

SEND Newsletter

Autumn 2025



At Chilvers we are passionate about valuing every child and ensuring everyone has access to a full and balanced curriculum. As Special Educational 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

Many thanks, Miss Marsh

Spotlight on Provision:

The Role of the SENDCO:

All schools are legally required to have a SENDCO (Special Educational Needs and Disabilities Coordinator) to support children with additional learning needs. It is their role to make sure schools meet all legal responsibilities and maintain the SEND register. At Chilvers, this role is carried out by Miss Marsh.

At Chilvers, we believe every child should be supported to become the best version of themselves. Miss Marsh therefore works closely with teachers, parents, and outside professionals to understand each child's unique strengths and challenges. She helps identify any barriers to learning and helps ensure the right support is in place, such as extra teaching, specialist equipment, or tailored resources, so every child can thrive.



Her role includes coordinating support for children with SEND and overseeing the day-to-day running of Chilvers' inclusive SEND provision. She works with teachers to regularly monitor children's progress and adjusts support where needed. Miss Marsh also organises staff training, helping to build a school environment where all children can learn, grow, and feel valued.

If you have any questions or concerns about your child's learning or development, Miss Marsh is here to help. You can get in touch through the school office, speak to her at the school gate, or email her directly. She will work in partnership with you and your child's class teacher to make sure your child receives the support they need to succeed.

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Social, Emotional and Mental Health:

Transitions, such as starting or leaving school each day, can be challenging for both children and parents. It's completely normal to feel anxious during these times. For children with SEND, saying goodbye, hello, or separating from their caregivers goodbyes can feel particularly overwhelming.

To support your child, try creating a consistent and calm routine for drop-offs and pick-ups. This might include a special goodbye ritual, like a hug, wave, or a special phrase. Keeping these routines consistent helps your child feel safe and supported.

Here are some tips to make transitions smoother:

- Try to keep routines predictable
- Stay calm during goodbyes because your confidence can reassure your child.
 - Keep farewells short and positive.
- Remind your child that you will be back soon.
 - Acknowledge their feelings by saying something like, "I know it's hard. You'll be okay and I'll see you soon."

Separation Difficulties

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

Communication and Language:

Nursery rhymes and songs are a wonderful way to help your child develop language and social skills. Singing together introduces new words, rhythm, and rhyme in a fun and memorable way. It encourages listening, turn-taking, and helps children gain confidence in expressing themselves. Why not sing and sign along to Mr Tumble and friends as they share their favourite rhymes?

[Row Row Row Your Boat](#)
[Incy Wincy Spider](#)
[Ten Green Bottles](#)
[Music Man](#)
[I'm a Little Teapot](#)
[Polly Put the Kettle On](#)
[A Sailor Went to Sea](#)
[I Hear Thunder](#)



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Sensory and/or Physical Needs:

Sensory circuits help children manage how their bodies process sensory information. Through specific activities, children can improve coordination, balance, and their ability to stay calm or alert. This prepares them to learn, play, and participate in daily tasks. Sensory circuits are especially helpful for children who feel restless, anxious, or easily distracted. They usually include three parts, performed in the same order:



Alerting

Alerting activities to wake up the body, such as jumping, running, or skipping.



Organising

Organising activities that improve balance and coordination, like walking along a line or balancing on one foot.



Calming

Calming activities to help children feel relaxed and ready to concentrate, such as slow stretches or deep breathing.

For more information about sensory circuits and how to use them at home, please speak with your child's class teacher, contact Miss Marsh, or click [here](#).

Cognition and Learning:

Attention is the ability to focus on one task at a time, while focus means maintaining that attention without getting distracted. These skills are essential for learning in the classroom, working with others, and completing tasks independently. Children can sometimes find it tricky to concentrate, especially when they aren't very interested in the activity. As a general guide, most children can focus for about 2 to 3 minutes per year of their age. For example, a 5-year-old might stay focused for around 10 to 15 minutes on a single task.

Supporting your child to build their attention and concentration can help them feel more confident and successful in their learning. Here are some ways you can help at home:



Practice following instructions by playing games like Simon Says or following recipes. [Click here to find lots of simple recipes.](#)



Minimise distractions like TV noise, when talking to your child, as children can struggle to filter out background noise yet.



Play games such as spot the difference. [Click here to find lots of games to help your child spot their favourite characters.](#)