

SEND newsletter for parents – May 2022



My name is Pauline Adams, and I have been the SENCo at Winford since 2005.
I work 1.5 days a week / 3 days a fortnight, currently every Tuesday and alternate Wednesdays.

My role is to coordinate provision for children with SEND / additional needs. This involves a range of things, such as reviewing support strategies with staff; accessing resources and training; referring to external agencies; and managing the requirements of Education, Health and Care Plans for those children with more complex needs. I spend most of my time with teaching and support staff, and with external professionals, and I am continuing to build on my contact with children and parents.

Should you wish to contact me directly, to share information, discuss concerns, or request a meeting, you can send an email to the school office and Mrs Greenham or Miss Hobson will forward it on.

Individual Support Plans

All our children with identified additional needs and who are on our school SEND register will have an Individual Support Plan. This outlines their particular needs; their interests, strengths and difficulties; strategies that support them in the classroom; targets and interventions; and any outside agencies involved.

Class Teachers review and update these plans 3 times a year, in Terms 1/3/5. These will be shared with parents before May half term – please contact your child's Class Teacher if you would like to discuss this.

Your child's Class Teacher is the person working with them day to day, and so they are always your first point of contact if you have any questions or concerns.



SEND/Pastoral coffee mornings for parents



Myself and Mrs Gardner held a SEND/Pastoral coffee morning in February (Term 3), supported by NSPCWT. Thank you to those who were able to attend, we hope you found it useful.

More info about NSPCWT and how they can support families can be found here ... <https://www.nspcwt.org/>

We are planning to hold another gathering for parents in June/July (Term 6) - date still to be confirmed. Once we have the more details, we will let you know.

Is there anything that you would like to find out more about? If so, please send an email titled "SEND/Pastoral coffee morning" to the school office, and they will pass this on to us.



Website & Padlet

There is a lot of information for parents available online, via our school website and online noticeboard (Padlet).

- <https://www.winford.n-somerset.sch.uk> >> About Us >> Inclusion and SEND

This is a page devoted to SEND provision at Winford, including school and LSP documents, and links to local sources of support and information, including the LA Local Offers and local SENDIASS (Parent Partnership Service).

- <https://padlet.com/padamssenco/padamssenco>

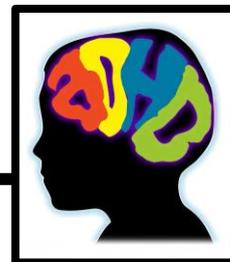
This is an online noticeboard full of links to information, resources and support for a range of needs. It includes links to child-friendly articles / videos, to support any parents who are having conversations with their children around different additional needs. Just click on the link above, then navigate across and down the columns. There is also more general information for supporting well-being and mental health.

Transition

In Term 6 we will be preparing all our children for transition to their next class, and for our Y6 children to their next school.

There is further information specifically about starting Primary School or moving to Secondary School on the Padlet, including tips for parents and videos for sharing with children.

- <https://padlet.com/padamssenco/padamssenco>



One of the difficulties that we know parents are often concerned about is ADHD (Attention Deficit Hyperactivity Disorder).

- **What is it?**

"ADHD is defined by the 'core' signs of inattention, hyperactivity and impulsiveness."

(quote from ADHD Foundation website – parent booklet)

"Attention deficit hyperactivity disorder (ADHD) is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse."

(quote from NHS website)

- **How is it identified?**

"Many children go through phases where they're restless or inattentive. This is often completely normal and does not necessarily mean they have ADHD. But you should discuss your concerns with your child's teacher, their school's special educational needs co-ordinator (SENCO) or a GP if you think their behaviour may be different from most children their age."

(quote from NHS website)

ADHD is a condition which is formally diagnosed by a health professional, usually a Paediatrician. This process involves a referral to a Paediatrician (from your GP or from school), clinic appointments, and information is requested from both home and school. The Paediatrician will consider all this information before any diagnosis is made.

- **What support might be put in place in school?**

Whether a child is showing traits of ADHD, or whether this has been formally diagnosed, the same support strategies may be helpful, such as

- *Using visual timetables or checklists to help with organisation*
- *Careful seating within a classroom to minimise distractions*
- *Repeating instructions and checking for understanding of tasks*
- *Breaking down tasks into small chunks*
- *Using a timer to enable focus for short bursts*
- *Allowing movement breaks between tasks*
- *Allowing use of items which allow some movement while sat at a table or on the carpet (such as fiddle tools, doodle pads, wobble cushions, chair bands)*
- *Allowing use of items to minimise distractions (such as ear defenders)*

- **How can I help at home?**

- *It is always worth making sure that your child's eyes and hearing are tested regularly, to rule out any other difficulties.*
- *We all have different learning styles, so try to use a range of active or practical games and activities.*
- *When working with your child at home, try to find a quiet time and space, and minimise distractions and noise.*
- *Keep the session time-limited, perhaps using a timer to encourage focus.*
- *Develop independence and organisation by encouraging your child to carry out tasks, perhaps with a visual checklist – such as packing their own bag, morning routine before school, evening routine before bed.*
- *Build your child's self-esteem by also focussing on their strengths and encouraging their talents. People with ADHD have a wide range of skills, including empathy, intuition, imagination, creativity, problem solving, determination.*

- **Where can I find more information?**

NHS website ... <https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/>

ADHD Foundation ... <https://www.adhdfoundation.org.uk/>

ADHD Foundation – parent booklet ... <https://www.adhdfoundation.org.uk/wp-content/uploads/2022/03/ADHD-A-Guide-for-Parents.pdf>

Video clip : "Let's talk about ADHD" ... <https://www.youtube.com/watch?v=YeamHE6Kank>