



Dear Parents,

Following the success of our previous two SEND Newsletters, I am delighted to share with you this Summer Term edition.

Our SEND newsletters aim to provide parents with further information about the provision made for children with Special Educational Needs at our wonderful school. I hope you find it to be both interesting and informative.

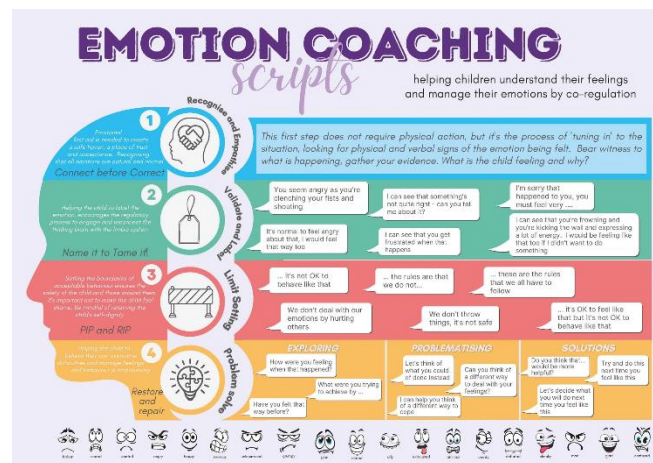
Mrs Anne Mills
SENDCo

Parent Workshop – Responding to your Child’s Emotions

On 7th July we hosted our first ever combined Parent Workshop and Coffee Morning. Clare Campbell, Lead Practitioner and Advisory Teacher from the SISS Social, Emotional and Mental Health (SEMH) team delivered a session for parents on 'Responding to your Child's Emotions'. We were thrilled with how well attended the session was – the hall was full of parents! Thank you so much for your support.

During the session, Clare spoke about the use of Emotional Coaching as a tool to help children to become more aware of their emotions and feelings. Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach children about more effective responses.

Handouts from the workshop are included at the end of this Newsletter.



Feedback from the workshop was so overwhelmingly positive we plan to host similar events next academic year. 😊

A selection of comments shared in the Forms Survey completed after the session are shown below:

'Enjoyed the session – short, sharp and useful'

'A really useful, informative session – thank you'

'The workshop was great – thank you so much'

'A great opportunity to chat to other parents. I was happy and relieved that the group work was done with no pressure or expectations to present back to the larger group.'

'Thank you for giving us the opportunity to reflect upon what is a difficult topic and to feel supported'

Positive Feedback

I am always thrilled when professionals comment on the high quality of our SEN provision. I am proud of the work we do in school to ensure we meet the needs of *all* of the children in our care.

The following was a comment made by an Advisory Teacher from the SISS Autism Team, during a visit to school this term:

'I love coming to this school – you are so inclusive. I wish all schools I went into were like this.'

The following comment was written in a professional report, following an NHS assessment:

'Parents report school have been very supportive with X and strategies are in place to assist him.'

SEN Attendance Summary

School attendance data shows that the average attendance of SEND children this academic year is largely in line with the whole school average. 😊

Our school attendance target is 97%

Whole School Average Summer Term	95.5%
SEND children Average Summer Term	94.7%
Whole School Average 2022-2023 Academic Year	95.5%
SEND children Average 2022-2023 Academic Year	94.4%

Research has found that poor attendance is linked to poor academic attainment across all stages (EEF Rapid Evidence Review: Attendance Interventions, March 2022).

If you are finding it difficult to get your child into school in the morning and/or need support in improving your child's attendance, please contact either myself or Mrs G Mills (Pastoral Manager) via the school office.

Intervention Spotlight: SNIP

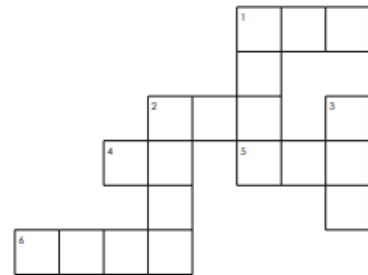
If your child needs support with reading and spelling, you might find that 'SNIP' is written in the provision ('Do' section) of their IEP.

SNIP is an intervention programme which aims to increase sight reading and spelling accuracy of high and medium frequency words. It was designed by Phil and Carol Smart who are both qualified dyslexia tutors. SNIP targets children who have already accessed Literacy and Phonics teaching, but continue to struggle with single word reading and the spelling of common words.

In school, we find most of our children enjoy the SNIP programme as a result of its multisensory approach and 'game type' activities.

Some examples from SNIP are shown below:

A crossword with all the keywords except one - can you find the answers?



Across

- 1 She ___ late for school.
- 2 I ___ run fast.
- 4 I went __ school today.
- 5 I went to ___ park.
- 6 I ___ sweets.

Down

- 1 The class _____ to the hall.
- 2 Will you _____ home with me?
- 3 Can you ___ that red car?

Word search - how long does it take you to find the nine keywords?

- can
- like
- to
- went
- come
- was
- dog
- the
- see

x	c	l	y	l	i	k	e
i	c	a	n	r	w	a	n
t	o	b	w	e	n	t	s
r	c	o	m	e	b	z	e
d	t	i	q	y	w	a	s
g	t	h	e	b	o	o	z
y	w	d	o	g	q	c	k
x	l	a	j	w	s	e	e

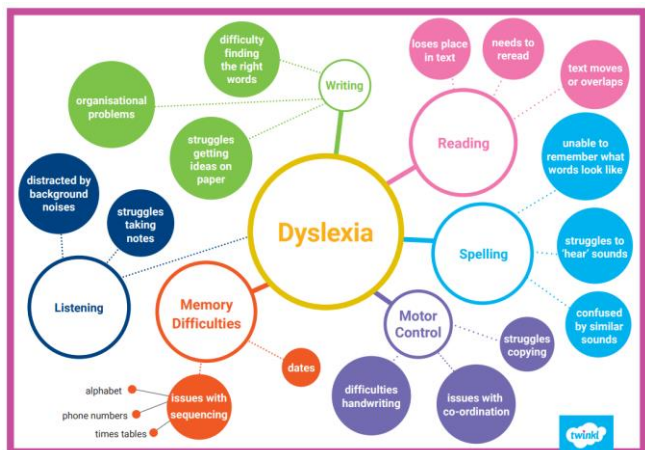
All about... Dyslexia

Dyslexia is a Specific Learning difficulty which is often associated with difficulties with reading and spelling. However, dyslexia doesn't only affect

these skills; dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can effect learning and the acquisition of Literacy skills. Dyslexia can also impact upon other areas, such as organisational skills.

- Reducing expectation of reading out loud in front of the rest of the class (as this can cause anxiety)
- SNIP Intervention (see information above)

Like with any Special Educational Need or difference, it's important to identify and recognise the positives, as well as the challenges, of Dyslexia. Some of these are celebrated below:



The most widely used and accepted definition of Dyslexia is described by Rose (2009) as follows:

'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.'

Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.'

Rose (2009)

Inclusion – P.E., School Sport and Physical Activity

In school, we use a variety of resources and strategies to support children with Dyslexia, or similar needs. Some examples are as follows:

- Tracking rulers
- Coloured overlays
- Repeating and revisiting key words to aid 'sight reading'
- 1:1 and Paired reading
- Breaking words into syllables to support linking text to sounds
- Giving more time to complete tasks

Wow! What another fantastic year of P.E., School Sport and Physical Activity. At the start of every school year, I look at each of our sporting events, mapping out which children may be interested in certain events. This year, our sporting focus was engaging children with SEND – and we have certainly managed that! 96% of our school community have represented Team Shirley Heath at sporting events this year, and for the first time, 100% of children with SEND have represented the school. This is a massive achievement and would

not be possible without the support of parents and carers. Thank you!

The 13th and 17th July was Sports Day. This year we promoted sportsmanship over competition, with all of our children engaging with the seven intra-school competitions on offer. I will send a Forms out prior to the end of the year; if you have any feedback, please let me know.

And finally, on top of our outstanding sporting endeavours this year, we have once again be awarded 'School Games' GOLD! This is a huge achievement as one of our School Games focusses was SEND sport.



Once again, thank you for your ongoing support and I look forward to seeing many of you on the side of a pitch, court, field or sports hall next year. Have a wonderful summer break.

Mr Dan Dowson (P.E. Subject Leader).

SEN Paperwork and Parent Feedback

By the end of term, if your child is on the SEN Register, you should have received updated copies of their SEN provision paperwork. This varies for individual children but should include one or more of the following:

- Individual Education Plan (IEP)
- Individual Behaviour Plan (IBP)
- Pupil Profile
- Needs Based Plan

If you have not received this by the end of this term, please contact me or the office in September.

We really value your feedback, and as such would very much like parents of children on the SEN Register to complete this [form](#), if they have not done so already. Thank you



SISS Autism Team Parent Workshops

Please see the information below from the SISS Autism Team regarding their Autumn Term workshops for parents.

[SISS Autism Team Parent Workshops](#)

[Understanding my child's autism.](#)

Can I book a place?

- My child has a diagnosis of autism.
- My child is in a school or nursery setting in Solihull
- I can commit to attending **all** sessions as set out below.

If **yes to all the above points**, please complete the form below and return to:

sisstraining@solihull.gov.uk

Please book in as early as possible as places become filled quickly. We aim to confirm your place within a week of receiving your booking form.

If you choose the online workshops, you will have 5 morning sessions to attend.

If you choose the face-to-face workshops there are 2 in-person workshops and 1 final online session via Microsoft Teams.

Autumn Term 2023

North – Elmwood Place, Smiths Wood, B36 0UG 9.00am – 2.45pm 3 sessions	South – Dickens Heath Primary School Community Room 9.00am – 2.45pm 3 sessions
14.11.2023	13.11.2023
21.11.2023	20.11.2023
Final Session online via Microsoft Teams with external services and visitors presenting information to offer support moving forward: 24.11.23 9.00am – 11.30am	

If you would like to attend, the form to complete and return is available in the school office.

PARENT WORKSHOP FOLLOW UP

Shirley Heath Junior
School

Responding to your Child's Emotions



Clare Campbell
Children's Services and Skills Directorate
SEND 0-25 Service
Specialist Inclusion Support Service
Social, Emotional and Mental Health Team

**Thank you for your attendance at the parent workshop last week – It was lovely to meet you!
I've reflected on some of the questions that I received and have summarised them below...**

My child finds it difficult to cope with losing. They get very upset if they lose a game. What is the best response?

Talk things through beforehand; role play and model responses to disappointing results. Practice losing! Validate their feelings ('It's frustrating when you lose when you tried so hard isn't it?') and highlight their best efforts and things that went well.

It's difficult to discuss feelings when my child doesn't know how or why they are feeling like they do.

Try not to focus on the 'why' and instead draw more attention to the physical sensations of discomfort. If you can generate a list or tool box of things that they enjoy or make them feel good, their increased self awareness will enable them to notice when they are feeling uncomfortable develop curiosity about why and be proactive in their response.

How is it best to deal with separation anxiety?

Giving your child an object to keep safe, something so they know they are being held in mind can be helpful. A key trusted adult in school who they can build a positive relationship with and check in with is good. 'The Invisible String' is a lovely book that might help too.

How can I best support my child with social anxiety and shyness?

Try not to put too much pressure on your child to be confident socially. It is common for children to be shy in new situations and most will grow out of it. Sometimes giving them short social scripts can help them feel a bit more in control and make interactions more predictable.

My child becomes so angry that they lose control and can become violent. How should I deal with this?

In the moment, try to focus on calm de-escalation. Use emotion coaching scripts but when they have the 'red mist', keep dialogue to a minimum. When calm, it is important to talk through the events. Draw pictures or role play so they can see what it looked like and agree the boundaries, an action plan and the logical consequences.

My child is anxious at bedtime. What are the best strategies to help?

I expect you have tried all the common suggestions; calm, predictable routines, progressive muscle tension and relaxation, paced breathing, meditation, 10 min check ins etc. When they are calm and happy, (not at bedtime) it may be worth exploring the reasons why they feel anxious. Is it separation? Bad dreams? Worries? This will guide your focus.

Further resources:

- How to Talk so Kids Will Listen and Listen so Kids Will Talk – Adele Faber and Elaine Mazlish
- The Book You Wish Your Parents Had Read (and Your Children Will Be Glad That You Did) – Philippa Perry

[Emotion coaching: Helping kids cope with negative feelings \(parentingscience.com\)](https://parentingscience.com/emotion-coaching-helping-kids-cope-with-negative-feelings/)

[Emotion Coaching - United Kingdom \(emotioncoachinguk.com\)](https://www.emotioncoachinguk.com/)

EMOTION COACHING

Scripts

helping children understand their feelings and manage their emotions by co-regulation

1 Recognise and Empathise

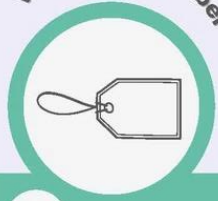
1
Emotional first aid is needed to create a safe haven, a place of trust and acceptance. Recognising that all emotions are natural and normal
Connect before Correct



This first step does not require physical action, but it's the process of 'tuning in' to the situation, looking for physical and verbal signs of the emotion being felt. Bear witness to what is happening, gather your evidence. What is the child feeling and why?

2 Validate and Label

2
Helping the child to label the emotion, encourages the regulatory process to engage and reconnect the thinking brain with the limbic system
Name it to Tame it!



You seem angry as you're clenching your fists and shouting
I can see that something's not quite right - can you tell me about it?
It's normal to feel angry about that, I would feel that way too
I can see that you're frowning and you're kicking the wall and expressing a lot of energy. I would be feeling like that too if I didn't want to do something

3 Limit Setting

3
Setting the boundaries of acceptable behaviour ensures the safety of the child and those around them. It's important not to make the child feel shame. Be mindful of retaining the child's self-dignity
PIP and RIP



... the rules are that we do not...
... these are the rules that we all have to follow
We don't deal with our emotions by hurting others
We don't throw things, it's not safe
... it's OK to feel like that but it's not OK to behave like that

4 Problem solve

4
Helping the child to believe they can overcome difficulties and manage feelings and behaviour is empowering
Restore and repair



Let's think of what you could do instead of done instead
I can help you think of a different way to cope
Can you think of a different way to deal with your feelings?
Do you think that... would be more helpful?
Let's decide what you will do next time you feel like this
How were you feeling when that happened?
What were you trying to achieve by ...
Have you felt that way before?

SOLUTIONS

PROBLEMATISING

EXPLORING



fed up



scared



worried



angry



unimpressed



grumpy



glim



alarmed



silly



enthusiastic



confused



glad



mad



cheeky



deflated



sneaky



anxious