

# FOREST MOOR SCHOOL

## Merry Christmas

MR ROBERTS

Dear Forest Moor Community,

As we approach the festive season, I want to take this opportunity to reflect on an incredible term at Forest Moor School. It has been a joy to witness the amazing progress, creativity, and resilience displayed by our students across all areas of learning and development. From the engaging class projects to exciting trips and therapeutic interventions, this term has truly showcased the diverse talents and spirit of our school community.

Our commitment to fostering a nurturing and supportive environment for every student continues to grow. This term, we've seen inspiring initiatives like the Student Council, hands-on experiences on the school farm, and nature-based learning projects that have brought our values to life. It's clear that together—staff, students, and families—we are creating a place where every individual feels valued, supported, and encouraged to thrive.

I'd like to extend my gratitude to the entire Forest Moor family for your hard work, dedication, and partnership. As we head into the holiday season, let us take time to celebrate our achievements and recharge for the exciting opportunities the new year will bring.

Wishing you all a Merry Christmas and a peaceful New Year!

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Forest Moor student council is thriving once again for the start of the 2024 academic year! We've seen a fantastic increase in membership this year, showing a real passion for making our school even better. We have a representative from each year group which is a first for our school.

Our members applied for their positions by writing about why they thought they would be a great addition to the council. They then held a democratic vote to elect a chairperson, demonstrating their commitment to fairness and student voice.



# Student Council

MRS BULL



Our members are actively involved in shaping our school's future, from interviewing potential teachers and catering managers to contributing to wider trust reviews. They've also been discussing important topics like the school environment, curriculum, safeguarding, school meals, and more. They've shared great ideas for staffing support, engaging activities, mentoring schemes, and community-based events. It's inspiring to see their dedication to improving our school environment and making it a place where everyone feels valued and heard.

The autumn term has been a whirlwind of activity! It's fantastic to see the enthusiasm and dedication of our Student Council members. We're excited to hear about the many ideas they have for improving our school.

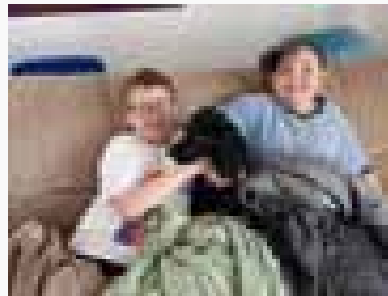
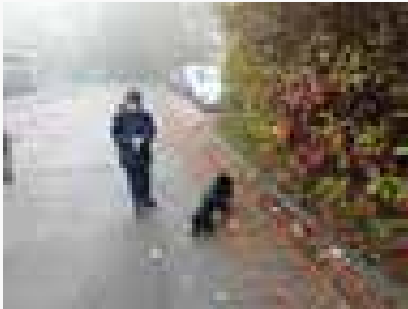
As we look ahead to the new year, we're eager to work together to create a brighter future for our school community. The voice of our students is invaluable, and we can't wait to see what we can achieve together for 2025!

Miss Bull



COMBAT study have been in school since September screening young people to be part of their NHS study.

We have been able to provide pupils with trampoline interventions with Miss Hartley since September to support ADHD needs. We are also lucky to have Mr Williams who will be carrying out these interventions after Christmas and as he is a professional trampolinist, he will be a great asset to the team providing new skills in this area for the pupils.



Polly pup has had a great time being in lessons, she really feels part of the Forest Moor Family.

# Pastoral

MRS HELEY  
AND  
MR TOPPER





At Forest Moor School, our interventions both in the meadow suite and on the farm combine tailored activities that are designed to support students with their social, emotional, and mental health (SEMH), whilst also providing unique opportunities for students to learn, grow, and thrive.

The school farm, home to goats and chickens, offers hands-on experiences that promote responsibility, teamwork, and emotional regulation students . connect with the animals in a calming environment, building confidence and learning essential life skills. In school interventions complement this by addressing individual needs through personalized support, helping students develop coping strategies, improve focus, and build stronger relationships with peers and staff.



These interventions create a safe and supportive space where students can grow both academically and emotionally, empowering them to overcome challenges and achieve their potential.

Forest Moor continues to explore new ways to make these interventions even more impactful, ensuring our students receive the care and opportunities they deserve.

# Therapeutic

MRS WARD AND MISS FINCHAM





Key Stage 2 pupils recently developed essential cooking skills through engaging hands-on activities such as making bread, cookies, spaghetti, and burgers. These sessions introduced a variety of techniques, including measuring ingredients, mixing, kneading, and shaping dough while baking bread and cookies. Pupils demonstrated their understanding of kitchen safety, such as proper knife use for chopping burger toppings and handling hot pans while preparing spaghetti.

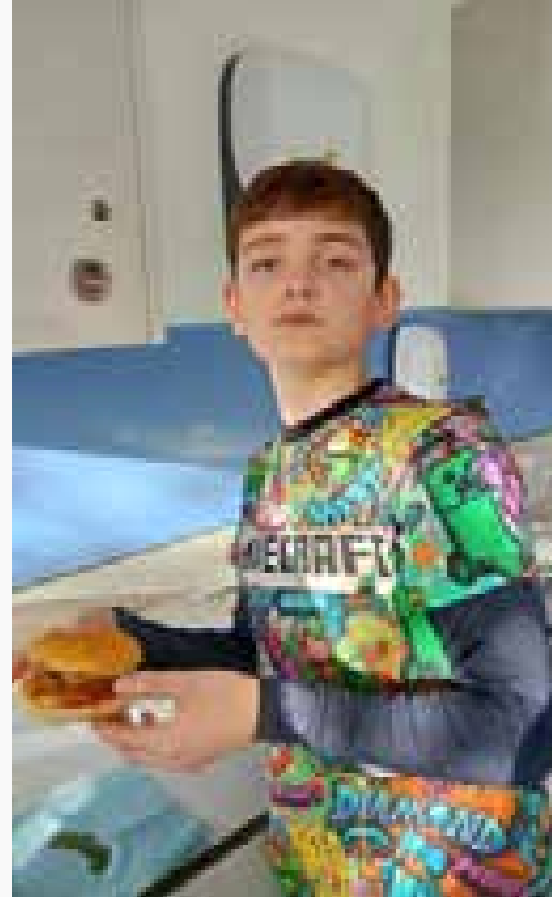


**KS2**  
MR HURREN AND MS RAMSBOTTOM



Making burgers allowed them to combine ingredients and form patties, while cooking spaghetti provided experience in boiling, seasoning, and creating simple sauces. Throughout these lessons, pupils enhanced their fine motor skills, teamwork, and creativity by customizing recipes with different toppings and flavors.

These activities fostered independence, confidence, and an understanding of food hygiene and time management. The pupils enjoyed a practical and rewarding way to build life skills, with the excitement of sharing their creations as a highlight of the experience.





Blackthorn has had a whirlwind of a term, with lots of new faces joining us throughout the term. Blackthorn have managed the changes superbly and we are very proud of them!

The class have enjoyed their practical science lessons of circuits with Mr Walter.

They have also spent time building relationships in the classroom whether through making bracelets and doing nails with G, or making oobleck and just sitting down for a chat.



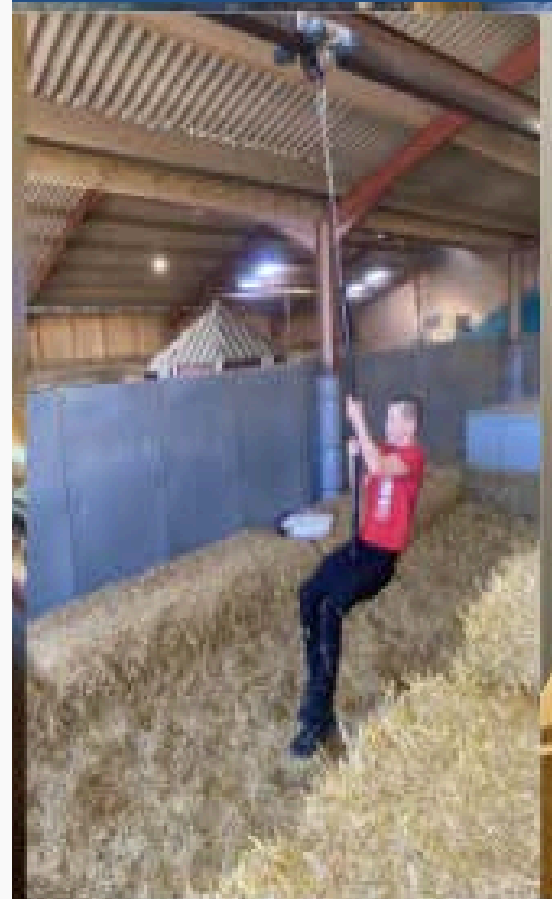
Blackthorn have really enjoyed the farm interventions and have made some wonderful wooden creations with Miss Fincham.

We have had lots of trips out this term to Billy Bob's, Mackenzie's, Darley park, just to name a few. We have played lots of tig, lots of football and drank lots of hot chocolate too!



# Blackthorn

MISS HAMILTON





Chestnut Class has had a fantastic Autumn term! We began with a deep dive into the power of words, exploring the emotional intensity of war poetry in English. This strong foundation set us up perfectly for our exploration of World War I in Explore during Autumn 2.

We also stepped back in time to the Victorian era in Explore, learning about their history and customs. This historical journey complemented our English studies, where we delved into the heartwarming tale of "A Christmas Carol" in Autumn 2.

To support the building of friendships and teamwork, we enjoyed a fun-filled class trip to BillyBobs with other classes. This outing was a great opportunity for us to bond and create lasting memories, as well as get some tasty ice-cream!



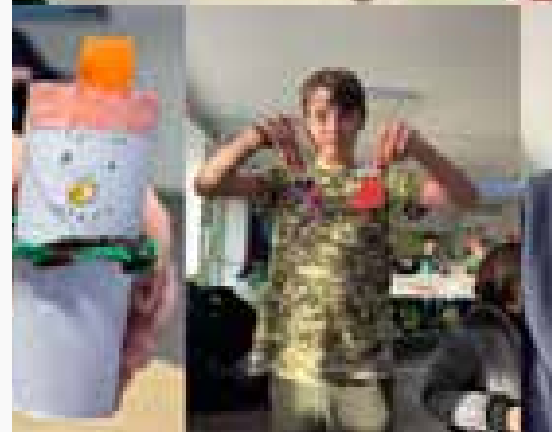
We've also been busy in Maths, honing our numerical skills. We've practiced addition and subtraction, pushed ourselves to tackle algebraic equations, using fruit and veg to help visualise the process, explored the world of fractions, and learned to interpret data through charts and tables.

Chestnut Class have made fantastic progress this term. We are excited to take a well-deserved Christmas break and look forward to returning in the new year, ready to tackle new and exciting topics in our lessons.



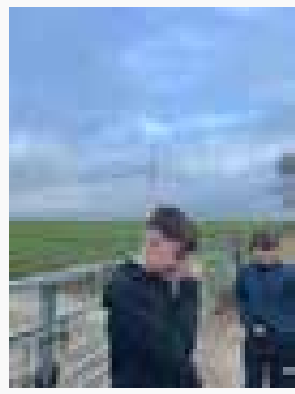
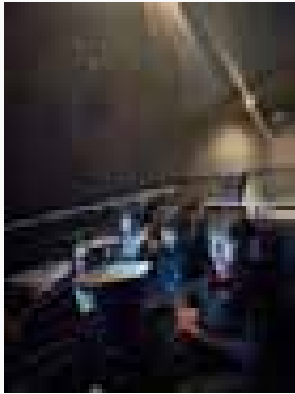
# Chestnut

MISS LAMBLEY

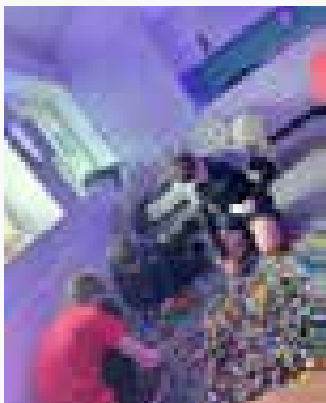




We have certainly had lots of fun this term in Elm Class. Thornton Hall farm Park in Broughton has been a hit, we loved feeding the alpacas, until one spat on us! Miss Onions and Miss Kerr certainly burnt a few calories playing hide and seek in the indoor soft play, Elm class LOVED it. We have also been on a trip to York Cinema to say goodbye to Miss Combe, where we wish her the best of luck in her next venture. Alongside these enriching experiences, we have taken academic learning outdoors. Where better to learn about renewable energy than at the windmills themselves?



We have had some fantastic pieces of writing in English this term, where our students have excelled in their analysis of characters' feelings in the Christmas Carol. When it comes to life skills, our students have been mastering the basics in sewing, they may even be better than Miss Onions, but don't tell them I said that! In the world of lego, our students worked together to build an amazing supercar garage. This has been a fantastic regulation aid for our class and served as a purposeful vagal break from academic learning. The students would like Miss Onions to buy a real ferrari for our trips off site. I think we will be waiting a few years yet...



Elm

MISS ONIONS





This half term Hazel class have been up to all sorts of fun as well as their academic learning.

This term we have engaged in sensory play, using water, slime, foam and all sorts! We have been crafty by colouring in drawing sheets and painting boards for our classroom displays. We have played all kinds of games, jigsaws and puzzles.

We have also been on some fun trips, such as a trip down to Pateley Bridge to play in the park and have a family dining experience in the waffle house (although most of us just tucked into ice cream).



Around Halloween time we also went on a trip to some local shops to decorate our classroom super spooky and halloween themed. We even carved pumpkins and some of us made pumpkin fries with the leftovers.

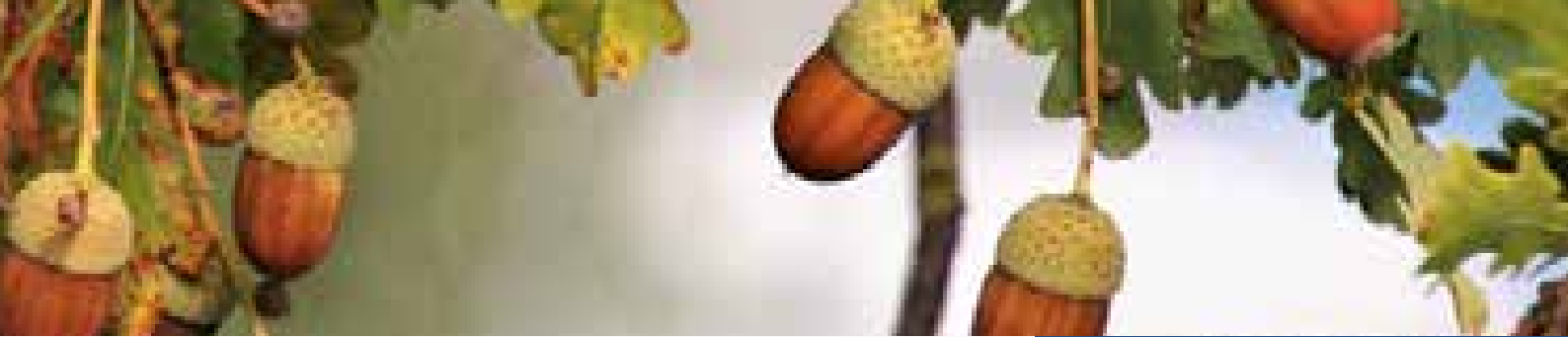
Overall it's been a very fun term, filled with lots of exciting play and opportunities to build friendships with our classroom and around the school.



# Hazel

MR FLANAGAN





In this term Oak class has gained new additions, this means the main priority has been friendship building. We have done many friendship building activities including going offsite to places like valley gardens, a cafe in Harrogate and trips into the woods. This has been an excellent way to create opportunities for bonding and shared experiences. This is also a great way to encourage different diverse interests from each individual student and interact in new environments. This has been a priority for Oak class because as they become a group they can identify each other's strengths and be able to support each other. By prioritizing friendship building and creating opportunities for connection, we are becoming a positive and supportive learning environment for our students.



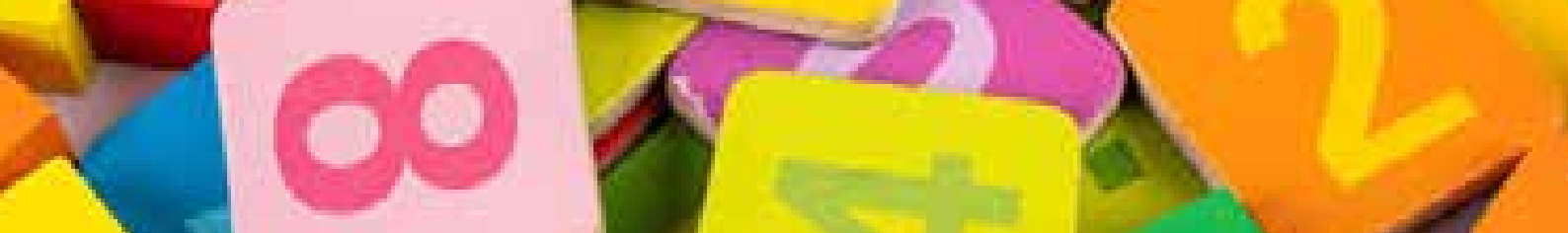
Oak class has made lots of progress towards SEMH and EHCP targets. These targets are tailored to our individual pupil needs and their progress is measured using SMART targets, this ensures that student goals are specific and achievable for our students. This is regularly reviewed and targets are adjusted as and when needed to ensure that they remain relevant.



# Oak

MR GREENWOOD



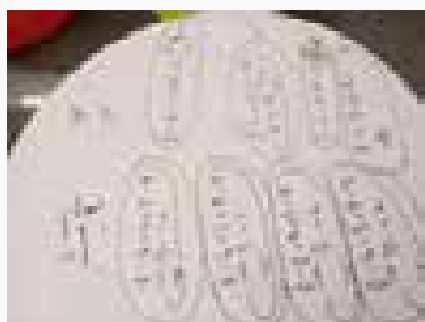


This term in Maths, KS4 have worked really hard on a variety of topics. Students have been working on developing their confidence and skills around the Four Operations (adding, subtracting, multiplication and division) and applying these skills to the context of maths qualifications. KS4 students have been developing their skills of decimals and fractions and identifying equivalent percentages. We've been calculating percentages to decide whether we're getting a good deal or not! We have been learning about money and what this means in terms of life after school. We have been exploring what money represents and applying this to important real life money examples to help us in life after school.

KS4 uses a variety of methods and resources to complete their learning in maths, whether that is a quiz on the board, concrete resources or a white board pen and table to show and demonstrate their working out.



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# Maths - KS4

MISS BARR





Our KS4 students have been diving deep into the world of transactional writing!

This term, our Year 10 and 11 students have been honing their skills in a variety of non-fiction text types. They have explored:

- Letter Writing: Crafting persuasive letters to businesses, potential employers and the Head teacher. .
- Reviews: Analysing films and products to share their opinions.
- Articles: Writing informative articles on current events or topics of interest.
- Newspaper Articles: Reporting on news stories in a clear and concise manner.
- Emails: Composing formal and informal emails for various purposes.
- Speeches: Delivering impactful speeches on a range of subjects.

In addition to practicing these different text types, our students have also been focusing on identifying and understanding the key elements of non fiction writing:

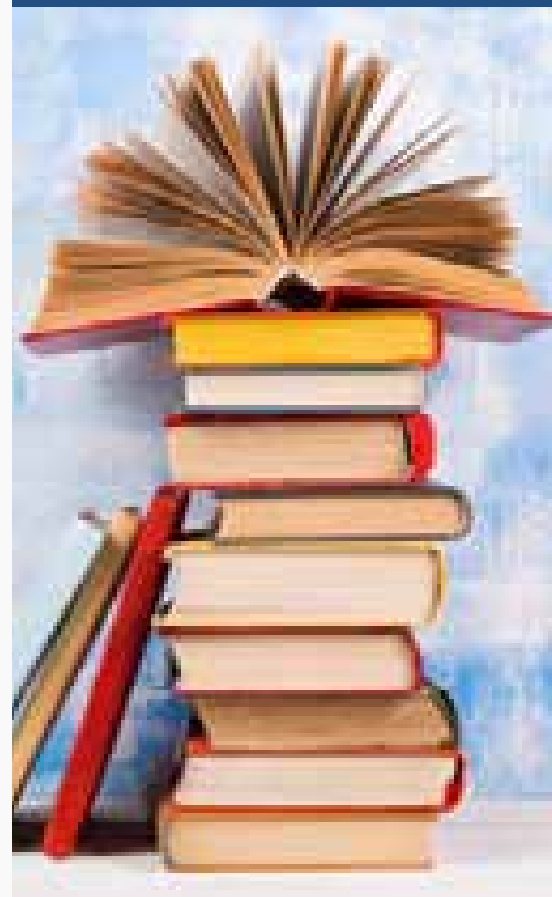
- Purpose: Determining the reason for writing (e.g., to persuade, inform, entertain).
- Audience: Considering the intended reader(s) and tailoring the writing accordingly.
- Format: Adhering to the appropriate structure and layout for each text type.
- Tone: Selecting the appropriate tone to convey the desired message (e.g., formal, informal, persuasive, humorous).

By mastering these skills, our students are well-prepared for their GCSE English Language exams and beyond. They will be able to confidently communicate their ideas in a variety of written formats and adapt their writing to suit different audiences and purposes.



## English - KS4

MISS BOWLEY





Key Stage 3 has been investigating how electrical circuits work. They have learnt the technical symbols for cells, batteries, switches, bulbs and buzzers. Pupils now understand that electricity needs to run in a circuit and that the more components you add to a circuit the more power is required. Pupils enjoyed building their own circuits and investigating how different components affected the efficiency of the circuit.

# Science - KS3 & KS4

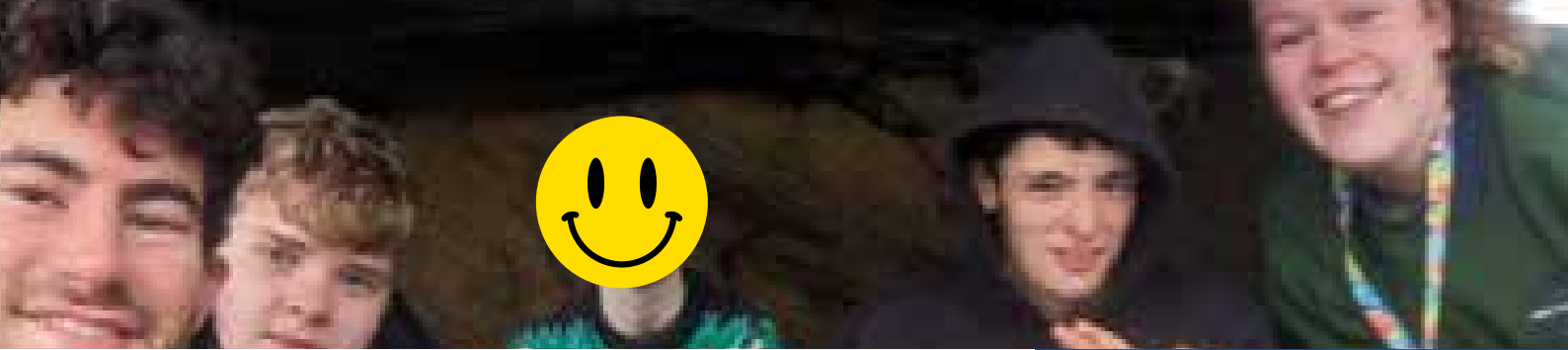
MR WALTER



Key Stage 4 have covered a number of topics as they follow the ASDAN curriculum. The classes have investigated how the human eye works, looked at the body's circulatory system and how exercise affects the body's temperature. Recently they have looked at the human's digestive system, detailing what happens to food and drink when it enters and passes through the body. Pupils have also studied about what makes a balanced diet and the importance of eating healthy.

Lastly this term, we looked at reaction speeds. Mr Walter held a metre ruler above the open hands of the pupils. Without warning he would drop the ruler and record where on the ruler the pupil stopped its fall. The pupils had three attempts each. The pupils, on average, were stopping the ruler after 20cms had passed through their hand. However, their results improved as they began to anticipate the ruler's fall. In the final round, their results improved by 10cms.

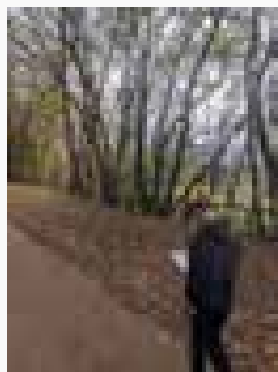
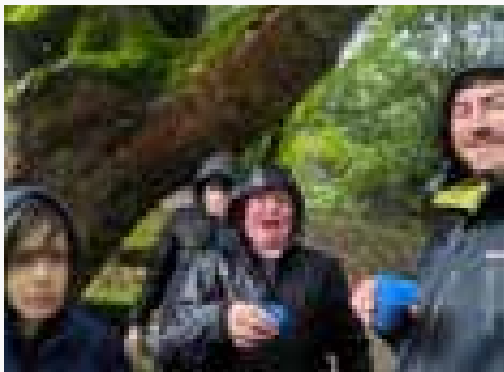




The first term of 2024/5 has been spent laying the foundations for the rest of the year. We have welcomed some new students to the subject, as well as a new member of staff in Mr Hole. Every class has managed to experience outdoor learning both on and off site and we have built up new skills, learned lots of important boundaries and behaviours and bonded as classes through fun activities together.

### KS3

Key stage 3 have been working on a nature-based curriculum, spreading their time between nature projects and bushcraft in school and trips around the local area to learn to identify and appreciate the wildlife around us. These projects have included building a willow classroom and mini wildlife ponds. We have encountered some challenging weather but found ways to manage by learning knife skills to make tools and Christmas crafts in the classroom and we've even made it out to our local rivers, woodland and hills in cold, wet and windy conditions. We are really proud of the progress every class has made and are excited to continue to push our students to learn, enjoy and achieve more in our local area as it (eventually) starts to get sunnier.



### KS4

In Key stage 4 we have welcomed lots of new faces to our options groups. Everybody has begun to access regular off site trips and we have been developing the personal, social and academic skills needed to make progress on our National Outdoor Learning Awards (NOLA). Our trips have included visiting reservoirs such as John O Gaunts and Swinsty, the Nidd and Wharfe rivers and bouldering at Little Almscliffe. It has been great to see everybody widen their comfort zones and grow together as a group.



# Outdoor Ed

MR THOMPSON



During this term the students have been learning about a range of different cooking methods, such as baking, roasting, frying, boiling and poaching. They have also been learning a range of different chopping methods. These cooking and chopping methods have then been put into practice to create lots of different dishes.

At the start of the term we learnt about different cultural dishes and experienced preparing and trying different foods, such as Chinese chicken curry, corn dogs, Thai curry and fajitas.

We then looked at how to cook a classic takeaway at home and how we could make this healthier. The pupils made dishes such as fish and chips, burger and chips and pizza.

Breakfast and lunch have also been explored. The pupils have learned how to prepare and make different breakfast and lunch meals and have used a range of hot and cold ingredients.



The end of the term has been spent learning about how to cook on a budget. The pupils have taken part in conversations about the cost of food and how ingredients can be used in a way that could make money stretch further. We have spoken about buying cheaper cuts of meat, bulking dishes out with pulses and vegetables, using ingredients that may already be in our cupboards and batch cooking to freeze. The pupils have then had a go at making some of the cost effective meals that were identified such as, risotto, toad in the hole, pasta bake and lasagne.

During the term, all pupils have been developing transferable skills. Their reading skills have been developed by following recipes, their numeracy skills have been developed when measuring out ingredients and they have had to use critical thinking skills when creating ideas for dishes. Teamwork is a skill that is constantly worked on.

The last week of term will be spent making chocolate brownies and packaging them in festive wrapping.

# Food Tech

MISS JAUNCEY





Our students have done fantastic by adapting and transitioning to using the sports hall again after the repairs. Our students have been accessing a vast range of activities including dodgeball, relay and gymnastics. We will continue to develop and progress our PE and movement skills across a variety of sports and physical activities over the following term.



In addition to PE, lunchtime football has also been a great success for our students, their teamwork and communication skills have improved which can be seen during the games.

This is vital for the SEMH development of our students, in addition to developing their fitness skills. PE is proving to be invaluable for a lot of our students.

PE

MR ADDINALL







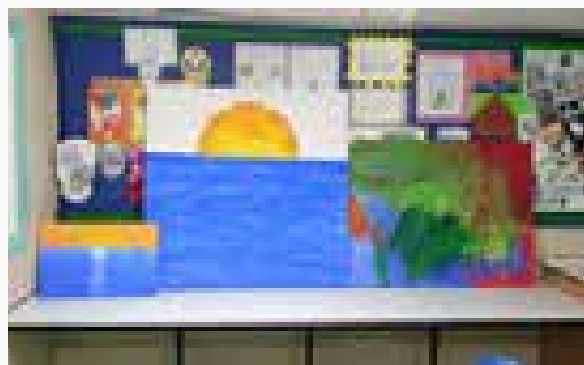
Pupils from across the school have been busy in the Art department , creating individual hexagonal pieces to be made into large scale displays.

They have been applying a range of different styles. Mr Webster says “ We have been drawing, painting, colouring, cutting, sticking and spin painting! A fun and messy process.”

So far over a hundred and twenty separate pieces have been created,covering various themes. As the term progresses the hexagons will be mounted together and displayed around the school as an ongoing ,growing and evolving Art piece.

# Art

MR WEBSTER



Alongside seasonal themed , halloween, bonfire night and christmas displays, students are encouraged to embrace diverse ideas and individual expression, within their own self styled projects.





## Design and Build with Nature

Explore the world of woodworking and sustainable design! Our Design Technology project has us crafting a variety of creations, from cozy birdhouses to stylish wooden coasters and even rustic farm furniture. We're combining traditional craftsmanship with modern techniques to bring our designs to life. Join us as we learn about materials, tools, and the art of building with nature in mind.



This is one of our farm projects that is going to be positioned around the entire campus of the FMS.



# Construction

MR CHARLES





# Humber and North Yorkshire Health and Care Partnership

Please find below the North Yorkshire and York PINS newsletter for some handy festive tips and tricks as well as some interesting training courses!

## PINS NEWS





# Humber and North Yorkshire Health and Care Partnership

## North Yorkshire & York PINS Newsletter: December 2024

Issue #4

**Welcome to the December Edition of the PINS Newsletter!** 

There's lots going on at the moment with training sessions, the festive season just around the corner, and plenty of planning for the new year. This newsletter brings you updates, resources, and opportunities to get involved as we continue working towards making schools more inclusive and supportive for neurodivergent children.

Whether it's tips for creating a neuro-friendly Christmas, exciting training opportunities, or initiatives like Children's Mental Health Week 2025, there's something here for everyone.

We're thrilled to be working with such a passionate community of educators, professionals, and families, all dedicated to fostering inclusion and understanding.

Thank you for being part of the PINS journey.

***Jacob Gilson***

Neurodevelopmental Project Manger

North Yorkshire & York Place

NHS Humber and North Yorkshire Integrated Care Board (ICB)

# Tips for a More Neuro-Friendly Christmas 🎄

The holiday season can be a magical time, but for autistic children, adults, and their families, Christmas can also bring unique challenges. Changes in routine, an increase in social activities, and sensory overload from lights, sounds, and decorations can create a difficult environment for those who thrive on predictability and calm.

Add to that the pressures of gift-giving, unfamiliar foods, and heightened expectations, and it's no wonder Christmas can feel overwhelming.

So how can we make the holiday season enjoyable for everyone? Here are some practical tips to help make this Christmas more autism-friendly.

## 🎄 **Stick to Regular Routines Whenever Possible**

The predictability of routines is a comfort for many autistic people. Keeping things as consistent as possible can help reduce anxiety.

## 🎄 **Use a Visual Schedule**

Create a calendar or visual timetable to map out events, mealtimes, and quiet times. This can help prepare everyone for what's coming and make transitions smoother.

## 🎄 **Talk to Family and Friends in Advance**

Explain what autism means for your family and share any adjustments that will make the day more manageable. This could include quieter gatherings or avoiding unplanned surprises.

## 🎄 **Create a Quiet Area**

Designate a sensory-friendly space where your child can retreat to if they need a break from the hustle and bustle.

## 🎄 **Do Presents Your Way**

Traditional gift-giving may not work for every family. Open presents at a quieter time, or spread them out over a few days to avoid sensory overload.

## 🎄 **Prepare a Christmas Dinner Everyone Can Enjoy**

Don't stress about traditional menus. Prepare foods your child loves and is comfortable with—it's about celebrating together, not the menu.

### 🌲 **Prioritise Your Child's Needs**

It's okay to say no to events or traditions that don't work for your family. Putting your child's needs first benefits everyone in the long run.

### 🌲 **Create Your Own Traditions**

Forget perfection. Find what works for your family and build traditions that bring joy to all of you.

Every autistic person is unique, so these ideas may need to be adapted to suit your family. Hopefully, they'll inspire you to find ways to make Christmas a little calmer, a little brighter, and a lot more enjoyable for everyone.

Wishing you all a peaceful and joyful Christmas,

The PINS Team 🌲 ❤️

## Halfway Through the Programme 🎉

We're excited to share that we're almost at the halfway point of the PINS Programme! So far, we've delivered some fantastic support and resources to schools, with even more to come in the new year.

Here's a preview of what's on offer in the coming months:

- Sensory Support 🧘
- ADHD and Mental Health Workshops 🧠
- Sleep Strategies 🛏
- Information on EHCPs 📄
- Sensory Audits 🗺 🧭
- Digital Resources 📱

As always, we want to ensure the PINS Programme meets the unique needs of your school community. If you feel there's anything missing or specific areas you'd like us to address, please reply to this email. We'll explore how we can provide bespoke offers tailored to your school for the final half of the programme.

Thank you for being part of this journey with us—we're looking forward to continuing to work together to create more inclusive and supportive environments for our children.

# Neurodiversity and Inclusion Training

We're delighted to announce an exciting training opportunity, delivered by Pippa Whitehall, Neurodiversity and Inclusion Trainer at **NeuroKin**.

This course is grounded in **Positive Psychology**, the scientific study of human flourishing. By focusing on strengths and positive aspects of individuals and communities, this approach encourages personal growth and wellbeing. It's a refreshing alternative to the traditional Medical Model, emphasising pride in one's neurotype and helping individuals embrace their authentic selves.

When neurodivergent people concentrate on their strengths and purpose, they can unlock their full potential—moving beyond merely surviving to truly flourishing.

## What's Included in the Training?

- Introduction to Neurodiversity
- Understanding Autism
- Autism and Communication
- Autism and the Sensory Experience
- Autism and Anxiety
- Support Strategies for Autism
- Introduction to ADHD

## How to Book

 Book your workshop date directly with Pippa.

 [info@neurokin.uk](mailto:info@neurokin.uk)

 **07854 220013**

This training is an incredible opportunity to deepen your understanding of neurodiversity and gain practical strategies to foster inclusion and empowerment.

# Neurodiversity and Barriers to School Engagement & Attendance 🎓

We're excited to introduce a valuable training opportunity on Neurodiversity and Barriers to School Engagement and Attendance, delivered by Alison Borg-Herring.

This training will provide a comprehensive overview of neurodiversity, covering conditions such as ADHD, autism, dyslexia, dyspraxia, dysgraphia, dyscalculia, developmental language disorder, foetal alcohol syndrome, and other developmental learning differences and needs (this list is not exhaustive). It will also explore how anxiety often intersects with these differences, impacting school engagement.

## 📌 Training Outline

The workshop is divided into two sessions, both delivered on the same day:

- **Session 1:** Supporting schools to identify and develop creative reasonable adjustments based on children's individual needs.
- **Session 2:** Understanding the nature of Barriers to School Engagement and/or Attendance (formerly EBSA) and strategies to address these effectively.

## How to Book

📅 Schedule your workshop date directly with Alison:

✉️ [alisonborg-herring@outlook.com](mailto:alisonborg-herring@outlook.com)

This training is an excellent opportunity for schools to enhance their understanding of neurodiversity and implement meaningful strategies to support all learners in achieving their full potential.






# ADHD Foundation Workshop Series



Join an enlightening session that explores the connections between naturally occurring neurotypes, including ADHD, dyslexia, dyscalculia, and dyspraxia, while also flagging associated conditions such as Tourette's, brain injury, epilepsy, and Fetal Alcohol Spectrum Disorder (FASD). This session will highlight correlations between neurodiversity and mental health concerns, including anxiety, depression, eating disorders, self-harm, PTSD, and OCD.

## Key Takeaways:

-  Strategies to reduce pervasive learner anxiety.
-  Support for emotional well-being and psychological resilience in pupils to enhance their access to education.
-  Insights on how pupils can learn self-care and healthy lifestyle strategies to minimise the risk of mental health issues, integrated through PHSE lessons.

## Dates and Times:

-  Monday 6th January at 1pm
-  Wednesday 15th January at 4pm
-  Thursday 6th February at 4pm
-  Monday 24th February at 4pm

 **Note:** This opportunity is exclusively available for York schools

To secure your place, please reply to this email to book your spot!

## Sleep Training - EduSleep

A bespoke workshop drawing upon KIDS' extensive knowledge in the field of Sleep and SEND. These workshops aim to raise staff awareness of how improved sleep can enhance and transform children's learning and well-being, especially for children with SEND.

### **Workshop Content:**

- 👉 Staff awareness of sleep issues affecting primary school children.
- 👉 Enhance understanding of sleep and its relationship with children with SEND.
- 👉 Help teams develop a consistent school approach to recognise sleep deprivation, identify sleep challenges, and proactively support children and parents/carers.
- 👉 Contextualise sleep awareness and its links to the SEND Code of Practice and the Education Inspection Framework.

### **In-Person Workshops:**

#### • North Yorkshire

📅 Tues 21st January

🕒 1-3pm

• Thirsk & Sowerby Town Hall, 12A Westgate, Thirsk, YO7 1QR

#### • York

📅 Mon 27th January

🕒 1-3pm

• City of York Council West Office, Station Rise, YO1 6GA

# Children's Mental Health Week 2025

Children's Mental Health Week is just around the corner, taking place in February 2025. This is a fantastic opportunity to highlight the importance of supporting the mental wellbeing of children and young people.

Place2Be has created some wonderful resources to help schools, families, and communities get involved. These resources are designed to spark conversations, build understanding, and support positive mental health practices.

➤ Find the resources here

<https://www.childrensmentalhealthweek.org.uk/schools/>

We encourage you to explore these materials and think about how they could be incorporated into your activities during Children's Mental Health Week.