

29th April 2022

HEADTEACHER INTRODUCTION

Hello,

It's been great to come back to school after Easter and welcome some new faces. Our new students Bella and Vincent have started and are working in classroom 2. Sticking with our NASA missions theme, they have named their class Gemini. They are settling in this week and will hopefully have some nice things to share in the newsletter very soon.

Gemini class Teacher, Sharon, does not start until next week but she has popped in for a visit to meet the class which was good. Our 2 new LSAs, Amiee and Emma, have started in Dragonfly and Voyager.

Our new Assistant Head, Tunde, has also started this week. I will let him introduce himself and what he has been up to below.

Please note that school photos are taking place on Wednesday 11th May - further details are at the end of the newsletter.

Have a lovely bank holiday weekend,

Sarah

Hi All,

Wow, what a brilliant first week here at the Fusion Academy! The students have made me feel incredibly welcome and I have thoroughly enjoyed getting to know everyone.

I have been fortunate enough to spend time with almost every class this week and I'm beginning to learn everyone's names and, perhaps more importantly, their special interests. People have been very patient with me if I don't remember!

The staff have been incredible at making me feel at home and I am looking forward to continuing to work with this wonderful school team!

I look forward to speaking with and meeting more parents as the term progresses.

Have a brilliant bank holiday weekend,

Tunde

PHOENIX



What better way to start the Summer Term than by making homemade ice cream! It was excellent to have the students all working together again and focusing on a task. Most students loved the ice cream; however, a few accidentally added salt instead of sugar which created an 'interesting' flavour!! We'll have to have another go with the correct ingredients!



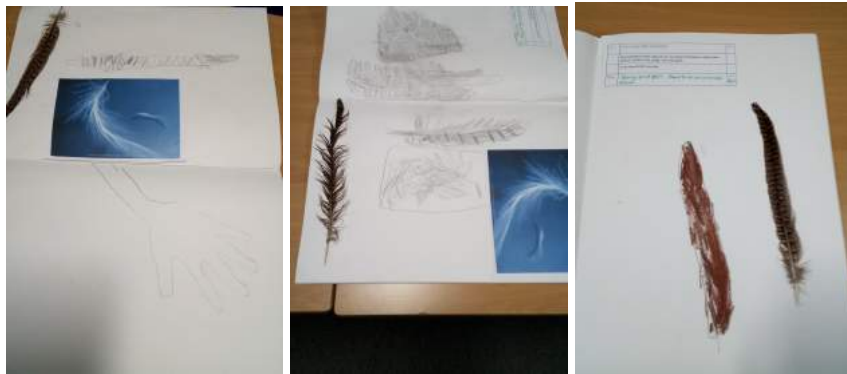
During the Easter break, the forest area has really sprung back into action. The path was completely covered in new growth and the fire pit area was overgrown. We've now worked hard to clear the path areas and make sure the firepit is clear. There were also a couple of damaged trees, so students used a bow saw to tidy up to support the trees. We also installed a night vision wildlife camera to track who lives in our forest area! We've already captured some animals and will share that information with you next week!

DRAGONFLY

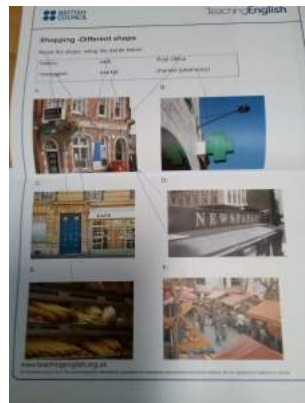
We have enjoyed being back at school this week, well-rested after the Easter break. In Maths, we have been showing off our skills in Columnar Addition. Edmund has been particularly impressive by first working out the answer in his head and then checking it using the written method. We also used Base Ten blocks to help us to understand carrying over when the digits add up to more than 10:



In Art, this term, we are looking at wildlife birds and this week we sketched feathers. Here are Maverick, Axel and Freddie's great pictures:



Our new Personal Development is all about Shopping for Daily Life. We started off by looking at all the different types of shops that we know. There were a lot! There wasn't enough room to put them all down. These are just a few:



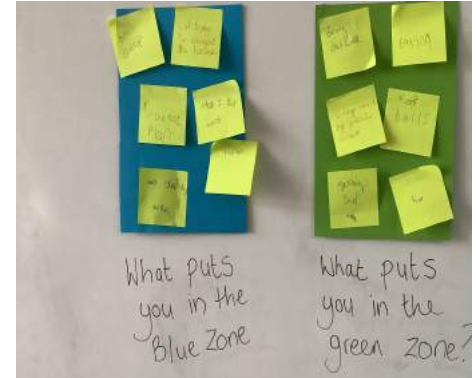
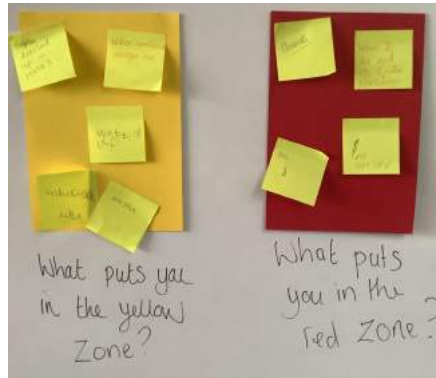
In English, we have been looking at Odes as a form of poetry. Our favourite is called 'Spaghetti! Spaghetti!' It made us laugh a lot. Next week, we are going to have a go at writing our own Odes and we look forward to sharing them with you all when we have finished them.

POLAR

We are all pleased to catch up with each and every one of us after Easter break. We had lots of fun playing games and being outdoors. It helped that the weather has been beautiful.



In our Zones of Regulations, we were given an emotion card and acted out the emotion. We had then written on a sticky note how each colour of zone makes us feel, for example Yellow and stuck it on the board.



Lilly (bearded dragon) surprised us in Polar and spent the day in class which was lovely!



We all had the chance to stand in front of the class as if we were in assembly and present for 30 seconds on what the benefits are of having a good night's sleep. Overall, we have had a very busy week.

We started a new topic in PSHE which is about global citizens and what we can do to become responsible global citizens. We put our ideas and view under each picture and shared this with the class.



In English, we have been learning about poetry and looked at Andy Goldsworthy poems. We really enjoyed creating visual poetry using natural objects in the forest. It has been a busy, but exciting first week back!

EUROPA

This week, we have been reading an adaptation of Shakespeare's *The Tempest*. The students have worked on describing characters and understanding Shakespearean language. In maths, we have been working on converting units of measure, e.g. metres to kilometres, millilitres to litres. The students have enjoyed noticing the patterns in the metric system. In science, we have started learning about breathing and how it is actually the diaphragm that controls our breathing, not our lungs. We have also started our topic of Shopping for Daily Living and we will be having visits to local supermarkets over the course of the half term.

We've had a lovely week of working together. We thought after not seeing each other for two weeks that it would be good to focus on our relationships with each other when we first got back. On Wednesday, everybody got involved with the PE lesson on hockey skills. They had great fun working together to achieve group goals.



On Thursday, Coden created a very simple, but very effective sensory circuit. He created a track to have races on the scooter boards and the class had to move their bodies in different ways in order to get round the track the quickest. The adults were laughing... until they had a go! It turned out to be tremendously difficult! We all had good fun with it and even helped each other out.



Next week, we will be making a model of the lungs, so please can you send a clean, empty plastic drinks bottle that can be cut up. We will be continuing to learn about *The Tempest*, turning the story into a comic strip, and we will be learning about imperial measures and volume in maths.

ODYSSEY



We've all been feeling a bit tired this week, getting back into the swing of things after our Easter holidays. We had a gentle start to the week on Monday- doing some work on social thinking and empathy. We spent some time making plans for the bake sale we are holding in Odyssey class next week. Students chose what



they would be making then spent some time researching recipes and making a shopping list for ingredients. We will be baking next week and selling what will hopefully be delicious cakes and biscuits to other staff and students at school next Wednesday. We're hoping to raise lots of money to send to the British Red Cross Ukraine Crisis Appeal.



We have started our new topics in maths and English which are geometry and Shakespeare's, *The Tempest*. Ethan wrote a summary of the first act using some really good storytelling words and phrases. We have also been learning about the periodic table in science, telling the



time in French and why people suffer in RE.

In PE, we had a go at some gymnastics. We were very impressed at everyone's determination at completing a vault and despite finding the body conditioning quite tricky, everyone participated really well.

In our maths lesson on Thursday, we revised our knowledge of angles and worked on a collaborative piece of angle-art with the playground chalk.



VOYAGER

We've had a great start to the new half term! Lots of new topics started, with the core subjects being *The Tempest* in English, Geometry (shapes and angles) in maths and Breathing in Science.



We had a great start on Monday with Interoception in the morning focusing on Brain & Head and Heart - lovely pictures of Ade raising his eyebrows and bending his body over to feel the effect on his head!



On Thursday, we focused on Flexible and Stuck Thinking in Social Thinking... changing the rules in "connect four" to "connect six" which was interesting to see if they still had fun and were able to play with the same joy/ emotions, because it clearly took more time to play the game. The communication part of the lesson continued into movement break and Ade communicating/ playing with Josh was lovely to see...Look how happy his face is!

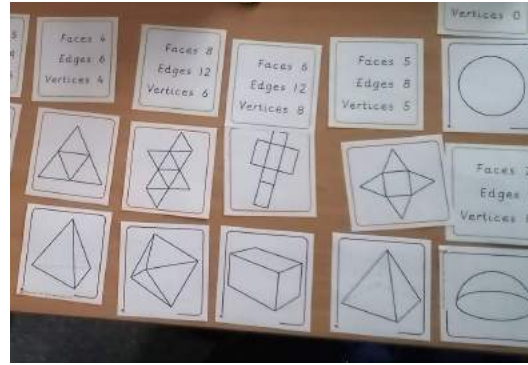


We've started Gymnastics in PE and the boys all contorted themselves to make letters and numbers which was fun to watch!



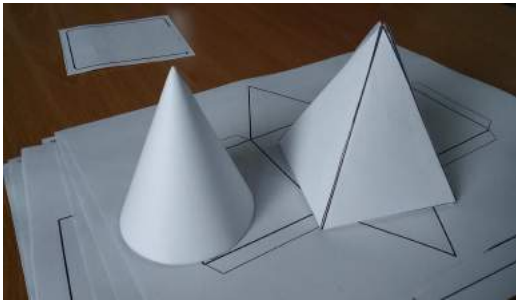
APOLLO

In English this week, we have started looking at *The Tempest*. It was new to the students and they have taken on the challenge well. We have watched, read and discussed the story to ensure that the students have a good overview of it. We have then started to analyse the characters using the PEEL method (Point, Evidence, Explain, Link), which students have used before when we studied *A Christmas Carol*.



We have also started a new topic in maths, looking at 2 dimensional and 3 dimensional shapes. We have been focusing on the properties of the shapes and classifying them

correctly using mathematical language. We have also created 3D shapes from nets and reflected on our work this week, to see which areas each student needs to practise on, before moving on to the next stages.



In PE this week, the students started another new topic - gymnastics. Students were a bit apprehensive about this, but did amazingly well and took it all in their stride. They made letters and number shapes; on their own to begin with, and then in pairs. They even got to have a go on the springboard and vaulting box. Students listened to feedback on their technique and improved so much in just a few attempts.



One movement break this week we discovered 3 students that had decided to sit under their tables, all playing with puzzle cubes. It was a really nice friendship moment, even if it was a bit unexpected at the time!

Finally, we have welcomed Catherine this week into Apollo class as our new senior teaching assistant. Catherine was supporting in Dragonfly class previously and has settled in so well with all of the students.



Odyssey Bake Sale Wednesday 4th May 2022 at breaktime



Raising Money For The
British Red Cross To
Help Support Ukraine



British
RedCross



School photos will be taking place on Wednesday 11th May 2022

Preview Portraits will be available for you to have a look at prior to purchasing the photos. If you would like to purchase the photos from the photographers, more details including prices will be enclosed in the Preview Portraits pack.



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.

Tickets have been earned this week by:

Freddie	Emilia	Henry	Jacob
Tommy	Edmund	Bella	Xander

Well done!

Overall Ticket Total = 39



Support



★ Parent Support Workshop - Occupational Therapy

For our next Parent Support Workshop, we have our OT team from *Thrive* leading this session, where they will be talking through strategies to support children. The session will be held on **Thursday 5th May from 3:45 - 5pm** in our main hall, with refreshments.

★ Parent Support Workshop - Colourful Semantics @ Dorothy Goodman School

Colourful Semantics is a form of language therapy that helps to teach grammar without explicit instruction, via semantics. The session will be held on **Thursday 9th May from 3:45 - 5pm** at Dorothy Goodman Secondary School, with refreshments.



★ Parent Support Workshop - Makaton @ Dorothy Goodman School

Makaton is a language programme that uses signs together with speech and symbols, to enable people to communicate. It supports the development of essential communication skills such as attention, listening, comprehension, memory and expressive speech and language. The session will be held on **Thursday 23rd May from 3:45 - 5pm** at Dorothy Goodman Secondary School, with refreshments.



★ Parent Support Workshop - Zones of Regulation

For this workshop we will be focusing on Zones of Regulation which we use in school to support our students with their emotional regulation. The session will be held on **Thursday 26th May from 3:45 - 5pm** in our main hall, with refreshments.



★ Parent Support Workshop - Speech & Language Therapy

For this workshop, our SaLT team from *Speakeasy* will be leading this session, where they will be talking through strategies and tools to support our children and young people with their communication needs. The session will be held on **Thursday 9th June from 3:45 - 5pm** in our main hall, with refreshments.



If you would like any further details or to attend any of these workshops, please contact the office on 01455 243689 or email elyssa.castleford@thefusionacademy.co.uk

We hope you can join us.

SEND Local Offer

Please see the links below for your information about SEND Local Offer:

[YouTube video of Leicestershire local offer](#)

[Leicestershire SEND local offer](#)



Notice of Parent Governor Election

To: All parents/guardians eligible to vote for parent governors at FUSION ACADEMY

Date: 29th April 2022

Notice of Parent Governor Election – Request for Nominations

There is one vacancy to be filled on this occasion. This place is reserved for a parent/guardian of a child attending THE FUSION ACADEMY

If you are interested in being nominated as a candidate or wish to propose someone, please request a Nomination Pack from the school office or email

kerry-ann.smith@openthinkingpartnership.co.uk

then complete and return to me the Nomination Form together with the Parent Governor Appointment Form by

End of day on 11th May 2022

Any nominations received after this date will not be included in the election.

Candidates may wish to submit a brief election statement (not more than 200 words) giving autobiographical details and such other information and views as they feel may be appropriate. It must not indicate that the candidate is endorsed or supported by any group or association. The election statement will be included with the ballot paper.

If you have any queries or would like further information about being a parent governor, please speak to me.

Janet Thompson
Executive Headteacher

Being a Parent Governor

Parent governors are in a unique position on a governing body. Not only do parent governors have to work in the best interests of the school, but they have to balance this with their natural desire to see the best outcomes for their own child(ren). The aim of this briefing paper is to offer advice to new parent governors on their specific role and suggest ways of handling some of the tricky situations which may arise.

As a parent governor it will sometimes feel that you have to know everything about the school, but can't talk about it; you have to be on everyone's side; if you don't do paid work, people imagine that you have loads of free time.....and you have to be able to juggle all these expectations. As a parent you will already be an expert juggler, but developing your role as a governor will take time.

You are not alone! There is advice, help and support you can tap into....and reading this guidance note is the first step.

Parent governors are:	Parent governors are not:
◆ well placed to understand parents' views and to remind the governing body how matters being discussed affect parents;	◆ expected to gather the views of other parents and take them to the governing body;
◆ individuals! How you vote on any decision is up to you;	◆ simply expected to represent the interests of parents;
◆ in a good position to help the governing body to communicate effectively with parents;	◆ a link between parents and the governing body;
◆ equal in status to all other governors.	◆ expected to vote as instructed by other parents.

What are the good bits about being a parent governor?

◆ You have the opportunity to make a difference, not only for your children, but for children in years to come.	◆ You have the opportunity to make a difference for other parents, and to influence the way in which school works with them.
◆ You have a very privileged and responsible role.	◆ You will learn a lot and develop new skills.

How to fulfil your role

- ◆ Attend governing body meetings regularly and play an active role in committees and decision-making.
- ◆ Learn all you can about the school.
- ◆ Consider how the governing body communicate with parents? Could you help them to improve links?
- ◆ How accessible is the school – how easy is it for parents to go into school to discuss things with the Head Teacher or teachers? Could you give feedback to help the school to be more open and welcoming?
- ◆ How accessible are the governors – do parents ever get the opportunity to meet with governors; do they know how to get in touch with the chair of governors if they need to? Could you encourage the governing body to be more visible?
- ◆ Learn how the school handles complaints and read the complaints policy. If another parent approaches you with a complaint, advise them to speak to the Head Teacher.



- ◆ Be approachable to other parents, but make sure you are clear about your role.
- ◆ Always represent the school positively.
- ◆ As a governor you are one of a group and must never act alone.
- ◆ Always support the decisions of the full governing body. Have your say on decisions in meetings and vote in the way you wish; but then support the outcomes of votes – even if you disagree with them.
- ◆ Always, always, always observe confidentiality. You will get to know a lot of highly sensitive and confidential information – don't discuss it with anyone who is not a governor. Remember, a governor can be suspended for serious breaches of confidentiality.

How you can help individual parents

- ◆ From time to time you may be approached by other parents asking for help, or wanting to make a complaint about something the school is, or isn't doing.
- ◆ Make it clear you can't act for the governing body.
- ◆ Don't raise expectations that the school will "put it right" – there may be underlying issues or background that you don't know about.
- ◆ Keep an open mind – there are at least two sides to every story!
- ◆ You may need to explain why the governing body has made a decision in a certain way, so be prepared.

What to do if you experience a conflict between being a parent and being a governor

- ◆ This can happen – especially if you think the governing body is making decisions which you feel will adversely affect your child(ren).
- ◆ If a difficulty arises, take a step back and think things through as objectively as you can.
- ◆ If you are concerned, talk to the Chair of Governors or to the Head Teacher.
- ◆ Make sure you don't break confidentiality when discussing your concerns outside governing body meetings.

Where to get help, advice and support

- ◆ From other governors.
- ◆ From the Chair of Governors.
- ◆ From the Head Teacher.
- ◆ From the Clerk to the governing body.
- ◆ Ask for a governor mentor or "buddy" to help you through the first few months.

Look on www.inspiringgovernors.org.

And finally.....

- ◆ Don't be discouraged if at first everything seems confusing and difficult to get to grips with. Most new governors feel this way.
- ◆ Don't feel you have to know everything straight away.....it can take a full year to begin to see how the cycle of governing body business fits together.
- ◆ Smile at these words from R D Laing in "Knots" (1970). If you feel like this – don't worry, things WILL get better. See above for sources of help and support.



*There is something I don't know
That I am supposed to know.
I don't know what it is I don't know,
And I feel stupid
If I seem both not to know it
And not know what it is I don't know.
And yet I'm supposed to know,
Therefore, I pretend I know it.
This is nerve-racking since I don't know
What I must pretend to know.
Therefore, I pretend to know everything.*

Thanks to the City of York Council's Governor Support & Development Service



- ★ May Day Bank Holiday (School Closed) - Monday 2nd May 2022
- ★ Parent Training with OT - Thursday 5th May 3:45 - 5:00
- ★ School Photos - Wednesday 11th May
- ★ Parent Training on Zones of Regulation - Thursday 26th May 3:45 - 5:00
- ★ School closes for Half Term break - Friday 27th May 2022
- ★ School opens - Monday 6th June 2022

YOUNG AUTISTIC ADULTS * SOCIAL GROUP *

**STARTING ON
FRIDAY 29TH APRIL
6-8PM**

**AIMED AT 18-30YRS,
THIS NEW GROUP WILL
INITIALLY RUN FOR
5 FREE PILOT SESSIONS;**



**29/04/22, 13/05/22, 27/05/22,
10/06/22 & 24/06/22**

At The Cube

Market Harborough

Email: spectrumautismgroup@yahoo.com
or phone 07795 840378 for more
information

spectrum

Funded by Spectrum

Originally founded in 2005 as a parent & carer support group, Spectrum also run inclusive social activities for families & carers, plus the NAS accredited Autism training program



<https://openthinkingpartnership.co.uk/fusion-academy/>

office@thefusionacademy.co.uk

Contact Number: 01455 243689