



Welcome to our spring SSPP SEN Newsletter!

Every term, our newsletter will provide information about SEND at SS Peter and Paul Catholic Primary School. We will also keep you updated with the Telford & Wrekin local offer and guidance.

Welcome!



**Miss Louise Russell
Federation SENCO**

As SS Peter and Paul's Special Educational Needs and Disability Coordinator (SENCO), I am here to offer support and advice regarding additional needs or SEND support for your child.

As a school, we value the engagement of our parents so please do not hesitate to get in touch if you have any questions. My contact email address is: send.obs@taw.org.uk

Alternatively, you may find further information about our SEND provision on the school website:

www.sspeterandpaulcatholicprimary.org.uk/home/key-info/send/

Contents of this term's news:

- Welcome
- Telford and Wrekin's local offer
- SEND Working together Charter
- SEND in the classroom.
- SEND in Focus - Autism
- SEND in Focus - Sensory processing difficulties.
- SEND Support for families.

SEND Working Together Charter

At SS Peter and Paul Catholic Primary School, we are committed to the Telford and Wrekin 'SEND Working Together Charter.'

Co-production is about involving families, children and young people to work with us right from the start and at every stage of the SEND journey. By signing this charter, we commit to embedding co-production at the heart of our school offer. We agree to build trust, listen to lived experience, accept innovative ideas from families and partners to shape the long-term outcomes for our children with SEND. See the link below to read the 'SEND working together charter.'

https://www.telfordsend.org.uk/info/1/home/112/telford_and_wrekin_send_-_co-production_charter



Telford and Wrekin SEND local offer

For further information about the Telford and Wrekin SEND, please see the link below:

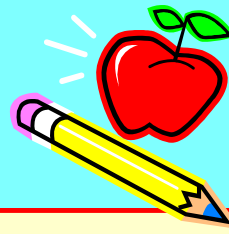
<https://www.telfordsend.org.uk/site/index.php>

You can also find a copy of the Telford & Wrekin SEND parent newsletter. www.telfordsend.org.uk/info/1/home/109/send_news





SEND NEWS!

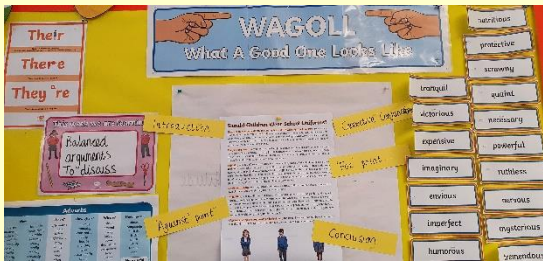


SEND in the classroom @ SSPP

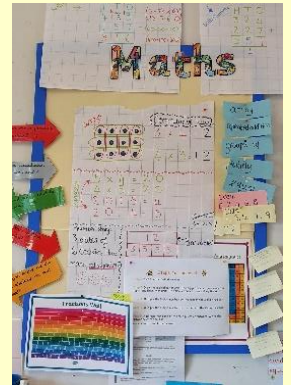
At SSPP, we have created a uniquely tailored curriculum that ensures that each child is at the heart of everything that we do. We provide purposeful, real-life experiences and opportunities to support all children to 'know more and remember more.'

We recognise that all pupils learn differently and with this in mind, teachers and teaching assistants adapt the classroom to provide a learning environment that supports the different learning styles of all children.

How do we create a learning environment that meets the needs of SEND pupils?



Working Walls to help children 'remember more'



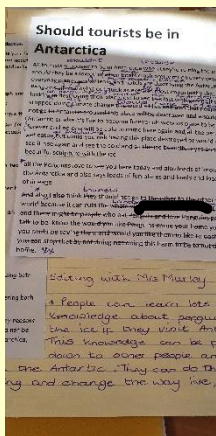
Adjustable tables and seating arrangements.



Access to laptops and Talk Tins

Tabletop Resources for each lesson

Visual timetables



Introduction

What is your balanced argument about? State a 'for' and an 'against' point.

Paragraph one:

Against:

Some people think that

One reason for this is...

This is because

Secondly...



Reflection spaces and Wellbeing support

Coloured Overlays offered for all pupils.



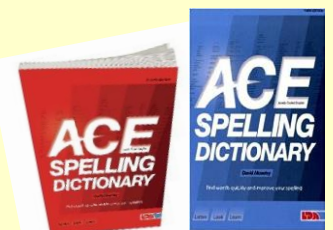
Pastel PowerPoints to support dyslexia

Specialized dictionaries

Breaking work down into chunks and scaffolding support.



Sloping boards and additional writing aids





SEND NEWS!



SEND IN FOCUS

Hearing the words 'Special Educational Needs' or 'Learning difficulty' can be a worrying experience for parents especially if little is known about the different 'terminology, phrases, conditions and diagnosis that are often talked about by professionals. At SSPP, we want to help parents to make sense of the 'jargon' and give some guidance, advice and ways you can help your child at home.

This term's focus is Autism Spectrum Condition (ASC/ASD)

Autism Spectrum Condition (ASC) is a lifelong spectrum of developmental conditions that affect how people communicate and experience the world around them. It is not an illness to be cured; instead it means that the brain works in a different way to other people.

Supporting an Autistic Child: A Guide for Parents

If you have a young child, you might also notice some of these:

They might not respond to their name.

They may avoid direct eye contact.

When you smile at them, they don't smile back.

They become very upset at disliking tastes, smells or sounds.

They repeat the same phrases.

They don't talk as much as other children of a similar age.

They don't understand jokes.

They make repetitive movements, such as flapping their hands or rocking their body.

If you have an older child, you might notice:

They have a very keen interest in a certain subject or activity.

They happily spend time alone because they find it hard to make friends.

They have a very literal understanding of language.

They may get very upset when asked to do something unexpected.

They like a regular daily routine and become anxious when the normality is disrupted.

They might need people to play by their rules in a game and get very upset if others don't follow the rules.

They find it hard to relate to children their own age and therefore prefer playing with younger children or adults.

They have difficulty adjusting their behaviour to different social contexts.

They find it hard to follow simple instructions.

Every autistic child has their own individual profile of strengths and areas of difference and as their parent you know them best. The adjustments outlined below may not work for all autistic children but we do have an understanding that autistic children and young people show differences in three main areas:



Social understanding and communication

...interacting, playing and developing relationships and communicating, understanding and using language.



Sensory Processing

...taking in and perceiving sensory information from the environment. This may include hyper (high) or hypo (low) sensitivity in relation to the 8 senses: sight, sound, taste, touch, smell, balance, body awareness and internal sensations.



Information Processing and Planning

...levels of attention, processing of information and learning style.

Inspirational people who have Autism



Elon Musk



Greta Thunberg - Environmental activist

Taken from Twinkl - Autism Guide for parents



SEND IN FOCUS

This term's focus is Autism Spectrum Condition (ASC/ASD)

Videos about Autism

What is Autism:

<https://www.youtube.com/watch?v=Lk4qs8jGN4U>

Amazing things can happen:

<https://www.youtube.com/watch?v=RbwRrVw-CRo>

My Autism and Me - CBBC Newsround special

<https://www.youtube.com/watch?v=ejpWWP1HNGQ>

Is there a difference between boys and girls?

There can be a difference in the way Autism looks in girls and boys. Older girls can be better at 'masking' or hiding aspects of their Autism than older boys are. They may appear to cope better in social situations and hide their feelings. Because of their more subtle presentation of Autism, it can be very difficult to diagnose and therefore their needs may not be addressed as quickly.

How can I support my child with autism?

Model Clear Communication

Say their name to gain attention, speak slowly and clearly. Use familiar language and think about using visual cues if your child finds communication difficult. Always give time to process.

Have clear boundaries.

Introduce clear boundaries that your child knows and understands. Keep consistent so your expectations are understood.

Reduce the Unknown

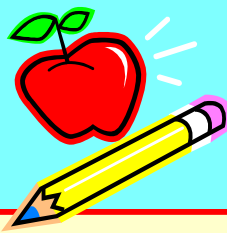
Many children like routine - not knowing what is going to happen next can be frightening - use visual timetables and now/next boards to help your child see what their day will look like.

Be Flexible

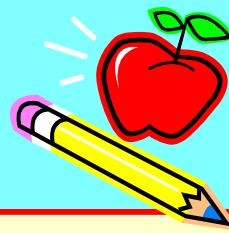
There may be times of the year e.g. Halloween, Christmas or events e.g. parties that your child finds overwhelming. Don't be afraid to make adjustments - could they arrive later to the party? Could you take food that they might like instead of party food? Is the noise too overwhelming and they need a quiet space to go to?

Celebrate every success.

Celebrate the everyday successes that your child has achieved - however small they may be. Your celebration acts as encouragement and motivates them to keep going even if they may find something difficult.



SEND NEWS!



SEND IN FOCUS

Hearing the words 'Special Educational Needs' or 'Learning difficulty' can be a worrying experience for parents especially if little is known about the different terminology, phrases, conditions and diagnosis that are often talked about by professionals. At SSPP, we want to help parents to make sense of the 'jargon' and give some guidance, advice and ways you can help your child at home.

This term's focus is Sensory Processing Difficulties (SPD)

What is sensory processing mean?

We have eight different sensory systems, five of them are more well known, and three of them you may not have heard of before. Everybody experiences the world in different ways, sometimes the way your body processes sensory information can make it difficult to join in with daily life or experiences.

The videos below provide additional information about sensory processing:

Understanding sensory processing and your child:

<https://youtu.be/9bJjTtoJBc8>

Regulating sensory strategies:

<https://youtu.be/-Ma2Y7RBIT8>

Steamrollers for regulation:

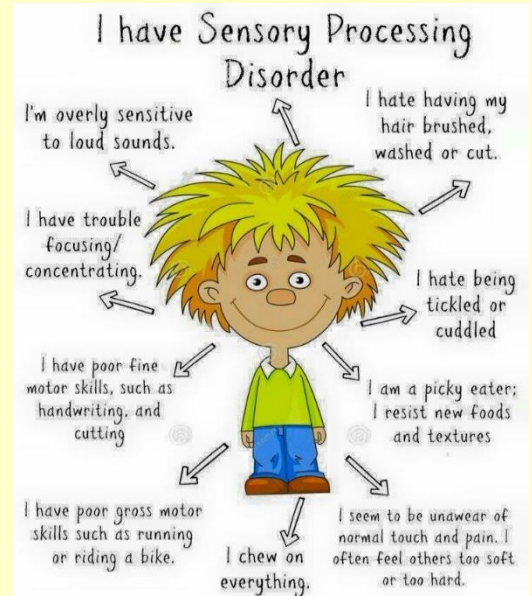
https://youtu.be/T7_DK5-tKdE

Superhero rocks for regulation:

https://youtu.be/l6_ut8QVr7c

'Hands on' technique for regulation:

<https://youtu.be/tuPZx7XIxyw>



Sensory Resources for parents:

<https://www.sheffieldchildrens.nhs.uk/download/1103/sensory-service-virtual-therapy-area/26573/making-sense-of-your-senses-2.pdf>

<https://www.sheffieldchildrens.nhs.uk/download/389/child-development/8323/sensory-top-tips.pdf>

What do I do next?

If you are concerned that your child may be presenting with signs of autism or sensory processing difficulties, speak to the Miss Russell - the school SENCO or your GP. Autism and SPD will present in all environments including school, and it is an opportunity to discuss your concerns and talk about next steps.



SEND NEWS!



SEND Support for families across Telford and Wrekin



Parents Opening Doors (PODS)

PODS is a parent carer/peer led charity with staff and volunteers who have the relevant 'real life' experience to support families who have a child with a disability or additional need (aged 0 - 25 years).

For further information, support and advice see: www.podstelford.org



Bee U is the emotional health and wellbeing service for people, up to the age of 25, living in Shropshire and Telford and Wrekin.

Bee U is designed to:

- Offer advice and support.
- Signpost to services.

For more information visit: www.camhs.mpft.nhs.uk/beeU

PODS offer a range of support including:

- Befriending scheme
- Activity sessions for children with SEN needs
- Information courses for parents.
- Resources for children
- Advice about SEND, EHCP's and SEND processes.

For further details you can contact PODS on 01952 458047

Kooth

For children and young people aged 11-24

See Kooth.com for more details.



Community sessions for SEN pupils



Area51 are keen to work with the community and children with SEN needs.

They are offering weekly SEN sessions where lights are dimmed and music is lowered.



Sessions are on a Tuesday/Wednesday 6-7pm

For more information visit: www.area51.co.uk

Mr Men Little Miss - Discover You!

A ground-breaking brand-new series exploring children's emotions, wellbeing, and mental health. Complete with engaging questions to encourage conversations on different topics and helpful tips, the series is the essential tool for parents and children to explore what it means to be happy, sad and everything in between.

