

30 April 2021

HEADTEACHER INTRODUCTION

Hello,

We started off this week interviewing for new staff and I am pleased to announce 3 new roles for next academic year. Laura B and Laura C currently work at The Fusion Academy as Learning Support Assistants (LSAs). They were both successful in applying for Senior Teaching Assistant positions and will begin these new roles in September. Congratulations! We have also taken on a brand new sports coach called Jamie.

Recruitment for next year's growth will continue over the term. The next rounds of interviews will be for LSAs and an additional receptionist.

Staff have done some interesting training this week. Our Educational Psychologist, Steve, delivered training on autism in girls on Monday; this was really interesting. Steve also started our Emotion Coaching work on Tuesday. This is an area we will be developing over the summer term.

The School Council met on Wednesday and have developed some whole school rules for the bucket swing. They have also chosen our next 3 character areas to focus on:



Feeling safe, being safe and keeping others around you safe



The ability to work together



The ability to stay calm and not get annoyed, for example when something takes a long time, or when someone is not doing what you want them to do

I hope you enjoy the bank holiday weekend!

Sarah

CURIOSITY

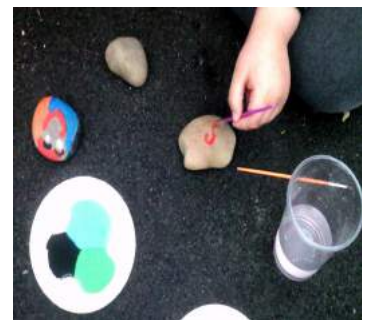


In Maths, we are learning about Geometry (properties of shape) by using the right angle finder to search for objects outside and in the classroom that have right angles. At the start of the session, we all stood up and faced towards the board. We then discussed turning, such as through 90 degrees, when turning



left and right and then played Simon Says: turn right, turn left etc. We also had fun creating 3D shapes using 3D shape templates, which we cut out and stuck together and talked about the faces, vertices and edges.

For our Wellbeing session, we looked at empathy and the importance of understanding other people's feelings and connecting with them because you never really understand a person until you consider things from their point of view. We discussed at least two different ways of showing empathy using different scenarios and how this may look different for people. Lastly, we sorted activity cards between what is empathy and what is not.



We have spent a lot of time this week going to the field and painting rocks during our reward and movement break. We discussed how we should have a bonfire night at the school and what props we need to start a fire. It was great to see us work together as a team and delegate tasks, by gathering several things we would need to make our very own (pretend) fire. We also searched for large smooth rocks outside the playground, as they were perfect to create our very own design for our rock painting.

In DT, we are focusing on Global Food and really enjoyed making a delicious Mexican dish – Quesadillas with salsa and guacamole. We have eaten a quarter of it and then saved the rest to eat at home.



EXPLORER

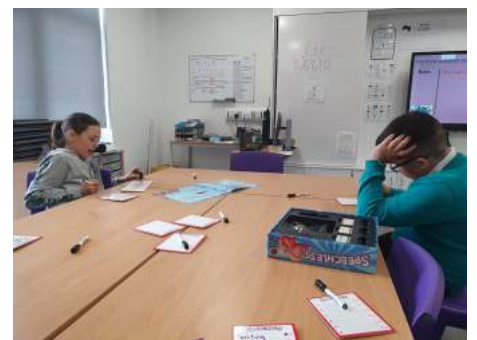


This week, I think we would agree that our highlight was our time spent in the Forest school area. We enjoyed making nature mobiles, clearing the paths, whittling sticks and playing games planned by Damon. We are so lucky to have this beautiful area to explore and we are planning lots of exciting lessons based in the forest school.

Back in class, we've had some excellent engagement with lessons. We've been learning about Reggae music. Children drew a picture of how they felt when they listened to the music of Bob Marley. We have started writing our own descriptive stories in English lessons and children have been very keen to produce excellent pieces of work. We've learnt about Stephanie Kwolek and her scientific discoveries that helped her create Kevlar.



We've continued to build on our teamwork skills by playing a homemade version of volleyball, competitive cups and saucers and whole class games that a student had brought in for us to play. We also celebrated Bradley's birthday with a Sonic the Hedgehog inspired party!



ROSETTA

We started the week off supporting Sarah with the candidates interviewing for the new roles and we had lessons delivered by them: Maths on Monday and 3 PE lessons on Tuesday - Callum naturally loved Tuesday, as it's one of his favourite subjects!

We are so proud of how well Rosetta coped with the changes and took part in the lessons.

We've been using painting quite a bit to help regulate us to the Green Zone and Theo has particularly enjoyed this. He also experimented with the colours and made a lovely shade of purple/pink.



For computing, we have been using MakeyMakey boards to control games and scratch online. We found out there are lots of conductors (which linked to our Science lessons) - bananas, satsumas, playdough, water, tin foil and split pins to name a few!



PIONEER

Sol has been with us full time now for 3 weeks, he's settling in to school life in Pioneer class and The Fusion Academy. He's showing more confidence and getting involved more each day, well done Sol!



In cooking, we made flatbreads this week, (pictured is Sol's). Sol was very pleased with the result. He was really consistent with his rolling out - great care and detail taken - and so they came out really evenly cooked. They looked and tasted great.

In PE, Sol has shown off his batting skills in cricket, the other students hadn't seen his skills in PE before and they really praised him for it which was great to see.



In Computing & IT lessons this week, we have continued our "Information" topic looking at where information comes from on the internet - and how to judge them. We looked at water sources and how you would judge if the water was drinkable or not and related it to sources of information on the internet. The students were great at questioning the sources online and hopefully won't believe everything they see online.



We are moving forward in the interoception curriculum and looking at skin experiments to focus on how our skin may feel different when trying out new things. This could be anything from hot/cold objects, friction, air, lotions or soap and water.

Our Social Thinking lesson this week was all about distances we feel comfortable with and how this changes with different people such as family, close friends, other students, teachers and strangers.

We also worked on freeze frames and people had to decide how close they would get to someone if they looked like that - safe to say people didn't want to get too close to them when recreating a scene from Godzilla vs Kong!

OTHER NEWS

School Photos - Wednesday 5th May



The Fusion Academy Reward Tickets

Students can earn tickets for doing things that are 'above and beyond'. For example, for doing some amazing work, behaving really well, or doing something especially kind or helpful. When the whole school earns 100 tickets, we all get a reward. At the moment we are working towards an afternoon of fun! Students can choose between a whole school water fight or a movie afternoon.



Tickets have been earned this week by:

Tommy	Freddie	Theo	Ethan	Sol
Henry	Ade	Callum	Jacob	Ruby

Well Done!

Overall Ticket Total = 73





Personal information

It can be difficult to know what is important information or not. We must teach all age groups to think before they post anything online - just like thinking before we speak.

The key questions to ask before posting anything online or giving information are:

- What information am I giving out?
- Who will see this information?
- Do I trust this person / company?
- Why am I giving this information?

These 4 questions should be relevant to anything posted online. From internet banking details, names, dates and addresses and even social media posts / pictures.

5-11

Young children's identity is being formed at this age and all of this information that forms their identity is important, but also personal to them (name, age, address, school, phone number, pictures). This means that it can be really difficult for young children to know what information to give out online and understand the boundaries.

It is important for young children to understand how this information can be used, but at this stage it doesn't matter too much about the why. It is important to focus on what information should be put on the internet and what should not. [What is personal list](#)

11-16

This age group should be able to understand the "why not" in more detail now. More information about them will be online. Privacy settings on social media need to be understood and used to limit the people that can access the information.

Personal information will extend to cookies and tracking information through social media and other websites. This is valuable information and is sold by companies so that others can target them. There will be a follow up article next week on cookies.

16+

Young adults should be clued up on internet safety by this point. They should be double checking email links and sites all of the time and questioning things being sent to them, as their personal information will be becoming more valuable to companies. They should be taking active control over their identity and personal information and ensuring that information is being used correctly and legally.

Remember that personal information can be really easy to lose control of. Companies such as banks and shops have a legal obligation to keep any information which you give to them safe because of how valuable it is. However, we don't always value it ourselves and are too free to give it away without considering the consequences.



Useful links of support;

- ★ Thrive Occupational Therapy is the company that we use in school for the OT needs for our students, their website and also their facebook page is good source of information; <https://www.thrive-ots.co.uk/>
<https://www.facebook.com/ThriveOT>
- ★ Leicestershire Autistic Society are also a great organisation for supporting families, <https://www.leicestershireautisticsociety.org.uk/> . They also have a facebook page which provides lots of useful links and also messages of support from other families with autistic children.

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