

SEND Newsletter

Spring 2025



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 2 provision.

Wave 2 provision describes the targeted, time-limited interventions provided to pupils who do not make expected progress with Wave 1 support. These interventions aim to accelerate progress and help children 'catch up' and meet or exceed age-related expectations. They are specific, additional, and time-limited interventions, with clear entry and exit points.

Here are some examples of our Wave 2 Provision:

OT MOVES Programme



Precision Teaching



Lego Therapy



Social Skills Group



Attention Autism Group



To find out more about our Wave 2 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:

As a community, we know that supporting mental health is very important but parents often report that they find it difficult to understand what 'typical' emotional development looks like for children. The '**Standing in the Gap**' charity has created a series of videos which answer questions parents might have about their child's emotional development such as 'How can I tell if there is a problem?' 'What behaviours are a concern?', and 'When should I ask for help and where can I go?'.

Find out what is 'typical' emotional and physical development for your child's age [here](#):



If you have any concerns about your child's emotional or mental wellbeing, please talk to your child's class teacher. You can also complete the Dimensions of Health and Wellbeing which is free, online tool providing self-care information to support adults and children. Self-care information is tailored to a person's own needs and the challenges they face and is available 24/7. View the online Dimensions Tool [here](#). If you would like support completing this tool, please contact Miss Marsh.

Communication and Language:

At Chilvers, we have lots of children who are very talented and can speak more than one language. The Warwickshire Time to Talk programme emphasises that supporting your child to learn their home language will help them to learn English. To support bilingualism, they advise the following:

Talk to your child in their home language.



Sing songs and rhymes in the child's home language.



When you speak to your child in your home language, they might reply in English. Don't worry, they might want to practice their 'new' language.



When children first join an English-speaking class, they might not speak immediately. This is normal; they're learning new words and will use them when ready.



If your child is struggling with learning and speaks more than one language, we will consult with a service called EMTAS with your permission. This service has multilingual professionals who assess and provide advice to help remove learning barriers for EAL and SEND students.

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Sensory and/or Physical Needs:

Children with sensory processing differences may react negatively to noises because they become overwhelmed with this type of input. This includes sounds which are not particularly disturbing or distressing to most people. When children are oversensitive to sound, it results in fear, anxiety, and at times avoidance of the activities that most other children enjoy participating in. Signs of **auditory sensitivity** include:

Disliking/startled by unexpected noises



Noticing sounds that others don't



Covering their ears in response to sounds



Avoiding going to loud places e.g. supermarkets



Being easily distracted by background noises



To support children with auditory sensitivity, you can provide ear defenders or ear buds, give advance warning of loud sounds, and turn off any background noise. Some shops also provide quiet times where all music is turned off, non-emergency announcements are stopped and the volume of tile is turned down. ASDA has a quiet hour between 2.00pm and 3pm every Monday to Thursday and Lidl host quiet evenings every Tuesday between 6pm and 8pm. For further support strategies and advice, click [here](#). You can also complete an NHS sensory checklist to identify whether your child might have auditory needs. You can access the checklist [here](#).

Cognition and Learning:

Working memory is the ability to hold and manipulate information in your mind over short periods to be able to use it for further processing. For example, when we hear new information we rely on our working memory to keep the information active so that we can focus, organise and problem solve. Working memory is therefore crucial for academic performance.

Children with working memory difficulties may struggle with multi-step instructions, forget what they're doing mid-task, make mistakes when writing, struggle with mental Maths, have difficulties reading, find it hard to retain information needed for learning or struggle to start work independently.



To help improve your child's working memory why not try [Memory Hunt](#), a free app. For further information about working memory and more support ideas, click [here](#).