

4th November 2022

Thames Valley School
Newsletter



National
Autistic
Society



Thames
Valley
School



Class of the week:

Wiltshire:
A really good
week with lots of
productive
learning.



A Message from the Executive Principal

Let me take this opportunity to introduce myself. I have recently joined NASAT (the Trust that TVS is part of) as Trust Executive Principal, my role is to support schools across the Trust. As Miss Makoka has needed to take time off for personal reasons, the Trust have asked me to work specifically with Thames Valley School to support the staff here and ensure that the school runs smoothly.

I have extensive experience of working in schools and education particularly SEND provisions, and I am looking forward to supporting the school on its current improvement journey. There will be some changes to the way the school operates as we move forward, and we will consider these changes carefully with continuous consultation and communication with yourselves as Parents and Carers. Please do get in touch with myself or school if you want to be more involved with future school developments, or have any ideas to contribute.

As you will be aware, we are training all of our staff in Team Teach, a behaviour de-escalation and physical intervention strategy, and this will involve the school closing for an INSET day on THURSDAY 10 November 2022. We will replace this teaching day on WEDNESDAY 4 JANUARY 2023, which was originally an INSET day but will now be the first day we welcome students back in the New Year.

We are also looking at the timetable, and have consulted with the parents of the children affected; our aim is to raise the grade profiles of the core subjects, ensuring that the young people we work with have more secure and suitable onward destinations.

If you wish to discuss this further with me, please do not hesitate to email me or ring the school.

Miss Pettersen, Trust Executive Principal

This week's assembly was on Movember and Men's Health

MOVEMBER'S ORIGIN STORY

- In 2003, **the moustache**, a fixture in past decades, was nowhere to be seen in recent trends. Two mates from Melbourne, Australia, joked about bringing it back.



The original 30

They found 30 guys willing to take up the challenge. Inspired by a friend's mother who was fundraising for breast cancer, they decided to make the campaign about men's health and prostate cancer.

A hairy tale

- Those first 30 Mo Bros grew their moustaches with such enthusiasm that in 2004 a decision was made to formalise the concept and get all participants **growing for a cause**.
- 450 Mo Bros raised AUD 54,000, with **Spain** and the **UK** becoming home to the first international Mo Bros.



MEN'S MENTAL HEALTH

- Life can throw us curveballs. Yet even when things seem tough, there's a lot we can do to look after ourselves and others.

HAVE A CONVO, SAVE A BRO

ASK

- Start by mentioning anything different you've noticed. Maybe he's spending more time at the bar, coming into work late, or missing social events.



LISTEN

- Try to give him your full attention, without interruptions. Don't feel you have to diagnose problems, offer solutions or give advice. Just let him know you're all ears, judgementfree.

ENCOURAGE ACTION

- Help him focus on simple things that might improve how he feels. Is he getting enough sleep? Is he exercising and eating well? Maybe there's something that's helped him in the past— it's worth asking.



CHECK-IN

- Suggest you catch up soon – in person if you can. If you can't manage a meet-up, make time for a call, or drop him a message. This helps to show that you care; plus, you'll get a feel for whether he's feeling any better.

Principal's Awards!

HERE ARE THE AWARDS FROM THE WEEK BEGINNING 31st October:

McGuinness: Marshall for being an absolute star this week, trying hard in all his lessons, showing lots of resilience when work was difficult and for using strategies to support his regulation.

Applegate: Elliott, for engaging in every lesson and trying really hard to stay regulated during his lessons.

Packham: Rory, for staying focussed when others are dysregulated.

Hopkins: Logan, for a positive attitude around school this week.

Tajiri: Molly for perseverance, regulating their emotions, and being thoughtful to other students.

Hegerty: Miles, for excellent engagement in lessons in the first week back.

Thunberg: Leo, for

Wiltshire: Gabriel, for having an excellent start to the term.

De Blois: Dominic, for excellent engagement in the majority of lessons since returning after the half term break.

Smale: James, for a much better effort in lessons

Principal's Shield: Nicholas, for being thoughtful and allowing another student time with his gerbils. What a kind thing to do, Nicholas!

Staff member of the week: Miss Guy, for always being positive and helpful, and bringing sunshine to the Primary Department.

Christmas Celebrations 2022

**Last year, we went to the Pantomime.
This year we could go somewhere else and do
something different such as:
Go to a Christmas Market**



Go to a restaurant for a Christmas meal



Christmas activities: Arcade, Cinema, Reading Winter Wonderland



Christmas day in school (Games,
movies,
snacks)



Speech and Language Department

Self-Awareness:

This half-term's Speech and Language focus is on supporting pupils to develop self-awareness.

What is Self-Awareness?

Self-awareness is your own awareness of your personality, thoughts, beliefs, motivations and feelings. It includes knowing your strengths and weaknesses, how different things affect you, and being able to notice your own behaviours. It involves being able to take a step back and really clearly seeing yourself and how you might be perceived by others. It even includes thinking about your future and how you want to live your own life.

Why teach self-awareness?

Consider the following questions: Can you make goals for yourself if you aren't aware of your dreams? How can you learn how to calm yourself down if you're not aware of what upsets you? Are you able to express something you'd like to do with a friend if you're not aware of your own interests?

Students who are self-aware are better able to:

- Use coping strategies when getting upset or frustrated
- Clearly express their feelings along with wants and needs
- Advocate for themselves

- Share ideas to cooperate with others
- Understand how their actions affects others to resolve conflicts
- Figure out how to organise their work in a way that suits them
- Make decisions of what hobbies to participate in

And more....

Pupils will be supported in this area this half-term through a weekly activity carried out by form-tutors focusing on understanding personal strengths and challenges, self-confidence, positive self-talk and emotional awareness. Information provided in the newsletter relates to the activities we have been covering in school to continue to support your child at home.

Catering

This week we were making Chicken (and beef) Fajitas





**Students are working towards their WJEC Award
in Hospitality and Catering.**



Easy chicken fajitas

By [Member recipe by Steven Morris](#)

★★★★★ 132 ratings [Rate](#) [46 comments](#)

[Magazine subscription – your first 5 issues for only £5!](#)

Prep: 15 mins Easy Serves 3
Cook: 10 mins

Need a simple, vibrant midweek meal the family will love? Put together these easy chicken fajitas and people can create their own masterpieces at the table

Ingredients

2 large chicken breasts, finely sliced

1 red onion, finely sliced

1 red pepper, sliced

1 red chilli, finely sliced (optional)

For the marinade

1 heaped tbsp smoked paprika

1 tbsp ground coriander

pinch of ground cumin

2 medium garlic cloves, crushed

4 tbsp olive oil

1 lime, juiced

4-5 drops Tabasco

To serve

6 medium tortillas

bag mixed salad

230g tub fresh salsa

Method

STEP 1

Heat oven to 200C/180C fan/gas 6 and wrap 6 medium tortillas in foil.

STEP 2

Mix 1 heaped tbsp smoked paprika, 1 tbsp ground coriander, a pinch of ground cumin, 2 crushed garlic cloves, 4 tbsp olive oil, the juice of 1 lime and 4-5 drops Tabasco together in a bowl with a big pinch each of salt and pepper.

STEP 3

Stir 2 finely sliced chicken breasts, 1 finely sliced red onion, 1 sliced red pepper and 1 finely sliced red chilli, if using, into the marinade.

STEP 4

Heat a griddle pan until smoking hot and add the chicken and marinade to the pan.

STEP 5

Keep everything moving over a high heat for about 5 mins using tongs until you get a nice charred effect. If your griddle pan is small you may need to do this in two batches.

STEP 6

To check the chicken is cooked, find the thickest part and tear in half – if any part is still raw cook until done.

STEP 7

Put the tortillas in the oven to heat up and serve with the cooked chicken, a bag of mixed salad and one 230g tub of fresh salsa.

IMPORTANT

We are always updating the student/pupil records, so please contact the office on office@thamesvalley.reading.sch.uk or tinaralph@thamesvalley.reading.sch.uk to advise of any food allergies or intolerances, or changes to circumstances or any change to the address on record.

Friends of TVS

MAIN MESSAGE:

This is a new group and a new way for parents to be involved. We can only do it if you help us by joining in, however you can.

FoTVS is a way for parents to help the School by:

- Supporting new parents
- Helping School Fundraise
- Promote opportunities for social activities

At the moment we are helping with:

- Online Family Quizzes
- New parent buddy system
- TVS BBQ & Sports Days
- Parent WhatsApp Groups
- FoTVS Facebook closed group <https://www.facebook.com/groups/friendsoftvs/>
- Pre-loved school uniform sales
- Fundraise for the new TVS sensory garden

If you want to find out more, join in or help us, please email

us friendsoftvs@gmail.com

Our Designated Safeguarding Team



Safeguarding Team at Thames Valley School



Miss R Archer

Designated Safeguarding Lead



Safeguarding Lead

Mrs G Buley

QOL and SENCO



Deputy Safeguarding Officer

S Pettersen

Trust Executive Principal



Deputy Safeguarding Officer

Everyone has the right to feel safe at ALL times.

Children's Social Care – For reporting concerns READING Single point of access – Tel: 0118 937 3641

Email: Childrensinglepntofaccess@reading.gcsx.gov.uk

To report and incident to the LADO– Local Authority Designated Officer – Tel 0118 937 2685

Email: LADO@brighterfuturesforchildren.org





It can be challenging for parents and carers to know whether children are spending too much time on their devices. Furthermore, it's even more of a challenge to know whether a child is addicted to the internet and social media. As technology is becoming more pervasive, children and young people are experiencing tech-related dependencies. Do we as parents and carers have the knowledge to identify and support children and young people who may be developing an addiction to their devices?



47%
of parents
said they thought their
children spent too much
time in front of screens

What parents need to know about SCREEN ADDICTION

SMARTPHONE ADDICTION IS A RECOGNISED HEALTH CONDITION

Children as young as 13 are attending 'smartphone rehab' following growing concerns over screen time. There are now help centers in the UK which deal with screen addiction for children and adults showing the seriousness of device addiction.

IT CAN CAUSE SLEEP DEPRIVATION

7 out of 10 children said they had missed out on sleep because of their online habits and 60% said they had neglected school work as a result. It is important that children get the sleep they need in order to focus the next day.

CONFIDENCE, SUPPORT & ACCEPTANCE

The Children's Commissioner report 'Life in Likes', explored how children aged 8-11 are using social media today. It showed that children are using their devices to speak to their online friends about their problems and seek acceptance and support, removing face to face interactions.

LOSS OF INTEREST IN OTHER THINGS

Your child may become less interested in anything that does not include their device. You may notice that your child is missing school time and generally being less engaged with other activities in the home. It is important to discuss this with your child as soon as you notice a behaviour change.

APPS CAN BE ADDICTIVE

Apps have been designed with 'psychological tricks' to constantly keep grabbing your attention. One example of this is on the app Snapchat, where you can gain 'streaks' when interacting with your friends. If you don't respond, you lose the streak. This addictive nature of apps aims to engage children and keep them coming back for more.

Top Tips for Parents

LIMIT SCREEN TIME

In today's digital age, technology is an important part of a child's development so completely banning them from their device will mean they are missing out on a lot, including conversations and communication with their friends. Rather than banning them from using their devices, we suggest setting a screen time limit. Work out what you think is a suitable and healthy amount of time for your child to be on their device per week. Remember that your child may need to use devices for their school homework so only set screen limits on recreational time on their device. Once you have established this, have the conversation with them to discuss why you are implementing a screen limit. There will be others in your child's friendship group who will not have screen limits set and will be sending messages when they do not have access to their phones.

LEAD BY EXAMPLE

Children model their behavior on their peers, so if their parents are constantly on their device, they will see this as acceptable. Try limiting your own screen time and follow the same rules you have set for them. If you have asked your child to not use their device at the table, make sure you don't. Try setting house rules that the whole family abide by.

REMOVE DEVICES FROM THEIR BEDROOM

Setting a rule about removing devices from bedrooms will help your child to get the sleep they need and be more focussed the next day at school. 20% of teenagers said that they wake up to check their social network accounts on their devices. Even by having a device switched off in their bedroom, they may be tempted to check for notifications.

ENCOURAGE ALTERNATIVE ACTIVITIES

It may seem like an obvious solution, but encouraging children to play with their friends, read a book, or playing outdoors will help them realise they can have fun without their device. Playing football, trampolining, camping, going for a walk or swimming are all healthy replacements for screen time. Try to join them in their outdoor activities to show your support.

LESS TIME MEANS LESS EXPOSURE

There are many risks associated with devices, such as cyberbullying, grooming, sexting, viewing inappropriate content etc. Less time spent on a screen means that a child will be less exposed to these risks.

MOBILE-FREE MEAL TIMES

Have you tried to settle your child by giving them a tablet at the dinner table or restaurant? This may seem like a quick fix to calm them down but in reality, it is encouraging them to use their device as a distraction from conversation and dealing with their emotions. We suggest removing all technology from the dinner table and having conversations with your family about how their day has been.

STATISTICS

- 53% of children aged 3-4 go online for nearly 8hrs a week
- 79% of children aged 5-7 go online for nearly 9hrs a week
- 94% of children aged 8-11 go online for nearly 13.5hrs a week
- 99% of children aged 12-15 go online for nearly 21hrs a week



<https://www.independent.co.uk>
Children and Parents: Media Use and Attitudes Report 2017: <https://www.ofcom.org.uk>
<http://uk.businessinsider.com/how-app-developers-keep-us-addicted-to-our-smartphones>
Journal of Youth Studies: <https://www.mirror.co.uk/tech/one-five-kids-losing-sleep-9653986>
University of Leeds: <https://medhealth.leeds.ac.uk/news/article/1296/lack-of-sleep-damaging-for-children>



A whole school community approach to online safety
www.nationalonlinesafety.com
Email us at hello@nationalonlinesafety.com or call us on 0800 368 8061



School Calendar

Important dates to remember

10 th November	School closed for staff training
21 st December	End of Term
2 nd January 2023	Bank Holiday
4 th January 2023	Return to school

The school website has been updated. The address is as below:

www.thamesvalleyschool.org.uk

please feel free to contact us to let us know if there are any issues or errors.

PLEASE REMEMBER THE SCHOOL IS CLOSED ON THURSDAY 10 NOVEMBER FOR AN INSET DAY. THIS DAY REPLACES THE INSET ON 4 JANUARY, SO SCHOOL WILL BE OPEN ON 4 JANUARY INSTEAD.

This page is for you at home to send in notices that you think other families might find interesting or helpful. Email simoncalvert@thamesvalley.reading.sch.uk with your notice.

Please send in any school uniform that has been outgrown but is still in good condition. The Friends of TVS will be arranging a redistribution, and we don't have much stock at the moment, so always happy to accept more!

Ruth, Friends of TVS

Parenting Programme

June 2022 – March 2023



An annual planner for **FREE** parenting sessions held in our various children's centres across Reading.

June start
2022

Whitley Children's Centre
AM
Mellow Bumps
Starting Tues 7 June
10-11.30am
6 weeks
PM
Dads-to-be evening class
2 hours, 2 weeks

July start
2022

Sun Street Children's Centre
AM
Mellow Bumps
2 hours, 6 weeks

Sept start
2022

Sun Street Children's Centre
AM
YMTB
9.30am – 1.30pm
Weds, 12 weeks
PM
Webster Stratton evening class
2 hours, 12 weeks
Ranikhet Children's Centre
Mellow Mums and Babies
All day, 14 weeks

October start
2022

Southcote Children's Centre
PM
Dads-to-be evening class
2 hours, 2 weeks

Jan start
2023

Sun Street Children's Centre
AM
YMTB
9.30am – 1.30pm
Weds, 12 weeks
Ranikhet Children's Centre
AM
Mellow Bumps
2 hours, 6 weeks
Whitley Children's Centre
AM
Webster Stratton
2 hours, 12 weeks

March start
2023

Southcote Children's Centre
Mellow Mums & Babies
All day, 14 weeks

Find out more!



For all sessions, please book your place.

Email: reading.childrenscentres@brighterfuturesforchildren.org

more info overleaf

Follow us at
@BFCchild



More information on our FREE parenting sessions



YMTB Young Mums-To-Be: A 12-week antenatal course taught with a Poppy Team midwife to help pregnant young first time mums prepare for a new life as a parent. You will learn about having your baby and preparing for labour and birth. We explore the changes to you and your baby to understand antenatal development. We discuss the knowledge and understanding you need to care for your baby in the first 6 months and the support available. The course aims to help you develop skills around social interactions, managing emotional well-being and self-confidence.

Dads-To-Be: A 2-week evening session where expectant fathers can get practical advice from a midwife from the RBH and explore the emotional implications of having a new baby on both parents, as well as ways to support emotional well-being. It is a relaxed, friendly session and a great way to meet other expectant fathers.

Mellow Bumps: A 6-week antenatal group, especially relevant for families needing extra support eg. those working with a family worker, social worker, specialist midwifery team, perinatal mental health team or requiring extra support from health-visiting team. It is intended to decrease the stress levels of mums-to-be in pregnancy, to understand the importance of early interaction with babies for their brain development. The mums-to-be are also helped to identify their own needs and how to access support both in pregnancy and after the birth of their baby.

Mellow Mums & Babies: A 14-week, one day a week group for mums with babies aged 12 weeks to 1.5 years. Free creche on site where the babies will be cared for 2 hours in the morning and 2 hours in the afternoon. Between sessions there is a shared lunch and joint activity to help parents to enjoy interacting with their babies. Mums explore their own experiences to help them understand their care giving style. The programme is designed to improve attachment and develop strong parent-child relationships. Mellow Mums & Babies is a group based approached designed to support families who have additional health and social care needs.

Webster Stratton: A 12-week course, focusing on children aged 1-3yrs. Exploring simple but effective ways to enhance your child's emotional and social competence. You'll learn how to use play, language, positive discipline strategies and more to build a good relationship with your toddler. Free creche for under 5s to attend while their parent/carer attends the course.

Find us at:

Ranikhet Children's Centre Spey Road Reading RG30 4ED	Southcote Children's Centre 85 Coronation Square Reading RG30 3QP
Whitley Children's Centre 330 Northumberland Ave Reading RG2 8DH	Sun Street Children's Centre Sun Street Reading RG1 3DX

If you are working with a family that you think would benefit from one of the courses, email: sue.blackwood@brighterfuturesforchildren.org or sarah.ashton@brighterfuturesforchildren.org
A parenting referral will need to be completed through mosaic.

Follow us at
[@bfrcchild](https://www.facebook.com/bfrcchild)



What do we do about money?

Do we need lasting power of attorney or adult social care?

What about housing?

Preparing for adulthood - how we can help

Transition from children's to adults' services can be a challenging and worrying time. What does the future hold and what are the opportunities going to be for the young person when they leave school?

With many plans and decisions to be made within the world of adulthood, controlled by different laws, processes and professionals, what are the young adult's needs and aspirations, and how can these be met? What college or course is right? Do we need health services or adult social care? What should that look like? How do we get those services? What about work? What do we do about money? How will benefits be affected? Do we need lasting power of attorney or deputyship? What about housing? It is a daunting list!

The Reading Mencap Family Support Service has a specialist 'Preparing for Adulthood' Family Adviser who is skilled and knowledgeable about all the issues a young person and their family will face over the next few years.

The Family Support team are longstanding experts in learning disability and autism – some are also experts by experience.

We also have our own in-house Legal Officer for those, hopefully, rare occasions where you need a bit more specialist help to get your young person the service they need.

Our 'Preparing for Adulthood' Family Adviser will help you identify needs, define aspirations and plan and take action to ensure they are met and achieved.

Things to consider...



Looking after the Finances

We can help you to decide what is the best way to support your young person with their finances, either by being their appointee, getting a Lasting Power of Attorney (LPA) or Deputyship for finance. Our in-house Legal Officer will help to guide you through all the steps you need to take to decide what is best for your young person.

Benefits

Benefits can be more complicated when someone becomes an adult and when there is a need to develop financial independence for the young adult. Our specialist Family Adviser will guide you through the system, including assistance to access specialist

benefits advice from our partner colleagues such as Communicare and Reading Community Welfare Rights, to help you make decisions, applications and to manage the requirements of benefits. If necessary, we can also support attendance at face-to-face benefit assessments, or appeals and tribunals.

Adult Social Care

Before the age of 18, a young adult may have an adult social care assessment under the Care Act 2014 if there appears to be a need for social care.

Our Preparing For Adulthood Family Advisor will give support to identify the young adult's needs and prepare for, and engage in, the assessment process. They will support you to achieve a good, sustainable care plan to meet

those assessed needs. This may include the Family Advisor helping you to make use of the Reading Directory, or to consider Direct Payments, or the use of a personal assistant and to advise about care providers along the way. The Family Advisor can also support the family or other unpaid carers to prepare for and access a carer's assessment. This may be as part of, or separate to, any Education, Health and Social Care Plan process.



Adult Social Care is not free

Unlike children's services, adult social care is not free and the local authority will assess the young adult's income, including their benefits, to decide how much they must pay towards their care. We will help you to manage this situation and to ensure you only pay what you need to. We will help you understand the financial assessment process and ensure you know your rights and the information and evidence that needs to be presented. This will include help to understand what Disability Related Expenses are and how to claim them.

Attending College and Training

When a young person leaves school they may have clear ideas about what they want to do in college or they may not. We can help them make a good decision about their education. We can help to ensure they get the college placement they want and need. But, if they don't want to attend college, we can put you in touch with the other organisations that can help with training and apprenticeships.



Life after College

Finding work or meaningful things to do for young adults who leave college but who do not gain employment can be a worry. We will help you to explore the different services in and around Reading which are there for young people to help them find employment or keep busy and stay healthy during the week, as well as making friends and having a good time.



Housing

Some young people may need to look for accommodation outside the family home. We can give support about housing and care choices and also help to access our partner voluntary sector colleagues who are experts in housing benefits.

Health

Young adults with learning disabilities may need a little more help to navigate adult health services and to manage health issues and stay healthy all year round. We can also help you understand how to obtain and attend

a free annual health check and about health screening services. We can advise you about health passports and making a plan for emergencies and about who will be there to help if the young adult or carer has to have a stay in hospital.

Leisure and socialising

Our family Advisor will help you to source age-appropriate leisure and social opportunities to meet individual needs of young adults. These opportunities are essential to the health and wellbeing of every young adult.



About Reading Mencap

Reading Mencap has been helping people with learning disabilities and their families in Reading for 60 years.

As well as our Family Support Service, we also run a range of services to provide a holistic response to the needs of those with learning disabilities and their family carers.

We run clubs in both weekday evenings and in the daytime, as well as two day-activity services for those who need a little more help.

You can also sign up for our quarterly newsletter which is packed with news and information as well as regular updates for important news you need to know.

Our Family Support Service has five Family Advisers, who offer an outreach case-working service of information, advice, and advocacy, whether in the family home, at our advice centre or at meetings, reviews or tribunals or wherever support is needed.

We work closely with the Reading IASS for



SEND service and the RBC Preparing for Adulthood Team and Communicare, as well as many other colleague voluntary sector organisations in Reading, to ensure our clients get the very best support available no matter what they need.

How to contact us

Reading Mencap, 21 Alexandra Road Reading, RG1 5PE

Office hours: 9:30am to 1:30pm Monday to Friday;
answering machine at other times

Call: 0118 966 2518

Email: familysupport-kate@readingmencap.org.uk

web: www.readingmencap.org.uk

Service commissioned by:



The local voice of learning disability

Reading Mencap is a registered charity No.1118287 and a company limited by guarantee No. 05976118.

It exists to inform, support and provide services for the families of children and adults with learning disabilities. We are affiliated to Royal Mencap, but remain an independent organisation, we receive no financial support from them.

Support for transitioning to adulthood



An information, advice, and advocacy service for young people with learning disabilities aged 16-25 and their families.

A new Reading Borough Council funded service to support young people and adults with Learning Disability and Autism and their families, who are aged 16-25 and preparing for adulthood. Our new full time Transitions Family Adviser will offer an independent, outreach, information, advice and support service to guide young people and their families through the complexities of becoming an adult, to manage the changes in social care, benefits, housing, health, education, employment and financial management.

Our vision for children and young people with learning disabilities and autism in Reading is the same as for all children and young people, that they achieve well in their early years, at school and in college and make a good transition to adulthood to lead contented and fulfilled lives.

For enquiries about this new service contact:
Tel: 0118 966 2518 (open Mon-Fri, 9.30am-1.30pm)
Email: familysupport-kate@readingmencap.org.uk

You can view the information flyers by clicking on this link [Reading Mencap - Preparing for Adulthood Service | Reading Services Guide \(openobjects.com\)](#)

Reading
Families'
Forum



Preparation for Adulthood for Young People with Additional Needs Information and Fun Day

Sat 19th November 2:30 to 5 pm

For parent carers and young people aged 12 plus.
Find out what options and support are available
when young people with additional needs leave
school and college.

**Enjoy fun activities - temp tatoos, hair braiding and
reptiles. Refreshments served by the school**

The Avenue School, Conwy Close, Tilehurst,
RG30 4BZ



Wheel and Powerchair Accessible.
Changing Place on site.
With support from Reading Borough
Council and Brighter Futures for
Children.

Direct Payments - Drop in Sessions at the Civic Offices offered by Brighter Futures for Children



Local drop-in sessions for all enquiries relating to Direct Payments will be held on the following dates and times. No need to book. A member of staff from Brighter Futures for Children will be available at the sessions. If your child/young person is receiving a direct payment and you have a query or question in relation to the direct payment then come along to the drop in sessions.

They will be held on the following Tuesdays between 1pm-4pm

8th November; 22nd November; 6th December; 20th December; 3rd January; 17th January; 31st January;
14th February; 28th February; 14th March; 28th March; 11th April; 25th April

A member of Brighter Futures for Children will be there to answer your questions.

Where: Civic Offices, Bridge Steet, Reading, RG1 2LU

Please note - Parking is not available at the Civic Offices

[Further information can be found here, including a guide for parent carers Direct Payments - Drop in Sessions at the Civic Offices | Reading Services Guide](#)

The Cressingham LEGO CLUB



The Cressingham LEGO CLUB - Spaces available for this Sunday 6th November

The Lego club will meet on one Sunday a month at The Cressingham Short Break Centre. Spaces will be limited to 8 young people per session aged between 8 - 18 years old; Places allocated on a first come first serve basis. Each session will have some free play and structured activities to encourage the children/young people to use their imagination and learn to work as a team on some of the projects.

Important - Parent Carers **Must** inform Cressingham if their child/children cannot attend. The space can then be reallocated.

The next sessions are:

Sunday 6th November - ***For this session only as a trial, children who are going through the process of getting an EHCP may also apply***

Sunday 4th December

For further information, application form & do's and don't's please follow this link [The Cressingham LEGO CLUB | Reading Services Guide](#)