Oxted School

#teamOxted 13 November 2026

INCLUSION BULLETIN



Dear Parents and Carers

November is upon us. Lovely autumn scenes around the school grounds and we are quickly back into our routines.

This week, we are focusing on disability awareness, neurodiversity, supporting young people with revision and World Diabetes Day.

Good luck to the Year 11 students who have their Winter assessments coming up, hopefully they are working hard so we get a realistic picture of where they are at and how best to support them over the rest of the academic year.

I would like to commend our students for the respect, maturity and thoughtfulness they have shown during our Remembrance Day commemorations. Their participation reflects a genuine appreciation of the sacrifices made by those who have served and continue to serve our country. We are incredibly proud of the way our school community has come together to remember, reflect and honour those who have given so much.

Have a lovely weekend.

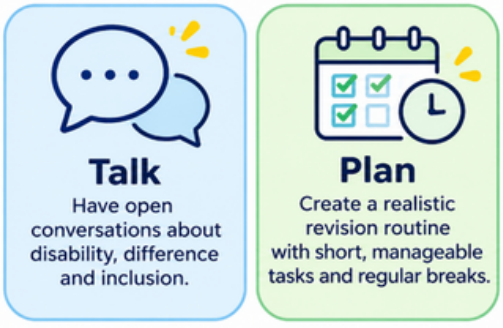
Mrs P Waller
Assistant Principal

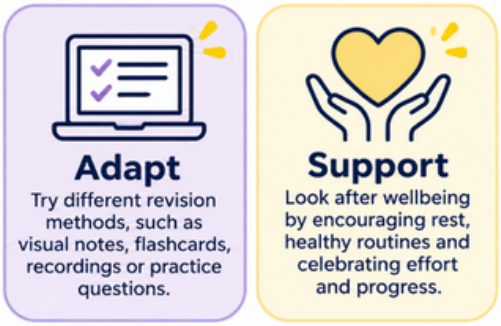
UK Disability History Month 2026: Whose Voice Is Heard?

This week, our Key Stage 3 assemblies focused on an important question: How can we make sure everyone feels included, listened to and able to participate?

Students explored how disability is not always visible and how barriers can sometimes come from the environment, the way activities are organised or the attitudes of others.

We began with a thought-provoking question: *Is it unfair if one student needs extra time to answer, a quieter route around school, written instructions or a particular seat in the classroom*? The answer is no. These adjustments help remove barriers so that students have a fair opportunity to participate and succeed.





Students considered how disabilities and health conditions can affect people in different ways. Some needs are visible, while others, including those associated with autism, dyslexia, hearing loss or chronic pain, may not be immediately apparent. Some conditions also fluctuate, meaning a young person's needs may change from day to day.

Our message was that we cannot always see how much effort someone is making simply to take part. I have encouraged students to notice one barrier over the next seven days and take one positive action to help remove it.

At home, you might ask: 'If someone is finding it difficult to join in, what could we change to make things easier?'



Can You See Me?
A story about an autistic girl navigating friendships, school and feeling understood.



A Kind of Spark
A series exploring autism, acceptance and the importance of having your voice heard.



The Neurodivergent Woman Podcast
Discusses autism, ADHD and different ways of thinking, with insights into how neurodivergence can affect everyday experiences. Explore episodes



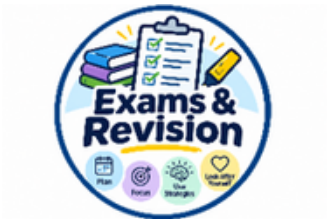
Diabetes is a condition that affects how the body regulates blood glucose levels. Young people living with diabetes may need to monitor their glucose, take medication or insulin, eat or drink at particular times, or respond quickly when their glucose levels change. These are essential health needs, not special privileges.

At school and at home, we can all help by showing understanding, avoiding assumptions and respecting the privacy and independence of young people managing medical conditions.

A family conversation starter: *Why might a student need to check a medical device, eat during a lesson or take a break, even when everyone else is continuing with their work?*

For further information, visit Diabetes UK.

DIABETES UK
KNOW DIABETES. FIGHT DIABETES.



As our students prepare for assessments and examinations, we recognise that revision can feel particularly demanding for some young people, including those with autism, ADHD, dyslexia and other learning differences.

There is no single revision method that works for everyone. The aim is to find approaches that help your child feel organised, confident and able to demonstrate what they know.

Practical ways to help at home

1. Keep revision manageable. Break tasks into small, achievable steps. Rather than asking your child to 'revise Science', agree on one specific task, such as learning five key terms or answering three questions.

2. Use short revision sessions. Some students benefit from working in 15–20-minute blocks with planned movement or rest breaks. Adjust the length to suit your child.

3. Make revision visual and active. Try mind maps, flashcards, diagrams, colour coding, verbal explanations or practising exam questions. Simply rereading notes is often less effective than actively recalling information.

4. Create a predictable routine. A simple revision timetable can reduce uncertainty. Build in time for meals, sleep, hobbies and relaxation.

5. Reduce distractions. Consider whether your child works best in a quiet space, with headphones, at a clear desk or with a parent nearby for reassurance.

6. Support starting, not just finishing. For students who find organisation or task initiation difficult, help them identify the first step. A gentle prompt such as 'Let's start with the first question' can be more helpful than repeated reminders to revise.

7. Praise effort and progress. Focus on what your child has achieved rather than how long they have spent working. Encourage them to recognise small successes.



Some neurodivergent young people work very hard to manage the demands of the school day and may be particularly tired when they return home. If revision is becoming a source of significant stress, try reducing the task, offering a break or agreeing on a different approach. Effective revision is about quality, not simply the number of hours spent studying.

If you have a concern about your child's emotional well-being or mental health, we would request that you make contact with their Year Team who will provide advice, guidance and support. If you have concerns about your child's learning needs, disability, or if they are struggling academically, please do contact the Inclusion Team via their email address below -

inclusionhelpdesk@oxted.thpt.org.uk