

SEND Newsletter

Summer 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 3 provision.

Wave 3 provision refers to highly specialised, intensive interventions for children who have not made expected progress with Wave 1 and Wave 2 support. Typically involving one-to-one support or very small groups, Wave 3 interventions are bespoke interventions which aim to provide the most intensive level of support to help children achieve their potential. Here are some examples of our Wave 3 Provision:

Intensive Interaction Sessions



1:1 support with personal-care



Personalised PSHE programme



Touch typing interventions



Drawing and Talking therapy



To find out more about our Wave 3 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.

SEND Newsletter

Summer 2025



Social, Emotional and Mental Health:

Children in infant school are still developing the skills to express their feelings and manage their emotions. Anger can be a particularly challenging emotion for young people to navigate, often leading to disruptive behaviour, self-harm and a negative impact on their learning and relationships. Anger can often be a response to feelings of frustration, fear, or helplessness. It is important to recognise that anger in children is not just 'bad behaviour'; sometimes, feeling irritable over a prolonged period of time can be a sign that a young person is struggling with low mood. It can also be a way of communicating that something in their life isn't quite right. To support children with their anger you can:

Give them space to calm down



Teach deep breathing



Try to identify the triggers



Model how to cope with big feelings



Use a feelings chart

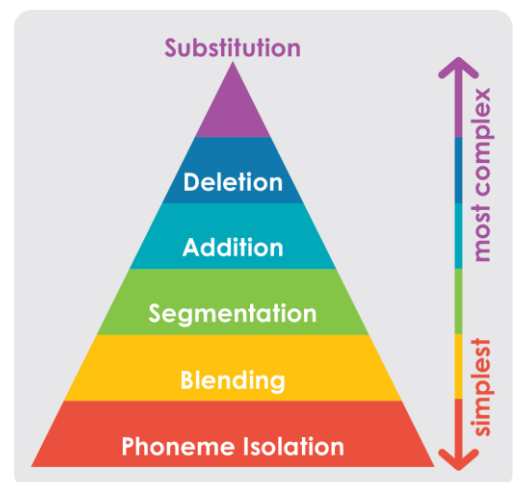


If your child doesn't want to talk, try alternative communication methods such as drawing or writing. If you have any concerns about your child's emotional or mental wellbeing, please talk to your child's class teacher or contact your GP.

Communication and Language:

Phonological awareness is the ability to identify and manipulate sounds within words. This includes recognising where words begin and end, hearing syllables in words, recognizing individual sounds in words, adding sounds, taking apart sounds and moving sounds around. Phonological awareness is a crucial skill in developing clear speech sounds, as well as strong reading and writing skills.

Children with phonological awareness difficulties therefore might have trouble recognising rhymes, recognising the number of syllables in a word, identifying rhymes or following instructions. For further information about phonological awareness and strategies to improve your child's phonological awareness skills, click [here](#).



Aspects of phonological awareness:

SEND Newsletter

Summer 2025



Sensory and/or Physical Needs:

Tactile sensitivity or tactile defensiveness is a term used to describe hypersensitivity to touch; they are more sensitive to touch compared to others. People who experience touch sensitivity are often more bothered by things that touch their skin than others. Those who are sensitive to touch may respond by avoiding sensations or by having a bigger reaction than would be expected by others. For example, refusing to wear socks because the seam irritates their skin.

A child with tactile sensitivity might have the following symptoms:

Dislikes wearing socks, shoes or certain fabrics

Dislikes haircuts or cutting their finger/toe nails

Avoids messy textures e.g. sand, glue, or paint

Aversion to hugs and/or kisses

Difficulty brushing their teeth or hair



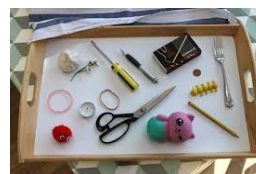
To support children with touch sensitivity, you can warn them prior to touching them, use firmer pressure when touching them, avoid tickling, or use weighted products to help the child regulate. For further support strategies and advice, click [here](#).

You can also complete an NHS sensory checklist to identify whether your child might have sensory needs. You can access the checklist [here](#).

Cognition and Learning:

Visual memory is the ability to remember and recall information that has been seen. This type of memory plays a crucial role in tasks like reading, number recognition, imagining, recognizing faces and visualizing scenes.

Children with visual memory difficulties may struggle to read fluently, struggle to remember maths facts, spell words incorrectly, difficulty copying from the board, and get confused between similar letters and numbers such as 'b' and 'd' or '6' and '9'.



To help improve your child's visual memory you can play games like snap, Dobble, pairs, or Kim's game. For further information about visual memory and more support ideas, click [here](#).