



The Federation of Bishop Sutton and Stanton Drew Primary Schools



SEND newsletter for parents – May 2022



My name is Pauline Adams, and I have been the SENCo at Bishop Sutton since 2008 and at Stanton Drew since 2013. I work 1.5 days a week / 3 days a fortnight across the Federation. This is currently every Thursday (usually at Bishop Sutton) and alternate Wednesdays (usually at Stanton Drew), although I am in contact with both schools on these days.

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 relevant school office and Mrs Dimmock or other staff 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 coffee mornings for parents



A SEND coffee morning was held in March (Term 4), with a representative from the B&NES Parent Partnership Service. Thank you to those who were able to attend, we hope you found it useful.

More info about the Parent Partnership Service and how they can support families can be found here ...

- <https://www.spsbathnes.org.uk/>

We are planning to hold another gathering for parents in June/July (Term 6) - date still to be confirmed. Once we have 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 coffee morning” to the school office, and they will pass this on to me.

Website & Padlet

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

- <https://bishopsuttonstantondrew.co.uk> >> **Federation Information >> SEND and Pastoral Care**

This is a page devoted to SEND provision across the Federation, 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.

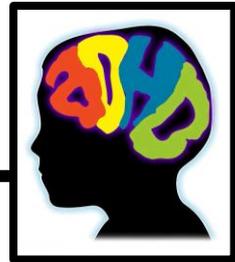
There is further information specifically about starting Primary School or moving to Secondary School on the Padlet, including tips for parents and videos for sharing with children.

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



Spotlight on ...

ADHD



One of the difficulties that we know parents are often concerned about is ADHD.

- **What is it?**

“ADHD is defined by the ‘core’ signs of inattention, hyperactivity and impulsiveness.”

(quote from ADHD Foundation website – parent booklet)

ADHD (Attention Deficit Hyperactivity Disorder) is a developmental disorder. The key features are ...

- inattention (having trouble getting started, not following instructions, easily distracted from tasks)
- hyperactivity (fidgety, unable to sit still, lots of energy, excessive volume)
- impulsivity (interrupting, difficulty waiting, acting without thinking)

- **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 from GP or school (with parent consent), clinic appointments, and information forms are completed by school staff and parents. The Paediatrician will consider all the information and make the final decision regarding diagnosis.

- **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

- careful seating within a classroom to minimise distractions – perhaps at the front / back, away from windows / doors
- using visual timetables or written checklists to help with organisation
- repeating instructions and checking for understanding of tasks
- breaking down tasks into smaller steps
- using a timer to enable focus for short bursts
- allowing regular 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 during independent tasks (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>