

SEND Newsletter



This half-term's focus is...
Sensory needs!



Useful Websites for further Reading

- Darlington's Occupational Therapy team have compiled a fantastic selection of links and leaflets for advice covering the most common concerns

Suggested Watching

- A day in the life of a child with SDP (Sensory Processing Disorder)

What do you need to know?

Sensory Sensitivities:

When we are over-receptive to sensory information it can create an uncomfortable experience we want to avoid- think wincing at sudden loud sounds, finding repetitive noises infuriating/distracting, itchy labels in clothes driving you wild. Some of your pupils will be experiencing this kind of discomfort to sensory information that others might not even be aware of. You can imagine the impact this is likely to have on engagement in the classroom...

Sensory Seeking Behaviours:

When we are under-receptive to sensory information we are constantly (and often subconsciously) seeking more feedback. Think requesting a firmer massage to resolve a knot, a tighter hug for reassurance that it is meaningful, shoes with increased ankle support if going for a hike.

Without the right level of feedback we might feel unsettled, insecure or anxious. Some of your pupils are experiencing this constantly. Occupational Therapy advice is FILL THAT CUP- if they need feedback, plan opportunities to provide this and don't expect concentration without it.

How to support...

Sensory Sensitivities:

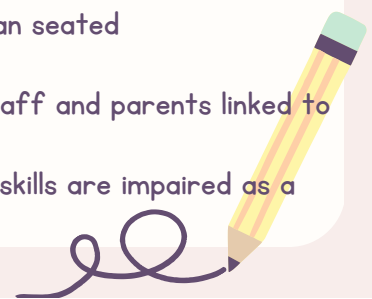
- adjustment to uniform expectations
- provision of ear defenders
- consideration to lighting (avoid fluorescent/flickering bulbs, blinds down on bright days, screen brightness)
- avoid use of strong-smelling perfume/aftershave
- notice what they notice and explain... if they ask what a sound is that you haven't noticed investigate together until explained and understood

Sensory Seeking:

- wobble cushions
- fidget toys
- opportunities for multi-sensory learning
- movement breaks (can be done whole-class to aid concentration)
- opportunity to complete work standing rather than seated

Referral Pathways:

- Sunflower Programme = OT training for school staff and parents linked to specific sensory profiles
- OT referral = support where specific functional skills are impaired as a result



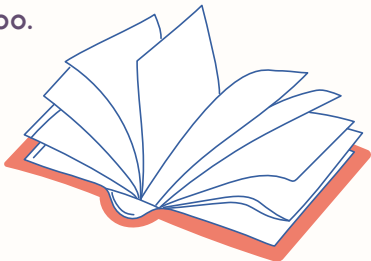
Celebrating our Successes

Spring 2



Asher- Y2 (NW)

Mrs Pople would like to celebrate Asher's progress. He is reading with growing confidence and understanding. He uses taught strategies to decode unfamiliar words and if he comes across a word he doesn't know the meaning of, he will ask. He is also linking events in his reading to his own experiences, making comments when similar or different, adding more information e.g. he is allowed to help with washing up like the boy in the book but only the unbreakable ones! Asher is working so hard and never gives up and I know Miss Craig is super proud too.



SLCN @ NW

Some of the children receiving enhanced mainstream support for their speech and language needs made us ever so proud with their confidence to communicate during show and share.



NW SLB children at the Panathlon





Celebrating our Successes

Spring 2



Myah-Leigh- Y3 (NW)

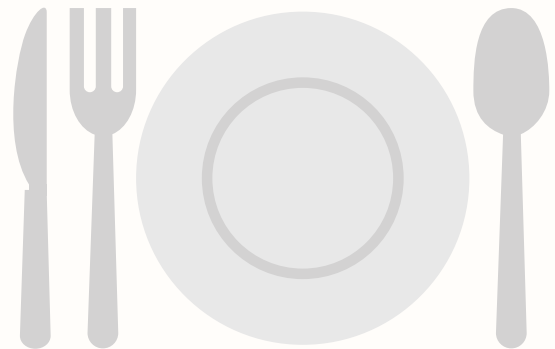
Mrs Aspinal would like to celebrate Myah's success in her weekly arithmetic tests scoring 12/15 two weeks in a row. This is huge progress reflecting her determination. She has been working so hard as part of a supported group in Maths lessons. Keep it up!



Szymon- Y5 (HF)

Szymon has been praised by lunchtime staff who have noted huge improvements in his manners.

He goes above and beyond to be polite and helpful to others including offering to help them collect their cutlery. Well done Szymon. Mrs Hennessey is so proud of you!



James - Reception (HF)

James has made his teacher, Miss Dunn, especially proud with his recent speech progress. His determination to communicate is paying off and he can now say her name clearly. A really significant step for him.

Keep it up James!





Celebrating our Successes

Spring 2

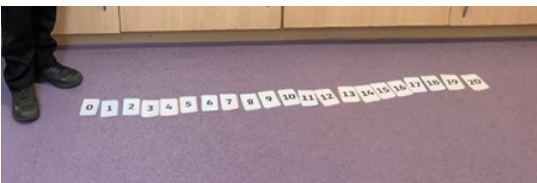


Ellis and Maximus Y2 (NW)

I've been called to Miss Craig's classroom multiple times in recent weeks to celebrate the successes of some of her learners.

Ellis has overcome his reluctance to read, jumping from 1.3 to 1.8 on Accelerated Reader as a result.

Maximus has not only learnt to order numbers from 0-20 independently since joining us, he can now form the digits 0-9 correctly too. In his own words... "I'm on fire!"

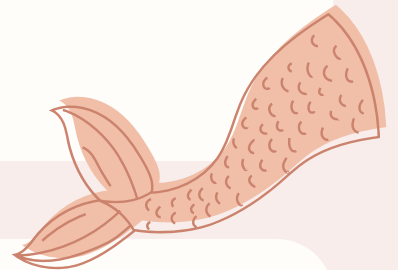


Cohen- Reception (HF)

Cohen did the most beautiful impression of 'The Singing Mermaid' for me on one of my recent visits to his classroom.

First, he pointed it out on their book display and then came his carefully thought out recreation. A real demonstration of understanding and interest.

It's fantastic to see his social communication skills developing more and more. A credit to the wonderful team of support around him, and his determination to engage with others.



Charlie, Szymon and Ayce (Y5, HF)

Twice this half term, the boys have proudly shared their English work with me... It's so fantastic to see their confidence growing and alongside their excitement to use their imagination to plan and write creatively.

