

# SEND Newsletter

## Spring 2026



At Chilvers we are passionate about valuing every child and ensuring everyone has access to a full and balanced curriculum. As Special Education Needs and Disability Coordinator (SENDCo), I am here to offer support and advice regarding the additional needs or SEND support for your child. The Pastoral Team (Miss Virgo and Mrs Kapadia) are also available for behavioural support, parental advice and to assist you completing DLA forms. We are proud of our 'open door' policy so please do not hesitate to get in touch if you have any concerns or need some non-judgemental support.

Please contact us through your class teacher or you can make an appointment by phoning the school office. Alternatively, you can contact me via email:

[marsh.c@welearn365.com](mailto:marsh.c@welearn365.com)

Many thanks, Miss Marsh

### Spotlight on Provision:

At Chilvers, we know that strong partnerships between school, families, and external professionals help children feel supported and succeed. If a child needs extra help, we follow a clear cycle: we assess their needs, plan support, put it in place, and review how it's going. If specialist advice or involvement is needed, this might include an observation, assessment, meeting, consultation, or referral for diagnosis. We always speak with parents first and ask for permission before involving any external professionals.

#### We work with a range of professionals, including (but not limited to):

Educational Psychologists (EP)

Specialist Teaching Service (STS)

Integrated Disability Service (IDS)

Warwickshire Autism and Parenting Support (WAPAS)

Physiotherapy and Occupational Therapists (OT)

Speech and Language Therapists (SALT)

Hearing Impairment Support Service

Sycamore Counselling Service

Ethnic Minority and Traveller Achievement Service (EMTAS)

Childhood and Adolescent Mental Health Services (RISE)

Connect for Health; the School Nursing Team (COMPASS)

Visual Support Service (VSS)

This involvement could take many forms, such as an observation in the classroom, a one-to-one assessment, a meeting with staff and parents, a consultation to offer advice, or in some cases, a referral for a medical or developmental diagnosis. Every step is taken in partnership with families, and we ensure parents are kept informed and involved throughout. We always share any reports or advice from external agencies with parents, and we are happy to talk these through and help plan next steps together.

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### Social, Emotional and Mental Health:

At Chilvers, we believe all feelings are valid and essential for healthy development. We are introducing the Zones of Regulation as a whole-school approach to help children recognise and express their emotions. This simple colour-coded system supports children in identifying their feelings and building strategies to stay calm, focused, and ready to learn. It uses four colours to represent different emotional states, similar to a traffic light system:



[Click here to find out more.](#)

#### Blue Zone:

low arousal, not ready to learn, feels sad, sick, tired, bored, moving slowly.

#### Green Zone:

calm state of alertness, optimal level to learn, feels happy, calm, feeling okay, focused.

#### Yellow Zone:

heightened state of alertness, frustrated, worried, silly, wiggly, excited

#### Red Zone:

low arousal, not ready to learn, feels sad, sick, tired, bored, moving slowly.

### Communication and Language:

Play is a great way to support your child's communication skills. Talking with your child during play helps them learn new words, express ideas, and connect with you. When playing together, try and change from giving your child instructions and asking them questions, to commenting on what your child is doing. Let your child lead the play, and follow their lead by describing what they're doing and joining in the fun. Whether your child is eating a meal, in the bath, or exploring outdoors, commenting on what they are doing helps them hear words repeatedly and learn their meaning naturally.

#### What is commenting?

Commenting means describing what your child is doing or seeing without expecting an answer. It helps your child connect words with actions and objects. You can include specific vocabulary you want to teach in your comments. For example, if teaching food words, play in the kitchen and add comments like:

"You're cooking the carrots, you're cooking the apples, cooking me some chips, cooking an egg. Thank you!" Here are some other examples to try:

"You're stacking the blocks carefully."

"That car is going really fast."

"You put the teddy on the chair."

For more information about commenting, click [here](#).

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### Sensory and/or Physical Needs:

**Heavy work activities** like pushing, pulling, lifting, or carrying help the brain understand where the body is in space. This type of movement has a calming and organising effect on the nervous system. Heavy work can benefit all children, especially those who are fidgety, anxious, or have trouble focusing. It's particularly useful before school, after busy play, or when a child needs help calming down. These activities can improve focus and attention, build body awareness and coordination, support transitions and learning, promote better sleep, and boost alertness when energy is low.

**Here are some simple heavy work ideas to try at home:**

Carrying shopping bags



Helping with hoovering or gardening



Rolling or squashing playdough



Animal walks (e.g. crab walk)



If you would like support tailoring heavy work ideas to your child's needs, please speak to your class teacher or contact Miss Marsh. [Click here to find out more about heavy work activities.](#)

### Cognition and Learning:

Following instructions is a vital part of early learning. At this stage in development, children are still learning how to listen carefully, understand what they hear, and act on it. Being able to follow instructions helps children build independence, improve attention and memory, and access learning more easily. It also boosts their confidence as they complete tasks and experience success. These are essential skills for success in school and beyond. For some children, especially those with SEND, following instructions can be more challenging. They may need extra time, simpler language, or visual support. With patience and practice, these skills can grow steadily.

**How you can help at home:**

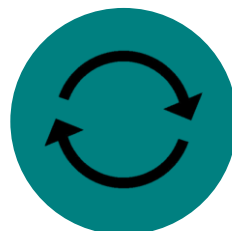
Keep instructions short and clear



Say the child's name before an instruction



Ask them to repeat the instruction back to you



Use pictures or gestures with your instruction

