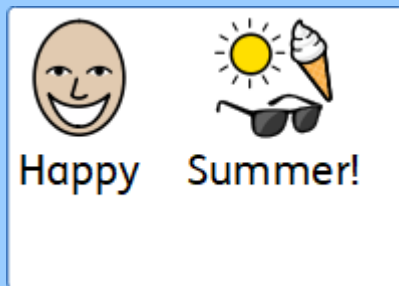


St. Mary's Priory Catholic Schools
Summer term SEND Newsletter



Wishing you all a restful
Summer! From Mrs Neli,
Inclusion lead.



Wave with one or two
hands as appropriate



Goodbye

**SEND updates at St. Mary's
Priory**

- **First day back:
Wednesday 3rd Sept**
- **Trailblazer coffee
morning for parents,
week 3**

Key Dates

IEPS in 2025-2026

**Autumn: week
beginning 13th Oct**

**Spring: week beginning
9th February**

**Summer: week
beginning 8th June**



Thank you, parents!

Thank you for all of your ongoing support.

Many of you come in regularly to meetings, and help to support your children in any way possible.

Your support is invaluable, and really does make a difference!

Parentkind

For further support when your child starts school, or is coming into a new year group, please visit the website for helpful advice on many areas SEND.

<https://www.parentkind.org.uk/for-parents/send-support-hub>

Well-being and mental health celebrations



As a Trailblazer school, we have been able to support the well-being of many of our students throughout the year. Alice, who is an Education Mental Health Practitioner, works for the Haringey Mental Health Support Team, and has delivered many Brain Buddies sessions to classes to help children develop calming strategies, manage their big emotions and support them in regulating their emotions. Alice has also worked with parents on a range of wellbeing topics, to empower parents to be able to support their child’s emotional needs at home. She has also delivered helpful workshops with parents on managing challenging behaviours. A huge thank you to Alice for all of her hard work and dedication to promoting and supporting mental health across the school.

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

A reminder



Our Play Therapist - Gloria

Gloria will still run our Parent and Toddler group every Friday morning from 9 - 10. 30am. There is a network of support for children and parents. It will start again on Friday 5th September. Thank you to Gloria for all of her hard work this year, she has had a significant, positive impact on many of our children and their families. We look forward to continuing this work with her next year.



A very sad goodbye to our learning mentor Phil who is stepping away from school work to focus on his catering career.

We wish him every success and thank him for all of his hard work and the dedication he has shown to the children of St. Mary's Priory.

He will be missed by everyone!



COOL with CHANGE!

Coping with change can be hard. Change can include moving to a new house, starting a new hobby, or getting a new sibling. Even a small change in your everyday schedule can be stressful. Change happens all through life, and that is why it's important to learn how to be *flexible* and cope with in a positive way!

Read below for tips on how to be cool with change.



Prepare

Sometimes you are able to know beforehand if a change is going to happen. This gives you time to get ready for it. Try to think about some things that you can do to make the change go more smoothly. Begin solving any problems that you think might come up.

Share Your Feelings

Talk about how you're feeling with a friend or adult. Even if the change is something positive, you might still feel anxious, sad, scared, or even angry. Make sure that you are expressing these feelings to others. They might be able to help you find healthy ways to cope and feel better.

Think of positive ways that you usually cope with the feelings that you are experiencing.

Positive Self-Talk

When all of these feelings come up, it can be easy to just focus on everything bad about the situation. It is usually helpful to try to identify good things about the upcoming change. You can use these things to come up with positive statements to say to yourself when you start to feel nervous, sad, or any other feeling. Try telling yourself, *"Everything is going to work out!"* or *"Just focus on all the good things that will happen!"*

Freeze!

Sometimes change happens suddenly! What do you do in those moments? Freeze! Before reacting, you want to stop and think about the best way to handle the situation. Use positive self-talk or another coping skill to help with how you are feeling in the moment. A lot of times, it's easier to learn to be OK with the change than try to fight against it.

How have we prepared the children for change in school?

- The children have had many visits to their new classroom and teacher.
- They have had many conversations in class to normalise change for the children.
- They have started to say goodbyes to staff that they may not work directly with next year.
- Teachers have updated individual children's passports so that new staff working with them know how to support them best.
- Staff have had a transition meeting, sharing strategies and information.
- Staff have also shadowed each other to be able to start off next year in the best way possible.
- A transition booklet will be sent home for your child to read over the summer to reduce anxiety. It has pictures of new surroundings and new staff working with them in September.

For further details please see our transition policy on our website.

<https://www.stmaryspriory.co.uk/site/data/files/90BC9E4AB97B7A5F672ECDA66FAC5B8D.pdf>

Some children may need a slow and staggered start at the start of next year. This is carried out at the pace of the children, as some children will take more time to get used to the new surroundings and adults.

Preparing for Change:

Mindful Activities

If there is a big change ahead, you might feel a bit nervous or unsure about what to expect. It can really help to spend some time doing some mindful activities. This means you are focusing on the present moment. Here are some suggestions. **Tick them off once you've tried them**



8
Make or draw something.

8



Enjoy a healthy snack.



Walk in nature.
Have a go at this [Outdoor Mindfulness Scavenger Hunt](#).



Build something.
Do some deep breathing.
You could try these [techniques](#).



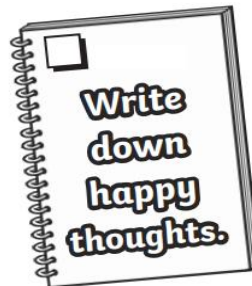
Have a good stretch.
Take a look at these [Garden Yoga Cards](#).



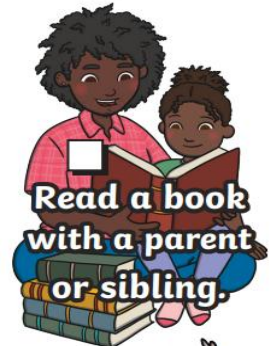
Listen to your favourite song.



Talk to someone about how you are feeling.



Write down happy thoughts.



Read a book with a parent or sibling.



Give yourself a hug.



Run around the garden.



Splash in a puddle.



Cuddle your pet or soft toy.



Dance or sing like no one is watching.

A Parent Guide to School Readiness

From developing independence to promoting a love of reading, there are so many ways you can support your little one in becoming ready for school. Let's take a look at some simple things you can work on at home to help your child prepare for the transition into reception.

What is school readiness?

School readiness is the term you'll likely hear a lot when talking about your child's upcoming transition into reception, how ready they are for it and the support they might benefit from ahead of it. It covers a really broad range of skills, characteristics and areas of development which lay the foundations for later learning.



Physical Readiness

Core Strength

When your child starts reception, they'll participate in more formal sessions, such as whole-class phonics or one-to-one reading sessions. Core strength enables your little one to comfortably hold their position and maintain their posture, which is really important for their concentration. Developing core strength is also essential for developing agility, coordination and spatial awareness, as well as controlling large and small movements such as climbing, running, writing and threading or weaving. To support your little one in developing core strength at home, you can:

provide plenty of opportunities to run, climb and explore outside

ride bikes, trikes or scooters

garden together, using wheelbarrows, watering cans and any other gardening tools you have

create obstacle courses using cushions, crates, planks, cones or any other resources you have around the home


kick, throw and catch balls




Fine Motor Development

Strengthening smaller muscles supports your child in being able to effectively manipulate writing implements, scissors, buttons, zips – the list is endless! There are so many ways you can support this area of development at home:

draw lines or patterns on paper to practise cutting



construct with building blocks



practise fastening zips or buttons

provide opportunities to make marks with pens, pencils, paintbrushes, chalk or fingerpaints



practise using cutlery



bake and garden together

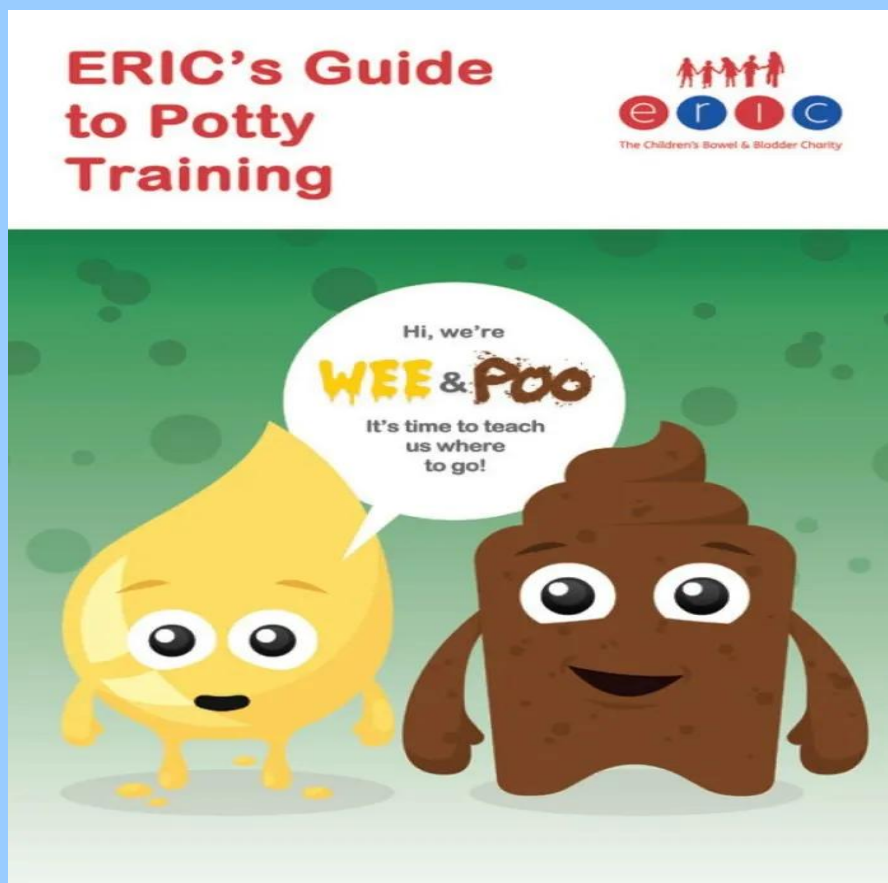


We hope you find the information on our website and resources useful. As far as possible, the contents of this resource are reflective of current professional research. However, please be aware that every child is different and information can quickly become out of date. The information given here is intended for general guidance purposes only and may not apply to your specific situation.



The summer is a good opportunity to work on potty training. Please see the link below for advice and ideas to help.

<https://eric.org.uk/supporting-children-to-feel-more-comfortable-around-poo/>





<https://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.

Monday 29th September, 6.30 - 8.30pm, online

We aim to meet as a forum every 6 - 8 weeks. These forum meetings are for SEND Power members, and they usually take place online in the evenings. The meeting agenda will be shared with members a week in advance of the meeting. More information to follow.



Our annual trip to the seaside! We're off to Walton-on-the-Naze (pictured). All of our members and their families are invited to come along.

The link was sent to all members week beginning 23rd June. If you're a member and you'd like us to resend you the link again, please email hello@sendpowerinharingey.org

Helpful websites

Down syndrome UK



<https://downsyndromeuk.co.uk/resources/primary-school-resources/>

National autistic society



<https://www.autism.org.uk/advice-and-guidance/help-and-support>

National dyslexia association



<https://www.bdadyslexia.org.uk/>

ADHD UK



<https://adhduk.co.uk/support/>



MESSY PLAY

ideas for summer



<https://fun-a-day.com/summer-messy-play-kids-sensory-art/>

Tips for Year 6 children going into Year 7. Good luck!

Moving on up for Year 6 pupils!

There are lots of new things you will need to practice to be ready for secondary school. Try some of these challenges over the summer holiday.

Can you...?

Challenge	Tick when you can
Remember a parent/carers phone number by heart	
Tie a tie	
Iron your shirt	
Get dressed in your uniform in under 5 minutes	
Get into and out of your PE kit in under 5 minutes (with all items on the right way round!)	
Check there are labels with your name in your uniform	
Tell the time on an analogue clock	
Read a bus timetable	
Write down your home address and postcode	
Buy something and work out the correct change from £5	
Tie your shoelaces	
Use the checklist to pack your school bag in less than 5 minutes	
Wear your new school shoes for a day	
Plan or make a "what-if wallet" with your home contact details, bus ticket or emergency money	
Choose a special object that makes you feel calm and positive, whatever your day brings. Decide where you will keep it in your new uniform or bag.	

Challenge	Tick when you can
Set an alarm on a clock or mobile phone	
Make yourself a healthy packed lunch	
Look at the school website and find out the times of the start and end of the day, break and lunch times	
Cook a meal for your family	
Look at the school website and know the names of key staff eg Headteacher or Principal, Form tutor, Head of Year 7	
If you are going to walk to high school: Can you walk the route safely by yourself? Time yourself doing it, then add at least 5 minutes. What time will you have to leave home to get there on time?	
If you are going to catch a bus to high school: Can you find out what time the bus goes, and from which stop? Can you walk the route safely by yourself? Time yourself doing it, then add at least 5 minutes. What time will you have to leave home to get there on time?	
Attach a document to an email and send it to a parent or teacher	
Make a checklist of the equipment that you will need for school	

You may not be ready to do all of these things by yourself yet.

Find out which ones you need to practice and ask the adults at home to help you.

Holiday Fun

Summer 2025



£1
UNDER 16 SWIM
entry for Tottenham
Green and Park Road
Pools & Fitness (lido
excluded)

Join us for fun activities
and make new friends.



Visit [haringey.gov.uk/holidayfun](https://www.haringey.gov.uk/holidayfun) to find the perfect activity for you!

Don't miss out - your adventure starts here!



Please visit the link below to download the brochure.

<https://www.haringey.gov.uk/sites/default/files/2025-06/1556.26-summer-fun-booklet-2025-final-web.pdf>

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
<p>4-5 years</p> <ul style="list-style-type: none"> 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. <p>e.g. "Finish your picture, then sit on the carpet and look at a book."</p> Can answer a 'How' or 'Why' question. <p>e.g. "Why do we need sunhats on?" "To stop the sun burning our face."</p> 	<ul style="list-style-type: none"> Understands a range of related words to describe concepts. <p>e.g. soon, early and late; soft, hard, and smooth.</p> Knows words can be put into groups and can give common examples in their: <p>e.g. Animals: dog, cat, horse...</p> Uses words more specifically to make the meaning clearer. <p>e.g. "I saw a funny monkey. It was a spider monkey."</p> 	<ul style="list-style-type: none"> Says words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables. <p>e.g. 'Wabbit' for 'rabbit', 'bow' for 'blow', 'sketti' for 'spaghetti'.</p> Uses well-formed sentences: <p>e.g. "I played with Zoe in the park."</p> but with some errors: <p>e.g. "I failed down."</p> Joins phrases with words such as: <p>e.g. if, because, so, could.</p> 	<ul style="list-style-type: none"> Lists events with some detail: <p>e.g. "I went nanny's. I had fat chips for tea. I played games on the pooter."</p> Retells favourite stories - using some of their own words: <p>e.g. "...and she said what a nice mouth you got and the wolf said, 'I can eat you' Guip!"</p> Describes events but not always joined together or in the right order: <p>e.g. "I went on the top of the bus with dad. That big slide is scary. We took the ball as well."</p> 	<ul style="list-style-type: none"> 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. Uses language to ask, negotiate, give opinions and discuss ideas and feelings: <p>e.g. "Are we going to Nana's today? Can I take teddy with me? He will be sad by himself."</p>
<p>5-7 years</p> <ul style="list-style-type: none"> 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: <p>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."</p> 	<ul style="list-style-type: none"> Compares words, the way they look, sound or mean: <p>e.g. "There are two words 'ate' at the beach, and you 'see' with your eyes."</p> 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: <p>e.g. "Dad, you know when you have lots of lions together it is called a pride of lions."</p> 	<ul style="list-style-type: none"> 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: <p>e.g. "I'm older than you so I will go first."</p> 	<ul style="list-style-type: none"> 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: <p>e.g. "You know where I live, right? Well, in that big house by the shop..."</p> Accurately predicts what will happen in a story. 	<ul style="list-style-type: none"> 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: <p>e.g. Copies swear words, says, 'Cool', or 'Yeah right'.</p> Uses and experiments with different styles of talking with different people.
<p>7-9 years</p> <ul style="list-style-type: none"> Listens to key information and makes relevant, related comments: <p>e.g. "So all mammals are warm blooded, have fur or hair and their babies all drink milk."</p> Identifies clearly when they haven't understood: <p>e.g. "What's maize?" or "Get a blue what?"</p> Able to infer meaning, reason and predict: <p>e.g. "It's getting very hot in here," means open the window.</p> 	<ul style="list-style-type: none"> Uses a range of words related to time and measurement: <p>e.g. century, calendar, breadth.</p> Uses a wide range of verbs to express their thoughts, or about cause and effect: <p>e.g. "I wonder what she's thinking," or, "If we run we should get there on time but we might arrive late."</p> Joins in discussions about an activity using topic vocabulary: <p>e.g. "I saw some chicken eggs hatching in the incubator on the farm last Friday."</p> 	<ul style="list-style-type: none"> Speech is clear, uses words with three sounds together or words with lots of syllables: <p>e.g. splash or sting, rhinoceros or identical.</p> Uses regular and unusual word endings: <p>e.g. walked or fell.</p> Uses complex grammar and sentences to clarify, summarise, explain and plan: <p>e.g. "So the bee collects the pollen from the stamen and then flies to another flower and pollinates it."</p> 	<ul style="list-style-type: none"> Stories have a good structure with a distinct plot, an exciting event, clear resolution and conclusion: <p>e.g. "...and everyone got home safely which was great."</p> 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. 	<ul style="list-style-type: none"> Uses formal language when appropriate in some familiar situations: <p>e.g. Showing a visitor around school</p> Understands conversational rules: <p>e.g. Looks at listener to judge feedback. Gives more detail if needed.</p> Uses tone of voice, stress on words and gestures naturally to add meaning. Uses language for full range of different reasons: <p>e.g. complimenting, criticising, negotiating.</p>
<p>9-11 years</p> <ul style="list-style-type: none"> Sustains active listening to both what is said and the way it is said. Follows longer instructions that are not familiar: <p>e.g. "Put the striped folder that's on top of the cupboard into the bottom drawer of my desk."</p> Understands different question types: <p>e.g. open, closed, rhetorical.</p> Understands simple jokes and simple idioms, but can't really explain why they are funny or what they mean: <p>e.g. You can't have your cake and eat it.</p> 	<ul style="list-style-type: none"> Makes choices from a wide and varied vocabulary: <p>e.g. 'Leap' instead of 'jump', 'terrified' instead of 'frightened'.</p> Uses sophisticated words but the meaning might not always be accurate: <p>e.g. "My bedroom was meticulous."</p> Knows that words can have two meanings and uses them appropriately. Can't always explain how they are linked: <p>e.g. 'Hard' (rigid object and tough person).</p> 	<ul style="list-style-type: none"> Uses long and complex sentence structures: <p>e.g. "I will come with you only because it means you will stop going on at me."</p> 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. 	<ul style="list-style-type: none"> 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: <p>e.g. meanwhile, therefore.</p> 	<ul style="list-style-type: none"> Uses different language depending on where they are, who they are with and what they are doing: <p>e.g. Formal style with the headteacher in school; relaxed and informal with family at home; and 'cool' language with friends in the park.</p> 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.

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.



5 tips

for traveling over the holidays
with kids with disabilities

1

Remind loved ones about any dietary restrictions, sensory sensitivities, and preferred greetings.

2

Have a standing packing list for every time you travel, so you never forget medical supplies and equipment with chargers.

3

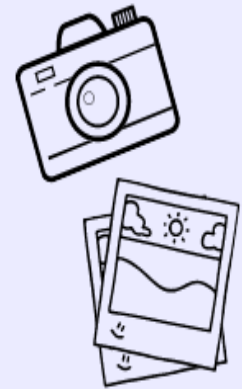
Let your kid(s) pack their own backpacks with a few of their favorite things, and carry your own backpack with snacks, drinks, and special surprises.

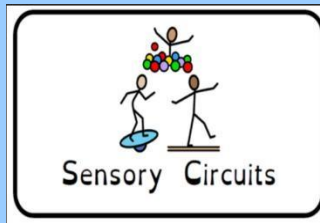
4

Pack items that will help your kids fall asleep.

5

Bring earplugs and/or noise-cancelling headphones for big get-togethers.





We are very lucky to have a sensory circuit room that your child may use in the new academic year.

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.



Our Calming room



Our Calming room is used throughout the day by children when they are overstimulated after a play time, or when they are anxious or dysregulated. It is used both flexibly and also at set times in order to respond to the needs of the child. It has several benefits:

- Creating a safe space
- Increasing the ability to self-regulate
- Increasing resilience
- Increasing self-esteem
- Increasing the ability to engage in meaningful life roles
- Increasing the ability to engage in social activities
- Increasing ability to cope with triggers
- Reducing negative sensory input and providing calming visual, auditory, and tactile experiences to help children who are distressed
- Helping students de-escalate and emotionally reset
- Heightening awareness, providing a sense of security and comfort, improving creativity, promoting mental and physical relaxation, and even decreasing aggressive behaviours
- Enhancing feelings of comfort and well-being

Preparing for a Day Out Checklist

I will need to take:

Warm clothes



Waterproof coat

Trainers



Bag



Packed lunch



Notebook and pencil



Ball



Purse



Money - amount: _____

Snack



Swimming costume



Towel



Tickets



A game

Sunglasses



Binoculars



Inhaler



Ear defenders

We are going to: _____

We will need to leave at:



It will take about: _____
minutes to get there.



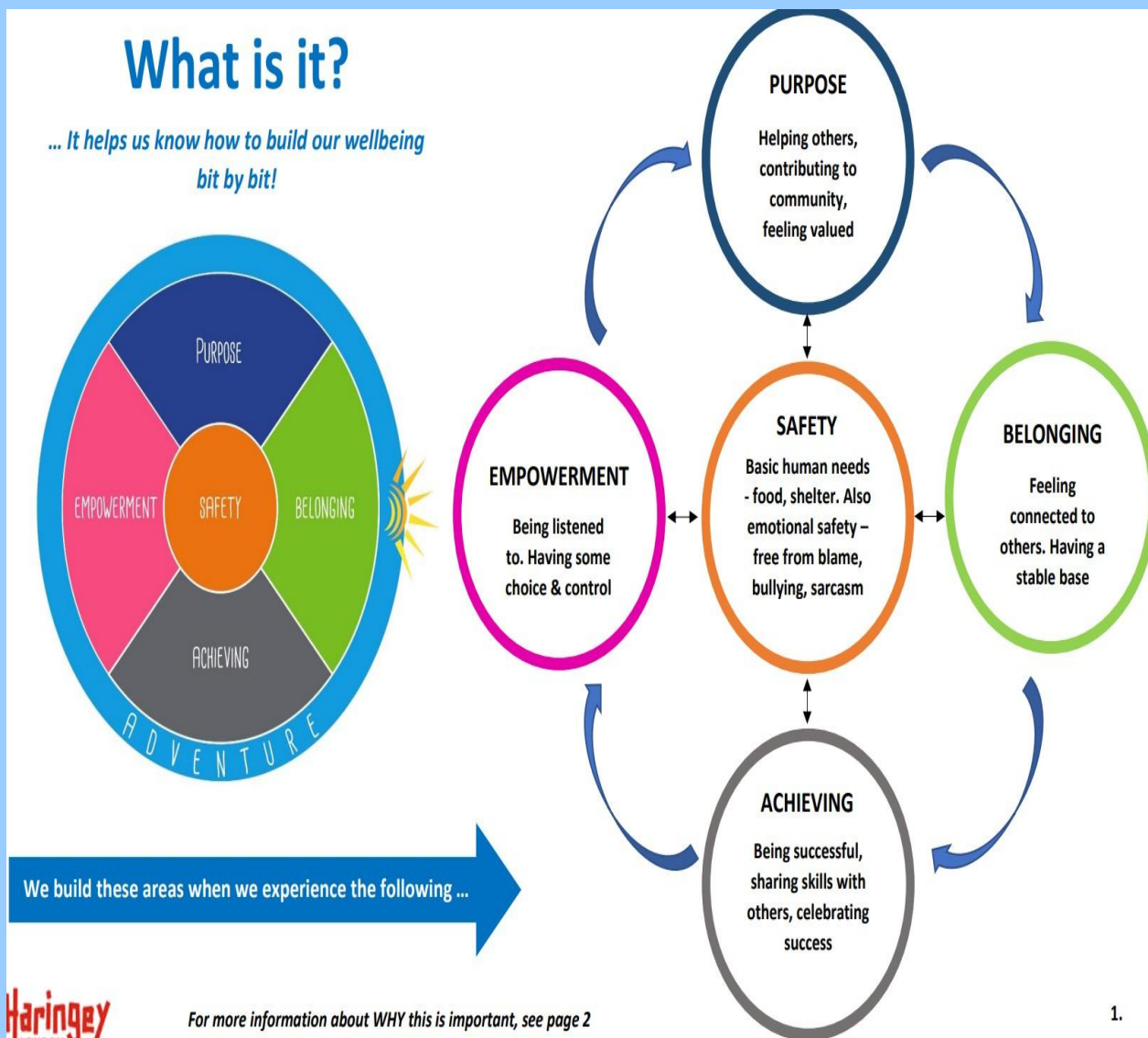
While we are there, we will
do these types of activities:

I am looking forward to:

Supporting emotional well-being and mental health

The Anchor Approach

Our Approach to positive behaviour



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

Try to promote positive changes at home.

THINGS TO TRY...

STRATEGIES FOR PARENTS

PRIMARY AGE

AT HOME,
AT SCHOOL
IN THE COMMUNITY

PURPOSE
- Helping others gives meaning & purpose to our lives
- Having future goals gives us a sense of purpose

<p>AT SCHOOL Encourage them to...</p> <ul style="list-style-type: none"> Be generous & kind Think of their goals each day 	<p>IN THE COMMUNITY Encourage them to...</p> <ul style="list-style-type: none"> Join an organised club after school Volunteer with you in community groups
--	---

BEING RESILIENT STAYING WELL

EMPOWERMENT
- Gaining a sense of control over our lives supports wellbeing
- Understanding that we are respected gives us confidence

AT HOME
Help your child...

- Do jobs to help
- Talk about what they want to do when they grow up

BELONGING
We feel safer when...
- We are connected at home, at school & in the community
- We gain a sense of trust

AT SCHOOL
Encourage them to...

- Listen to others with respect
- Know that rules help keep them safe
- Know their skills

AT SCHOOL
Help them to...

- Trust adults there
- Take part in teams & activities
- Arrange play dates after school

AT SCHOOL
Help them to...

- Trust adults there
- Take part in teams & activities
- Arrange play dates after school

AT HOME
Help your child understand healthy choices around...

- What they eat
- Gaining exercise
- Sleep habits

AT HOME
Encourage them to...

- Talk about their day
- Talk about how to manage situations with peers

IN THE COMMUNITY
Encourage them to...

- Use resources e.g. join the library
- Have courage to take up positive opportunities

AT HOME
Help them to...

- Find their skills & build on them e.g. if running is a strength, join an athletics club

IN THE COMMUNITY
Encourage them to...

- Join a club after school e.g. drama or karate
- Ask someone from school to join them there

AT SCHOOL
Encourage them to...

- Tell you 1 thing they learned today
- Share the skills they've learned at home at school

IN THE COMMUNITY
Encourage them to...

- Encourage them to...
- Learn a new skill e.g. swimming
- Celebrate when they master a skill & teach others

IN THE COMMUNITY
Encourage them to...

- Join a club after school e.g. drama or karate
- Ask someone from school to join them there

ACHIEVING
- Knowing our strengths gives us confidence to learn
- Celebrating our successes helps us to keep going

Just 1 change makes a difference!

IN THE COMMUNITY
Encourage them to...

- Join a club after school e.g. drama or karate
- Ask someone from school to join them there

