

SEND NEWSLETTER

Navigating the Road Together

Dear Parents and Guardians,

Our SEND newsletter this half term has a parent focus. 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 first parent coffee morning on Tuesday 23rd September 9:30-11:00 am. Please scan the QR code to confirm your attendance.

Part of this session will involve a presentation from Lewis, an Educational Psychologist, regarding transition points in students educational journeys.



SEND coffee
morning QR code



Meet the Team

SLT Link SEND	Emma Warren emma.warren@wernethschool.com
SENDCO	Sara Burke sara.burke@wernethschool.com
Transition and KS3 SEND Lead	Amy Pullar amy.pullar@wernethschool.com

Parental events

Families of children and young people with special educational needs and disabilities (SEND) are invited to a free information event on Tuesday 28 October at Adswood Youth Club, Neston Grove, Adswood, Stockport, SK3 8PH. You are able to meet local SEND services, enjoy activities for children, and connect with support in Stockport. Please use the link to confirm your attendance.

Families with older children can explore resources that support independent travel:

The Bee Network offers online guides to help young people with SEND to prepare for safe, confident travel

Stockport's Independent Travel Training Programme builds skills for travelling by bus, train, or tram to and from school or college

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.

Parental support groups

PARENTS AND CARERS TOGETHER STOCKPORT - PACTS is Stockport's official local parent carer forum run by parents for parents, carers, grandparents and family members who have a child / young person between the ages of 0 & 25 years with special educational needs & disabilities including any additional need. 07786 101 072 info@pactstockport.co.uk

Together Trust Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) - We offer coffee mornings for parents & carers of people with autism and social communication needs: These provide an opportunity to liaise with members of our professional team, comprising of a speech & language therapist, occupational therapist, sleep practitioner to gain advice and support. They also provide an opportunity to gain support and share practical ideas with other parents/carers. 0161 240 6168 stockportsendiass@togethertrust.org.uk

Stockport SEND Families: We're a support group in Stockport, run by parents to support families who have children or young people with additional needs stockportsendfamilies@gmail.com

Stockport Parents of ADHD Children in Education: SPACE Stockport is a support group for parents and carers of children and young people in the Stockport area with Attention Deficit Hyperactivity Disorder (ADHD) and associated conditions. The SPACE committee members are all local parents, who have children with ADHD. We hold regular meet ups, which are an opportunity to talk to other parents who face the same challenges, in a relaxed and informal way. <https://www.spacestockport.org/space-meetings/>

Autisk: Autisk is a constituted support community group offering social groups, workshops, advice and signposting to families who have children with additional needs. No diagnosis is needed to join our groups as we are very aware that it is hard on the pathway to diagnosis. We have a fully functional sensory room that can be accessed for free via our social groups. <https://www.autisk.co.uk/>

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

Luca Lee

Year 8

LJ Symes

Oscar Reynolds

Year 9

Noah Kildon

George Edwards

Amelia Broadbent

Brooke Wilson

Year 10

Angel Faith

Ella Moran

Nikita Wakefield

Tzaricci Williams

Year 11

Heidi Broadbent

Jack Robinson

Harley Stone



Supporting our year 11 students

Period 6 begins and will run in a fortnightly revision rota

Week beginning 22nd September

Monday - Maths

Wednesday - Science

Thursday - English

The following week is option week and will run as follows;

Week beginning 29th September

Monday - option A

Wednesday - option B







Thursday - option C

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.

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.



Key Facts And Strategies

1

ADHD affects the part of the brain responsible for executive functions. So it impacts on a child's ability to plan ahead, restrain their impulses, regulate emotions, organise tasks, focus their attention, their working memory and more.

2

All pupils with ADHD are different. Their ADHD affects them in different ways, so treat them as individuals.

3

ADHD is a condition caused by genetics. It is not caused by poor parenting or diet.

4

If your student is struggling with a task, ask yourself if the activity is structured in a way they can access it. Would breaking the task down into chunks, or providing movement breaks, make the task more accessible?

5

A child doesn't have to present attention deficit **and** hyperactivity to receive a diagnosis of ADHD. They can present either or both.

6

Use rewards and sanctions based in the short-term - as close to "now" as possible. ADHD can affect a pupil's ability to delay gratification or think ahead.

7

Always de-escalate. ADHD can affect a pupil's ability to regulate their emotions, so if you raise the emotional intensity of a behaviour incident, they'll follow your lead. So always fight fire with water.

8

Although pupils with ADHD may find it harder to focus, ADHD is not a learning disability.