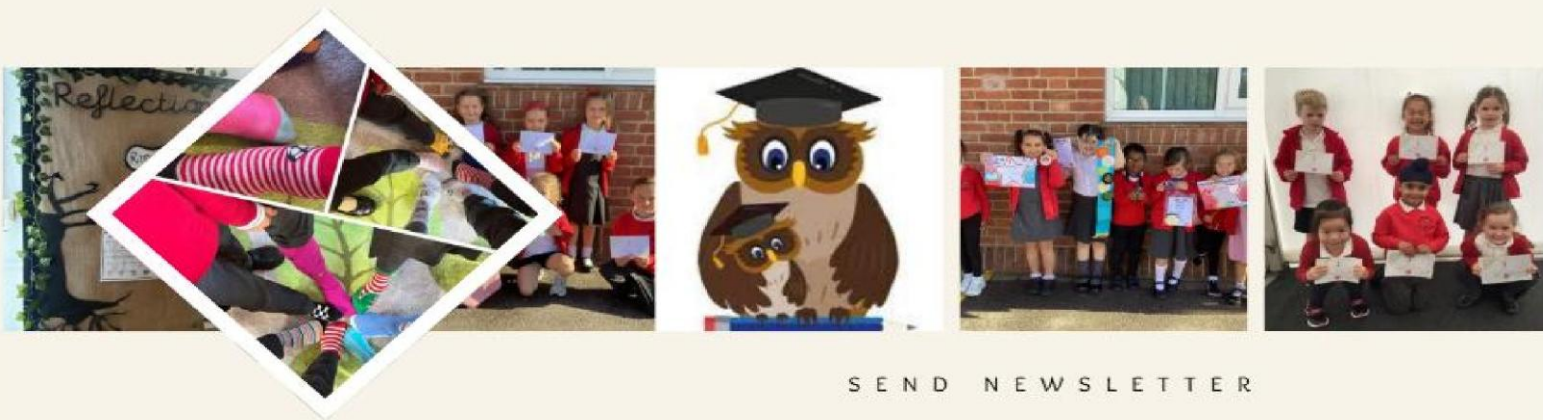




Welcome to our SEND newsletter

Hello everyone,

As we come to the end of Spring 2, I wanted to say a big hello and share how proud I am of all our children. They have worked so hard this half term- showing resilience, kindness, and fantastic enthusiasm for learning. It has been wonderful to see their confidence grow and to celebrate so many small but meaningful successes together.

One of the most exciting additions this term has been our new Sensory Circuit Wall. The children have absolutely loved exploring it! It's been lovely watching how engaged they are and how it supports them in feeling ready, calm, and focused as they move through their morning routine.

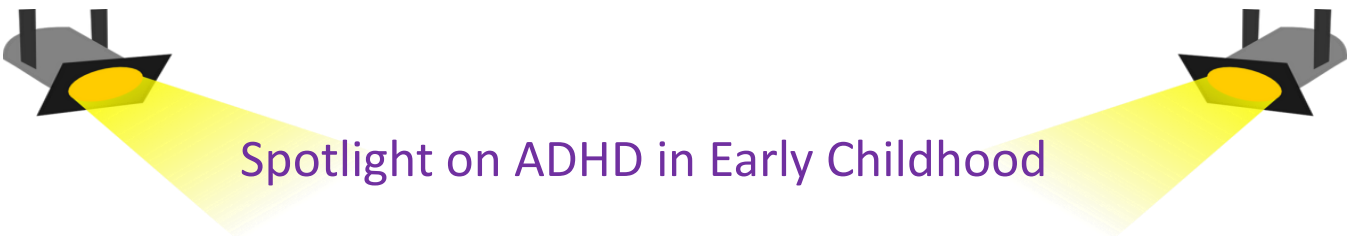
It was also lovely to see and meet so many of you at Parents' Evening last night, and I am looking forward to seeing those of you who are attending this evening. Thank you for the conversations, the shared insights, and the chance to work together to support your children. Your partnership makes such a difference, and I'm always grateful for the time you give.

As we look ahead, I'm really excited for the Summer Term- full of sunshine (hopefully!), new learning opportunities, and many more moments to celebrate the amazing things our children achieve.

Wishing you all a restful and happy half-term break.

Mrs Owen
SENDCo





Spotlight on ADHD in Early Childhood

What Is ADHD?

ADHD (Attention Deficit Hyperactivity Disorder) is a lifelong neurodevelopmental condition that affects the way a person focuses, manages impulses, and regulates activity levels.

Warwickshire's neurodiversity information resources describe ADHD as '*a condition that impacts how a person behaves and manages attention, often including patterns of inattention, hyperactivity, or impulsive actions.*'

The Three Main Presentations of ADHD:

- Inattentive - difficulty concentrating, forgetfulness, becoming easily distracted
- Hyperactive-Impulsive- constant movement, difficulty waiting, impulsive reactions
- Combined type- a mixture of both patterns

Children with ADHD are not choosing to behave differently; their brains simply process information in a way that can make daily tasks more challenging.

How ADHD Can Look in Young Children:

ADHD can present differently from child to child, but common signs include:

- Struggling to sit still or concentrate
- Forgetting routines
- Getting easily distracted
- Emotional "big feelings"
- Difficulty following multi-step instructions
- Finding turn-taking tricky

These behaviours arise because the executive function system (responsible for planning, organising, and self-control) develops differently in children with ADHD.

When children's behaviour is understood through the lens of ADHD, adults can respond with empathy, structure, and support- rather than frustration or confusion.

Early understanding helps children build confidence, strengthen relationships, and engage more fully in learning.

What We Do in School to Support Children With ADHD-Type Needs

We support children based on need and a diagnosis is not required.

1. Predictable Routines

Children know what to expect each day, reducing anxiety and improving focus.

2. Visual Timetables and Task Boards

These help children understand the sequence of the day and what comes next.

3. Movement and Regulation Breaks

Short, purposeful movement breaks help maintain focus and reduce overwhelm.

4. Reduced Distractions

We may offer a “quiet workspace,” seat the child near the front, or minimise visual clutter.

5. Chunked Learning Tasks

Work is broken into manageable steps with frequent check-ins.

6. Fidget and Sensory Tools

Used purposefully to improve attention (not as toys).

7. Explicit Teaching of Emotional Regulation

Using strategies such as:

- Zones of Regulation
- Calm-down boxes
- Breathing exercises

8. Positive Reinforcement

We praise effort, focus, and attempts at self-regulation.

9. Clear, Consistent Expectations

Children with ADHD benefit from clarity, structure, and plenty of adult modelling.

10. Close Partnership With Families

We share strategies, keep communication open, and work collaboratively to support the child.

How Parents Can Help at Home — Practical, Everyday Strategies

1. Create Clear, Predictable Routines

Use consistent morning, after-school, and bedtime routines to reduce stress and support independence.

2. Keep Instructions Short & Simple

Give one instruction at a time and ask your child to repeat it back.

3. Use Visuals and Checklists

Visual timetables, picture steps, or “Now/Next” boards help children understand expectations and transitions.

4. Break Tasks Into Manageable Steps

Large jobs can feel impossible. Break them down into small wins.

5. Build in Movement Breaks

Movement helps many children regulate their focus and emotions.

6. Reduce Background Noise & Clutter

A tidy space supports concentration and lowers stress.

7. Encourage Positive Outlets

Outdoor play, sensory play, building, and creative activities all support regulation.

8. Celebrate Effort

Praise specific behaviours:

“Great job sticking with that!”

“Thank you for trying even when it felt hard.”

Positive reinforcement builds confidence and motivation.

What Parents Should Do If They're Worried Their Child May Have ADHD

1. Talk to School- Talk to Me!

If families have concerns, their first step is to speak to class teachers and me as SENDCo.

We will:

- Listen to concerns
- Observe the child in school
- Put supportive strategies in place
- Begin gathering information

2. Strengthen Support in School

We will introduce strategies and monitor how your child responds.

This evidence is important if a referral becomes necessary.

3. Learn More via Warwickshire's SEND Local Offer

Warwickshire's SEND Local Offer includes information about SEND support, neurodevelopmental needs, education pathways, and family guidance across the county.

4. Explore Local Information on Neurodiversity

Warwickshire's co-produced neurodiversity booklet provides clear explanations of ADHD and signposts to support for children, young people, and families across Coventry and Warwickshire.

Parents never need to wait for an official diagnosis to receive support.

The Assessment Journey: Step-by-Step

1. Initial Concerns Raised

Parents speak to school → school monitors → strategies are put in place.

2. Evidence Gathering

School observes behaviour across settings; tracks progress and collects examples of support already trialled.

3. Referral Submission

When support has been tried and ongoing concerns remain, I (Mrs Owen!) or a GP can submit a referral to the NHS Neurodevelopmental Team.

Referrals for ADHD to the NHS Neurodevelopmental Team cannot be made until the child is aged 6.

A referral typically includes:

- School observations
- Parent observations
- Strengths and difficulties questionnaires
- A description of the child's development and needs

4. Waiting Period

Families join the Warwickshire waiting list.

Long waits are expected due to extremely high demand.

5. Assessment Appointment

When the child's turn comes, the clinician gathers information from:

- Parents
- School
- The child (where age-appropriate)

Assessments may include developmental history, questionnaires, and observational assessments.

6. Post-Assessment Support

Regardless of diagnosis, families can receive:

- Behavioural and emotional regulation strategies
- School-based support
- Advice on parenting strategies
- Possible medication discussions
- Signposting to local support groups

Local Support During the Wait

The Autism & ADHD Advocates CIC offer free family support, psychoeducation, and workshops to help families understand ADHD and develop strategies while awaiting assessment.

We're Here to Help

If you're worried your child may have ADHD, **please come and talk to me**. We can work together to understand your child's needs and put support in place long before any assessment takes place.

Upcoming dates for diary:

Mental Health week	11 th -15 th May
SEND coffee afternoon- (Open to all)	14 th May- 2:15pm-3:15pm Focus: Transitions

Last half term's highlights:

Sensory circuit installation:

Our new sensory trail wall has been designed to give children a fun, hands-on way to explore colours, patterns and different flat textures. It encourages curiosity and lets pupils interact with the wall using their eyes and hands in a simple, playful way. It also provides a great sensory outlet for children who enjoy a bit of extra visual or tactile input during the day. We're really excited to have this new addition in our learning environment.



Easter bunny visit:



This week, the children enjoyed a special visit from the Easter Bunny. To ensure the experience was fully inclusive and accessible for our SEND learners, we put some adaptations in place. These helped all children engage positively, feel comfortable, and participate at their own pace.

Before the visit, we prepared the children using our visual timetables, so they knew what to expect.

During the visit, we created a calm, low-sensory environment by offering 1:1 interactions and providing a quiet area for children who preferred to observe first.

As a result, every child was able to experience the Easter Bunny visit successfully. The adaptations ensured that the event was inclusive, accessible, and tailored to each child's individual needs. Thank you to the PTA for providing this experience.

That's a wrap!



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

