantastic achievement as this was a thorough brush with an unfamiliar person doing this task for him. The adults supporting O said the dentist seemed to really understand O's playfulness and used O holding the light and moving it away and then closer to him to interact with O throughout the examination. The dentist did introduce the cleaning tools to O however O appeared to not like the sound of these when they were turned on so declined having these used on him by the dentist at this appointment.

Research informed practice for this plan and to ensure that we are working towards the recommendation set out for oral hygiene is form the following links

Chapter 8: Oral hygiene - GOV.UK

PHE standard publication template

We are so proud of O!



### O Teeth Cleaning Plan

O came to The Forum School not being able to accept or tolerate any aspect of brushing his teeth. The following steps are being implemented to support him to achieve brushing his teeth. Each stage is to include the previous step(s) until full brushing for dentist recommended 2 minutes is achieved:

	Support required	Comment	Date Achieved
Choose toothbrushes to give options – manual and electric	Voice and choice CIP	Social story and chose manual	Jan 24
Choose toothpastes to give options of flavour	Voice and choice CIP	Social story and chose flavour	Jan 24
Hold toothbrush to lips (no toothpaste) for 5 seconds	Encouragement needed, make it a relaxed and playful experience, role model	Worked well with familiar adults to achieve this.	April 24
Hold toothbrush to lips with toothpaste for 5 seconds	Encouragement needed, make it a relaxed and playful experience, role model		April 24
Open mouth and touch toothbrush to teeth for 5 seconds	Encouragement needed, make it a relaxed and playful experience, role model	Increase in 5 second intervals until reach one minute	April 24
Open mouth and place toothbrush on side teeth (top/bottom)	Encouragement needed, make it a relaxed and playful experience, role model	Increase in 5 second intervals until reach one minute	April 24 - achieved
Open mouth and touch toothbrush to teeth for 5 seconds with toothpaste of his choosing	Encouragement needed, make it a relaxed and playful experience, role model	Increase in 5 second intervals until reach one minute	May 24- achieved with some adults but not consistently with all adults.
Open mouth and place toothbrush on side teeth for 5 seconds (top/bottom) with toothpaste of his choosing	Encouragement needed, make it a relaxed and playful experience, role model	Increase in 5 second intervals until reach one minute	May 24-OH is working towards independent brushing but still needs HOH at times
Open mouth and move toothbrush with toothpaste along teeth for 5 seconds (i.e. brush his teeth)	Encouragement needed, make it a relaxed and playful experience, role model	Increase in 5 second intervals until reach one minute	May 24-OH is working towards independent brushing but still needs HOH at times. Now working to do this consistently with all adults.
To brush all teeth with choice of toothbrush and toothpaste for 1 minute	Encouragement needed, make it a relaxed and playful experience, role model	Increase in 10 second intervals until reaches two minutes	June- July 24 – O was achieving this with hand over hand
To brush all teeth with choice of toothbrush and toothpaste for 2 minutes	Encouragement needed, make it a relaxed and playful experience, role model	With hand over hand support for 2 minutes	O has chosen an electric toothbrush and continues to choose his toothpastes. O is achieving the 2 minutes





## Principal Stars

**JH**

Listening really well and walked to the park with Oliver, Maria and Rohit. They have told me that you listened well and crossed the road safely.

**KT**

You participated really well with your house mates making a snake for Chinese new year.

**JV**

You have been making progress by trying new things and spent a whole day out shopping.

**JCv**

You are progressing with your independence skills and you have been washing all of your own dishes after meals.

**SSU**

Amazing at the dentist on Friday let them clean her teeth with special electric tooth brush and floss.

**SSU**

After lots of practice you have made excellent progress and you can now tie your own shoe laces.

**SSU & AG**

I heard you achieved an AQA award in class and have worked really hard in regards to Children's mental health week activities.

**DH**

Dom I heard that you have used the new wishes and feelings box and asked that you go out for a pub lunch. You kindly asked if you could take your friends with you BOC and AG. What a lovely idea! You are truly kind 😊

**SSU**

I heard that you attended your education meeting today. It's great to hear you are attending meetings that are personal to you!

**SSU**

Cool dancing at the disco!

**OH, AG & SSU**

I heard that you participated positively in dragon fly classes tea party and tried new foods. Well done 😊

**DH**

I was able to see the amazing video of you singing and dancing for your entry to the art competition. It was absolutely fantastic 😊

**KT**


congratulations on passing your AQA award for art therapy today. Well done 😊

**JV**

We are very proud of you. This week you have attended two meetings that are personal to you and engaged positively. Well done 😊

**SSU, KT, JCv & JV**

Wow how amazing that you attended the Chinese restaurant and made cards for all the staff that work there. This shows real kindness and a great interest in other cultures.





# Principal Stars



**DH**

Your engagement with Lego therapy has been amazing, well done 😊

**JH**

I heard that you visited SnowTrax and listened to the safety talk before taking part and using the Ringo. I heard you waited for your turn each time. Well done 😊

**OH**

I have been so impressed. I heard that when the dentist came you let them look at your teeth and also let them brush your teeth. I know this is something you have been working on for a very long time. Super proud 😊

**SSU**



Was excellent on his walk at Durdle Door and did an amazing job walking back up the very steep long hill.

**JCv**

Joen I am very proud of you. I have heard you have been making lots of progress with letter formation and name writing along with phonics. Well done 😊

**KT**

how kind that you invited Jane to your Dragon fly tea party today. I heard it was amazing

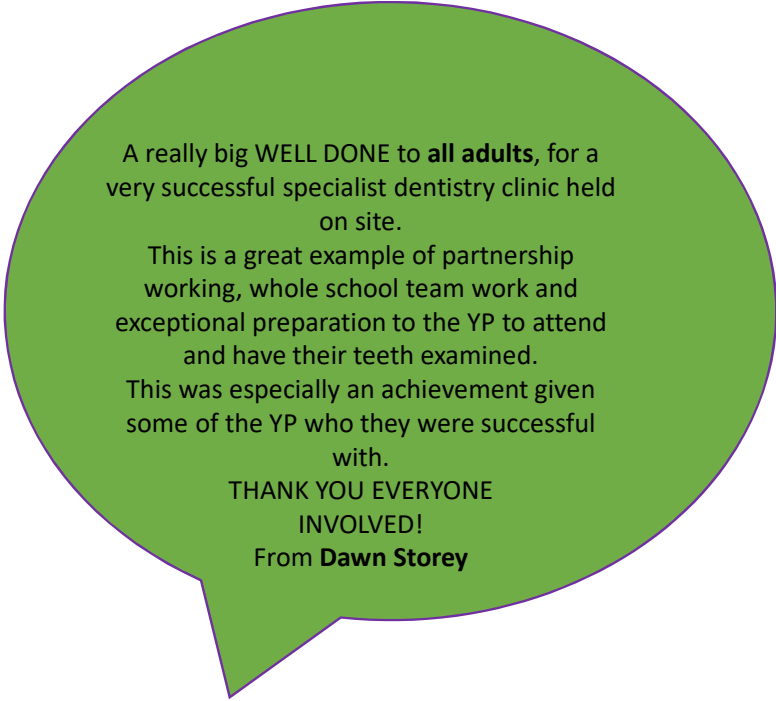




## Shout Outs



A huge shout out to **Claire Legg, Alice Bagwell, Nin Halford and Julie Walker**, Ladies, you really are the glue holding it all together. Thank you for all your support and for putting up with my incessant requests. I couldn't do it without you.  
From **Jane Holloway**



A really big WELL DONE to **all adults**, for a very successful specialist dentistry clinic held on site.

This is a great example of partnership working, whole school team work and exceptional preparation to the YP to attend and have their teeth examined.

This was especially an achievement given some of the YP who they were successful with.

THANK YOU EVERYONE  
INVOLVED!

From **Dawn Storey**



## NOMINEES FOR EMPLOYEE OF THE MONTH



Amanda Wills  
Yadu Kulambil  
Charles Appiah  
Michael Metu  
Laura Inkpen  
Yadu Kulambil  
Laurels Team  
Hambledon Team  
Soniya Joseph  
Paula Audley-Dukes  
Ann Xavier  
Georgia Burleigh  
Amanda (AJ) Brown  
Ronan Harris  
James Adams

Sam Bailey  
Oliver Handibode  
Rose Reay  
Amy Dawson  
Jasmine Chetty  
Arun Sajeev  
Freya Rodger  
Venessa Lloyd  
Jasmine Chetty  
Sam Bailey  
Felix Olusegun  
Renea Gascoigne  
Claire Legg  
Connor Holloway  
Chelsea Noble

Thomson Joseph  
Olaekan Oloko  
Jasmine Chetty  
Adebowale Oke  
Mel McCarthy  
Holley Meadus  
Grace Wilson Gardener  
Steve Lee  
Amanda (AJ) Brown  
Arun Sajeev  
Amy Dawson  
Paul Kerby  
Simon Twilley  
Sam Treen  
Ayodele Ariyo

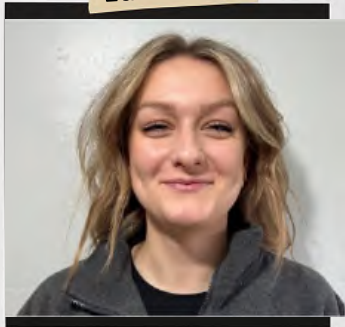
Stanley Ogbedeieto  
Desmond Sarpong  
Zainab Oloko  
Mark Rogers  
Hannah Everard  
Charles Appiah  
Thomson Joseph  
Stanley Ogbedeieto  
Kat Minter  
Rohit Robbin  
Ramya Mekala  
Alice Bagwell  
Jon Rawson

*Keep Up the  
Good Work!*

CONGRATULATIONS – EMPLOYEE’S OF THE MONTH!

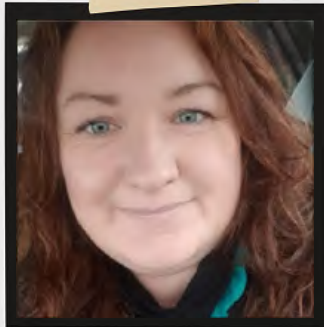


Education



Georgia Burleigh

Core



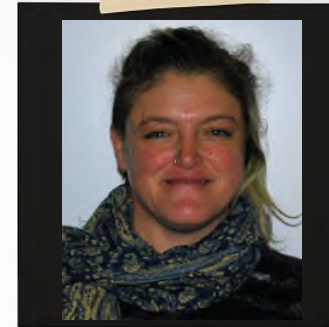
AJ

Care



Freya Rodger

Nights



Kat Minter



# Outdoor Learning

## Dates for your diary

August term 1 – It's a bug's life

August term 2 – Forest Feast

Spring term 1 – Wild Weather

Spring term 2 – Nature's Nursery

Summer term 1 – Field Folk

Summer term 2 - Treetastic

**IT'S A BUGS LIFE**

Can Insects Hear?

Can Insects feel the cold?

What animals eat insects, and which insects do they eat?

Which insects pollinate?

Which insects live on our school grounds?

**Forest Feast**

What food is available for the animals in the winter?

Are some foods poisonous to our wildlife?

Which animals on our school grounds hibernate for the winter?

Can we help our wildlife to eat and drink when it is cold or if it is dry?

**Wild Weather**

How do you make a mud pie?

How cold does it have to be before it snows?

How many sides does a snowflake have?

What is lightning made of?

**Nature's nursery**

Which animals lay eggs?

Why are most wild animals born in the spring?

Do you know what baby animals eat?

Do you know what a baby Guinea Pig is called?

Have you seen a baby rabbit on our school grounds, do you know what they are called?

**Field Folk**

What animals are frightened of scarecrows?

Where would you see a scarecrow?

What do farmers use scarecrows for?

What can you use to dress a scarecrow?

**Treetastic**

How many different trees do we have on our school grounds?

Can plants live in water, do we have any in our stream?

Which trees lose their leaves in the winter and what are they called?

How do we help our flowers survive in hot or cold weather?

Are any trees poisonous?



SVU PNG BHP

## The Forum Farm

Hi.  
We are a very busy team of two at the Forum Farm that consists of myself - Renea, I am the animal lead and a qualified animal assisted therapist and Sam, who is my right hand woman and is the animal therapy assistant. I would like to introduce you to the many ways we work with the students here at the Forum School. We currently have two horses, eight guinea pigs, three rabbits and a bearded dragon and we are based on a 28 acre site.



We have a very busy timetable including student 1-1 sessions, outdoor learning, lunchtime club, after school activities, we also encourage drop in sessions at any time. We have our 'Guinea Pig gang' where students can sit with the guinea pigs. This has two bucket seat chairs, a bookcase and fairy lights. Our 'Warren' has our rabbits. There is a table for students to work at, as well as homemade rabbit games for them to play!



## The Forum Farm... Continued

We have four different curriculum-based courses, all of these have 12 stages to complete and each stage is broken down into 10 bite sized achievable sections. When the students complete a stage, they are presented with a booklet and certificate acknowledging their achievements.

**Horse Riding** – This is for students to experience our horse-riding sessions which helps to improve their core muscle groups, coordination, balance and sense of wellbeing.

**Yard Management** – This is designed for our students who are not keen on riding the horses but enjoy the yard environment. They learn skills such as feeding, grooming and basic first aid for all of the animals in our care.

**Equine Adventures** – Some of our students enjoy being around the horses on the ground rather than riding them. This allows students to learn about care of equines and how to interact with them. This is the students first steps into horse care and leads onto Stable Management.

**Stable Management** – This is similar to Equine Adventures however it focuses more on the horse's health and wellbeing, including tack care, vet responsibilities etc.



# Outdoor Learning

We believe that outdoor learning has a valuable impact on our students learning and there has been many studies that place a high importance on its many positive values including social skills, special awareness, ownership of work and overall mental wellbeing. We have designed a yearly planner that ties in with our curriculum, with myself and Sam working closely with the teachers and T.As. It has also enhanced our wider community ties with local businesses donating some of our supplies and creating a wider community spirit.



Thank you for allowing us to show what we do here at the Forum School Farm, we are always busy and exhausted but we do have a great time here. If you would like any more information please do contact us at any time. Renea and Sam xxx

[Renea.Gascoigne@cambiagroup.com](mailto:Renea.Gascoigne@cambiagroup.com)

[Samantha.fry@cambiagroup.com](mailto:Samantha.fry@cambiagroup.com)

## Drop in sessions

Some of our students from time to time need a place to reflect or relax. They are always encouraged to visit whenever they feel the need to and we have found that some of our students like to just pop in to say hello to either myself and Sam or the animals. It is always nice to see the students on the yard and we understand the importance of them being able to do so.

## Lunchtime Club

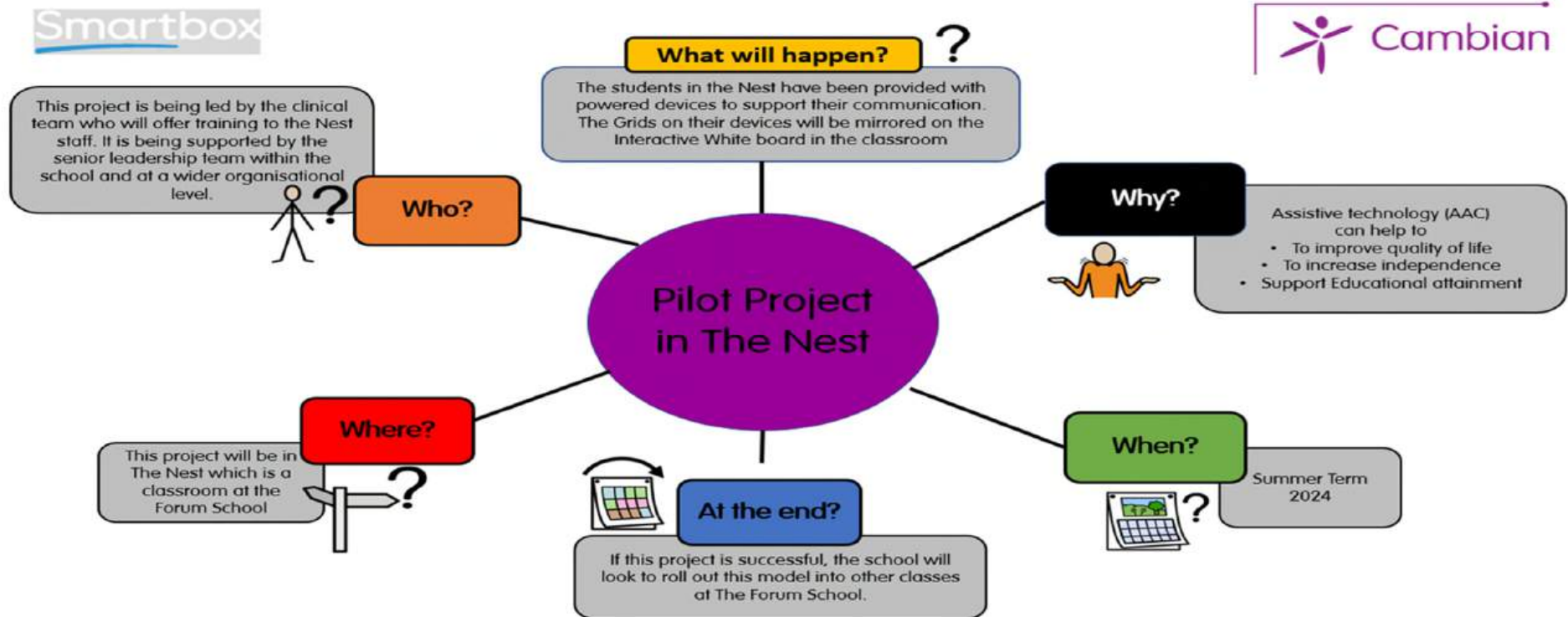
This is our latest idea for the yard and we wanted to give our students a place to blow off some steam or be creative and make different art/crafts. It is held in the indoor arena every day and is for all students to drop in as they wish.

## After School Activities

Our indoor arena is always accessible to our residential students. Mondays are our sensory play activities and Wednesdays are for arts and crafts, however, we are happy for any student to enjoy the facilities at any time.

## The Nest Project:

The Smartbox Nest initiative is successfully operational, with devices distributed in May and already gathering positive responses from the class adults. Currently, the emphasis is on encouraging students and adults to get comfortable with the devices by engaging in playful exploration. This phase is crucial as it helps students form a connection with their device, fostering a sense of ownership.



## Speech & Language Focus of the Month



This month we are focusing on AAC. **AAC** stands for '**Augmentative and Alternative Communication**', which encompasses all forms of communication (other than oral speech) used to communicate thoughts, needs, wants, and ideas. For example:

- Sign
- Gesture
- Body language
- Emails,
- Electronic device
- Texting
- Choosing boards
- Symbols
- Writing
- pictures



To support you, Smartbox offer free online mini courses which are very helpful to get you started or to refresh your skills. At Smartbox academy you can sign up and have the choice of online courses. I recommend:

- Introduction to AAC (FC01)
- Introduction to Grid for iPad (SC16)
- Developing communication partner skills (FC09)
- Short course – Personalising Super Core in Grid for iPad (SC04)

Time for these courses range from 40 minutes to 2 hours, you can download a certificate of attendance at the end if you wish too.

Use this link to direct you to the academy sign up: [Free online AAC training on Smartbox Academy \(thinksmartbox.com\)](https://thinksmartbox.com)

### Key things to remember:

- Learning a new language takes time, it can take months to years.
- Allow time for exploring
- SHOW** – before we can expect someone to use a symbol to communication (paper based or electronic) we have to show them how.
- MODEL, MODEL, MODEL in all situations and environments**
- Be Interesting:** follow a YP interests (films, books, songs, TV shows etc), sensory and play.

**A study of young children who were learning to communicate showed that 20% of what they communicated was requests.....so what about the other 80% (Smartbox, Simple AAC, 2024)**

# Speech & Language

Signs of the week

**Calm**  
 Flat hands make inward circular revolving movement

**Tired**  
 Shoulders sag to show degree of tiredness

**Worried**  
 Tense hand. Use both hands if very worried

**Anxious**  
 Clawed hand circles on chest

Signs of the week

**February**  
 Finger spell 'F' then 'Y'

**To Love**

**Card**

**Friend**  
 Small downward movement twice

**Family**

Signs of the week

**Work**  
 Repeated sawing movement on knuckles of other hand

**Choose**

**Time**  
 Tap twice

**Ask**  
 Direct sign towards person



Lego Therapy

The reason I wanted to share this weeks session is, that DH managed to stay for the whole session. He coped with staying for about half the session last week, however, this week seemed comfortable and happy to stay for the duration. Today's session lasted approx. 30 minutes.

This is what they made this week, amazing! 😊



DH and TF worked together to build a lighthouse, although very improvised, I think they did an excellent job 😊. TF gave DH instructions via the talkpad and waited well for DH to find the Lego brick. When DH was finished and wanted to go back to class, he was able to share this appropriately with adults and gave everyone a high5 before going back to class. TF finished off building the lighthouse before going back to class.

I thought it would be nice to share with you and the team





## Message from Jemma Speech and language

I have received an email from Smartbox regarding their academy self-directed learning courses, and they are now all **FREE!!** They have lots of varied courses to choose from. Courses can be done individually or as a group to promote discussion.

All you need to do is sign up and get choosing, I have done a couple and have found them really helpful.

Many of our YP are now getting funded for talkpads and its important for us to take responsibility to upskill ourselves and grow our knowledge.

Please have a look at the email below from Smarbox and sign up to their supportive courses and resources.

## Meet the Therapy Team

I wanted to give a warm welcome to some new team members that have recently started at The Forum School. To help you get acquainted, I've attached a poster with details about our therapy team, including our names, professions, and working days.

You are always welcome to visit us. If you have questions about support strategies, sensory, communication or need guidance or assistance, please drop by, email, or call. Our door is always open.

**Meet the Therapy team at TFS**

 <p>Karen Varney <b>Clinical Psychologist</b> (Mondays)</p>	 <p>Katie Loftus <b>Assistant Psychologist</b> (Monday – Friday)</p>	 <p>Jasmine Keats <b>Music Therapist</b> (Monday and Tuesday)</p>
 <p>Hollie Earley <b>Occupational Therapist</b> (Monday and Tuesday – Is on leave until March 2025)</p>	 <p>Bridget Townsend <b>Occupational Therapist</b> (Monday, Tuesday)</p>	 <p>Jane Reynolds, <b>Physiotherapist</b> (Termly visits)</p>
 <p>Amiee Thomas-Jefferies <b>Speech and Language Therapist</b> (Wednesdays)</p>	 <p>Jemma Grove <b>Speech and Language Therapy Assistant</b> (Monday – Friday)</p>	 <p>Dawn Storey <b>Consultant Nurse Specialist</b> (Virtual/onsite)</p>
		 <p>Renea Gascoigne <b>Equine Lead</b></p>
		 <p>Sam Fry <b>Equine animal assistant</b></p>



## Music Therapy ...

### **What is Music Therapy?**


Music Therapy is a psychological intervention which is delivered by HCPC registered Music Therapists to help people whose lives have been affected by injury, illness, disability or those who may need support with their emotional, cognitive, physical, communicative and social needs. Music Therapy is undertaken through establishing and building a therapeutic relationship between the client and therapist. Music Therapy can provide an opportunity for clients to express, explore and develop awareness of their feelings in a safe and supported way.

### **What are Music Therapists and what do they do?**

Music Therapists hold a master's degree in Music Therapy and have high levels of musicianship. Music Therapists must be registered with the Health and Care Professions Council (HCPC), like other Arts therapists such as Art and Drama. Music Therapists work in schools, NHS, hospitals, day centres, hospices, care homes, prisons, private practice and more. Music Therapists also complete weekly clinical and reflective notes and often provide end of year reports. Music Therapists complete additional reading and thinking about each client's needs. Music Therapists use different approaches and theoretical knowledge. I use an 'integrative approach' with clients which is based on working using a range of approaches, such as: Psychodynamic, person-centred, unconditional positive regard.

### **Who can benefit from Music Therapy?**

Anyone can benefit from Music Therapy. However, Music Therapy can be especially useful for people who do not communicate verbally or who struggle to express their feelings and thoughts using words. Music Therapy can be useful for children and young people from all backgrounds including those who attend mainstream or SEN education. People can discover new ways of communicating through music and the therapeutic support can allow them to gain confidence that people will listen to them. Clients do not need any musical skills and the aim is not to teach them instruments.








## Music Therapy continued...

### **What happens in Music Therapy sessions?**

People are referred to Music Therapy due to different reasons. An assessment period then commences to ensure that Music Therapy is the most appropriate psychological intervention for that individual. Music Therapy is currently taking place at TFS on Mondays and Tuesdays by Jasmine Keats. Music Therapy sessions can include playing music together using instruments, listening to music, song writing, talking art, play. Just like other therapies, it can take time for people to become familiar with the Music Therapist and with their sessions. Music can also prompt or encourage talking and discussions. Music Therapist's use music to help people achieve therapeutic goals. There is no requirement for people to 'be musical' or 'good at music' or 'know how to play an instrument' to engage in Music Therapy. Music Therapy sessions are completely confidential unless a disclosure is made that poses a high risk of harm/injury to the client or to other people.

### **What are the benefits of music therapy?**

Music Therapy is creative and playful in its nature which can encourage people to express themselves in alternative ways rather than just talking. Music Therapy can help people improve their self-confidence and build on their awareness of themselves and others by feeling listened to. There are many aims and benefits to music therapy which can include (and not limited to) the following:

- Developing communication skills
  - Increasing confidence
  - Enabling self-expression
  - Feeling heard and valued
  - Developing social skills
  - Working through difficult emotions
  - Developing a sense of identity
  - Increasing autonomy and choice
  - Addressing behaviours that challenge
- 

**Congratulations  
Oliver Handibode  
Becoming  
Deputy Home Manager  
of Waters End during Maternity Cover**

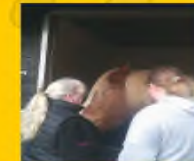


A snip it from Lufton College and the fabulous work Renea & Sam have been doing.



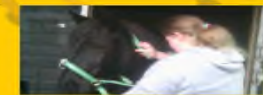
Over the past few weeks, one of our students has had the wonderful opportunity to pursue her passion for horses through a work placement at Blandford Forum School.

During her time there, she has thoroughly enjoyed caring for the horses and gaining valuable insights into their needs and behaviours.



We are incredibly grateful to Forum School for their outstanding support and for recognising the transformative impact that positive workplace experiences can have on our students. Their encouragement and guidance have been invaluable, and we look forward to continuing this fantastic partnership.

Together, we can further enhance our students' skills, confidence, and motivation as they prepare for the world of work.



# Wellbeing Wednesday

On the last Wednesday of each term we are having a Wednesday well being session for the education team.  
We also played a game and had a good laugh



# Staff Discounts

Employee Benefits Platform

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\*Savings based on a weekly spend of £100 at M&S (Maximum 6.5%)

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Call 01908 303 531



Employee Benefits Platform

## Firework Frenzy Week

4th - 10th November 2024

Spark your savings with 10 explosive offers available for one week only.

halfords	halfords autocentre	PRIMARK	Wickes
lastminute.com	RED LETTER DAYS	TESCO	Iceland <small>its hot holidays</small>
LAITHWAITES <small>WEEK</small>		Virginia <small>EXPERIENCE DAYS</small>	

Visit your platform from 10am on 4th November 2024

Visit [www.cambiagroup.co.uk](http://www.cambiagroup.co.uk)  
Call 01908 303 531





## Staff Discounts

<https://www.bluelightcard.co.uk/>

Discount service for the emergency services, NHS, social care sector and armed forces - [£4.99 for 2 years](#)

Members of the Blue Light community can register for access to more than 15,000 discounts from large national retailers to local businesses across categories such as holidays, cars, days out, fashion, gifts, insurance, phones, and many more.

<https://discountsforcarers.com/>

Carer & Care Worker Discounts – [sign up for free](#)

Exclusive discounts, cashback & vouchers for Carers & Care Workers.  
For care assistants, live-in carers, those that care for loved ones, and everyone in between.

<https://www.discountsforteachers.co.uk/>


Teacher & Education Staff Discounts – [sign up for free](#)

Exclusive discounts, cashback & vouchers for Teachers & Education Staff.  
For teaching assistants, headteachers, administrators, and everyone in between.

<https://www.carerscarduk.co.uk/discounts-for-carers>

Your carer ID card unlocks access to a wide range of online discounts, savings, benefits, perks and offers, for carers. - [£8 for 2 years](#)

Our team constantly work on creating partnerships with big name brands so that we can provide carers with discounts on all aspects of life, from food to fashion, fitness to electrical, technology to travel, home utilities to entertainment and much more





## Staff Discounts Continued

<https://carers.org/grants-and-discounts/carersmart-discount-club>

Joining is simple and **free**. And once you're a member, you'll be able to benefit from a wide range of offers, including:

- Cash back on shopping from numerous high street retailers
- Reductions on insurance renewals
- Discounts on holidays and travel arrangements
- Reduced price lifestyle activities
- Free and discounted legal advice services

<https://www.frontlinestaffdiscounts.co.uk/>

Frontline Staff Discounts is **FREE** to all Members, we charge no fees to join & never will

We aim to save you and all of our members as much money as possible on all of your purchases online.

<https://www.teacherperks.co.uk/>

**Free** membership for school staff and schools to access incredible perks from high street brands and edu-suppliers.



## A message from Mel

Even though February has been a short month it has been an absolute pleasure to see all the progress made by our young people. This would not be possible without the dedicated team. Thank you all. The progress made in regards to reading, writing and phonics has been superb for J. J has been out of school for a number of years before joining The Forum School and it shows that with the right level of support anything is possible.

I am also very proud of all the young people that have made progress on their outdoor learning. There are many stages to complete to earn these awards and I am aware how hard young people have had to work to gain these.

The Chinese New year celebrations was a complete success. Each home and class participated in some form of festivity.

We are looking forwards to more fun and festivities this month with world book day. I cant wait to see all of the young people and adults that care dressed up as their favourite book character.

As an update we have changed our term times that will be effective from September 2025. This has been shared to all parents and teams. Please see the website for updated term dates.

*Thank You!*