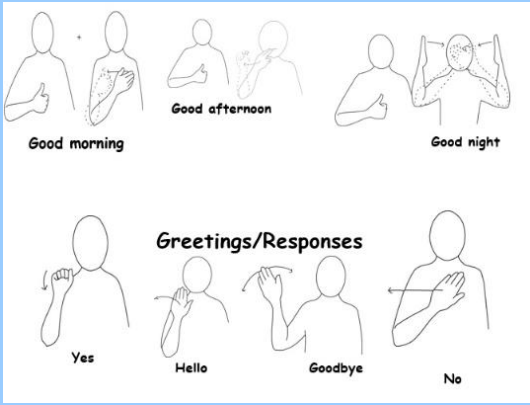
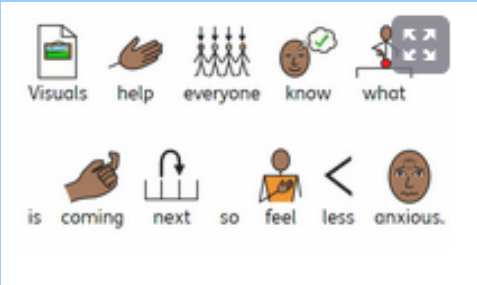


St. Mary's Priory Catholic Schools
Half-termly SEND Newsletter



Have a restful half term from Mrs Neli the Inclusion lead.



SEND updates at St. Mary's

1. Anchor Approach training has been completed by all staff
2. Brain Buddies sessions (delivered by Alice from Trailblazers) have been very successful for Year 3 and Year 6
3. The nursing team have delivered an assembly to Years 5 and 6 around the importance of sleep
4. 3rd Feb – we all looked amazing wearing green for Children's Mental Health Week

Key Dates

5. Reminder from the last newsletter - IEPS will go out week of the 17th March 2025
6. Parent Teacher Consultation 11th and 12th March



Well-being and mental health reminders



A reminder that we are a Trailblazer school. Alice, who is an Education Mental Health Practitioner, works for the Haringey Mental Health Support Team. Alice is trained to work with children aged 4-18 years, as well as with parents of primary and secondary school-aged children, on a range of well-being topics, with the aim to improve access to mental health services and support young people's well-being.

Throughout the year, Alice will be delivering 'Brain buddies' in order to support children with their emotional wellbeing, enabling them to learn coping and calming strategies, to manage their big emotions and support them in regulating their emotions.

If you would like to work with Alice, please contact Mrs Neli to make the referral.

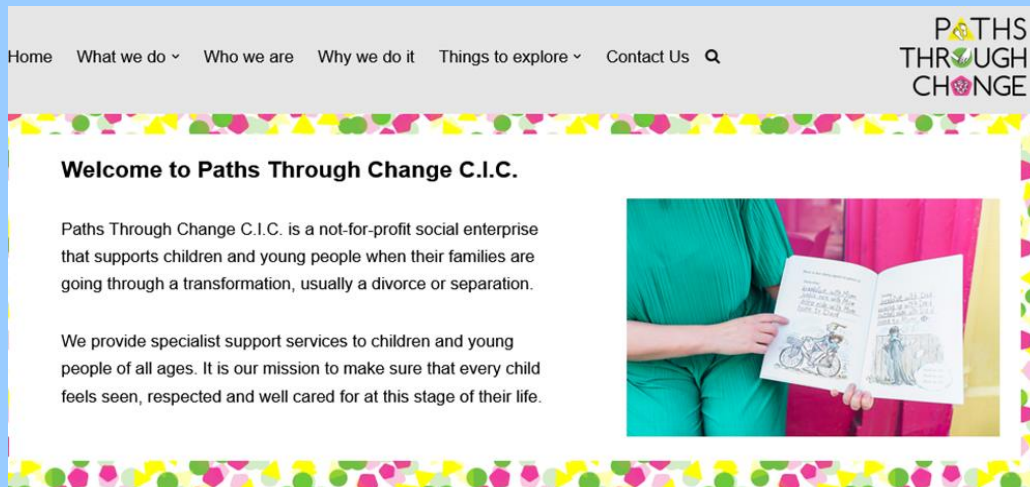
A reminder



Our Play Therapist - Gloria

Gloria runs our Mother and Toddler group every Friday morning from 9 - 10.30am. Come and join us on a Friday morning during term time. There is a network of support for children and parents.

Local updates in Haringey



The screenshot shows the website for Paths Through Change C.I.C. The navigation menu includes Home, What we do, Who we are, Why we do it, Things to explore, and Contact Us. The main heading is "Welcome to Paths Through Change C.I.C." followed by a description of the organization as a not-for-profit social enterprise supporting children and young people during family transformations. A photograph shows a person in a green top holding an open book with illustrations of a bicycle and a person. The website has a colorful, patterned border.

FREE youth club for children with separated parents

Local youth club for 5-10 year olds who have parents who live apart.

It runs at Bernie Grant Arts Centre on Tuesdays from 4:30-5:30pm.

We also run a number of services funded by Haringey Council around the topic of divorce / separation, including direct work with families and training for staff.

EILY LIVINGSTONE

Founder & Director

Paths Through Change C.I.C.

www.pathsthroughchange.com



www.sendpowerinharingey.org/pages/support-groups

Sign up for FREE

Find your community. It can be a lonely road navigating the SEND world. Finding a support network – be it a WhatsApp group, coffee morning, or a walking group – is important.

Here's a few events coming up in Haringey:

There are many more on the website.

Join us for a coffee morning

Meet fellow parents and carers of children and young people with Special Educational Needs and/or Disabilities (SEND) and neurodiversities.

No need to book, just drop by

Tuesday 25th March 2025

9.30am - 11am

Chestnuts Community Centre (N15 5BN)

Many thanks,

Lizzy, Grace, Rhianne and Jorgie

hello@sendpowerinharingey.org





Walk and Talk

Our monthly Walk and Talk usually the first Monday of the month - whatever the weather! We'll have tea and cake after.

Meet other mums, dads, & carers of children & young people with Special Educational Needs and/or Disabilities (SEND).

Please let us know if you have any access requirements
hello@sendpowerinharingey.org

March: Down Lane Park



Toilets are available in this park

Meeting point: Living Under One Sun Community Café (N17 9EX)

Date: Monday 3rd March 2025

Time: 11:30am to 12:30pm



Walk leaders:

Lizzy and Grace

Lizzy's number: 07871 729863



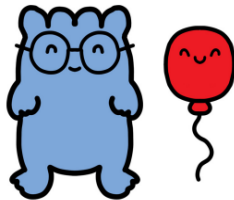


Brain Buddies' helpful tips

Breathing Techniques

When we feel anxious, upset or distressed, it can be difficult to know what to do to feel better. By using these breathing techniques, we can reduce our anxiety and lower our blood pressure/heart rate. This helps us feel calmer and more focused and helps us to face our fears.

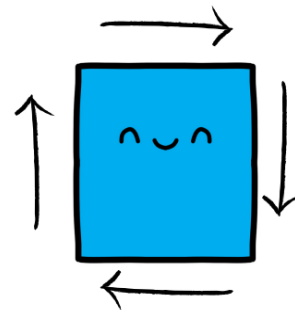
Belly Breathing



- Take a deep breath in and fill your belly like you're inflating a balloon.
- As you do this, count 1, 2, 3, 4 to breath in and fill the balloon in your belly.
- Pause and then let all of the air out of your belly like you're letting a balloon deflate.
- As you do this, count 1, 2, 3, 4 to breath out and let the balloon go down from your belly.

Square Breathing

- Imagine you're drawing a square with your finger in the air.
- Breath in while counting 1, 2, 3, 4 as you draw the top line and then pause.
- Breath out while counting 1, 2, 3, 4 as you draw the line down the side and then pause.
- Breath in while counting 1, 2, 3, 4 as you draw the bottom line and then pause.
- Breath out while counting 1, 2, 3, 4 as you draw the line up the side to make the square.



Finger Breathing



- Use your index finger to trace around the edges of the fingers on your opposite hand.
- Count 1, 2, 3, 4 and breath in as you go up the first finger.
- Count 1, 2, 3, 4 and breath out as you go down the finger.
- Repeat until you have traced up and down all five fingers, breathing 1, 2, 3, 4 in and 1, 2, 3, 4 out each time.

Top Tip! Practise these breathing techniques when you're calm so that you're better prepared to use them when you need to.



Count **slowly** when breathing in and out and **repeat** the technique as many times as you need to until you feel calmer.

Keeping Calm

Calming or Grounding techniques are a good way to reduce our heart rate/blood pressure when feeling worried or anxious. It helps us refocus our attention and overcome those unpleasant feelings so we can feel better and do more.

5 4 3 2 1

Take notice of your senses by thinking of:

- 5 things you can see
- 4 things you can hear
- 3 things you can feel/touch
- 2 things you can smell
- 1 thing you can taste



Facts

Think about and name facts about what is going on right now. For example, think:

- My age is...
- My name is...
- I am wearing...
- The weather is...
- I am in...



Room Search

Think of a category and search the room for it. For example, look for:

- Everything that is a ... colour
- Everything that is a ... shape
- Things that feel of...
- Things made of ...



By **thinking** about things to help us calm down we can then **do** the things we want/need to do and **feel** better and happier.



We all feel a mix of emotions throughout the day.

Some are comfortable and others uncomfortable,

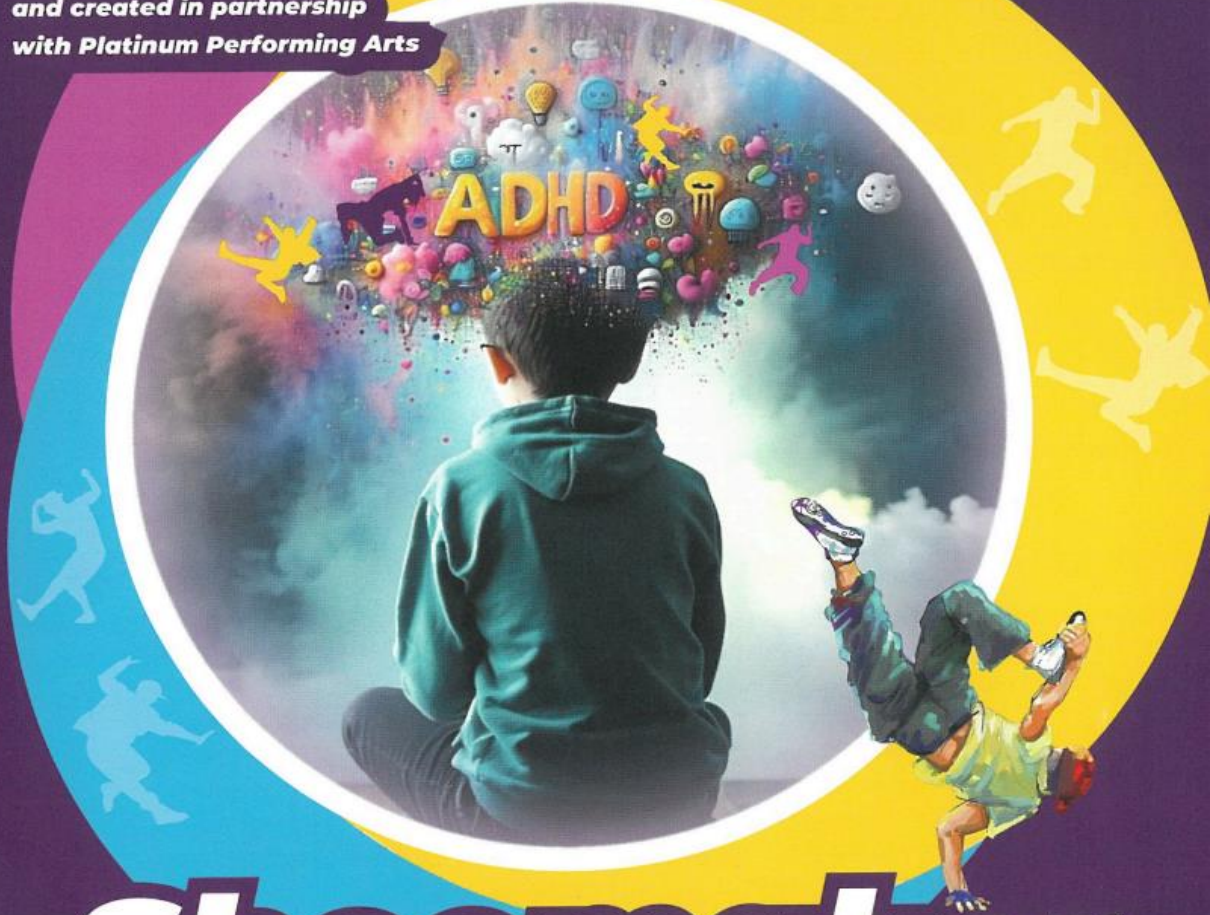
but they are all important!

A new dynamic hip-hop theatre production using the power of song, dance, music and rap to address important topics surrounding children's mental health and well-being.

Written by Elizabeth Lahav and created in partnership with Platinum Performing Arts



Supported using public funding by
ARTS COUNCIL ENGLAND



Shoemaker

SCHOOL SHOW
25th-27th Feb
10:30am and 1.00pm
PUBLIC SHOW
23rd Feb
1.00pm and 3.30pm

liz@streetzahead.org
07940 513311

THE MILLFIELD THEATRE, SILVER STREET, N18 1PJ
Book Tickets via the Millfield Theatre box office
call 020 8807 6680 or on their website...
millfieldtheatre.co.uk/whats-on/shoemaker/

TICKETS £6 per student - Includes a FREE mental health workshops back at your school to unpack the themes in the story. Well-being journals for each student to reflect on topics such as ADHD, identity, meaning and purpose.



**“What a fantastic show!
You and your team should
be so proud of yourselves.”**



**“Just wanted to say congrats
on yesterday’s show, it was
super slick and entertaining.”**

SCHOOLS PROGRAMME DETAILS

Following the success of the sell-out tour **WOLF**, Elizabeth Lahav presents **The Shoemaker**.

By attending **The Shoemaker**, your students will experience:

- A powerful hip-hop theatre production based on the tale **The Elves and the Shoemaker**.
- Dance, song, music, and rap to explore children’s mental health and well-being.
- Themes such as **ADHD, fear, identity, and the search for meaning and purpose**, portrayed through engaging storytelling.
- A spotlight on the positive aspects of **ADHD**, reframing it as a potential superpower and encouraging children to embrace their uniqueness as a strength.

Additionally, the programme includes:

- A 60-minute complimentary in-school mental health workshop, designed to unpack the show’s themes and provide practical tools.
- A student workbook to help explore and discuss the ideas presented in the production, enabling students to better understand their emotions, recognize their unique talents, and navigate their place in the world with confidence.

Theatre has the remarkable ability to inspire, educate, and spark meaningful conversations. Elizabeth’s vision is to create theatre that not only entertains but also delivers impactful messages. Produced by the award-winning **Platinum Performing Arts**, **The Shoemaker** offers children the opportunity to experience the magic of live performance while sparking their imaginations, inspiring self-reflection, and encouraging positive change.

If you would like to secure tickets or need more information, please don’t hesitate to get in touch. We look forward to welcoming your school to **The Shoemaker** and collaborating to create a memorable and meaningful experience for your students.



**“Such a professional and
inspirational organisation.”**



**“What a incredible experience for
them to perform to such a large
audience. The music, the dancing,
the singing - all flowed beautifully.”**



streetzahead.org
Reg Charity 1160702

PLATINUM
PERFORMING ARTS



What should I do if I think my child has a special educational need?

The first point of contact should always be your child's class teacher. Please always discuss your concerns with them before contacting a member of the Inclusion Team, as they know your child best. The teachers and support staff who work with your children really value the relationships they have with their classes and are in the strongest position to speak to you about how your child is getting on at school.

Then your child may receive an IEP (Individual Education Plan), which sets out targets in the area where they need some support. It will also outline strategies and interventions put in place, ensuring that all adults working with your child are aware, and know how best to support them.



Encouraging Talking

Research has shown that parents are not responsible for children's speech or language difficulties. However parents can make a big difference to their child's language development by changing the way they talk and listen to their child.



Here are some ways you can help:

Slow down: If you slow your own speech down your child will find it easier to keep up. The best way to do this is to leave extra pauses between phrases.

Keep it simple: Use simple words or explain as you go along e.g. 'Astronaut... that means a person who goes into space.'

Keep it short: Less really is more when it comes to language. Lots of children with language difficulties find it hard to remember what they hear. By keeping instructions and talking short your child will find it easier to follow what you are saying.

Choices: Give your child choices to encourage them to use words. Instead of asking 'Do you want juice?' Try asking 'What do you want to drink, juice or milk?'

Expand: Expand what your child says to give him or her a good model,

e.g. child: 'That pig'
adult: 'Yes, we used the pink paper to make the pig...'

Copy back: Try to repeat back your child's sounds, words or actions. This shows him or her that you have understood and encourages him or her to try again.

Provide a good model: If your child makes a mistake give them a good model of what they are trying to say,

e.g. child: 'Him runned fast'
adult: 'Yes, he ran very fast'

Ideas to help you to support
language development at home
with your child.

Learning To Talk

Learning to talk is one of the most complicated skills we need to learn. Most of us master this effortlessly by the age of two. However for a small number of children learning to talk is much harder.



Talking involves:

- understanding what you hear (understanding)
- having lots of words you can use (vocabulary)
- knowing the right way to put words together (grammar)
- being able to produce speech sounds clearly (speech)
- using words and sentences appropriately in different contexts (social use of language)

A child can have a problem with one or more areas of talking.

Why is it important to identify difficulties?

Speech and language difficulties in children can have far-reaching long-term implications. Research has shown that a speech or language difficulty can lead to problems learning to read, write and take in information. Language difficulties also impact on a pupil's ability to interact with adults and peers and make and maintain friendships. However, early identification and support can prevent later problems with learning and social development.

The good news...

Research has shown that parents are not responsible for causing speech and language difficulties. However, by changing the way they talk and listen to their child, parents can make a big difference.

Your child's school checks every child's understanding of language when they start school. With early intervention and support from home most children can overcome their speech and language difficulties.

How can parents help?

Children learn to talk and produce clear speech by listening to people around them. It may sound simple but the more you talk to your child the better. If they make a mistake give them a good model of what they are trying to say,

e.g. child: 'Him runned fast'
adult: 'Yes he ran very fast'

Here are a few other tips for talking:

- ★ Encourage all your child's attempts to communicate. Talking is just one way. Actions, pointing, pulling faces and even crying are all ways in which a child can tell you something.
- ★ Watch your child carefully and listen to him or her. Give your child plenty of time to say something in whatever way he or she can.
- ★ Repeat back your child's sounds, words or actions. This lets your child know that you have understood and encourages him or her to try again.
- ★ Slow down. If you slow your own speech down by leaving a few extra pauses your child will find it easier to keep up.
- ★ Give your child plenty of time to talk. Try not to jump in with questions. A direct question puts a child under pressure to give an answer. This can make the child feel very uncomfortable. If you pause your child will often try to fill the pauses.
- ★ Repeat words and instructions for your child. Young children need to hear instructions and words lots of times.
- ★ Give your child choices to encourage them to use words. Instead of asking 'do you want juice?' Try asking 'What do you want to drink, juice or milk?'
- ★ Expand what your child says e.g. child: 'duck duck' you could say: 'yes it's a big yellow duck.'
- ★ Explain the meaning of new words as you go along. A child needs to hear new words lots and lots of times in different contexts and situations before he or she will remember the word and use it.



Language skills and television



Will watching TV help my child's speech and language skills?

In order to learn to talk children need to interact with people who can already talk. In early conversations children will try new words, sounds or sentence structures and get feedback from the listener's reaction. This encourages the child to try more new things and builds up his or her confidence in communicating.

Television cannot do this for a child. Television does not give the feedback that is vital to help a child learn to talk. Television will provide a child with lots of factual information but it will not help his or her talking.

However TV is part of modern living and although it does not help your child learn to talk you can always use it as something to talk about.

Try to watch with your child so that you can talk about what is happening or what your child thinks will happen next.

Talking requires good listening skills so if your child has a speech or language difficulty try to reduce the amount of background noise. You could try turning off the TV or stereo to make some quiet time each day and use it to talk to your child in a quiet place.

Encourage your child to listen out for noises in the environment e.g. clock ticking, cars outside, birds singing etc.



The school nurse talked to Years 5 and 6 about the importance of sleep.

Sleep and exercise



- Regular exercise helps you sleep better as well as improving your general health.
- Children should be aiming for 60 minutes' exercise every day.
- Exercising out in daylight helps to encourage healthy sleep patterns.



P.E. WITH JOE
Monday - Friday

Helpful tips for parents

W **Sleep and mood** **NHS**
Whittington Health NHS Trust

Lack of sleep
Can cause stress

Lack of sleep can make us
feel anxious and irritable.

W **Top Tips for Good Sleep** **NHS**
Whittington Health NHS Trust

- Set a bedtime and a routine that suits your family & be **CONSISTENT** with it
- Reading a book, or listen to relaxing music.
- Avoid screens 1 hour before bedtime and ensure
- Ensure bedroom is **SCREENFREE** Zone
- Try a breathing exercise
- Dim lights help your child to produce the sleep hormone, melatonin.
- A warm bath can help winding down before bed.
- Avoid long naps during the day
- Getting enough natural daylight and physical activity.
- When at home open up all the curtains and windows for 20 minutes to help you to get a blast of fresh air.

Bedtime Routine

Bath Time

Pj's



Brush Teeth

Comb Hair


Story

Kisses + Hugs

Sleep

 **Daytime Routine** 
Whittington Health
NHS Trust

- Consistent routines help children to feel safe.
- A daily timetable
- Give children tasks and engage in fun activities
- Spend time outdoors - get some exercise.
- One-one time with each child.
- Maintain a healthy diet for you and your family.



The illustrations show a child in a bed, a child exercising on a yellow mat, a child brushing teeth, a child showering with soap suds, and a child sitting at a table eating a meal.

If you would like any further support or advice around health-related issues, please email the school office and we will get in touch.

office@stmarysrcpriory.haringey.sch.uk

Supporting emotional well-being and mental health

The Anchor Approach

This half term, all the staff at St. Mary's Priory have had training with 'The Anchor approach'.



The Anchor Approach works with schools to support children and their families to be resilient and to have high levels of wellbeing.

When we are resilient, we are more able to cope with life's challenges and recover if something happens that is difficult or upsetting.

Having high levels of wellbeing means that we are more able to enjoy our relationships with others, take part in activities in and outside school and to enjoy learning new things. We feel more confident to contribute to family, school and community and this can bring joy and a sense of purpose as we learn our place in the world and know that we are important. This helps us to live our best lives!



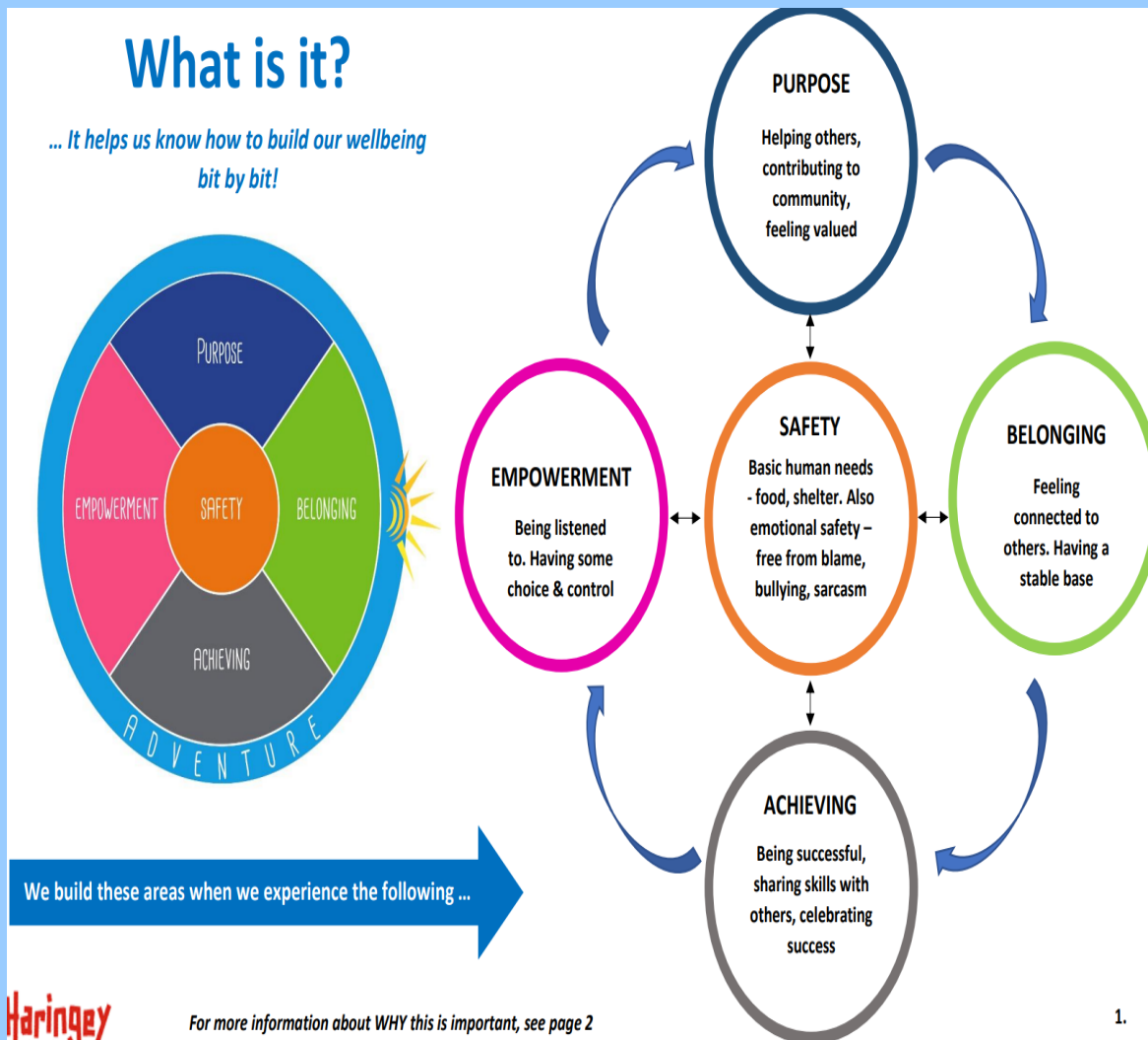
The Anchor Approach is a Public Health Approach, developed and run by Haringey teachers. We will soon be working with staff at your school to support your school community.

For more information visit: anchor@haringey.gov.uk



For educational settings, the Anchor Approach offers a 'whole school approach' to mental health. Helping schools and other educational settings fulfil their requirement to provide mental health support for

pupils, in a way that's consistent with Department for Education (DfE) guidance.



When these areas are all aligned, a child's well-being will improve.

Choosing our words carefully. Validation is key to reducing anxiety and building confidence.

- what we say & how we say it matters – ‘Containing’ (green sections from page 1 explained)

SIMPLE STEPS TO WELLBEING

- 1** **WHAT:** ... ‘Containing’ Emotion (used in Emotion Coaching, alongside the ‘limit-setting’ sheet)
- Validating how children feel helps to ‘normalise’ their feelings, which reduces anxiety & feelings of judgement
 - Empathising helps children feel understood
 - Giving children/YP the words to help them tell their story so that they can make sense of what happens to them



- 2** **HOW:** ... by saying things like

Contain

“It’s hurtful when we feel that someone is laughing at us. Did you notice Johnny cracking a joke about his work?... I’m wondering whether that’s what they were laughing at... what do you think?”

“It can be frustrating when...”

“It’s hard to hear about something that has gone wrong sometimes. I always like the way you keep listening & talking to work out how to make things better.”

Validate

“I think most people would feel disappointed if that happened to them”

“Lots of people would find that frustrating I think”

“Some people find it difficult when ...”

Empathise

“That sounds really difficult...”

“That sounds like a really challenging morning...”

“It can be frustrating when...”

“It’s disappointing when...”

Practise using 1 at a time until each becomes part of your communication style

- 3** **WHY:** ... this is important
- To strengthen our relationships despite ‘lockdown’
 - To develop feelings of safety & trust
 - To increase child/YP engagement in online & face to face lessons
 - To help children/YP regulate their emotions
 - To reduce anxiety & potential situations of conflict

Name Emotions

- As much variety as possible...

“Frustrated” “Disappointed” “Sad”

“Euphoric” “Joyful” “Energised”

“Nervous” “Jealous” “Disgusted”

Sometimes we need to set limits for children.

See page 6 to do this in an emotionally friendly way

P4



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?

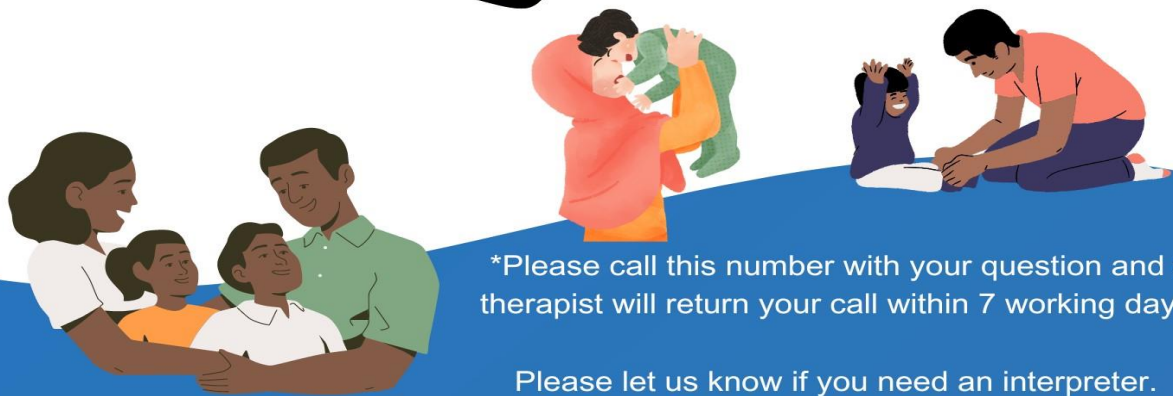
Do you have a question about
their talking or communication?



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.



www.neurodiversityweek.com/events

Our mission

Our mission is to change the narrative. Working together with schools, universities, and organisations, we aim to:



**Increase acceptance
and understanding**



**Provide
education**



**Celebrate
neurodiversity**

Working together to create a world that understands it takes all kinds of different minds.

We will be in touch soon to inform you of how we aim to celebrate Neurodiversity week 2025 on the 17th March to the 23rd March.



Please check out Haringey's Local Offer page for SEND-related events and information

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)

www.sendpowerinharingey.org/

On behalf of everyone at St. Mary's Priory, have a restful half term.

