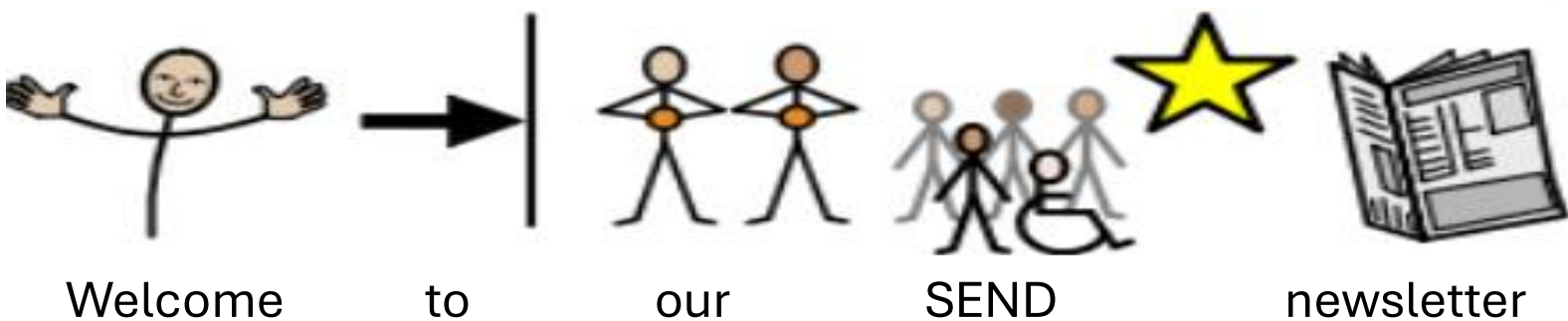




SEND NEWSLETTER



SENDCo's note:



Hannah Owen-

Deputy headteacher

and Inclusion lead (SENDCo)

"Welcome to our first SEND newsletter of this academic year. To those of you who are new to our Academy and Nursery, I send out a SEND newsletter to parents and carers half termly. I am very excited to be able to offer this newsletter and really hope that it is a resource which proves valuable to you all. If there is anything that you would find valuable for me to focus on within this newsletter, please do let me know".

Meet the rest of the team:

Mario and Luigi-

Valued members of the SEND team!



About us:

We believe that every child who attends our Academy is unique and special and aim to provide a broad and balanced curriculum that is inclusive for all. We are committed to developing cultures, policies and practices that are inclusive. Systems are in place to identify when children have barriers to learning, followed by specific interventions to help children overcome these barriers. This practice of personalising learning applies to all children. For academically more able children, this means provision of appropriate challenge to develop their particular talents. Where children are identified as needing additional support in any aspect, the academy follows the 2014 SEND Code of Practice. This ensures that each child's needs are individually and appropriately catered for, and that any relevant outside agencies will become involved in providing guidance and support. The key principles of the code of practice are:

- The participation of children, their parents and young people in decision making
- The early identification of children and young people's need and early intervention to provide support.
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children with SEN

FAQ's:

I wanted to take this opportunity to answer some common questions which we receive. If anyone has any other questions which they would like me to answer, please do not hesitate to let me know.

What is SEND?

SEND stands for Special Educational Needs and/or a Disability.

A child has SEN if they:

- have significantly more difficulty learning than most others their age
- have a disability which prevents them taking part in similar learning to others of the same age
- need extra support that is 'additional to' and 'different from' the support that other children of the same age get

The other part of SEND is Disability-

- A disability is defined as a physical or mental condition which has a long-term and substantial impact on your daily life (Equality Act 2010).
- It can be physical, e.g cerebral palsy
- It can be neurological, e.g autism spectrum disorder

If a child has a disability that does not affect their learning, they are part of SEND but do not have Special Educational Needs (SEN).

Who can I talk to if I am concerned my child may need additional support?

In the first instance, you would discuss your concerns with your child's class teacher. You can also contact me (Mrs Hannah Owen) and I will be happy to meet to discuss your concerns.

What is the SEND register?

Our SEND register is an internal register which is used to keep track of the children within school and nursery who have been placed on the SEND register. It supports all staff to monitor their progress and to be aware of their additional needs. Parents/ carers will always be consulted before a child is placed onto the SEND register. Once a child is on the register, they will remain there until a further conversation has been had with parents/carers to discuss whether the child will remain on the register and all views will be considered.

What is an IEP?

An IEP is an individual education plan which all children on the SEND register will have. These consist of SMART targets which the child will focus on in the next term. These are reviewed and written every term and are shared with parents/ carers within IEP meetings. Parents and carers have the opportunity to contribute to their child's IEP review and new targets.

What is an EHCP?

An EHCP is an Educational Health and Care Plan. It is a legal document which details the child's needs and how the child will be supported. Most children and young people with SEND are supported in schools without an EHCP and you do not need one to receive additional support.

An EHCP formalises the support your child will receive. EHC Plans are for complex, long-term needs and when a child's progress suggests they need more targeted support.

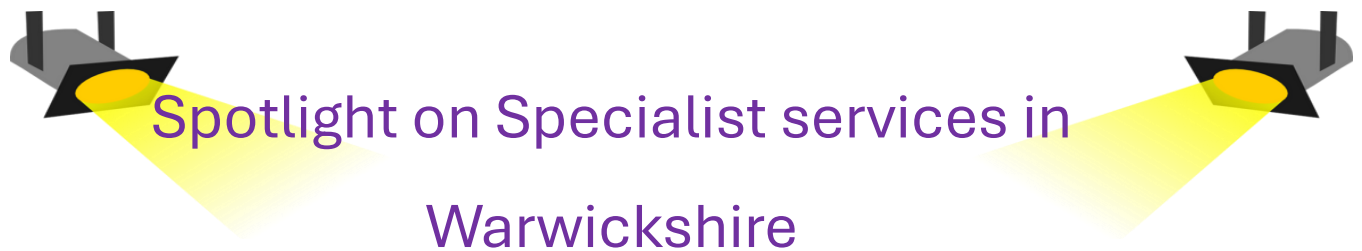
What are the 4 broad areas of need?

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and/or physical needs

What is Warwickshire's local offer?:

Warwickshire's SEND local offer brings together information about the local services and support available across education, health and social care for families with children and young people aged 0 to 25, who have special educational needs and/or disabilities. [SEND Local Offer – Warwickshire County Council](#)



Behind the scenes, we work closely with specialist services in Warwickshire who support children with additional needs. Whether your child has difficulties with communication, mobility, learning, behaviour or sensory needs there are professionals helping us make sure your child can thrive here.

In this newsletter, I wanted to shine a light on three important services we work with regularly.

Integrated Disability Service (IDS)

Supporting children with physical, sensory or complex needs – from birth to 25

We work closely with the IDS team to support children in our nursery and school who have more complex or specific needs. If your child has challenges with things like hearing, vision, mobility or global development, IDS may be involved.

They help us:

- Plan and adapt activities and the environment in nursery or school
- Support children who use specialist equipment or need physical adaptations
- Offer early home learning support for families
- Provide a calm, well-planned transition into nursery or school
- Set clear developmental goals in partnership with families

IDS helps us feel confident and well-equipped to meet each child's needs, especially in the Early Years so all children feel included and supported right from the start.

Referrals are usually made by our setting or health professionals, always with your consent.

 [More about IDS](#)

Specialist Teaching Service (STS)

Helping schools meet individual SEND needs

When a child has ongoing challenges with learning, communication, social skills or emotional needs, we may ask the **Specialist Teaching Service** to support us.

They help us by:

- Observing children and offering tailored strategies
- Advising on interventions in class or in small groups
- Providing training for staff
- Supporting us to plan long-term, inclusive provision

This service can only be accessed through me as School SENDCo. Please speak to me if you'd like to know more.

 [More about STS](#)

Educational Psychology Service (EPS)

Understanding how children learn, feel and behave

Sometimes, we may ask an **Educational Psychologist** to work with us when a child is experiencing significant or ongoing barriers to learning or wellbeing.

They can:

- Observe children in class or nursery
- Talk with staff and families to build a full picture
- Carry out assessments
- Help us plan next steps or contribute to EHCPs

Educational Psychologists help us understand the *whole child* — how they think, feel, learn and interact — so we can make school feel safer, calmer and more successful for them.

EPS involvement is always discussed with families first and requires consent. It's arranged through us at school.

 [More about EPS](#)

We know how important it is to feel confident in the support your child is getting. We want you to know we're working closely with these expert teams and with you to make sure every child at Dunchurch feels understood, valued and supported.

If you have questions about your child's needs or support, please speak to your child's class teacher or directly to me. We're always happy to talk things through and explore what else could help.

Last half term's highlights:

We have now developed 3 separate SEN spaces in school.

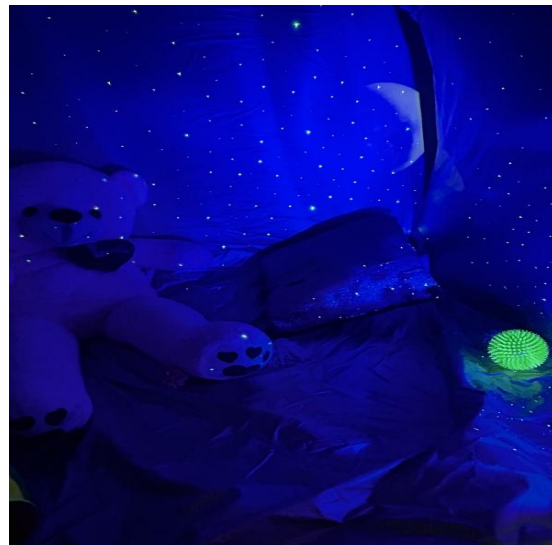
Our first space is called 'The Nest' which has been designed for the children to be supported in recognising their feelings and emotions. (The rug is my personal favourite!)



Our second space is our creative room where it has an art easel, musical instruments and even a mini trampoline.



Our third space is our calming, dark room. Inside it has a dark tent and lights to support the children with their regulation. It also has a glow in the dark sofa, sensory mats and coloured mirrors.



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.

