



SEND Newsletter

Summer 1- 2025

Hi everyone,

What a half term we have had. We are devastated about the fire and the impact that it has had on our children, our resources and on the building itself.

What the past couple of weeks has done is bring our school community even closer together, and I am so grateful to you all for working with us to support your children as they coped with being in different places for learning and adapted coming back to school or, for our year twos, staying a little while longer over at the Junior School. I have never felt prouder of our children, especially our SEND children, for how resilient they have been over these past couple of weeks. They are a testament to you all.

All parents with children on the SEND register have been contacted directly by myself with an offer of additional support. If you are reading this and your child is not on the SEND register, but you feel that they need additional support, please do not hesitate to contact me either via Class Dojo or my email address which is at the bottom of this newsletter.

Thank you again for all of your support.

Mrs Owen. X

Transition:

Supporting Children with SEND Through Transitions:

Whether it's starting school, moving to a new class, or heading to a new school—transition can be both exciting and challenging for children, especially those with SEND. With a little extra preparation and support, we can make transitions smoother and more positive for everyone.



What Parents Can Do to Support at Home:

1. Talk About the Transition

Use clear and simple language to explain what's changing and what will stay the same.

Talk about their new class or school in a positive way.

2. Use Visuals and Stories

Look at photos of the new classroom, teacher, or school together.

For children moving to years 1 and year 2, new class dojo pages will be set up in preparation for transition day where photos will be shared. Additionally, I will work with the EYFS teams to create photo booklets for children starting in Nursery and Reception in September and I will work with Mrs Jenks (Junior school SENCo) to prepare a booklet for our year 2 children.

3. Visit the New Setting

Attending transition events can help children become familiar with new spaces and faces.

Take photos during visits to look at at home.

4. Keep Routines Consistent

Maintaining regular routines at home gives children a sense of security during times of change.

5. Practice Self-Calming Techniques

Deep breathing, squeezing a favourite toy, or using a visual emotion chart can help children manage feelings.

6. Use a Countdown Calendar

Help your child prepare by counting down the days to the transition with a visual calendar.

7. Celebrate the Change

Plan a simple treat or celebration to mark the big day in a positive way!



What I, As School SENDCo, Will Do to Support:

1. Create Individual Transition Plans

For children who need extra support, I will work with staff and families to create personalised transition plans. All children with an IEP will have transition incorporated into their targets.

2. Provide Visual Support Tools

I will provide social stories and photo booklets to support your child with their next step.

3. Organise Extra Visits

Where needed, I will arrange additional visits to new classrooms so children can get familiar with their new environment at their own pace.

For Year 2 children moving to the Junior School, extra visits can be arranged—please let me know if this would be helpful for your child.

4. Meet with New Staff

I, along with your child's current class teacher(s), will share key information about your child with their new teacher or school to ensure continuity of support.

I have already started talking with Mrs Jenks, the Junior School SENCO, to make sure the children's needs are well understood and supported for those children moving into year 3.

5. Liaise with Other Professionals

I will continue to work closely with outside agencies to ensure a smooth and well-supported transition for children this is applicable to.

6. Be Available for You

If you have concerns or questions, please get in touch. I'm here to help, and together we can support your child to feel confident and prepared for their next step.



Together, we can make change feel safe and positive. If you would like to speak to me about your child's transition, please don't hesitate to contact me.

Summer 1 events

Activity	Date
SEND coffee afternoon	Monday 23 rd June 2025 <i>Alison from the MHST will be joining us and it will be held in the marquee on the playground 2:00-3:00pm.</i>
Open Evening	Monday 14 th July 2025

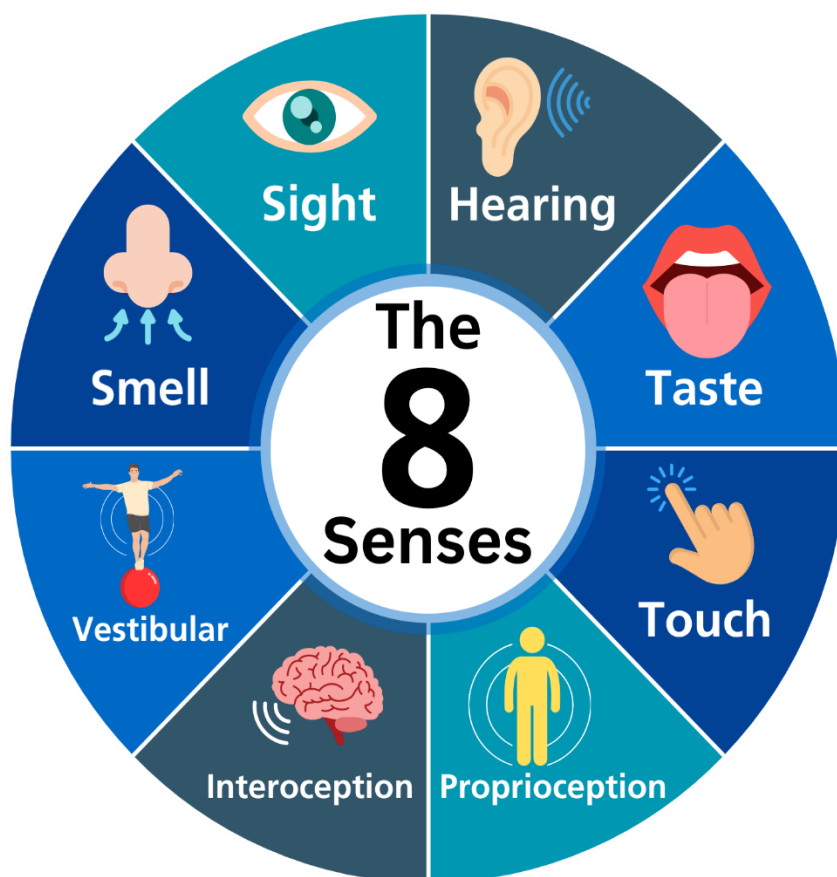


Spotlight on ... Sensory Needs



What are sensory needs?

Sensory experience is how we all understand the world around us. It is important to recognise that at times we all seek sensory information that makes us feel better and sometimes we retreat from sensory information if it makes us feel overwhelmed. It is also important to remember that we all interpret sensory information differently and this can affect how we think, feel and behave.





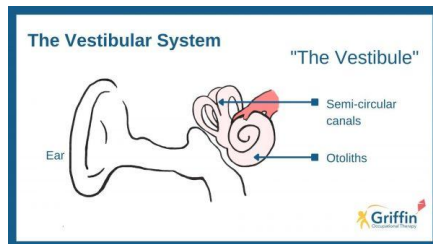
Sight:

If your child is oversensitive (hypersensitive) to visual input, they may get distressed by bright lights, as it could be difficult for them to look at.

Alternatively, they may be under-responsive (hyposensitive) or under-sensitive to visual input. In this case it may be a struggle to get them focus.

Some things you can do to manage sight sensitivity are:

- dimming the lighting.
- use sunglasses to reduce glare when you're out and about outside, or encourage your child to wear a baseball cap.
- reduce the brightness on any screens.
- blackout blinds could help with sleeping.



Sound:

They may be hyposensitive (lack of stimulation) or hypersensitive (physical sensitivity) to sound which they may or may not respond to. Your child might enjoy loud noises, this could lead to them seeking sensory input, whether this is in the form of loud music or verbalising making noises. Headphones can be useful for reducing background noise if your child is overwhelmed with noise. However, using headphones near public near roads can be dangerous in case they do not hear cars or emergency vehicles. Overuse of headphones can lead to your child becoming isolated from the environment and reliant on headphones.

- Reduce the sound within your environment as much as possible. This could even be something as simple as remembering to turn the extractor fan off after cooking. Turn the TV off if the young person appears overwhelmed.

Smell

Physical sensation (hypersensitivity) to smell can be difficult. Even a relaxing bath can be overstimulating for your child. Suddenly their brain might be unable to process any other information because of the strong smell.

- use unscented body care items, such as shower gel and moisturiser or use smelly bubble bath if seeking a sensory stimulation.
- remove scented air fresheners/diffusers.



Vestibular

The vestibular system is part of the structure within the inner ear. It is our balance and movement sense. It tells us where our body is in relation to gravity, where it is moving and how fast. The movement receptors are in the inner ear and are important for body posture, muscle tone and bilateral integration (the ability to coordinate both sides of the body together).

Things that may help with movement:

- sensory breaks such as walking your child on a curb or line (or a balance beam).
- walk on the sofa cushions or across a bed.
- balance across an obstacle course.
- try some stretches or yoga poses.
- riding a bike.
- playing head, shoulders, knees and toes.

Touch

If your child is hypersensitive to touch, this can be a daily struggle. This can make choosing clothes tricky as your child may be irritated by fabrics, and brushing or washing could feel painful. Textures with foods can also be difficult to manage and some children may prefer a bland dry diet.

If your child is hyposensitive to touch, they may have a very high pain threshold and they may not realise that they are hurting themselves, this can be distressing to see. They may eat inedible objects or might enjoy the feeling of pressure being applied.

Some things that can help touch sensitivity are:

- buying seam-free clothing and removing labels from clothes.
- fidget toys can distract a child seeking sensations from touch.



TOUCH

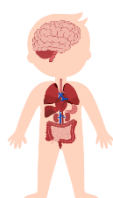
Interoception

Interoception is sensation related to physiological/physical condition of the body. It detects responses that guide regulation such as hunger, thirst, heart rate, the need to use the toilet, the need to breathe, and itching.

Things that can help with interoception:

- yoga – this focuses on listening to your body and providing good proprioceptive and vestibular input.
- mindfulness – this gives the person time to focus on their body and emotional state. Useful for older children.
- breathing exercises.
- heavy work activities – these involve large muscles of the body, such as getting a child to carry something heavy.
- heat/temperature activities, such as ice balloons and hand warmers

Interoception

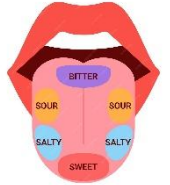


The sense of knowing what is going on inside your body

Taste

Some children may enjoy very strong flavours or eat objects which are inedible or dangerous. If they are hypersensitive this can affect what food and diet, they want to eat. For example, they might not like spicy foods. Sometimes this changes as they get older.

The issue could be sensory differences in relation to food, which includes taste, texture, and smell. Try not to add pressure to your child and you. Seek advice from your GP if you are worried around diet.



Proprioception

The proprioceptive system is one of the lesser-known senses. It is our sense of body awareness. Messages from muscles, joint capsules (a fibrous connective tissue between bones), and tendons provide information about where our body is in space, how it is moving (direction, speed and force) without using vision. It is proprioception that allows us to move our hands carefully without having to observe every movement.

Things that may help with proprioception:

- sensory breaks such as weight bearing activities, for example crawling, push-ups.
- resistance activities such as pushing/pulling.
- heavy lifting, such as carrying books.
- cardiovascular activities such as running, jumping on a trampoline.
- oral activities such as chewing, blowing bubbles.
- deep pressure such as tight hugs.

Last half terms highlights:

Your children just being AMAZING at adapting. So, so proud of them all.



For questions and clarifications, you may reach out to me directly on-
hannah.owen@dunchurch.covmat.org or via class dojo.



