

Headteacher's message

Each half term, we will be sending a focused SEND newsletter to all our families to provide key dates and information for anyone on the Special Educational Needs and Disabilities (SEND) list. The aim is to provide up to date information and have a focus on each of the areas of need across the year with signposting as appropriate. Last term, we explained our graduated approach and key review dates for the year. This term, our newsletter focus is on Communication & Interaction. You will find the broad areas of need as defined in the SEN Code of Practice, on the second page of the newsletter. You will have been informed if your child is on the SEND list and will have met with myself as Special Educational Needs and Disability Coordinator (SENDCO) to share any initial concerns. We are sending this newsletter to all our families as you may find some of the information useful. If you ever have any concerns about your child, please don't hesitate to get in touch and make an appointment with myself as SENDCO. If your child's teacher ever has a concern about your child's development, you will be contacted right away.

Stepping Stones—Triple P

As you know, we have an assigned Education Mental Health Practitioner, Claire, who works with us in school to meet the needs of our children who may be struggling with their mental health and perhaps experiencing low mood, anxiety or worry. I am absolutely delighted to say that she will be offering some support for our parents. This will be through the Stepping Stones, Triple P programme. Please see the flier attached. I know I have shared this with some members of our school community already but if this is something you would like to access, please do get in touch before 12th January.

Autistic Spectrum Disorder

Autistic Spectrum Disorder can often branch across the four broad areas of need. It is usually primarily classed under communication and interaction. At school, all staff have basic autism awareness training already but this year all staff will be involved in further training through Autism Education Trust to further support our children with this diagnosis or who are on the pathway. Parents can access some wonderful resources through AET at: <https://www.autismeducationtrust.org.uk/parents>



SEND Newsletter

22/12/23



Website: <https://www.summerseatmethodistprimary.co.uk/>



Spotlight on Speech, Language and Communication

There are four broad areas of need for SEND. These are shown on then next page.

The most prevalent primary area of need nationally is speech, language and communication needs.

This can be very wide ranging and can include children who need support to clearly say speech sounds and may require some input or it can be linked to social communication, including autistic spectrum disorder (ASD)

To support staff in school, all our staff have received ELKLAN Communication Friendly Settings Training over the period of a year in 2022-23. This has resulted in school being awarded Communication Friendly settings status in September 2023. This programme ensures children have access to skilled staff who can support the needs of all children to be effective communicators.



For information about Speech and Language support available in Bury, please see the information via the following link. <https://theburydirectory.co.uk/bury-speech-and-language-therapy-parents-and-carers> This provides general information and a speech sound screener that indicates where there may be possible concerns. School screens and supports using this tool

**SEND—Dates for your Diary—for dates further ahead,
please visit the calendar on the school website.**

School Calendar

12th Jan	SEND information / Coffee Morning— Rowlands Church 10:00-11:00am—all welcome, drop-in Focus: Supporting communication and interaction
13th Feb	HLN Paperwork updates and phone calls
1st Mar	SEND information / Coffee Morning— Rowlands Church 10:00-11:00am—all welcome, drop-in Focus: Supporting social, emotional & mental health
25th Mar / 26th Mar	LLN / HLN Parent Evening & All about Me / APDR review —extended appointment & SENDCO appointments available
19th April	SEND information / Coffee Morning— Rowlands Church 10:00-11:00am—all welcome, drop-in Focus: Supporting cognition & learning
21st May	HLN Paperwork updates and phone calls
14th June	SEND information / Coffee Morning— Rowlands Church 10:00-11:00am—all welcome, drop-in Focus: sensory & physical
15th July / 16th July	LLN / HLN All about me & APDR reviews Meetings / phone calls available

SEND Coffee Morning

Each half term, we will be hosting a SEND coffee morning at Rowlands Church. Unfortunately, we had to cancel our last planned session in November due to the Ofsted inspection. The next information / coffee morning will be on Friday 12th January 10am– 11am. Everyone is welcome. The focus will be on the Summerseat Graduated Approach and Autism, linked to Communication & Interaction. Please just let the office know by email by no later than Thursday 11th January if you plan to attend then we can make appropriate arrangements. Many thanks.

Types of Need

Communication and Interaction



This includes:

- **Speech, language and communication needs** (SLCN). Children and young people with SLCN have difficulty in communicating with others; this may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication
- **Autistic Spectrum Condition** (ASC), including Asperger's Syndrome

Cognition and Learning



Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:

- **Moderate learning difficulties** (MLD)
- **Severe learning difficulties** (SLD) where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- **Profound and multiple learning difficulties** (PMLD) where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- **Specific learning difficulties** (SpLD) affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health



Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as **attention deficit disorder**, **attention deficit hyperactive disorder** or **attachment disorder**.

Sensory and/or Physical Needs



Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:

- **Visual impairment** (VI)
- **Hearing impairment** (HI)
- **Multi-sensory impairment** (MSI) (a combination of vision and hearing difficulties)
- **Physical disability** (PD)

Our first SEND newsletter of this school year, provides an overview of our school levels of need and support and some information about the graduated approach. It also provides key review dates. Across the year, there will be a focus on each of the areas of need above, with explanation of support available in school, via external agencies that school can refer to and also wider signposting for support for children and families. Our next edition will focus on communication and interaction.