

# Newborough Primary School SEND Newsletter Issue 1 – January 2022



## Meet Our Team

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| Miss Blyth<br>KS2 SENDCo<br>Year 5 Class Teacher | Miss Driscoll<br>EYFS and KS1 SENDCo<br>EYFS Teacher | Mrs French<br>SEND Governor |
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Welcome to the SEND newsletter!

Due to a change in staffing, we wanted to let you know who we are and a little about what we are doing. We intend to produce a regular newsletter to ensure that parents and carers supporting children and young people with special educational needs and disabilities (SEND) are kept up to date with national and local policy and initiatives. We also want to signpost you to a range of services and information that may help you. We welcome any feedback about this newsletter and any items or topics that you would like to be included.

We are in the process of developing our SEND provision in school so over the next few weeks, we will be contacting families who have children on the SEND register, if we haven't already. We will also be looking to meet you with your child's class teacher in Spring 2 to provide you with an update regarding the provision your child is receiving.

### **Our approach to supporting pupils**

Further information about our approaches to supporting pupils with SEND can be found on our SEND information page of the school website. Please note that this area is in the process of being developed so keep checking back: <https://www.newboroughschool.co.uk/page/?title=SEND+Offer&pid=125>

## Training Opportunities for Parents

### **Positive Behaviour Advice**

One of the biggest challenges parents face is managing difficult or defiant behaviour on the part of children. Whether they're refusing to put on their shoes, or having a full blown melt down. Below are some useful websites to help parents:

Norfolk County Council have developed a positive behavior support course to help families to understand the message their child is trying to communicate and offers some practical skills and strategies that can be used to help manage behaviours that challenge. Families can access any or all six video sessions at times convenient to them; <https://www.justonenorfolk.nhs.uk/childhood-development-additional-needs/behaviour-sleep/positive-behaviour-support-pbs>

### **Other useful website for managing behavior:**

<https://famly.co/blog/covid-19/sue-cowley-managing-behaviour-at-home/>  
<https://www.family-action.org.uk/family-monsters/support/challenging-behaviour/>

### **Free Level 2 online training**

The Aim group are offering parents the opportunity to access a free Level 2 qualification, this qualification is fully funded by the government, however parents must meet certain criteria and also complete the course in 15-20 hours over 6 weeks. A number of courses are available from children's wellbeing and mental health, autism behaviour that challenges and many more. More information can be found at: <https://theaimgroup.co.uk/courses>

## Support for Families

### **Impartial Advice**

Peterborough SEND partnership and Family Voice Peterborough can offer families impartial support and advice about matters relating to SEND.

### **Local Offer**

The local offer gives children and young people with special education needs or disabilities and their family's information about support and services in Peterborough:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

**Family Voice** – Offer help and advice to parents. They also offer events, trips and activities to families. For more information see link; [www.familyvoice.org](http://www.familyvoice.org)

**Family First** – Offer free open play sessions at Crofts Corner in Bretton.

**Blue Smile** – Support children with art based therapies, helping them to learn and be happy. More information can be found at; <https://www.bluesmile.org.uk/>

**Little Miracles** – is a charity which offers support to families with children who have additional needs or disabilities. More information can be found at; <http://www.littlemiraclescharity.org.uk/>

## February Half term

Please follow the link below to some events to keep you and your child busy during the February half term.

<https://messyblog.uk/5-things-to-do-in-the-feb-half-term-in-peterborough/>

## Quieter shopping experiences

**Supermarket shopping can be an overwhelming experiences for some children due to the loud noises, bright light and colour overload from items on shelves. Many supermarkets now offer a dedicated quiet time hour to help make the experience better.**

**Asda** has announced it'll run a 'quieter hour' in all of its stores between 2pm and 3pm from Monday to Thursday. The supermarket chain said that there will be 'reduced noise levels' in-store at this time to make shopping more accessible for customers with additional needs.

**Morrisons** says it has a 'quieter hour' at all of its stores on Saturdays from 9am to 10am and on Sundays from 10am to 11am. During these times, the lights will be dimmed and the music turned off. Staff will avoid making announcements, reduce the movement of trolleys and baskets, as well as turn down electrical noises such as checkout beeps.

**Tesco** says its quieter shopping hours in its large stores on Wednesdays and Saturdays from 9am to 10am are now permanent. The lights will be dimmed, and checkout noises will be lowered at these times. Tesco also plans to reduce the noise of self-service tills and Scan as You Shop devices in the future.

## SEN Support: A Parent and Carers Guide

I have some concerns about my child

Before you get in touch: write down your concerns and points to raise so that you remember everything you want to say or ask

On Inclusion register for SEN. This will be on your child's reports

Not on Inclusion register for SEN

My concern is about behaviour, friendships, mental health or social skills and not SEN

Speak to the class teacher first as the adult in school who knows your child best and is responsible for their daily education and welfare. If your query is about a report from an outside agency or a referral you've already discussed with the SENCO, it's best to speak to the SENCO.

Wave 2/3

6 weeks of monitoring any new strategies put in place by the class teacher/ SENCO/ Outside Agency

Progress Minimal progress

Continue monitoring and support

New or additional Outside Agency support will be sought. If this is a new professional for your child, consent will be needed before this takes place.

Wave 2/3

Speak to the class teacher first as the adult in school who knows your child best and is responsible for their daily education and welfare. Dependent on your concern, they will monitor and put appropriate strategies in place. This will be reviewed in 6 weeks. At this point, if minimal progress is made, the SENCO will be informed and advice given using the Bexley SEN Toolkit.

Wave 1/2

After 6 weeks, another review will take place. If minimal progress has been made then your child will be named on the Inclusion Register as needed SEN support and more formal interventions and strategies will be put in place.

Wave 1/2

After 6 weeks, another review will take place. If minimal progress has been then this indicates that Outside Agencies need to be consulted for advice and/or support. Your consent will be needed before this takes place.

Wave 2/3

If minimal progress is made, despite a range of strategies and interventions decided on by both school and Outside Agencies, then it may be necessary to consider applying for an EHCP or looking to receive a diagnosis of a specific need, such as ASD or ADHD. Parental consent would be needed. In this circumstance, minimal progress would mean a child was working at least 1-2 years below their expected curriculum.

Wave 3

If your child's needs are clearly severe, an EHCP assessment may be requested sooner. This usually happens before a child enters school at reception age.

The referral process can be long. The waiting time for an ASD or ADHD assessment can be up to 52 weeks after the referral is accepted. Some services, like CAMHS, have very strict criteria for accepting referrals.

It is rare for Dyslexia to be diagnosed in Primary School. The support needed for a child with possible Dyslexia, such as spelling practice or visual support, is part of everyday good teaching.

Being on the Inclusion Register does not mean that an EHCP and extra adult support will be given. At the last census, 4% of Bexley children on the Inclusion Register for SEN had an EHCP.