

# SEND NEWSLETTER

## Navigating the Road Together

### Dear Parents and Guardians,

Please find below information regarding the parental support offer from the Local Authority and the links to the relevant events. We will be hosting our next parent coffee morning on Tuesday 25<sup>th</sup> November from 9:30-11:00am. The focus will be considering emotional barriers to attendance and will be delivered by Lewis Leigh, trainee Educational Psychologist for Stockport Local Authority.



SEND coffee  
morning QR code



### Meet the Team

|                              |                                              |
|------------------------------|----------------------------------------------|
| SLT Link SEND                | Emma Warren<br>emma.warren@wernethschool.com |
| SENDSCO                      | Sara Burke<br>sara.burke@wernethschool.com   |
| Transition and KS3 SEND Lead | Amy Pullar<br>amy.pullar@wernethschool.com   |

### Parental events

#### Neurodiversity and SEND information and advice session

**Place:** Adswood Family Hub

**Date:** Friday 14<sup>th</sup> November

**Time:** 1-3pm

Are you a parent or carer of a neurodivergent child or young person, or are you a parent or carer of a child with SEND looking for information or advice?

Come along and have a chat with colleagues from our multi-disciplinary team which includes representatives from the:

- Educational Psychology Service
  - Jigsaw Team
  - Neurodevelopmental Team
  - Children's Therapy Services
  - Hearing and Vision Service
- No formal diagnosis required.

**No booking necessary**

## Our Mission

**What:** Werneth is an inclusive school recognising that every child is different and therefore the education needs of every child is different. As a result we pride ourselves on a multi-layered support systems and personalised approach towards each student's needs. Through our focus of raising outcomes, aspirations and expectations for all students with SEND, we offer wide ranging provisions to meet their needs.

**How:** We encourage open lines of communication to our parents, Werneth staff and external agencies. Through targeted interventions, alongside in class provision, all students are supported to reach their full potential. Our provision map provides strategies for quality first teaching to overcome any barriers to learning our students may face.

**Why:** To allow all students to reach their full potential. By ensuring equitable access to education, we aim to promote self-confidence, independence, and a sense of belonging, preparing our SEND students for lifelong learning and future opportunities.

### What types of difficulties are SEND?

#### Children may have difficulties in one or more of these areas:

**Cognition and Learning** - A child may find all learning difficult or have difficulties with specific activities such as reading or spelling. A child may have trouble understanding instructions and carrying out tasks. A child may have memory difficulties.

**Communication and Interaction** – A child may have difficulty in talking to others or understanding what others are saying to them. A child may have difficulty with interactions with others, such as not being able to take turns. A child who has speech and language needs will be classed as having communication and interaction needs.

**Physical and Sensory** – A child may have hearing or vision loss. A child may have difficulty with sensory processing, being under or over-sensitive. A child may have a medical condition which affects them physically.

**Social, Emotional and Mental Health** - A child may display behaviours such as having very low self-esteem or being very anxious. A child may display challenging, disruptive or distressing behaviours. A child may have underlying conditions which affect their mental health.

If you have any concerns regarding your child please do not hesitate to contact one of our team.

## SEND Recognition

As a SEND department each week our Learning Support Assistants nominate a student to recognise their efforts in their academic and personal learning. **Congratulations to all of our winners so far!**

### Year 7

Luka-Lee  
Samuel  
Austin

### Year 8

Eva  
Haydn  
Boyd  
Oscar  
Sebastian  
Noah  
William

### Year 9

George  
Josh

### Year 10

Jack  
Olly  
Ethan

### Year 11

Owen  
Maddie  
Harry



## Supporting our year 11 students

Period 6 begins and will run in a fortnightly revision rota  
Week beginning 4<sup>th</sup> November  
Wednesday - Options  
Thursday - English  
Friday - Maths

The following week is option week and will run as follows;  
Week beginning 10<sup>th</sup> November  
Monday - Maths  
Wednesday - Science  
Thursday - English  
Friday - Maths

## Supporting our students with school based anxiety

### Practical guide to help child anxiety around school

Starting or returning to school can be tough for some children and young people. Young Minds has a [practical guide](#) to help you understand what's going on and how to support them.

### Follow these steps to start a conversation with the school:

-  1. Ask for a meeting with the class teacher or tutor group lead, the pastoral lead or the school's SENCO.
-  2. Make notes of what to say beforehand. Then during the meeting, go through the specific things your child is finding difficult. You can also ask the teacher whether they have noticed any situations that seem particularly challenging for your child.
-  3. If you and your child have already identified some things that might help, ask for specific changes. If you're not sure where to start, you can ask them what changes the school can offer. Or have a look at our ideas below.
-  4. Take notes during the meeting. Agree changes you're going to try, and follow up with them afterwards by email. You could also ask for the changes to be formalised in an Individual Education Plan (IEP). This is a plan schools can use to make sure your child is given consistent adjustments across all of their lessons.
-  5. Arrange a time when you will check-in again to see if things have improved. Give enough time for your child to try out the new change or routine first.
-  6. If the person you're speaking to isn't helping, find someone else who will. This could be their head of year, a member of the pastoral team or the deputy head. If you need to, you can also escalate the problem to the head teacher, governors, academy trust or the Local Education Authority.

## Supporting students with ADHD

### Working memory

Being able to hold information in your memory to do something with it.

- Small capacity
- Disrupted by speech.
- Disrupted by too much information.
- Disruptive by switching attention.
- When information is lost it is **lost**.

### Organisation and Planning

Being able to create and maintain systems to keep track of information.

- Trouble prioritising tasks
- Poor time management
- Difficulty breaking down large projects into smaller steps
- Challenges with keeping track of belongings or information



### Attention

Being able to focus and filter out distractions.

- Trouble focusing on tasks
- being easily distracted
- Struggling to follow instructions
- Experiencing forgetfulness

### Inhibitory Control

Being able to think before you act.

- Impulsivity – speech and actions
- Distractibility
- Struggle to resist impulses
- Seek immediate rewards (versus delayed gratification)

During our recent parent coffee morning we discussed how students with ADHD may struggle with their executive functioning skills. Please find below some strategies to support students at home in this area:

- Establish a routine when students get home that they must do each day e.g packing their bag and being ready for school
- Start with clear house rules
- Positive role modelling eg: lead by example your children learn from you and follow your lead.
- Praise as soon as you notice a positive this can be as simple as a "well done for ....."

### 4 Steps that might help

#### Night Routine for your ADHD Warrior

01 Begin the evening with a calming wind-down ritual

02 Create a screen-free zone at least an hour before bedtime

03 Establish a consistent bedtime routine

04 Pay attention to the sleep environment to ensure it's conducive to restful sleep

[adhdnaclinic.com.au](http://adhdnaclinic.com.au)

Poor sleep can mimic some symptoms of ADHD, especially concentration/inattention levels. It can effect a child's ability to learn and retain information. Poor sleep can have an effect on a child/young persons behaviour response during the day, they may become more anxious, irritable and be more hyperactive. Making small changes in routine can have a big impact in improving sleep.

## Supporting Students with ASD

We want to promote wider understanding that autistic people have strengths and differences in three key areas of development.

Recognising and understanding these differences leads to better support being available for autistic children and young people in education.

Key to this understanding is recognising that the autistic spectrum is not a single line from low to high; it is a complex combination of many overlapping characteristics. While there may be some shared characteristics, every autistic person is unique, with their own strengths, differences and needs.



## Exam Stress

### Exercise

Exercise is beneficial for our physical and mental health and can be as effective for low mood or depression as medication and therapy. When you exercise, your body releases helpful hormones called endorphins which are feel good chemicals. It also improves concentration and sleep.

### Stay in touch with family and friends

It is normal when you are under pressure, to want to avoid things that make you feel stressed. We all do it. It's not only you that can feel the stress of exams, but the adults around you can also become worried. Sometimes, it might feel as though you are dealing with their stress as well as your own. Try not to isolate yourself. Talk to someone you trust about how you are feeling and try some of the strategies in this leaflet. Remember exams are not the only way to be successful and the human race was around for a very long time before people started to sit exams.



### What helps stress in your body?

#### Calm breathing

Place your hands gently on your tummy fingers pointing towards each other. Breathe in gently through your nose. As you breathe in feel your tummy push outwards. Breathe naturally no need to take a deep breath. Then, breathe out through your mouth and notice your tummy relax in to your spine as you release your breath.

Now take another gentle breath in through your nose for one, two, three and hold, and out through your mouth one, two, three and hold. And again this time for one, two, three, four, and hold, and out for one, two, three, four, and hold. You can continue the counting up to 5 or more if needed. Continue until you feel calm.

#### Progressive muscle relaxation

The purpose of this technique is to become familiar with the difference between feeling tense and relaxed. When you are stressed, you may stop noticing that you are always tense. This technique can also be helpful to relax your body before sleep. It involves working upwards from the toes or downwards from the head and gradually tensing and then relaxing muscle groups, at the end of the exercise you should feel your whole body relax.

Progressive muscle relaxation scripts can be recorded and then played back or downloaded from the internet. It's important as with calm breathing to practice regularly to encourage a good habit to be formed. See resources at the end of the leaflet.

#### Self-care

It's important when you are stressed to be kind to yourself and continue to do the things that give you pleasure in life such as watching a favourite film, taking a relaxing bath, going out with friends. Think about what works for you.

## Mindfulness

This is a way of staying in the present moment because our thoughts about the past and the future take us away from the present and can lead to lots of worrying thoughts, 'what if I fail my exams...I'll never get a job... I'll end up homeless'.

Start with moving your attention to your breath. It's no use trying to stop your thoughts, because the more you try to stop them, the more thoughts you will have. For example, think of a pink elephant for three minutes. Now stop thinking of a pink elephant.

Back to mindfulness, breathe calmly, noticing the breath in and out and let your worrying thoughts come and go without judging them. Now take your attention to your hands, notice their colour, the texture of your skin, do they feel warm or cold, look at your fingers, do you notice anything new? You can also move your attention to your environment or to a simple task such as washing some dishes. Now you're in the moment.



## What helps you with stressful thoughts?

When people are under stress, their thoughts can become negative, self-critical and assume the worst. Working on more balanced thoughts will reduce those panicky, irritable feelings, raise your mood and make you more likely to do the things that make you feel good. It's creating a more positive or helpful cycle.



### Balanced thoughts

What would you say to a friend if they were having stressful thoughts? What would a trusted person say to you? Are your thoughts fact or opinion? What is your evidence to prove they are true? Ask yourself such questions and think of a more balanced view of the situation. 'I've followed my revision plan, it worked last time. It's natural to feel nervous. I always feel better when I do some calm breathing'.

Also try not to compare yourself with your friends it often only leads to self-critical thoughts and will make you feel low.

### Planning a revision time table

Try to take time to make a plan, put tricky or disliked topics first thing in the day. Build in rewards and breaks to keep your motivation going and remembering to be kind to yourself. In reasonable sized chunks of revision, this is doable.

Revise away from distractions. Think about a place that works for you. Try again to be realistic about how much you can do. Working into the early hours won't be productive. Self-testing is proven as the best method of revision so you could do this after preparing your notes.

You could also ask your teachers for subject-specific techniques for revising. Remember, this won't last forever. Good luck!

## SEND Local Offer

The local offer provides information about support in Stockport for children and young people with special educational needs or disabilities, their families and carers.



Stockport Local Authority have improved their SEND offer website.

The new website offers clear direction of where support can be found for students and families with SEND needs.

Please follow the link below to access the new website

### Find out about our SEND Local Offer



#### About the local offer

Information about the local offer, including the SEND transformation journey, co-production and how we've used your feedback to improve our services.



#### Information and guidance

Find information and guidance about the support available in Stockport for children and young people with SEND.



#### Co-production

We want families to feel supported, confident, resilient and connected to their community. We can only do this well if we understand the lived experience of people with additional needs and/or disabilities and their

<https://www.stockport.gov.uk/landing/send-local-offer>