



SEND Newsletter

This half-term's focus is... ASD



Useful Websites for further Reading

- [Guide to having Autism-friendly classrooms](#)
- [Great breakdown of areas of need/difficulty that could be present](#)

Suggested Watching

- [Video to raise awareness within your class](#)
- [Rosie's story](#)
- [video on difference to share with your class](#)

What do you need to know?

Autism is not an illness or a disease, it is a neurological difference. You are born with Autism, you cannot develop it, grow out of it or 'cure' it, although presentation can change over time. Autism is a spectrum which means it is different for everyone, some autistic people will need very little support, some might have above average intelligence, others could have a learning difficulty or need additional support ranging from light/infrequent to intensive daily support from a parent/carer.

Autistic people may:

- find it hard to communicate and interact with other people
- find it hard to understand how other people think or feel
- find things like bright lights or loud noises overwhelming, stressful or uncomfortable
- get anxious or upset about unfamiliar situations and social events
- take longer to understand information
- do or think the same things over and over
- Autistic people often have other conditions, such as: attention deficit hyperactivity disorder (ADHD), dyslexia, anxiety depression & epilepsy

How to support...

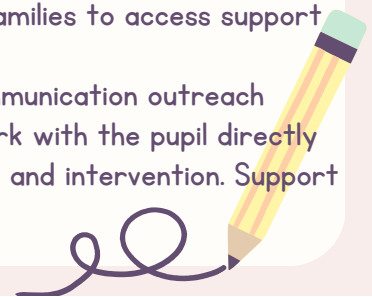
Parents are often the first to raise concerns about developmental differences, but sometimes have been told any difficulties are typical for 'age & stage' early on. This can make them reluctant to raise concerns later on in education, so if you are noticing things, open up lines of communication with parents first of all to build a clear picture.

Diagnosis in the under 5s: children can be referred to a community paediatrician via another health professional for a SCAT assessment. We can support this by referring to SALT highlighting social communication difficulties or writing a supportive letter for parents to take to their GP.

Diagnosis over 5: the CAMHS Neurodevelopmental Pathway. Parents must complete section B, and school (ideally class teacher) to complete section C, any further evidence e.g. professional reports, SEN plans etc to be included as attachments when the referral is submitted. Speak to me for the blank referral form and to discuss concerns.

Support for families: a diagnosis is not required for families to access support from Daisy Chain. This includes...

Support for School: we can refer to SCOS (social communication outreach service) for advice. They will come and observe or work with the pupil directly and issue a report with guidance for adapted practice and intervention. Support is ongoing and repeat visits can be requested.





Celebrating our Successes

Summer 2



Ellara (Y1)

Miss Farrell & Mrs Delve would like to celebrate Ellara's speech development- she has met all of SALT targets and been discharged. As she is making such good academic progress she no longer needs SEN support!



Rihanna (Reception)

Mrs Pople would like to celebrate Rihanna's wonderful speech progress. When she first started receiving SLB support she scored 4 on a Language link assessment. With hard work and determination, in her most recent assessment she demonstrated the ability to make almost every sound required, including the beginning and endings which she finds the hardest. We are so proud of her!



ELSA

Miss Graham has proudly awarded 5 of the children who have been attending weekly ELSA interventions certificates for overcoming challenges. It is fantastic to know they are learning to regulate and apply the strategies taught in their sessions to real life experiences.





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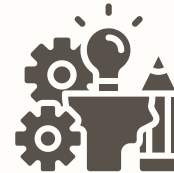
Sheldon (Y5)

Mrs Dale and Mr Newton would like to shout out Sheldon for his fantastic progress this academic year. They are so proud of him. He finished Y4 working within the Y2 curriculum and this term has attempted some Y4 assessments. His recent EHCP review highlighted how much he has matured socially as well. Such a popular member of the class with a brilliant sense of humour. His parents are incredibly proud of him too!



Patrick (Y5)

Patrick has spent over a year developing strategies with Miss Bowen. Our transition days were the perfect opportunity for him to put these to the test without her. At first he lacked confidence and found it hard to believe he could be successful, but by the end of day 2 Patrick was able to proudly share that he COULD do it. He now knows that all that hard work has paid off and he is Y6 ready. Remember that feeling of pride Patrick in case of any end-of holiday nerves that might creep in before September. You ARE ready and you CAN do it, you just need to believe in yourself as much as we all do.



Chloe (Y2 - SLB)

Chloe had a fantastic two days of transition at her new school ahead of September. She showed just how ready she is for her enhanced SEN provision to close and to return to a fully mainstream offer. We were all especially proud to hear from Mrs Pople that she spoke in assembly in front of all of Early Years and KS1.

She even recognised some friendly faces of children who live near her that she has seen before outside of school.



Bring on September Chloe- you are so ready for this. We'll miss you though!

