

SEND Newsletter

Summer 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 (Miiss 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:

At Chilvers, we know how important it is to identify special educational needs as early as possible. Early identification helps children receive the right support at the right time, which can make a big difference to their learning, confidence, and overall wellbeing. This approach follows the SEND Code of Practice (2015), which stresses early action to meet children's needs.

Our early identification process begins in the classroom, where staff regularly observe and monitor children's progress and development. If there is a concern, the class teacher will talk to the child's parents and complete a SEND Cause for Concern form. We then follow the Graduated Response approach: Assess, Plan, Do, Review.

Initially, this means the child receives high-quality teaching with adaptations to the curriculum to meet their needs. If more support is needed, targeted interventions are put in place. In some cases, we may involve external professionals for further advice or assessment. The support a child receives is reviewed regularly and adjusted based on their progress and response.

Following a review, the class teacher and SENDCo will decide whether a child needs ongoing support, increased support, or no further support. If we believe a child should be added to the SEND register, we always talk to parents first and ask for their consent. Parents will receive a letter and be invited to a meeting to discuss their child's strengths, needs, and next steps. These are recorded in an Individual Learning Plan (ILP), which is reviewed each term.

If a child requires more specialised support, we will work with external agencies for specialist advice, observations, or assessments. We always keep parents informed and explain all findings and how we plan to support the child moving forward.

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Social, Emotional and Mental Health:

It is completely normal for young children to have worries. These might be about things like going to school, being away from parents, or something they have seen or heard. Talking about worries helps children feel calmer and more secure.

[Click here to purchase a worry monster.](#)

One fun and simple tool to help children identify and talk about their worries, is a *Worry Monster*. This can be a soft toy or something homemade with a mouth or zip pocket. Children are encouraged to draw or write down their worry and then "feed" it to the Worry Monster. This helps them express their feelings and makes the worry feel smaller.



Afterwards, take time to talk gently about the worry together. You might say something like, "Thank you for sharing that with me. I can see that felt really big," or "Let's think about what could help next time that worry pops up." The goal is not always to solve the problem right away but to help your child feel heard and understood. Sometimes just talking through the worry is enough to ease it. Other times, you might gently explore what could help, such as practising a morning routine, choosing a comfort item, or using a calming strategy. Try not to rush in to fix things. Instead, stay calm and curious, showing your child that all feelings are okay and that they can cope with your support.

Communication and Language:

Talking regularly with your child is very important. It helps them learn new words, understand how to use language, and build their confidence. One key part of talking together is asking questions. The kind of questions you ask can make a big difference in how much your child talks.

There are different types of questions we ask children. Closed questions can be answered with a simple yes or no, or a choice between options. For example, "Did you have fun today?" or "Is this a piano or a guitar?" Some children find these easier to answer, especially when they are just starting to use language.



[Find out more about questioning by click here.](#)

Once your child is comfortable answering simple questions, try using open-ended ones to encourage longer responses. These often begin with words like *what*, *how*, or *why*. For example, "What was your favourite part of the day?" or "How did you make that?" Open questions give your child a chance to explain, describe, and use more language. Always give your child plenty of time to understand the question and think about their answer.

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Sensory and/or Physical Needs:

As the summer approaches, it is important to consider how it can impact children with SEND. Some children, particularly those with sensory difficulties, can find hot weather really tricky, especially those with sensory needs. Things like sticky skin, bright sunlight, noisy outdoor play, and strong smells (like sun cream) can feel overwhelming and lead to upset or avoidance. Children who are sensitive to touch may also not like the feeling of heat, certain clothes, or being sweaty. Small adjustments can really help your child feel more comfortable and confident in the summer.

How to help:

Choose soft, breathable clothes

Use unscented sun cream.
[Click here to find out more.](#)

Let your child take breaks in quiet or shaded areas

Keep skin cool with a damp cloth or cooling spray



Some children find hats and sunglasses uncomfortable, especially if they are sensitive to touch. Soft, stretchy hats like cotton bucket hats can be easier to tolerate. For sunglasses, try wraparound styles with soft arms or adjustable straps. Some children prefer tinted goggles or clip-on visors. If wearing them is still too tricky, try using a wide pushchair canopy or a child-safe UV umbrella to provide shade instead.

Cognition and Learning:

Becoming independent is an important part of learning. It helps children build confidence, solve problems, and feel proud of their achievements. Independence also prepares them for school, where they will need to do more on their own. As parents, it is natural to want to help. However, doing too much, such as giving answers straight away or stepping in too quickly, can stop children from trying things for themselves. They learn best when they can try things out, make mistakes, and keep going.

How you can help at home:

Pause before jumping in: Let your child try before helping.

Encourage problem-solving: Ask, "What do you think might help?"

Praise effort: Say things like "You kept going, well done"

Let them make choices: Even small choices build confidence and ownership

