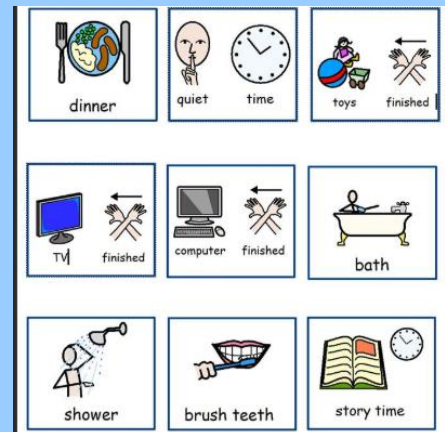


St. Mary's Priory Catholic Schools
Half-termly SEND Newsletter



Wishing you all a restful and peaceful Easter break! From Mrs Neli, Inclusion lead.



SEND updates at St. Mary's

1. Neurodiversity and spirituality week week beginning 28th April
2. Transition preparation will take place in the second half of the summer term

Key Dates

- Summer IEPS will go out on the week beginning: 23.06.25
- Half term holiday 26.05.25 to 30.05.25

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, the aim of which is 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.

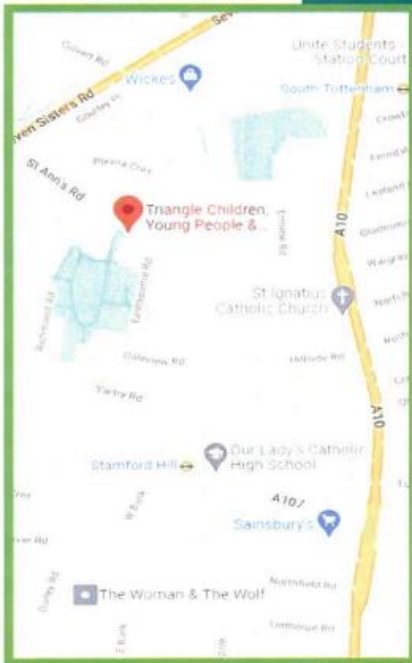
The Triangle – please visit



HARINGEY family HUBS

Triangle Centre Timetable from 6th January 2025 to 31st March 2025

We work in partnership with the community to provide support and activities for families with children aged 0 - 19 and up to 25 for Special Educational Needs and Disabilities (SEND)



Tel: 0208 802 8782

Email: trianglecentre@haringey.gov.uk

Address: 91-93 St Ann's Road, N15 6NU

Oral Health Session

Come and find out how to best look after your child's teeth.

10am-11.30am

20th February 2025

For more Info contact: danica.castaner@nhs.net

SENDIASS Markfield

An advisor will be available for support and advice about special educational needs

28th January - 25th March

2pm-3pm



FREE 30 Hours Childcare for working parents of 3 & 4 year olds.

FREE 15 hours for eligible working families of 9 months to 2-year-olds

FREE 15 Hours Childcare for 3 & 4 Year Olds.

Haringey
LONDON



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 29th April 2025

9.30am - 11am

Chestnuts Community Centre (N15 5BN)

Many thanks,

Lizzy, Grace, Rhianne and Jorgie

hello@sendpowerinharingey.org

Visit their March SEND newsletter

<https://mailchi.mp/sendpowerinharingey.org/read-send-powers-latest-newsletter-bf96iag80g>





Walk and Talk

Our monthly Walk and Talk! Usually the first Monday of the month - whatever the weather! Afterwards we'll go to a café.

This is a great way to 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

April: Highgate and Queen's Woods



Toilets are available in this park

Date: Monday 7th April 2025

Meeting point: outside Jacksons Lane Arts Centre (N6 5SS)

Meeting time: 11:30am



Walk leaders:

Lizzy and Grace

Grace's number: 07549 023657



What does language development look like?

What's typical talk at Primary?

This poster describes the stages of typical language development, with examples of what you might see and hear in a classroom or school environment.

Language development in the primary years steadily builds on the solid foundations that are established during the early years. Children's attention, listening, understanding, vocabulary, speech, grammar, storytelling and conversations all develop further in terms of skills, knowledge and complexity.

Children develop at different rates and this poster tells you what to expect at different ages. Although it is not an assessment, the information could help you identify children who are not developing language skills as expected.

Children with English as an additional language are at the same risk of speech, language and communication needs as any other child, however, this can be more difficult to identify.

Attention, Listening and Understanding

Vocabulary

Speech Sounds, Grammar and Sentence Building

Verbal Storytelling and Narrative

Conversations and Social Interaction

4-5 years

- Knows to look at who's talking and think about what they're saying.
- Listens to and understands instructions about what they are doing, without needing to look up.
- Understands 2 to 3 part spoken instructions:
 - e.g. "Finish your picture, then sit on the carpet and look at a book."
- Can answer a 'How' or 'Why' question:
 - e.g. "Why do we need sunhats on?" "To stop the sun burning our face."

- Understands a range of related words to describe concepts:
 - e.g. soon, early and late; soft, hard, and smooth.
- Knows words can be put into groups and can give common examples in them:
 - e.g. Animals: dog, cat, horse...
- Uses words more specifically to make the meaning clearer:
 - e.g. "I saw a funny monkey. It was a spider monkey."

- Says words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables:
 - e.g. "Wabbit" for 'rabbit', "bow" for "blow", "sketti" for "spaghetti."
- Uses well-formed sentences:
 - e.g. "I played with Zoe in the park." but with some errors:
 - e.g. "I falled down."
- Joins phrases with words such as:
 - e.g. if, because, so, could.

- Lists events with some detail:
 - e.g. "I went nanny's. I had fat chips for tea. I played games on the pooter."
- Retells favourite stories - using some of their own words:
 - e.g. "...and she said what a nice mouth you got and the wolf said, 'I can eat you! Gupt!'"
- Describes events but not always joined together or in the right order:
 - e.g. "I went on the top of the bus with dad. That big slide is scary. We taked the ball as well."

- Confidently starts and takes part in individual and group conversations.
- Joins in and organises co-operative role play with friends and can pretend to be someone else talking:
 - e.g. "Are we going to Nana's today? Can I take teddy with me? He will be sad by himself."

5-7 years

- Starts to ignore unimportant information.
- Is aware when a message is unclear and comments or asks for explanation.
- Understands complex 2 to 3 part instructions:
 - e.g. "Finish your picture from yesterday then with a partner, choose one of the topic books and talk about it quietly on the carpet."

- Compares words, the way they look, sound or mean:
 - e.g. "There are two words 'sea' at the beach, and you 'see' with your eyes."
- Can guess the word from clues, or give others clues using shape, size, function, etc.
- Uses newly learnt words in a specific and appropriate way:
 - e.g. "Dad, you know when you have lots of lions together it is called a pride of lions."

- Speech is clear with occasional errors, especially with consonant blends.
- Has good knowledge of sounds in words.
- Asks lots of questions to find out specific information including 'How' and 'Why'.
- Uses different ways to join phrases to help explain or justify an event:
 - e.g. "I'm older than you so I will go first."

- Tells stories that set the scene, have a basic plot and a sequence of events.
- Begins to be aware of what the listener already knows and checks:
 - e.g. "You know where I live, right? Well, in that big house by the shop..."
- Accurately predicts what will happen in a story.

- Takes turns to talk, listen, and respond in two-way conversations and groups.
- Keeps to a topic but easily prompted to move on if it takes over.
- Copies others' language and begins to be aware of current peer language:
 - e.g. Copies swear words, says, "Cool" or "Yeah right."
- Uses and experiments with different styles of talking with different people.

7-9 years

- Listens to key information and makes relevant, related comments:
 - e.g. "So all mammals are warm blooded, have fur or hair and their babies all drink milk."
- Identifies clearly when they haven't understood:
 - e.g. "What's maize?" or "Get a blue what?"
- able to infer meaning, reason and predict:
 - e.g. "It's getting very hot in here," means open the window.

- Uses a range of words related to time and measurement:
 - e.g. century, calendar, breadth.
- Uses a wide range of verbs to express their thoughts, or about cause and effect:
 - e.g. "I wonder what she's thinking, or, "If we run we should get there on time but we might arrive late."
- Joins in discussions about an activity using topic vocabulary:
 - e.g. "I saw some chicken eggs hatching in the incubator on the farm last Friday."

- Speech is clear, uses words with three sounds together or words with lots of syllables:
 - e.g. splash or zizzing; rhinoceros or identical.
- Uses regular and unusual word endings:
 - e.g. walked or fell.
- Uses complex grammar and sentences to clarify, summarise, explain and plan:
 - e.g. "So the bee collects the pollen from the stamen and then flies to another flower and pollinates it."

- Stories have a good structure with a distinct plot, an exciting event, clear resolution and conclusion:
 - e.g. "...and everyone got home safely which was great."
- Uses intonation to make storytelling and reports exciting and interesting.
- Adds detail or leaves information out according to how much is already known by the listener.

- Uses formal language when appropriate in some familiar situations:
 - e.g. Showing a visitor around school.
- Understands conversational rules:
 - e.g. Looks at listener to judge feedback. Gives more detail if needed.
- Uses tone of voice, stress on words and gestures naturally to add meaning.
- Uses language for full range of different reasons:
 - e.g. complimenting, criticising, negotiating.

9-11 years

- Sustains active listening to both what is said and the way it is said.
- Follows longer instructions that are not familiar:
 - e.g. "Put the striped folder that's on top of the cupboard into the bottom drawer of my desk."
- Understands different question types:
 - e.g. open, closed, rhetorical.
- Understands simple jokes and simple idioms, but can't really explain why they are funny or what they mean:
 - e.g. You can't have your cake and eat it.

- Makes choices from a wide and varied vocabulary:
 - e.g. 'Leap' instead of 'jump', 'terrified' instead of 'frightened'.
- Uses sophisticated words but the meaning might not always be accurate:
 - e.g. "My bedroom was meticulous."
- Knows that words can have two meanings and uses them appropriately. Can't always explain how they are linked:
 - e.g. 'Hard' (rigid object and tough person).

- Uses long and complex sentence structures:
 - e.g. "I will come with you only because it means you will stop going on at me."
- Uses questions to help conversations flow.
- Sentences average about 7 to 10 words - longer in stories than in conversation.
- Knows when a sentence is not grammatically correct and can explain rules of grammar.

- Tells elaborate entertaining stories which are full of detailed descriptions.
- Everyday language is detailed and not always about their immediate experience.
- Incorporates a subplot in telling stories and recalling events, before resolving the main storyline.
- Uses complex joining words:
 - e.g. meanwhile, therefore.

- Uses different language depending on where they are, who they are with and what they are doing:
 - e.g. Formal style with the headteacher in school; relaxed and informal with family at home; and 'cool' language with friends in the park.
- Communicates successfully; shares ideas and information, gives and receives advice, and offers and takes notice of opinions.
- Realises when people don't fully understand and tries to help them.

Communication tips for parents

Talk with me - Communication tips for parents 3 to 4 years

COMMUNICATION TIPS

- Read books with your child as often as you can. Talk about the pictures. Let them fill in parts of familiar stories. Read favourite books frequently.
- Make time to listen to your child when they are telling you something. Stop what you are doing and get down to their level. Have a special time to talk about their day.
- If your child's sentence is muddled don't correct them but repeat back to them how they could have said it.
- Join in pretend play with your child, following their lead. Let them be the 'mum' or 'teacher'.
- Sing songs and nursery rhymes, pausing for them to fill in missing words.
- Introduce games with rules, such as 'snakes and ladders'.
- Your child is still learning new words and hearing them many times will help them learn them quicker.
- Don't correct words that are not said correctly, as with muddled sentences just repeat back the word said with the correct sounds.
- Restrict the amount of TV your child watches. Make sure that your child has plenty of opportunities to interact with you, the rest of the family and friends.
- Talk about and involve your child in everyday situations such as shopping, cooking, and cleaning. Your child will enjoy these more when they are given a role to play and are included in conversations as they happen.

DID YOU KNOW?

As your child develops speaking and listening skills they build the foundations for literacy and learning. Your child needs varied opportunities to interact with others and to use a wide variety of resources for expressing their understanding.

"what I like"

- Playing with others.

"what I can do"

- I am using longer sentences and beginning to link sentences by using 'and', 'but' and 'because'.
- I can talk about events in the past and present.
- I can retell stories.
- The number of words I know is continuing to grow.
- I may still have a problem with some sounds but most people understand me most of the time.
- I can understand questions beginning with 'why'.
- I may still make some mistakes with grammar, for example saying 'mouses' instead of 'mice'.
- I can carry out a sequence of actions or instructions.
- I can join in games with rules and understand taking turns and sharing.
- I can listen to longer stories.
- I am beginning to understand simple jokes.
- I am beginning to form friendships.

Listen to me,
I *talk* all
the
time



Talk with me - Communication tips for parents 4 years plus

COMMUNICATION TIPS

- Continue to spend time looking at and reading books together. Talk about new words and their meanings.
- Make sure you give your child time to talk, your child is trying to express more complex ideas and may need more time to respond to questions while they are getting their words sorted out before they speak.
- Repeat back to your child what they said but reword it into a correct sentence rather than correcting them.
- Play games with sounds and rhymes. This will help with developing reading and writing skills.
- Play board games to develop listening, turn taking and following rules. These can also be good for showing examples of good social language.
- Make sure you set a good example of social language by using words such as 'please' and 'hello' at appropriate times so that your child can use these words and recognise when they are needed.
- Involve your child in everyday routines.
- Encourage imaginative play and join in pretend games with your child.
- Make sure you know what your child is learning at nursery or school and reinforce with games, books and activities at home. This will help them learn new words more easily and allow them to practice and use language associated with their learning more often.
- Be aware of when you are using expressions such as 'pull your socks up', make sure you explain the meaning. This can be fun for children to learn at this age.

DID YOU KNOW?

As your child develops speaking and listening skills they build the foundations for literacy and learning. Your child needs varied opportunities to interact with others and to use a wide variety of resources for expressing their understanding.

"what I like"

- Telling jokes with my friends, although they may not always be funny.

"what I can do"

- I can listen to what you are saying whilst carrying on with what I am doing.
- My sentences are much more complex and adult like.
- I can have more detailed conversations with you, including talking about the past, present and future.
- I can understand more complex instructions including using sequences like first and last.
- I can plan games with my friends.
- I can listen to longer stories.
- I can play games with rules and take my turn with a larger group of people.
- I like to play imaginary games with my toys and with my friends.
- I'm beginning to understand when you use expressions such as 'shake a leg' but you will need to explain these when you first use them.



I'm a
fantastic
talker



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?

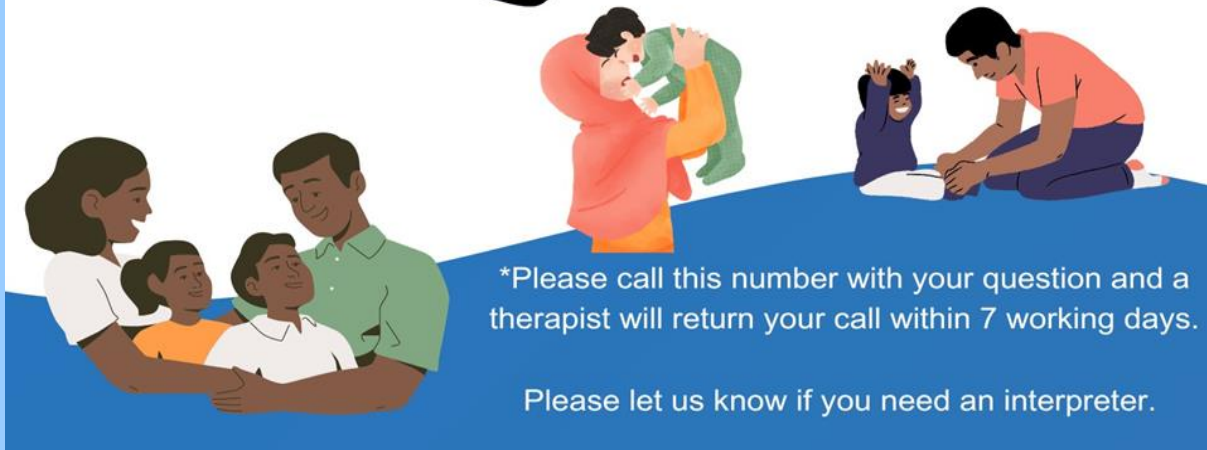
Do you have a question about
their talking or communication?



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.

Your child may have an IEP to help them in these areas

The broad areas of need in the [SEND Code of Practice: 0-25 years](#) are shown below. Lots of CYP have needs that fit into more than one of the broad areas of need, and so settings may wish to consider whether advice in other areas of need may support their learners.

Communication and Interaction (C&I)

This includes:

Speech, language, and communication needs (SLCN). CYP with SCLN have difficulty in communicating with others; this may be because they have difficulty in 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 roles of communication

Autistic Spectrum Condition (Autism)

Social, Emotional and Mental Health (SEMH)

CYP 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 behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety and depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have hyperactive disorder or attachment disorder.

Cognition and Learning (C&L)

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

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

Sensory and/or Physical Needs (C&P)

Some CYP 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:

- ⦿ Vision impairment (VI)
- ⦿ Hearing impairment (HI)
- ⦿ Multi-sensory impairment (MSI) a combination of vision and hearing impairment
- ⦿ Physical disability (PD)



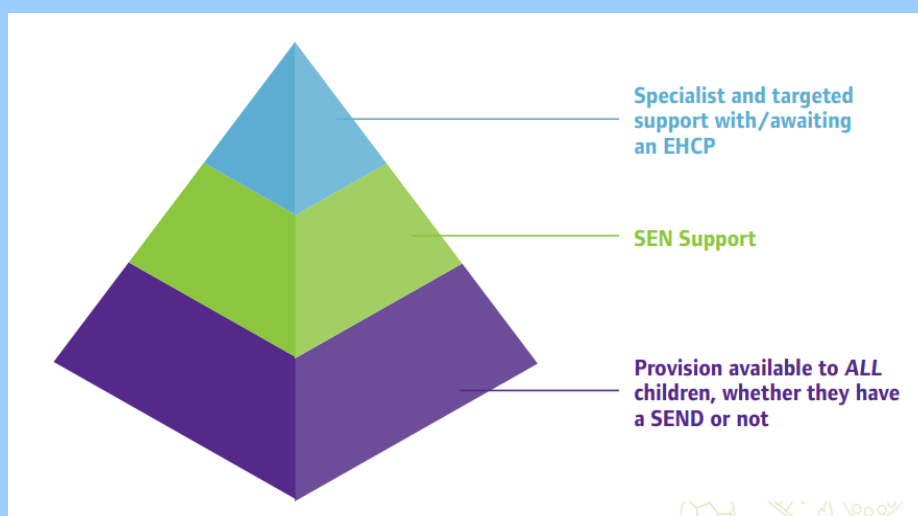


1.) Why does my child have an Individual Education Plan (IEP)?

An IEP is a document that helps teaching staff to plan for your child. It should include strategies/interventions/resources to help them to learn and is used to review their progress. It is provided when a child needs additional support to aid progress. The IEP should be guided by your child's progress, assessments carried out in class, their Education Health and Care Plan (EHCP) and by any advice from external agencies. It should help your child to access and engage with the curriculum.

2.) What does Universal support mean?

These are the adaptations (changes) that the class teacher makes for all children to meet their learning needs. For example: visual and practical resources, information presented in smaller chunks, information repeated in a variety of ways, task planners and scaffolds such as word banks and writing structures. This is offered to all pupils by their class teacher.



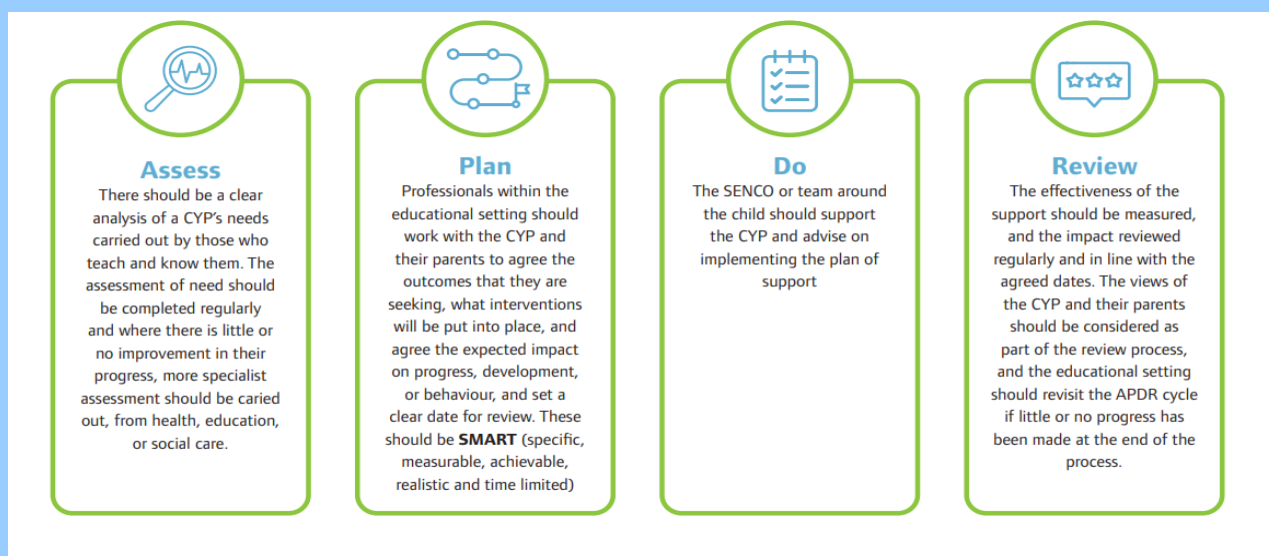
3.) What is the graduated approach?

This is a cycle of actions that follow an ‘assess, plan, do review’ pattern.

A need is assessed, and a target is set for your child (‘assess’ and ‘plan’)

Support, such as an intervention, is put in place (‘do’)

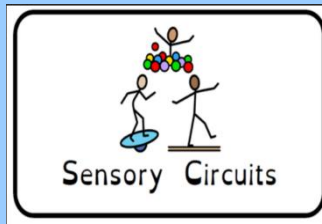
The class teacher reviews the impact of the support and progress of the target and makes any necessary adjustments (‘review’)



4.) What is targetted support?

Any intervention that is in addition to the universal offer, eg: a 1:1 intervention, or a group intervention, working alongside advice sought from external professionals.

This may lead to applying for an EHCP if a child is working well below the year group expectations.



What is Sensory Circuits?

Sensory Circuits use sensory-based movement activities which prepare children and young people for the day’s learning and help them to achieve the ‘just right’ level of alertness they need to concentrate.

They are made up of around 15-20 minutes of activities to help with sensory regulation.

The aim of setting up a sensory circuit is to provide a way for children and young people to regularly receive a controlled sensory input. This can be done with a small group of children at the start of the school day or after lunch break.

You can also adapt the sensory circuit at home depending your space and the equipment you have.



Identifying Sensory Needs: Sensory Circuits Adult Guidance

Sensory circuits have three elements: alerting activities, organising activities and calming activities. They should always be done in this order.

Alerting section

These activities prepare the brain for learning. They activate the vestibular system and provide proprioceptive stimulation. The vestibular system is our sense of balance and proprioception is our sense of where our body is in space.



Organising section

These activities use motor skills, balance and timing. The child will need to organise their body, plan their approach to the activity and do more than one thing at a time in a set order. This helps to increase focus and attention.



Calming section

It is important to finish the circuit with calming activities. These will focus on proprioception and deep pressure activities so the child leaves the circuit feeling calm, focussed and ready to get the best out of their next activity. Deep pressure works by applying weight or pressure to provide proprioceptive input, which calms our central nervous system.

Sensory circuits can be used at the start of the school day or after lunch because they are a great way to get children settled and ready to engage in the classroom. They can also be used after school or at home.

Sensory circuits should be done regularly and the circuit should take around 15 - 20 minutes, with three to five minutes spent on each activity.

Decide how many repetitions you will do and how much time you will allocate to each movement, based on what you think your child will achieve. You can use a stopwatch or phone timer.

Remember that every child is different, therefore their sensory needs and tolerance for each activity will be different. Some children may benefit from spending more time on activities within a specific section (such as alerting) to set them up for the next part of their day. Some children may also need more circuits during the day. It's important that the activities reflect each child's sensory preferences and that you avoid any sensory stimulation that they do not like. Please also ensure that the children are supervised at all times.





Changes to routines can be challenging for some children.

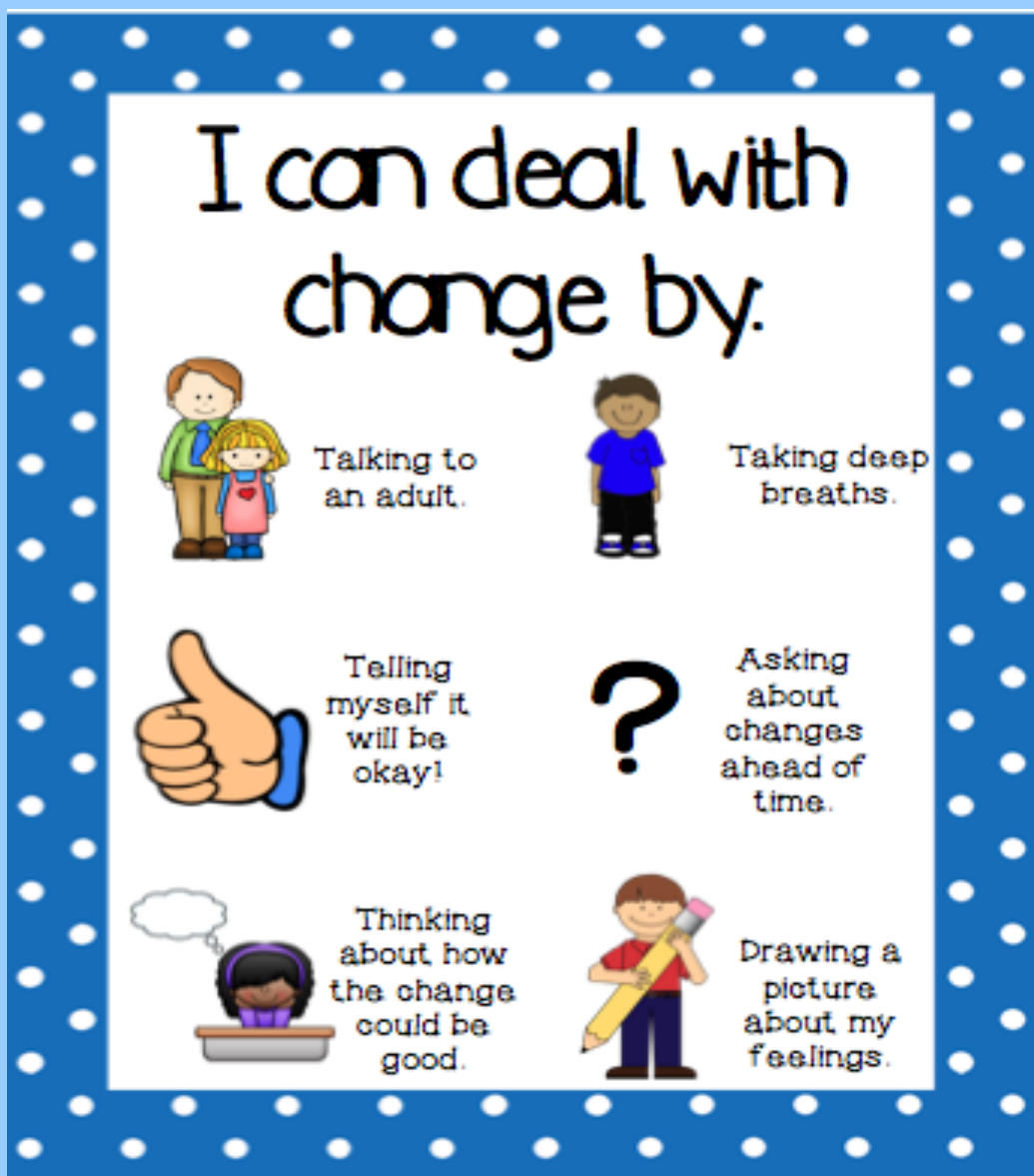
Coping with change

Change can be difficult for some children to cope with. They may become overwhelmed at sudden changes or feel anxious when their routine is disrupted.

Here are some strategies that may help.

- Visual timetables can help the child understand what will happen at each stage of their day. Set well-defined schedules of activities and help them to estimate how long each task will take.
- Prepare for transitions. For example, use visual clocks, egg timers or stop watches to enable them to visualise how long they have left of each activity. Give transition warnings ahead of time.
- Maintain structure and routine as much as possible. For example, keep the order of tasks during a morning routine the same. Predictability can make them feel less anxious and help them to cope better during the day.
- Prepare them for new places or activities. For example, visit a venue ahead of time, watch a video about what to expect, use [social storiesTM](#), and add changes to the daily planner/visual timetable.
- Give advance notice of changes where possible.
- Offer choices to give them a sense of control. For example, ‘would you like to wear a jumper or a coat to go to the shop?’.
- Use [choice boards](#) to help your child understand and process the options available and indicate their preference. This may include a selection of pictures showing what activities they could choose to do.

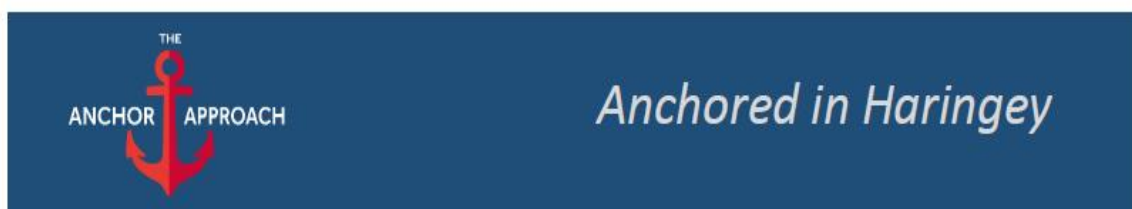
- Provide a sense of familiarity during unstructured times or times of change. For example, encourage them to have a transition object they can focus on (eg a cuddly toy or a fidget toy), listen to familiar music that they like, talk about something they love, or provide a quiet place for them to go to.
- Try to limit the amount of change at any one time.
- Encourage your child to recognise their feelings around change and identify specific triggers or anxieties.



Supporting emotional well-being and mental health

The Anchor Approach

Following our whole staff training programme, we are continuing to embrace 'The Anchor approach'. This is our whole-school approach, which helps us to support all of our children.



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

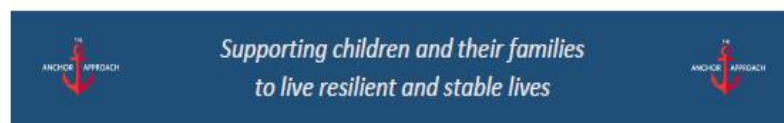
When we are resilient, we are more able to cope with life's challenges and recover if something happens that is difficult or upsetting.

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!



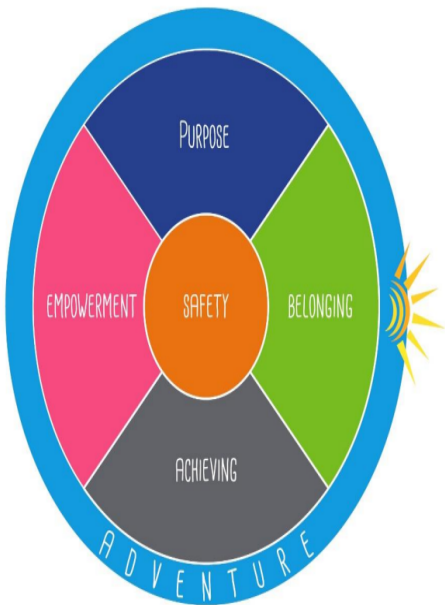
The Anchor Approach is a Public Health Approach, developed and run by Haringey teachers. We will soon be working with staff at your school to support your school community.

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

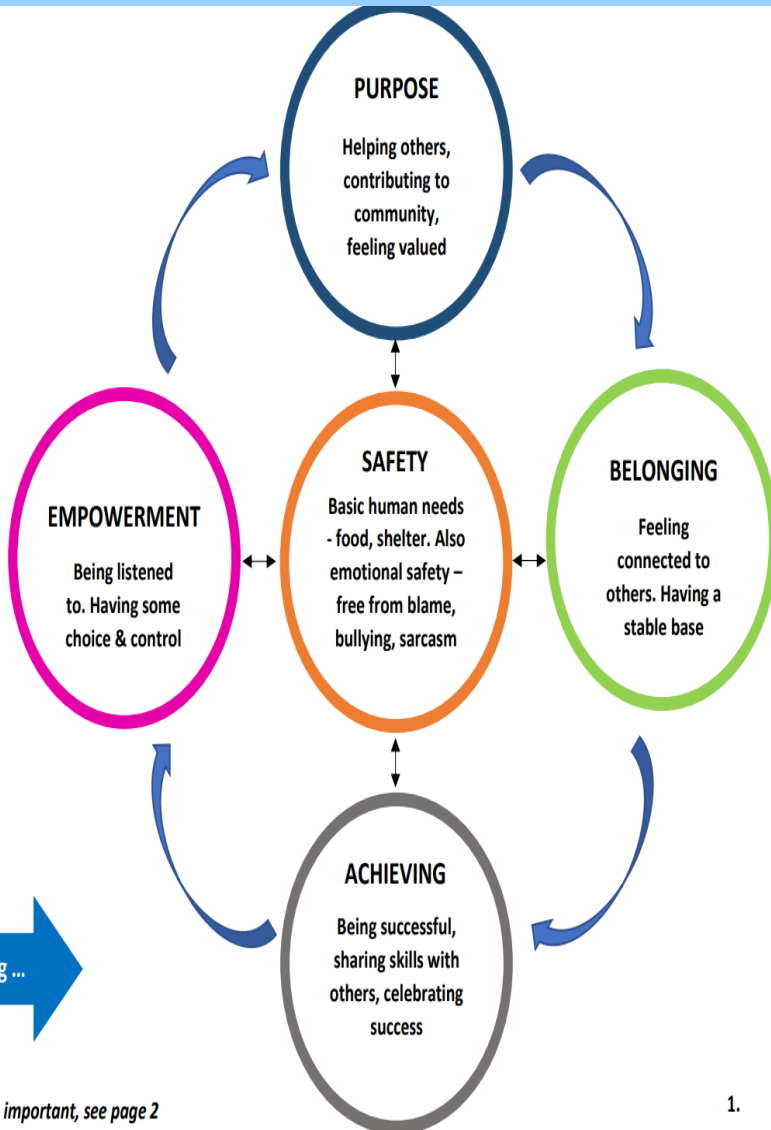


What is it?

... It helps us know how to build our wellbeing bit by bit!



We build these areas when we experience the following ...



For more information about WHY this is important, see page 2

1.

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

Try to promote positive changes at home.

Emotionally Friendly Communication

- what we say & how we say it matters ...



SIMPLE STEPS TO WELLBEING

- 1 WHAT:** ... Empowering positive behaviour change
- Strategies that help children/YP learn positive patterns of behaviour



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

Reassure

"Adults are here to be helpful"

"School is a safe place"

"Some things may seem different. Can you help me think of the things that are the same?"

"I'm ready to help if you need it"

Model

"I like the way you helped Toks tie her laces"

"Sometimes it helps when we say sorry"

"Saying sorry doesn't mean you did it on purpose, it means you're sorry it happened"

"I'm sorry I shouted..."

"Thank you for sitting still and listening like we practised"

These strategies can be used to contain & limit-set, which are the key strategies in Emotion Coaching. Look out for them!

Wonder

"I wonder if it would help if we ..."

"I think ..."

"I'm wondering whether ..."

"Am I correct in thinking?"

"Help me to understand"

"I think I'd find that difficult - I wonder how it is for you"

- 3 WHY:** ... this is important
- To strengthen our relationships despite current restrictions
 - To develop feelings of safety & trust
 - To help children/YP regulate their emotions
 - To reduce anxiety & potential situations of conflict

Useful face to face & online

Encourage

"You're getting so much better at ..."

"I agree, this is quite tricky. Luckily, when we practise, we can master anything. Shall we have another go?"

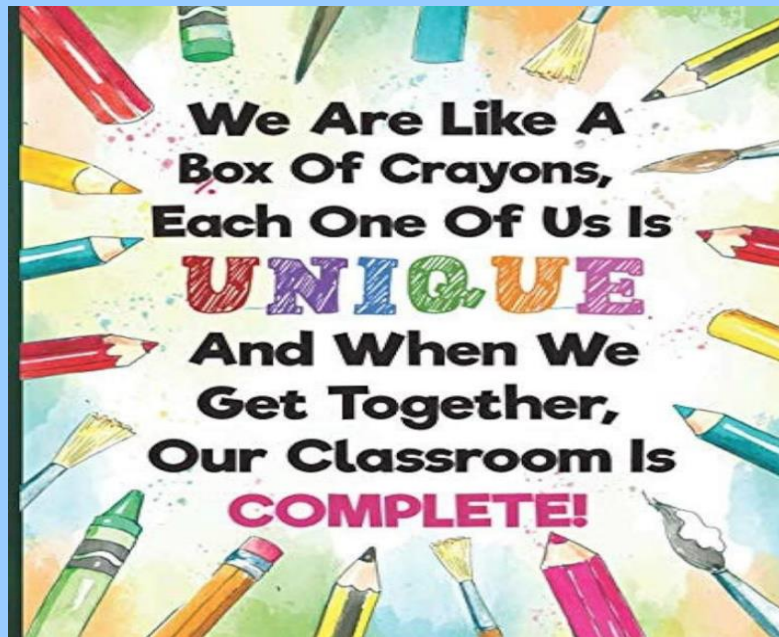
"Now that you've mastered that so well, what if we have a go at this together."

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

Use them when you want to 'contain' emotion or limit-set



For more information please see www.haringey.gov.uk/anchor (Tools) - 'Simple Steps to Wellbeing' - 'Emotionally Friendly Communication' doc



**Neurodiversity and spirituality week is starting on Monday 28th
April**

Each one of us has a unique story, and something special to offer for the world. Take some time and reflect on what your special gift is. When you are ready, share it with the world and make it a better place.

We will be reading:



"I must be living on the wrong planet," Leo thought.

The world was too bright for Leo.

And too loud.



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 Easter

