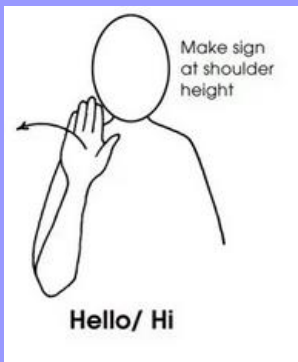


St. Mary's Priory Catholic Schools
Half-termly SEND Newsletter



Hello from Mrs Neli the Inclusion lead.



SEND updates at St. Mary's this term

- Individual Education Plans – your child should have received their IEP with the targets they are working towards and how they will reach them.
- PIVATS Assessment – some children in the school are now using a new tool called PIVATS to assess their progress and identify their new targets. You can find out more info on page 9 of this newsletter!
- A big thank you to all of the parents who were able to attend the Trailblazer coffee morning with Alice from Trailblazers. Please see the dates for the workshops coming up after the half term.

Key Dates

Haringey LONDON

TRAILBLAZERS

STRENGTHENING EMOTIONAL RESILIENCE
ZAMENWELIENING ENKOLKOWIT VERBLENCE

NHS
Barnet, Enfield and Haringey Mental Health NHS Trust

Managing Challenging Behaviours

Parent group in school

The Trailblazers will be hosting a 5 week group, supporting parents to manage their child's behaviour as they grow and develop. Parents and carers will be supported to use positive parenting skills to reduce challenging behaviours, build self-esteem and enhance family relationships.

Sessions will include:

- Friday 08/11/24 : Understanding challenging behaviours
- Friday 15/11/24 : Helping children to follow instructions.
- Friday 29/11/24: The importance of play.
- Friday 06/12/24: Use of praise and rewards.
- Friday 13/12/24: Strategies to help with managing challenging behaviour

- space for Q&A and trouble-shooting.
- Parent peer support – sharing and understanding.
- Coffee, Tea & Biscuits provided

Starting: 08:45-09:45 @ St Marys Priory Catholic Infant & Junior School

To express your interest in attending the group please contact Mrs Neli

At St. Mary's, we have a Play Therapist and Learning Mentor, who work as part of our wellbeing team to promote and support wellbeing across our school.

Phil

Gloria



Our Learning Mentor, Phil, supports children with friendships, enables them to develop coping strategies, increase motivation, and re-engage in learning. He may also help students build positive behaviours and promote their aspirations.

Our Play Therapist, Gloria, uses play to help children to cope with difficult situations and experiences. Gloria's therapy sessions are for both individuals or groups, using toys, creative arts, and storytelling. In addition to this, she also works with parents, carers, and other professionals. This targeted support helps children learn to understand their emotions and develop coping strategies. Gloria also runs our Mother and Toddler group every Friday morning from 9 - 10.30am.

If you would like to join the group, please come along on Fridays during term time.



YOU'RE INVITED TO OUR 



Virtual Parent Health Promotion Sessions

Facilitated by Haringey School Health Team

We invite you to meet your school health team, share your concerns and gain information about how to support your child's health and well-being



Schedule 2024/25

October | Healthy Living
Monday 7th October 10am
Wednesday 16th October 6pm

November | Common childhood illnesses
Monday 4th November 10am
Wednesday 20th November 6pm

December | Emotional Wellbeing
Monday 2nd December 10am
Wednesday 18th December 6pm

January | Sleep and Health
Monday 6th January 10am
Wednesday 15th January 6pm

March | Headlice
Monday 3rd March 10am
Wednesday 19th March 6pm

May | School Readiness
Monday 5th May 10am
Wednesday 21st May 6pm

 **June | Puberty**
Monday 9th June 10am
Wednesday 18th June 6pm

July | Transitioning Primary to Secondary
Monday 7th July 10am
Wednesday 16th July 6pm

More Information

- Sessions will last up to an hour on Microsoft Teams
- Sessions will not run during school holidays
- Email the school health team for more informations:
whh-tr.haringeyschoolnursing@nhs.net
- Schools will send out email with login details and dates for the planned sessions. Alternatively Use meeting ID / QR Code to join below.

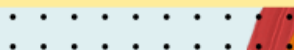
Monday 10am

Meeting ID: 349 781 053 964
Passcode: UNd99a



Wednesday 6pm

Meeting ID: 398 559 758 278
Passcode: eUsTzu



SEND Spotlight

In line with the SEN Code of Practice, schools are required to provide a **graduated response** to additional needs. These are described as follows:

1. Assess

The class teacher, working with the SENCo, discusses the child's needs and creates a baseline assessment by which progress will be measured. Assessment can be formative (teacher observation of learning) or summative (a one off test or assignment). Any concerns raised by parents are also acted upon. The assessment should be reviewed regularly, with specific dates set for the next review.

2. Plan

A plan of additional support is drawn up for a pupil. This is the 'assess, plan, do, review' record, using the framework of the graduated approach. It includes the parents' views and child's voice. School and parents agree what progress they hope will be made (outcomes), and by what date. These are recorded on the document as SMART targets (specific, measurable, achievable, realistic and time bound). Parents are given a copy of the document.

3. Do

This is the SEND provision that the child will receive to meet their needs. It details the extra support, intervention programmes and approaches that will be implemented, by who and when, under the supervision of the class teacher. Provision is evidence-based which means it is known to be effective.

4. Review

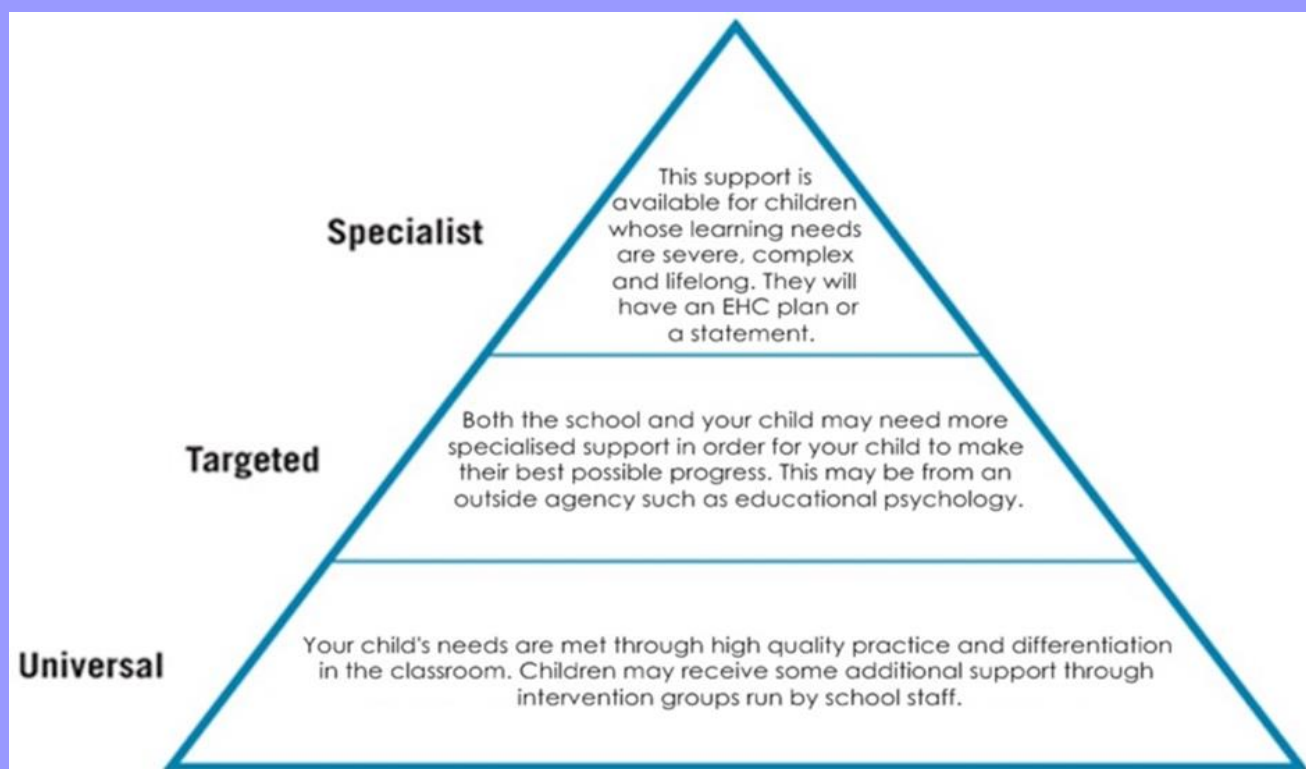
The graduated approach is a live document, and this section will be completed over the timed period of the graduated approach cycle. It includes teacher observation and any summative assessment that evidences the progress made towards meeting outcomes set in the plan.

The SEND Code of Practice (2015) is not specific about the frequency of reviews; teachers meet with parents three times per year so that parents can be fully involved.

Your child's IEP will link to the graduated approach.

The graduated approach

Type	description
Monitoring	Pupils who may be at risk of not making adequate progress, or if there is a suspected need that we may need to explore further, and monitor through an IEP.
AEN Additional Educational needs	Pupils who require some additional support - with a mix of universal and targeted responses (see below), or a pupil with a diagnosis that does not require specialist support.
SEND support	Pupils who require a significant level of support in order to make progress—with a mix of targeted and specialist responses.
EHCP Education, Health and Care Plan.	Pupils, who through agreement of parent/ carer, leadership team and external agencies (including specialists) are referred for Statutory Assessment with a view to acquiring an EHCP. An EHCP outlines statutory action required from schools and allows access to specialist provision up to when the child is 25 years old.



What are the different types of support available to my child?

Quality first teaching by class teacher (universal support):

- That the teacher has the highest possible expectations
- That all teaching is based on building on what your child already knows, can do and can understand
- Different ways of teaching (for example, practical activities and visual supports) are in place so that your child is fully involved in in class
- Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support children to learn
- Formally assessing your child's progress three times throughout the year. Targets are set for your child to ensure that gaps in their understanding and learning are addressed.

Targeted interventions (targeted support)

- These may be run in the classroom or in sessions outside of whole class learning
- They may be delivered by a teacher or Teaching Assistant (TA), who has had specific training to run these groups
- We have a Pastoral Leader and a Play Therapist, who work across the school to support children with behavioural or emotional needs
- Children will engage in group or individual sessions with specific targets to help them to make progress
- All interventions are planned under the guidance of the SENDCO and class teachers
- All interventions are monitored and reviewed termly by the SENDCO and class teachers.

Specialist groups run by outside agencies e.g. Speech and Language therapy, Educational Psychology, Occupational therapy (targeted support)

This may be from Local Authority central services such as:

- Haringey Hearing Impairment Team
- Speech and Language Therapy service (SALT) (NHS service)
- Haringey Educational Psychology service (EP)
- Occupational therapy (OT)
- School nurse
- Haringey Language and Autism Team (LAST)
- Haringey Learning Partnership

Specified Individual support (specialist support)

This is provided for children with an Education Health and Care Plan (EHCP). EHC plans are given to children who need additional support above and beyond the support outlined in the above categories. This support is available for children whose learning needs are severe, complex and lifelong.

Children will continue to receive:

- i. Quality First Teaching
- ii. Targeted Interventions
- iii. Support from outside agencies such as SALT, EP, OT

In addition to this:

- Children with a diagnosis of Autistic Spectrum Disorder (ASD) may receive support from the Haringey Language and Autism Team (LAST)
- The EHC Plan will outline the number of hours of individual or small group support your child will receive from a specialist teaching assistant and how the support should be used.
- An individualised curriculum where appropriate.

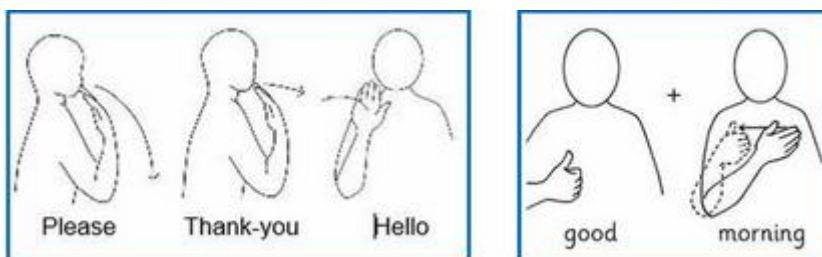


Learning Makaton signs

Our support staff are trained in Makaton, a way of communicating through actions. We shall focus on four each half-term for you to learn at home.

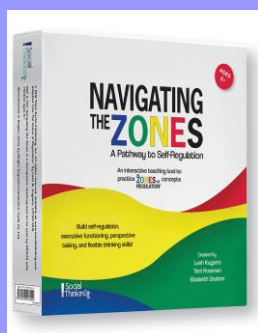
<https://makaton.org/>

www.singinghands.co.uk



At St. Mary's, we use the Zones of regulation to help our children to recognise and deal with their emotions. <https://zonesofregulation.com/>

The ZONES of Regulation®			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control



The different areas of neurodiversity

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:

- o **Moderate learning difficulties (MLD)**
- o **Severe learning difficulties (SLD)** where children and young people are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication
- o **Profound and multiple learning difficulties (PMLD)** where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- o **Specific learning difficulties (SpLD)** affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction

This includes:

- **Speech, language and communication needs (SLCN).** Children and young people with SLCN have difficulty in communicating with others. This may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication
- **Autistic Spectrum Condition Diagnosis (ASD)** with differences in social communication, interaction and flexibility of thought

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as **anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained**. Other children and young people may have disorders such as **attention deficit disorder, attention deficit hyperactive disorder or attachment disorder**.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:

- o **Visual impairment (VI)**
- o **Hearing impairment (HI)**
- o **Multi-sensory impairment (MSI)** (a combination of vision and hearing difficulties)
- o **Physical disability (PD)**

At St. Mary's, we work with a variety of professionals

- The LAST team – Language and autism support team
- The EP service – educational psychologist
- The hearing impairment team
- Trailblazers – part of CAMHs, Children and Adolescent mental health service
- Early help
- The OT service – occupational health service
- The nursing team

- Speech and language service

More information about PIVATS

A Guide to P-Levels and PIVATS

PIVATS is an assessment tool used in schools to assess pupils who are working below their chronological age expectations within the National Curriculum aspects of Reading, Writing and Maths. PIVATS can also be used as a tool to assess aspects of personal and social development.

The tool allows schools to track the progress of individual pupils in small steps and enables schools to set individual targets for individual pupils to ensure that they make progress.

Your child may be assessed using the PIVATS scales in one, some or all of the following aspects of learning and development:

- Speaking
- Listening
- Reading
- Writing
- Maths-Number

The assessments are made by your child’s class teacher and are on-going within your child’s learning. They are not a test.

<u>PIVATS Stages</u>	<u>National Curriculum Equivalent</u>
P1 (i) e to Bridge a →	Working within Nursery/Reception
ONE 1e to ONE 3 a →	Working within Year 1 expectations
TWO 1e to TWO 3 a →	Working within Year 2 expectations
THREE 1e to THREE 3 a →	7124 Working within Year 3 expectations
FOUR 1e to FOUR 3 a →	Working within Year 4 expectations

Please see your child’s class teacher if you have any queries.

*PIVATs stands for
Performance
Indicators for
Valued
Assessment
Target
Setting*

They are useful for:

- *Tracking pupil progress as well as achievement*
- *Setting clear*

**ATTENTION
RECEPTION & YEAR 6 PARENTS!**

**IT'S TIME TO COMPLETE THE
CHILD HEALTH
QUESTIONNAIRE**



SchoolScreener

You'll receive a letter from the school with details. This helps the School Nursing Team support any health needs your child may have.



Alternatively Scan the QR code to fill out the questionnaire



SCAN HERE!



Autism Education Trust

This half term, all the staff at St. Mary’s Priory have had training from the Autism Education Trust to learn about how we can best support Autistic children at school.

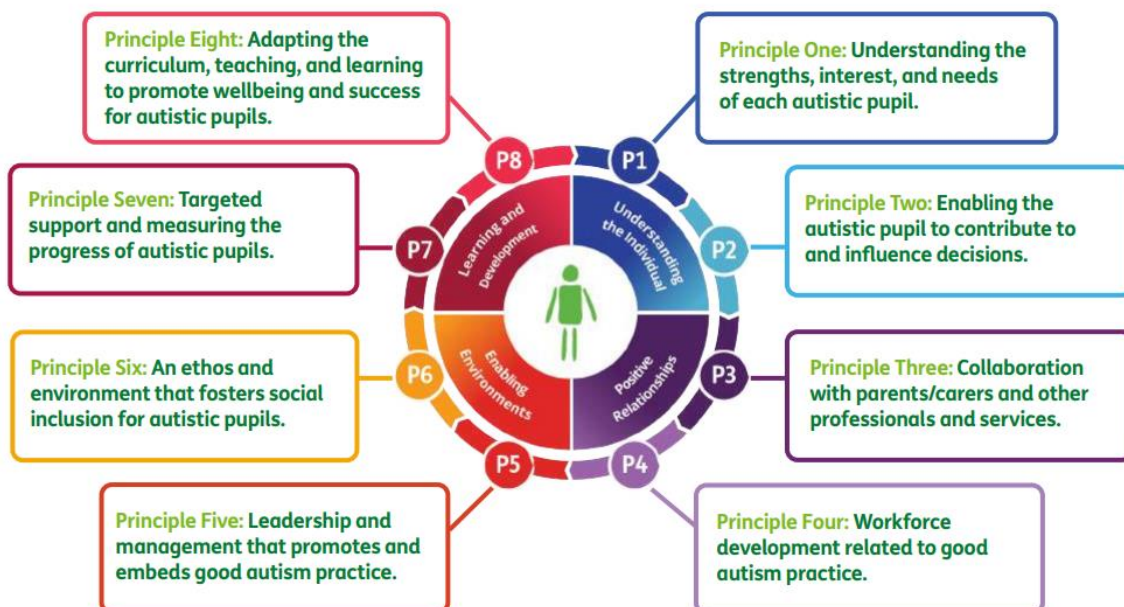
We learned about:

- Understanding Autism
- Building Positive Relationships
- Understanding the individual
- Learning and Development
- Enabling Environments

If you would like to find out more about this training, you can go to the [Autism Education Trust website](#).

The Eight Principles of Good Autism Practice

This is how the Eight Principles of Good Autism Practice are embedded in the four themes.



Inspiring People with SEND

Neurodiversity is something that is always celebrated at St. Mary's Priory. Did you know that all these inspiring people are neurodiverse? The sky is the limit!

<p>"Don't worry about how you SHOULD draw it. Just draw it the way you see it."</p>  <p>Tim Burton Artist, Director, and Filmmaker</p> <p> </p>	<p>"Sometimes, people let the same problem make them miserable for years when they could just say, so what. That is one of my favorite things to say. So what."</p>  <p>Andy Warhol Artist</p> <p> </p>	<p>"The world needs all types of minds."</p>  <p>Temple Grandin Scientist, Author, and Professor</p> <p> </p>
<p>"Patience is a virtue, and I'm learning patience. It's a tough lesson."</p>  <p>Elon Musk Entrepreneur</p> <p> </p>	<p>"As a society, we seem to have very tight restrictions on what is considered normal."</p>  <p>Susan Boyle Singer</p> <p> </p>	<p>"Tell me I can't so I can show you I can."</p>  <p>Armani Williams Race Car Driver</p> <p> </p>
<p>"I am thankful for all of those who said NO to me. It's because of them I'm doing it myself."</p>  <p>Albert Einstein Physicist and Nobel Prize Winner</p> <p> </p>	<p>"Once we start to act, hope is everywhere. So instead of looking for hope, look for action. Then, and only then, hope will come."</p>  <p>Greta Thunberg Environmental Activist</p> <p> </p>	<p>"We all need people who will give us feedback. That's how we improve."</p>  <p>Bill Gates Entrepreneur, Philanthropist, and Investor</p> <p> </p>

HARINGEY CHILDREN'S
SPEECH AND LANGUAGE
THERAPY



Whittington Health
NHS Trust

ADVICE LINE

For Parents, Carers
and Early Years
Professionals in
Haringey

Do you have a child aged 0-5?

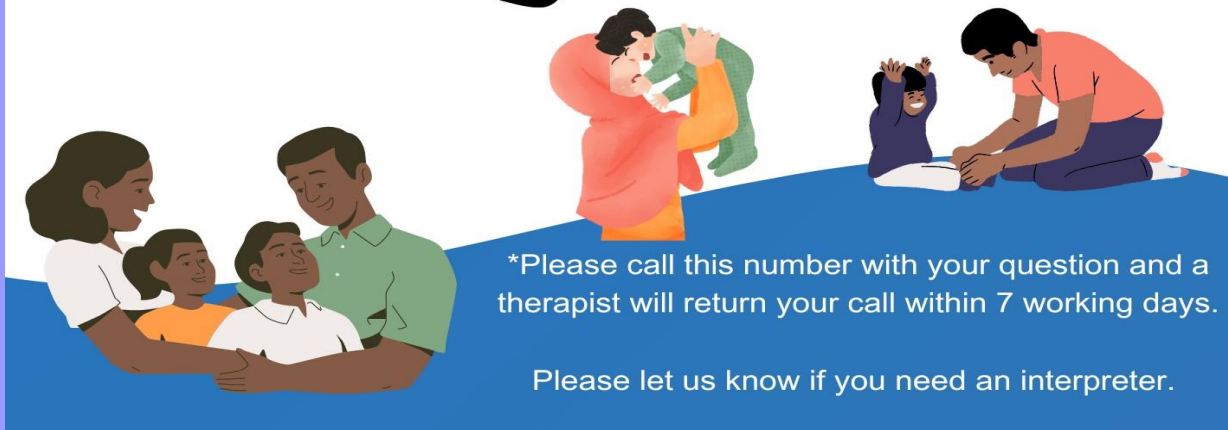
Do you have a question about
their talking or communication?



Call **0203 224 4399**
Monday-Friday
9am-5pm



One of our Speech and
Language Therapists
will be able to speak to
you and offer advice*



*Please call this number with your question and a therapist will return your call within 7 working days.

Please let us know if you need an interpreter.



Please see this helpful link to support Autistic children during the half term holiday. Many of the ideas and advice will support other neurodivergent children.

<https://positivespecialneedsparenting.com/how-to-survive-school-holidays-as-an-autism-parent/>



Please check out Haringey's local offer page for SEND-related events and information

<https://www.haringey.gov.uk/children-and-families/local-offer/support/leisure-activities>



Also, visit SEND Power, A forum for parents and carers of children/young people with Special Educational Needs and/or Disabilities (SEND)

<https://www.sendpowerinharingey.org/>

On behalf of every at St. Mary's Priory, have a lovely half term break.