

SEND Newsletter

Autumn 2024



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 (Mrs Williams 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:

At Chilvers, we utilise a Graduated Response approach - 'Assess, Plan, Do and Review' - to tailor our curriculum adaptations based on a child's progress and their response to interventions. Within this approach, support is gradually increased if initial interventions are not effective to ensure that every child receives the appropriate level. This approach has three stages, known as 'waves', that outline the provision we provide to our children: Wave 1 (universal provision), Wave 2 (targeted provision), and Wave 3 (specialized provision).

In this newsletter, we focus on our Wave 1 provision.

These inclusive teaching strategies implemented in the general classroom setting as part of a broad and rich curriculum. This approach involves tailoring teaching methods to meet the diverse needs of all children, including those with SEND.

At Chilvers, to ensure effective teaching for all children, including those with SEND, our Teaching and Learning Principles ensure every lesson includes:

Explicit Instruction



Guided Practice



100% Participation



Flexible Groupings



Scaffolding



To find out more about our Wave 1 teaching strategies please look on the school website or you are welcome to make an appointment with the school SENDCO and we would be proud to show you around our school.

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Social, Emotional and Mental Health:

We recognise that all children and their families may feel vulnerable at times of change. There are several ways you can support your child transition positively into their new class:

Encourage your child to think about what went well in their day

Have a calm and consistent morning routine.

Talk positively about the new class with your child.

Let your child know its ok to feel a range of emotions



Any transition may cause a few wobbles during the 'settling-in' period, However, if you have any concerns about how your child is transitioning into their new class or they are having difficulties transitioning into school, please talk to your child's class teacher.

Communication and Language:

At Chilvers, we recognise the importance of being able to communicate and understand the world effectively and acknowledge that over 1.9 million children in the country currently struggle with talking and understanding words. If we have concerns about a child's ability to understand instructions, communicate their needs and wants, produce speech sounds, eating, drinking or swallowing we will ask parent/carer permission to make a referral to Warwickshire Speech and Language Service to seek additional support for your child.

Speech and Language UK 
Changing young lives.

If you are concerned about your child's talking and understanding, The Speech and Language UK charity offer a progress checker that parents can use to identify areas that their child might be having difficulties in. At the end of the check, they direct you to some helpful advice and resources to support your child at home. To access the progress checker, click [here](#).

The charity also offer a free 30 minute confidential phone call with an experienced speech and language therapist if you are concerned about your child's talking and understanding of words. They will signpost you to support but cannot assess your child. To book a call, click [here](#). Alternatively, you can call the Speech and Language Therapy Service in North Warwickshire by calling 02476378620.

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Sensory and/or Physical Needs:

Bladder and bowel problems such as bedwetting, daytime wetting and constipation are very common in childhood, especially in the early years. This can make parents/carers and children feel both exhausted and overwhelmed by these difficulties. To find out more

Contenance Difficulties:

Please click on the links below for some tips and strategies to support your child through different types continence issues:



Potty Training:

Learning how to use the potty independently and stopping wearing nappies is a big milestone for your child. The ERIC charity advice a 3 step **Let's Go Potty** approach. It begins with **preparation** to use the potty, next is **practising** potty skills before eventually **stopping using nappies** as your child gains confidence.

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



Constipation support: click [here](#).
Daytime wetting support: click [here](#).
Bedwetting support: click [here](#).

For further support on toileting, you can refer your child directly via your GP or school can support you to make a referral for more support via Connect for Health. For free advice and support, please visit the Connect for Health website [here](#) or you can call **03300 245 204** or email the team on connectforhealth@compass-uk.org. You can also speak with a nurse regarding a health concern via their free text messaging service called Parentline on **07520619376**.

Cognition and Learning:



*Word Dyslexia
Awareness Day is
observed on 8th
October 2024*

Dyslexia is a specific learning difficulty which primarily affects reading and writing. It can also affect information processing and organisational skills. Although children cannot be formally assessed for Dyslexia until they are aged 7 years or over, there are early indicators to look for, including forgetting words, confused by letters which look similar, poor handwriting with many letter 'reversals', slow reading progress, failure to recognise familiar words, indeterminate hand preference and messy work with lots of crossing out. For more information from the British Dyslexia Association, click [here](#).