

# Heritage House School Newsletter

March 2026



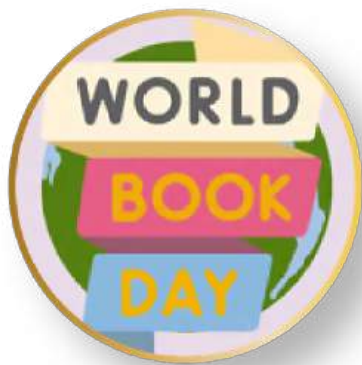
Hello



## Dear HHS community

As we break up for the Easter holidays the sun is shining at last & I hope that is a sign for better weather when we return to school for the Summer term.

This term has been relatively short but nonetheless packed full with learning & joy.



One of the highlights this half term was World Book day, celebrated throughout the school. What a day it was with learners & staff celebrating in some style – you will have seen all the photographs on the our web site.

Thank you once again for supporting the learners & we delighted in the array of costumes & props on display. Such a great & positive way of showing our shared love of the joys of literature.



# Heritage House School Newsletter

March 2026



Hello

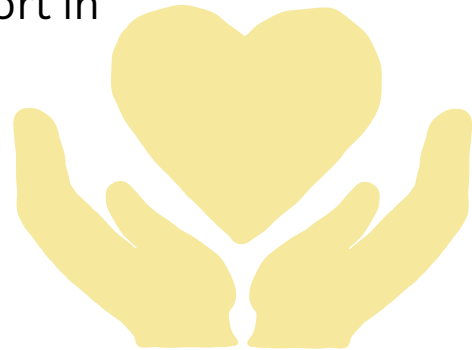
SPRING



You will also have received your child's Learning Journal for the spring term and I know from your feedback that this has been very well received.

This newsletter highlights how a therapeutic approach to learning is at the centre of our schools approach. The therapy team provide an update as to their support in the curriculum and information regarding sensory learning.

I hope you find this newsletter to be interesting & helps you get a snapshot of the day to day life of our school.



Jacqueline

HAPPY  
Easter



# Heritage House School Newsletter

March 2026



## Our Therapy Team



### A Therapeutic Approach

As Lead Therapist, I am delighted to update regarding therapeutic approaches which support your child's progress and engagement.



This update includes practical Occupational Therapy strategies to support sensory-seeking behaviours, as well as an update on a key Speech and Language Therapy (SaLT) strategy we've been focusing on across the school this term.

You will also find an update regarding dysphagia and physiotherapy.

### The Powerful Pause



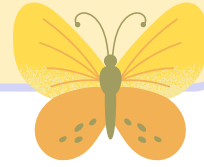
Building on our previous focus of modelling without expectation, this term the strategy we have been focusing on is The Powerful Pause. It's a simple yet transformative tool that gives our learners the vital 'thinking time' they need to process information and find their own voice.

# Heritage House School Newsletter

March 2026



SaLT



## So, what exactly is The Powerful Pause?

It is the magic moment where we stop talking or modelling for 5–10 seconds, creating a space for the learner to fill. Whether they're using AAC devices, Makaton sign or spoken language, this intentional silence shifts the role from listener to leader. By holding back, we provide the space for them to independently use the language they've been practicing, in line with their termly Personalised Plan learning focus.

### The Power of Waiting

- Gives your child time to think and respond
- Allows your child to process what they are hearing and seeing
- Wait at least 5 - 10 seconds before repeating or helping
- Offer choices to help with independent responses

@tiny.talkers

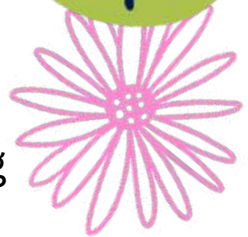
It's amazing to see what happens when we just wait - Those 'quiet' seconds often lead to the loudest breakthroughs!



*Silence is the place where magic happens*



# Dysphagia



### Supporting learners with personalised plans

Our Speech and Language Therapy team support learners with eating and drinking difficulties by assessing individual needs and making recommendations around food and drink textures, as well as advising on suitable equipment. We also deliver oral-motor programmes aimed at developing key eating and drinking skills, including tongue movement, oral sensitivity, lip closure, and chewing.



# Heritage House School Newsletter

March 2026



## Snack Time!

### **A shared learning experience**

In January 2023, just over 3 years ago we launched our 'Healthy Choices' initiative. We challenged ourselves to consider healthy snacks and how to engage learners during snack time.

We purchased equipment to support learners independence in self-help skills - chopping boards, knives, plates, cups, apple peelers and much more! Staff joined together to explore ways to increase learners' skills in communication (choosing boards, symbols) fine motor skills and extend friendships. Three years on, what are the highlights?

**Learners have embraced the new items, especially the fruit peelers and are gaining valuable life skills.**

We continue to purchase fresh fruit from Chesham market and dry foods from a well-known supermarket. Snack time is now a time for community engagement with learners sitting together to share the experience.



# Heritage House School Newsletter

March 2026



## Snack Time!

Learners support each other by chopping up fruit to share with friends. Communication is intentional, to choose a particular fruit or to request more. Learners are comfortable learning together and sharing with their teachers.

Families have supported this initiative with many learners sharing the class snacks rather than bringing in their own.

*We understand for some learners' dietary requirements necessitate personal food items, however where possible please do consider not sending in a snack with your child.*

## **IMPORTANT**

### Nut Allergies

**We have learners and staff at school who have nut allergies and must follow strict protocols. As a result we are a nut free school.**

**To support all members of the school community we request from the start of the summer term ( 13th April ) that learners do not transition to school in the morning, with food items in the hands. This also extends to drinks. Thank you for your cooperation on this matter.**



# Heritage House School Newsletter

March 2026



## Occupational Therapy

### Understanding Biting, Scratching, Pinching, Hair Pulling etc

These are some of the behaviours we can be most curious about. Why do children and young people do it and how can we help? There are many underlying reasons, but here our OT Team offer some useful insights.

### Sensory Seeking

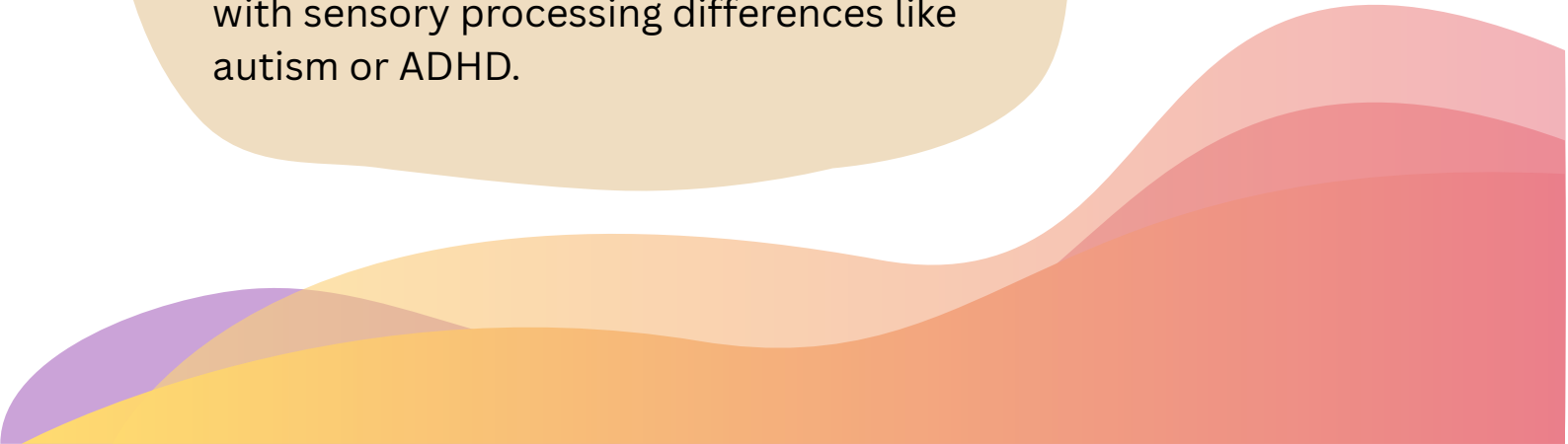
Biting can give deep pressure to the jaw and mouth and scratching, pinching and pulling can give tactile and deep pressure feedback. These activities may support children and young people to feel more calm, grounded, regulated and can help them meet their threshold for sensory input. This can be common in individuals with sensory processing differences like autism or ADHD.

**I AM A SENSORY SEEKER**

- I love movement
- I crave crunchy foods
- I enjoy running and jumping
- I like to touch everything
- I struggle to sit still
- I climb on everything
- I chew non-food items
- I am often fidgeting
- I enjoy flavorful foods
- I enjoy loud music



Munchable



# Heritage House School Newsletter

March 2026



## Occupational Therapy

### Understanding Biting, Scratching, Pinching, Hair Pulling etc

**Sensory Overload**  
Sometimes children may feel overwhelmed by a high volume of noises, tactile sensitivities, smells, visual overload or movement. They may seek sudden or intense sensory feedback such as biting, scratching, pinching, hair pulling, in an attempt to self-regulate and cope with their feeling of overwhelm.

**Communication**  
If a child is pre-verbal or has limited communication, biting, scratching, pinching, hair pulling etc. may be their way to communicate.

**Learned Behaviour**  
Behaviours can sometimes become a learned behaviour, especially in children and young people, as a way to cope with difficult emotions or situations



**I need help**

**I DON'T LIKE THIS**

**I'm overwhelmed**



# Heritage House School Newsletter

March 2026



## Occupational Therapy

### How can we help?

#### Sensory rich, regulating activities:

- Activities that give strong input to the nervous system, muscles and joints help meet sensory thresholds in safe, appropriate, and enjoyable ways
- Chewy and crunchy foods, blowing activities, chew tools, vibration toothbrushes or oral motor tools for their mouth and jaw, and whole body vibration through massage mats and vibration plates



For those who are independently mobile, try trampolines, climbing, obstacle courses, through tunnels, over sofa cushions, swings, wheelbarrow walks, animal walks

For those who are not, they can gain sensory feedback through a change of position, floor time, walking aids and standing frames, supported swinging, deep pressure touch, e.g. weighted blankets, firm cuddles, large beanbags, joint compressions, muscle stretches



# Heritage House School Newsletter

March 2026



## Occupational Therapy



### Chew crunchy foods

- Foods like licorice sticks, Bear fruit winders, oat bars, carrot and celery sticks, pretzel sticks and crusty bread all provide great sensory input to the jaw
- Place a clean wet cotton flannel in the freezer (make sure to wash the rag in non-toxic soap) to chew on when they need the extra input.

### Look out for possible reasons

Changes environment or interactions with others can impact a child's nervous system and stress can reduce their ability to react appropriately to a situation. Your child may not yet have acquired a 'toolkit' to deal with their frustrations, new situations or sensory over-stimulation. Perfumes, lighting, crowds, or even a lack of stimulation, can trigger behaviours in a child with sensory challenges. We can look for patterns in their environment to work out what may be triggering them. Often, an aggravating factor emerges and allows you to then work on supporting actions.



March 2026

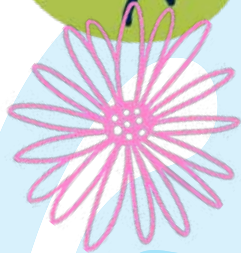
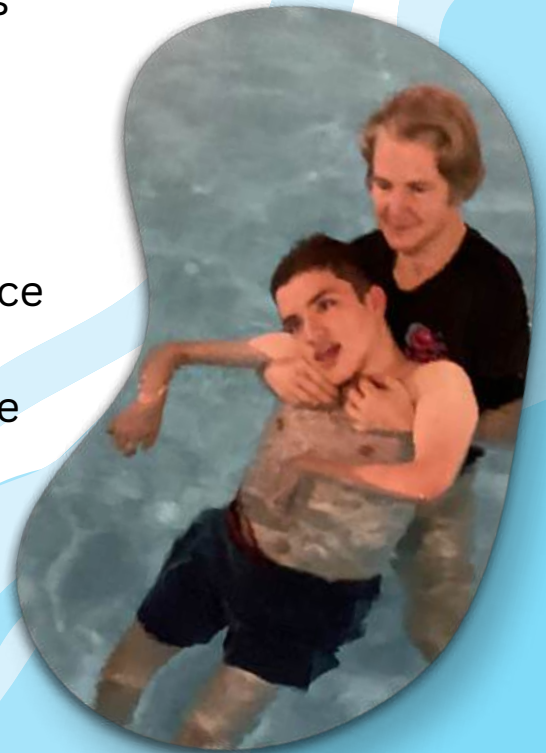


## Hydrotherapy

**A warmly welcoming space for our learners...**

Physiotherapist Susie works alongside our swim teacher, Lauren to support learners who follow a hydrotherapy programme.

The warmth and buoyancy of the water focus on relaxing tight muscles, strengthening, and improving core balance through gentle, supported play. Beyond the physical gains, these sessions provide vital sensory stimulation and respiratory supporting to build confidence and experience a sense of freedom and independence in a calm environment.

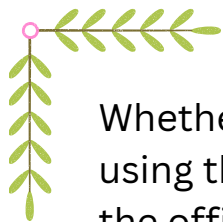




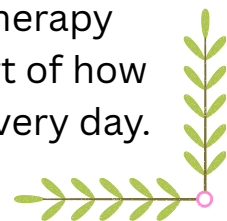
# Physiotherapy

### Embedded into our everyday...

With physiotherapy, the focus shifts from traditional 'exercises' to something much more impactful: embedding therapeutic movement to support our learners ambitions.



Whether it's a learner building strength and coordination by using their walking frame to hand-deliver the class register to the office, practicing balance when transitioning from the classroom to participate in PD activities, or learning to stand for longer when playing, these movements are designed to be meaningful. This integrated approach ensures that therapy isn't just a scheduled appointment, but a natural part of how our learners navigate and interact with their world every day.



# Heritage House School Newsletter

March 2026



## Physical Development



### Special Olympics

On Wednesday 18<sup>th</sup> March, learners from Dragonfly and YP3 took part in this year's Special Olympics.



Special Olympics is a global sports movement creating a new world of inclusion and community, where every single person is accepted and welcomed, regardless of ability or disability. We are helping to make the world a better, healthier and more joyful place – one athlete, one volunteer, one family member at a time.



## Physical Development

### Girls' Biggest Football Session

On Wednesday 25 March, girls from YP4, YP2, Chestnut, Maple, Bramble, Buttercup and Foxglove took part in this nationwide initiative in England to promote girls' football - with a definite emphasis on fun and movement at Heritage House!



#### #Let GirlsPlay

Linked to International Women's Day, The Biggest Ever Football Session is a national fun day of celebration to inspire and encourage schools up and down the country to get as many young girls playing football on the same day.



# Heritage House School Newsletter

March 2026



HHS@Club



## Wraparound Care & Holiday Clubs

Claire Boundy, LSA in Foxglove class has been appointed HHS@Club Co-ordinator and will co-ordinate all club activities.

### Wraparound Care (term time until 4pm)

Over 40 families applied for summer term clubs - currently these are swimming, sport - and a new sensory club; Creative Minds. You will have received information regarding your child's offer. HHS@Club wraparound care begins Monday 13 April.

**HHS@Club Summer Fun** will run from Thursday 23 July until Friday 31 July; 10am - 2:30pm. HAF will again support with vouchers - details to follow in the summer term.



# Heritage House School Newsletter

March 2026



## Wellbeing



### **FAMILY ADVOCATE: Focus on carer wellbeing**

Your wellbeing is important. If you're feeling good, everything else will seem a little bit easier. When we talk about wellbeing it can help to think about what that looks like:



**Time that is Mine** - how balanced is the time for me and time for others? What can help give me more time? What do I need to do, say or be to enable this? What do I want from the time for myself?

**Positive Others** - how balanced are my relationships with others? Who has a positive effect on me? How can I connect to the positives more? How can I connect more with likeminded others?

**Replenish and Re-calibrate** - do I engage in activities that replenish and re-calibrate me? What helps when? Is there anything new I want to try? How do I feel after these activities? Is it helpful in the long term?



**Awareness of emotions** - how do I feel right now? What can help me when I feel like this? Do I need to sit with this feeling or take action? Do certain physical sensations help me notice how I am feeling or what I need to do?



# Heritage House School Newsletter

March 2026



## Wellbeing



### Be kind to yourself

You don't have to do all these things all at once. You might be able to take short bursts of self-care or longer-term values-led action.

Examples of **short bursts** of self-care might be:

- Call a friend or meet up for a coffee
- Focus on something absorbing – yoga, colouring in, being outside in nature, reading or a jigsaw puzzle
- Do something for your senses – have a bath with a face mask, enjoy a delicious chocolate bar, hug your child

**Longer term** values led action might be:

- Signing up for an online training course on something of interest that you've been meaning to do for a while or
- Join a campaign that you feel passionately about.

Making a commitment to promoting your wellbeing, either by writing it down or telling others, makes it more likely that you'll do it. If you would like to create your own personalised wellbeing plan, [click here](#).

[Click here](#) you would like to read more about looking after your own wellbeing



Look out for our wellbeing podcast on the school website shortly after the Easter holidays!



# Heritage House School Newsletter

March 2026



## Schools of Chesham Carnival



### Save the date...

Back for its 53rd year on Saturday 13th June, 2026.

A huge highlight of our school year, Heritage House will join the themed floats created by Chesham schools to proceed through Chesham High Street, finishing with the fairground and stalls in Lowndes Park.

Mufti Day 5<sup>th</sup> June 2026 - Further information to follow.



# Heritage House School Newsletter

March 2026



**DON'T FORGET**



## **Heating Food**

Please note the Handling Food Safety guidelines prohibit us from re-heating food in school.

## **Learner Absences**

Please inform the school office on the first day of any learner absence as early as possible, as well as Transport. Transport are not obligated to pass messages to the school.

## **School Uniform**

Please could you ensure all of your child's uniform, swimming clothes and personal items are clearly labelled with your child's name. Uniform is mandatory - school sweatshirt only. If your child needs them, please also send in clearly labelled spare clothing along with any other personal care items.

## **Punctuality**

School opens at 8:50am, please note that arrivals any time after 9am are recorded as late.

## **Appointments**

When possible, medical appointments should be scheduled outside of school hours. If your child will be absent due to a medical appointment, you must inform the office and provide a copy of the letter/screenshot of appointment confirmation for our records.

# Heritage House School Newsletter

March 2026



**DON'T FORGET**



## Diarrhoea & Vomitting

Following the Health Protection Agency advice, if your child is sick with diarrhoea and/or vomiting, please keep them at home for at least 48 hours following the last bout of either.



### REMEMBER:

Learners will not be able to swim for two weeks following a bout of sickness or diarrhoea.



See some useful links below on staying healthy this spring...

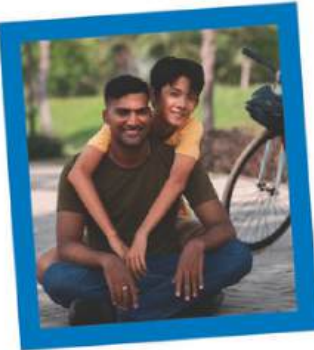
- **Education Hub Blog:** Reducing the spread of illness this winter: Seven steps to healthier schools and higher school attendance – a helpful blog for parents and staff.
- **HS Guidance for Parents:** Is my child too ill for school? – a useful resource to help parents decide when children should stay at home.
- **Preventing and Controlling Infections Guidance:** Includes advice on vaccination, ventilation, and good respiratory hygiene.
- **A-Z of managing Infectious Diseases:** Practical guidance on managing specific illnesses.



Buckinghamshire  
Council



Autism Early Support®



# The Parent's Portal

## by Autism Early Support

Introducing a free online support tool for Buckinghamshire families, supporting the needs of children and families in relation to neurodivergence.



**The Parent's Portal by AES is an online resource that contains:**

- Resources to watch and read, available 24/7
- Parent support groups
- Live workshops
- Discussion forums



Scan the QR code to register or visit  
[portal.autismearlysupport.org.uk/bucks-registrations](https://portal.autismearlysupport.org.uk/bucks-registrations)



Funded by



**Buckinghamshire, Oxfordshire  
and Berkshire West**  
Integrated Care Board

# Grid for iPad

## 50% off

### app sale April 2026



**In celebration of Autism Acceptance Month, the Grid for iPad app will be on sale for 50% off between 20-30 April 2026.**

**For more information scan the QR code opposite:**



***If you decide to purchase the app, let us know and we can advise on getting started with it.***