



DPS News

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“And now we welcome the new year. Full of things that have never been.” Rainer Maria Rilke

7th January, 2021

Dear Parents

We hope you all had a fantastic Christmas holiday and enjoyed some much needed time with family and friends over the break. Returning to normality after Christmas can be extremely difficult for some people, whilst others, including many children, find the routines of ‘real life’ comfortable and reassuring. There is no doubt, though, that the ‘January Blues’ are a reality for many people – dark mornings, dark evenings and the holiday behind us. Remembering that we are now in the spring term can really help – spring must be just around the corner. Below are some other suggestions that might help you and your family to make the most of this time of year:

- 1) Use the weekends to get out into the fresh air during daylight hours as a family/with friends. Remember there is no such thing as bad weather, only unsuitable clothing! We are so fortunate to live within easy reach of so many beautiful places to walk from the London Parks to Wimbledon Common and the Surrey Hills.
- 2) Play board games together and do jigsaw puzzles. Read (and not just with the children). These activities are for life – not just for Christmas.
- 3) Make sure routines are clear and are kept to, especially children’s morning and bedtime routines. We know that children thrive on routine and keeping to routines leads to harmonious evenings and mornings.
- 4) Try something new – January is a time for new beginnings. In assembly on Monday we learnt that January is named after the Roman god, Janus, who is usually depicted with two faces – one looking back and one looking forward. We thought about what we would like to achieve in the coming year – now is a good time to start achieving it.

It has been wonderful to see the children come back to school with such enthusiasm, already embracing so much new learning and asking searching questions about their new topics. They are delighted to be with their friends and teachers again – what a positive start to a new year.

I wish you all a bright and prosperous 2022.

Kind regards

Cathy Bell
Headteacher



Please may we kindly request that if you are dropping or picking up children from school that you switch off your engine. Thanks

A DPS Welcome

A huge welcome to the new children who have joined us this week: Demi-Jai in Rose Class, Aryaman in Buttercup Class, Brooklyn in Topaz Class, Minha and Ernest in Flamingo Class and Messiah in Sapphire Class. We are delighted to have you as part of our school community.



DPS Notices

Cognus Therapies Winter Update

Welcome to our Winter Update! We hope the Autumn term was good to you and we are looking forward to continuing our work with you in 2022. This is what has been happening in the Cognus Therapies teams.

Recruiting and retaining our lovely therapists

As you may know, the Cognus Therapies team usually comprises a large number of therapists both from the UK and overseas. However, as COVID-19 continues to affect us all, a number of overseas therapists have returned to their home countries, and they, together with the therapists whom we usually recruit from overseas, have not been able or willing to travel back to the UK. As a result, we have had to continue with teletherapy in some schools. However, we know that face-to-face work is both needed and preferable for many of the children and young people we support, and recruitment remains a very high priority for us as we would like to return to face to face therapy for wherever it is more appropriate as soon as possible.

We are also building strong relationships with university courses so we can attract and then cultivate/grow our own workforce for the future.

Retaining the therapists that we currently employ is also of paramount importance to us. We strive to ensure that the wellbeing of staff is maintained so that they remain in our employment and are comfortable working in the settings they are deployed to work in.

We currently have a proactive recruitment campaign underway with NHS Jobs and on the Cognus Website, and from these we are hoping that we will be able to recruit new and dynamic members of staff to join our team. Our terms are flexible, with both part-time and term-time contracts on offer, with the option of working additional hours to support us at this time. In addition to this we offer sponsorship visas to attract overseas staff.

Therapy delivery this term

We have been really pleased that we have been able to maintain a face to face approach for the majority of those we support in their therapy sessions delivered this term. However, where we can't recruit qualified therapists, either permanent or locum (agency) within the local area for face-to-face therapy, we need to continue to offer teletherapy. This approach is in line with Royal College guidelines and can be just as effective as face to face therapy. This does not mean we only wish to use teletherapy, just that it is needed at times where we cannot provide face-to-face therapy.

We are working with schools and settings to make sure we are matching the right therapists to settings; this is based on the needs of the children and young people and the skills that individual therapists can bring. We will always aim where possible to have a consistent therapist working with you and your setting, so therapists can build strong relationships with the school team and students. You should have received an update from the therapists at the setting (or the

setting itself) that your child attends, with information on who is working there and how therapy is being delivered. Please get in touch if you haven't received this / would like a further update.

The teams would like to reassure parents and carers that all the therapy requirements in Education Health and Care Plans will be delivered over the year. This may mean that your child's therapy is delivered in a different way, for example, in a block of therapy or via teletherapy. We are also working flexibly to support schools and families, including offering drop-in sessions to support schools and to ensure every child's therapy programme is up to date and effective.

How teletherapy works in Sutton

Teletherapy is where delivery of OT and/or SaLT interventions are delivered remotely via electronic device (PC, Laptop, 'tablet' or phones). The techniques and approaches used are the same as if the therapist is in the room and are in line with the expected inputs and outcomes for each child. This approach has been well researched by the Royal Colleges and is endorsed as a suitable method of delivery where necessary. Having been using this method since lockdown commenced, we have been very pleased

that all children continue to make progress against some or all of their targets when in receipt of teletherapy. approach, Using this approach, Sutton/Cognus remain in line with the approach taken by many local authorities and are ahead of the vast majority when it comes to delivering therapy in the past 18 months.

If you want to find out more, here are some useful links:

- [Telehealth in the COVID-19 context working with children | RCSLT](#)
- [The Multi-faceted Implementation of Telepractice to Service Individuals with Autism \(nih.gov\)](#)
- [Delivery-of-specialist-1-1-and-group-interventions-for-children-and-young-people-in-education-settings.pdf \(rcslt.org\)](#)
- <https://wfot.org/resources/telehealth-archived>
- <https://www.rcot.co.uk/coronavirus-covid-19-0> (then select - Working remotely/differently)

What else have we been doing this term?

We are currently co-designing an early intervention model with schools, so that together we can support more children with therapy needs at the right time.

- We are working in partnership with NHS and Sutton colleagues to use feedback received from parents and young people to further develop the experience families gain from the local therapy offer;
- We are working with Sutton Parent Carers' Forum, Sutton Council, and SENDCOs in schools to ensure communication about our services improves for everyone;
- The Cognus Therapies team are using social media, podcasts and partnering with national agencies to deliver key messages in the most effective ways;
- The team continues to follow national best practice guidelines to develop the therapy service

Below, we have captured just some of the examples of great work and practice that our team is involved in. We continue to look forward with confidence and are excited about what the future commission and partnership working holds for the future.

Should you have any questions relating to the services Cognus are providing please do not hesitate to get incontact with the therapies team.

We hope you all have and/or have had an amazing festive season and we look forward to seeing you all again in the new year.

The Cognus Therapies Team

A list of key team members can be found here:

Patsy Winkley – Team Manager

Julie Kiely – Assistant Team Manager Alex Benjamin – Principal OT

Alison Rees – Highly Specialist SaLT – Early Years and ASD Ashlea Stephens – Highly Specialist SaLT – POST 16

Emily Harnett - Highly Specialist SaLT – Down Syndrome

Emma Perridge - Highly Specialist OT – POST 16

Helen Gardner - Highly Specialist OT – ASD and MLD Helen Raby - Highly Specialist SaLT – DLD

Jessica Brown - Highly Specialist OT – Mainstream

Jo Wells - Highly Specialist SaLT – Mainstream and Verbal Dyspraxia

Lisa Ogden - Highly Specialist SaLT – SEMH, Young Offenders and Trauma Rachel Wilson-Dickson - Highly Specialist SaLT – SEMH

Rose Fletcher - Highly Specialist SaLT - ASD

Tamara Rainsley - Highly Specialist SaLT – HI specialist

Tessa O'Brien - Highly Specialist SaLT – AAC specialist

Please contact your therapist directly via name.surname@cognus.org.uk or email the team inbox at cognustherapies@cognus.org.uk and your query/feedback will be forwarded to the appropriate member of staff.



Class Notes

What will you do next week to be a good friend?

In Nursery this week we have been really excited to welcome three new children into our afternoon class. The children are all being very kind and supportive and they are all very excited about making new friends. So we have focused our learning on the story 'My Friend Bear' by Jez Alborough. In this story a little boy called Eddy and a big bear are both feeling very lonely but then they meet each other and are able to become good friends. We have been thinking about the different things that we can do to be good friends to each other. We have been thinking about our school rules 'Ready, Respect and Safe' and thinking about how we can all be respectful to each other. The children have also enjoyed having a teddy bears picnic and tried to paint the texture of a bears' fur by experimenting with different tools. For our Maths learning the children have been subitising to say how many objects they can see without counting.

How do other countries celebrate the Epiphany?

In reception, we have had an exciting few days celebrating 3 Kings Day which is a festival that is celebrated in France on the 6th January to coincide with Epiphany, when the 3 Kings visited baby Jesus. William (in Reception) celebrates this festival every year. Traditionally they celebrate with a special cake called a Galette de Rois which contains a charm. Whoever finds the charm in their cake can be a King for the day and ask for whatever they want!

The children made cakes and Williams family very kindly bought enough charms for all the cakes to have one. This meant that we had lots of Kings for the day, as they all found a charm. The children all made crowns and French flags, learnt a French song and we also learnt some French words. All the Kings asked what they wanted, we had requests for McDonald's, more toys and snow. Obviously we could not fulfil all their requests, but some good ideas.

What ocean creature would you most like to have as a pet, and why?

Welcome back, we hope you all had a lovely break. The children have all settled back into school and had a good few days.

This week in Year 1, we have introduced our new topic 'Commotion in the Ocean' and we have discussed what we already know and what we would like to find out about the topic. In English, we have used our story 'Commotion in the Ocean' and the children have enjoyed some drama activities where they have pretended to be different sea creatures from the story. They have thought about what else they would like to find out about the different sea creatures and practiced writing questions to ask them. In Maths, we have recapped 3D shapes and explored the classroom to see which 3D shapes we have there. The children have thought about the properties of the shapes and how they could use these to group them. For computing this half-term, we are looking at the app called *scratch jr* which is a coding app. The children have enjoyed exploring this on the iPad.



Class Notes

What is Andy Warhol famous for?

It has been lovely to have the children back this week and see them settle straight back into their work.

In year 2 this week, in English, we have been recapping nouns, adjectives and expanded noun phrases. We have then begun learning how to use a thesaurus to find synonyms. In Maths we are revisiting the number operations and have looked at how to solve addition, subtraction and multiplication questions. In Art we have looked at Andy Warhol's work and learnt about Pop Art. In Science we learnt who John Dunlop is and what he invented - can you remember what he did? In PSHE we have looked at what makes us special and unique.

What is the difference between pitch and volume?

Although we only had a few days in school this week, we have learned a lot about our new topic 'African Adventure'. We have spent our Literacy lessons reading a book called 'Africa is not a country' and learning about what life is like for children in lots of different countries in Africa. We also had a topic afternoon where we made Masai shields; created safari narrations; used VR headsets to explore different landscapes; learned some of the main language spoken in Africa and did African drumming. In Maths, we have continued with our multiplication and division unit and have been using some formal methods and also some different mental methods to help us calculate more efficiently. In PSHE, we looked at team work and how we can learn to trust each other. We also learned about breaking and rebuilding trust with others. In our Science lessons this half term, we will be learning about sound. We went on a sound survey around the school to see what we could hear and discussed the different pitches and volumes.

How do you practise your times table at home?

Though this has been a short week, year 5 have certainly been productive! In English we have been studying and analysing a variety of different newspaper articles; unpicking and searching for their features and learning about what makes a great article. We even started on Friday writing our own Free Write articles – some of which were not only hilarious but also superbly written in line with all the features we had been looking at - so well done to those who completed theirs! In Maths, we have been doing a bit of revision of multiplication and exploring different methods for practising times tables. We took our first purple times tables challenges on Friday too and have already handed out many certificates, congratulations to everyone for trying their hardest.

What do you predict will happen to Rose?

Although our first week back has been a short one, we have already encountered much discussion and learning about our History topic - World War Two. The children are really enjoying the texts we are reading, exploring various issues and a lot of great vocabulary is being explored in relation to this. Books such as 'Rose Blanche' by Roberto Innocenti and 'Friend or Foe' by Michael Morpurgo are just two of the stories we are reading currently. The children have been finding out why and when World War Two broke out and the countries involved. In Maths, we are continuing learning about Percentages, building on Year 5 work. Discussions about the January sales and discounts have proved interesting as the children realise the real life purpose behind learning about percentages. In Art, we have begun to find out about World War Two propaganda posters, their purpose and style. The children will be designing their own over the next few weeks, with the drawing of faces being the specific skill they will practise.



Safeguarding

Supporting our children's safety

What is the Internet of Things? The Internet of Things, often referred to as IoT, are everyday objects that connect to the internet. These connected devices can be activated using voice commands, or controlled by downloading and using an app or via a Bluetooth or Wi-Fi connection. Examples of the Internet of Things include:

- Smart speakers, Smart meters (for home electricity and heating) and wearables such as smart watches or fitness trackers.

What is the Internet of Toys? The Internet of Toys are toys that connect to the internet. Similar to the Internet of Things, these toys can be controlled using a smartphone app, voice commands or using a Bluetooth connection.

Connected toys are different from other toys because they collect, use, and share data via the internet. This data might range from personal details like user age or location, to microphones and cameras recording what users see and hear.

Examples of the Internet of Toys include:

- Connected action figures and dolls, Bluetooth-enabled toys/tablets, Robotic toys such as drones, and learning development toys that aim to educate children.

What are the risks associated with the Internet of Things? Although connected devices and toys provide children with opportunities for learning and interactive play, there are some associated risks.

- Concerns have been raised about whether these devices are collecting too much personal information from children.
- Some children (either accidentally or on purpose) are able to search for and access age-inappropriate material via a connected device such as a smart speaker.
- Children may make 'in-app purchases' and spend money, which is often taken from their parents' bank account without their knowledge or consent.

How can I make my connected home more secure?

1. Do your research: Research different products online and read reviews. This is a great way to find out more about a product including age restrictions and credibility, as well as hearing directly from other parents. Product manuals will also give you information about the privacy of the device and its use.
2. Set up parental controls: Make use of the [parental controls](#) available on your home broadband and any internet enabled device in your home. Enable the 'SafeSearch' function on your connected device and search engines to limit the material your child can access online.
3. Update your privacy settings: When you buy a connected device or toy, change the default password. Use a strong password that cannot easily be guessed and do not share this with others. Set your Bluetooth-enabled devices to 'undiscoverable' so your child doesn't share data or pair with an unknown device.
4. Review and/or delete the data saved on devices: Some connected devices or toys work by listening to your child's voice commands, so these devices usually record and keep these audio files to work properly. Refer to the manual and find out how to review and/or delete audio files. If there's a microphone on your child's connected device, you can turn on the 'mute' button. This will stop the device from recording and storing audio files.
5. Talk to your child: Include connected devices in your online safety conversations, reinforcing the message that if your child sees or hears anything that makes them feel worried, they can speak to you or another adult they trust. Read further information on [starting the conversation about online safety](#).

For guidance on setting up parental controls or reviewing the privacy settings of a connected device or toy, you can find further information on the [NSPCC's online safety hub](#).

Are you regularly checking yours and your children's privacy settings and phone, device or gaming usage?

We encourage parents and carers to make regular use of the following websites with regards to keeping children safe online.

www.thinkuknow.co.uk/parents

www.childnet.com

www.saferinternet.org.uk

www.parentinfo.org



DPS Links

School Nursing Duty Line

We have set up a duty School Nurse line to enable telephone contact for parents and young people to offer support to replace some current face-to-face contact at this time.
0208 770 5409

Useful links

All school information and communication www.classlist.com

Payment link for school dinners and class trips

www.pay360educationpayments.com/Home

Our website <http://www.dorchesterprimary.com/>

Use the website for our Twitter @DorchesterP

Our Facebook page <https://www.facebook.com/dorchesterprimary>

The value for this half term is **Self-belief**



		Monday	Tuesday	Wednesday	Thursday	Friday	
Week One							<p>Available Daily:</p> <ul style="list-style-type: none"> - Freshly cooked Jacket potatoes with a choice of fillings (where advertised) - Bread freshly baked on site daily - Daily salad selection <p>ALLERGY INFORMATION: If your child has an allergy or intolerance, please ask the school for information. If your child has a school lunch and has a food allergy or intolerance, you will be asked to complete a form to ensure we have the necessary information to cater for your child. We use a large variety of ingredients in the preparation of our meals and due to the nature of our kitchens it is not possible to completely remove the risk of cross-contamination.</p>
03/01	Option 1	Lentil & Sweet Potato Curry with 50/50 Rice	Pork Sausages * with Potato Wedges	Roast Beef * with Roast Potatoes and Gravy	Beef Chili * with 50/50 Rice	MSC Fish in Batter with Chips and Tomato Sauce	
24/01	Option 2	Vegetable & Bean Fajitas with 50/50 Rice	Vegan Sausages with Potato Wedges	Quorn Roast Fillet with Roast Potatoes and Gravy	Vegetable Lasagne with Garlic Bread	Wholemeal Cheese & Tomato Quiche with Chips	
21/02	Vegetables	Peas Mixed Peppers	Baked Tomatoes Sweetcorn	Carrots Cabbage	Green Beans Cauliflower	Baked Beans Garden Peas	
14/03	Dessert	Pear & Strawberry Crumble with Custard	Rice Pudding with Berries	Fruit & Yoghurt Station	Ice Cream with Mandarins	Chocolate Cake with Chocolate Sauce	
Week Two							
10/01	Option 1	Cheese & Tomato Pizza with Potato Wedges	Beef Bolognese * with Pasta	Roast Pork * with Roast Potatoes and Gravy	BBQ Chicken * with 50/50 Rice	MSC Fish Fingers with Chips and Tomato Sauce	
31/01	Option 2	Vegan Meatballs in Tomato Sauce with Pasta	Shepherdess Pie with Gravy	Vegetable Pasty with Roast Potatoes and Gravy	Cheese and Pepper Frittata with New Potatoes	Mexican Bean Roll with Chips	
28/02	Vegetables	Sweetcorn Broccoli	Carrots Peas	Fresh Mixed Vegetables	Sweetcorn Cauliflower	Baked Beans Garden Peas	
21/03	Dessert	Mixed Fruit Crumble with Custard	Fruit & Yoghurt Station	Vanilla Shortbread with Yoghurt	Apple Cake with Custard	Chocolate & Mandarin Brownie	
Week Three							
17/01	Option 1	Macaroni Cheese	Beef Burger in a Bun * with Wedges	Roast Chicken * with Stuffing, Roast Potatoes and Gravy	Chicken Tikka * with 50/50 Rice	MSC Salmon Fish Fingers with Chips and Tomato Sauce	
07/02	Option 2	Roasted Cauliflower Curry with 50/50 Rice	Quorn Burger in a Bun with Wedges	Vegetable Wellington with Roast Potatoes and Gravy	Tomato and Lentil Pasta	Cheese & Tomato Pizza with Chips	
07/03	Vegetables	Broccoli Sweetcorn	Baked Tomatoes Green Beans	Carrots Cauliflower	Roasted Vegetables Sweetcorn	Baked Beans Garden Peas	
28/03	Dessert	Lemon Drizzle Cake	Pear & Chocolate Crumble with Custard	Fruit & Yoghurt Station	Peach Upside Down Cake with Custard	Raspberry Jelly with Peaches	

* HALAL OPTION AVAILABLE



DPS Diary

12th January	Nursery Open Morning 10.30-11.30 and EYFS Open Afternoon 2-3pm
11th February	Last day of Spring 1 term
14th – 18th Feb	Half term
21st February	First day of Spring 2 term
30th March	Nursery end of term
31st March	End of Spring 2 term
1st – 18th April	Easter Holidays
Tuesday 19th April	First day of Summer 1 term
9th – 11th May	SATS Week + Year 5 Residential
23rd - 27th May	Year 6 Residential
27th May	Last day of term
30th May – 3rd June	Half term
6th June	INSET DAY
7th June	First day of Summer 2 term
19th July	Nursery end of term
20st July	End of Summer 2 term
21st July	INSET Day