

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



Dear Parents and Carers,

As we approach the half-term break, we want to thank you for your continued support and partnership in helping our children thrive. This term has been full of growth, learning, and new experiences for our SEND pupils, and we're proud of every step they've taken.

Kind regards,

Mrs Neli

SEND updates at St. Mary's

1. ANCHOR Approach refresher training during the INSETS
2. ADHD sessions – traits, impact in school and strategies
3. Brain Buddies sessions (to be delivered by Alice from GEMHs) in Year 3
4. Alice - ran a coffee morning around ADHD and strategies to support parents at home
5. IEPS shred with parents
6. We have secured funding from Tottenham Grammar to go towards purchasing new resources for our Infant sensory room and to create a sensory room in the Junior school.

Well-being and mental health reminders



GUIDED EMOTIONAL AND MENTAL HEALTH SUPPORT (GEMHS) Team

A reminder that we are a GEMHS school, previously known as Trailblazers. 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 wellbeing 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.



Walk and Talk

Our monthly Walk and Talk usually the first Monday of the month - whatever the weather! We'll go to a cafe afterwards.

Meet fellow 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

November: O R Tambo Rec



Toilets are available in this park

Meeting point: O R Tambo entrance (N22)

Date: Monday 3rd November 2025

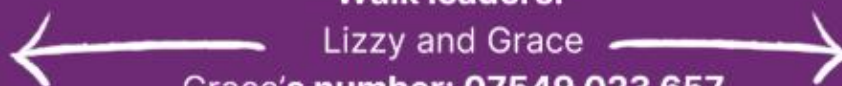
Time: 11:30am to 12:30pm



Walk leaders:

Lizzy and Grace

Grace's number: 07549 023 657





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.

hello@sendpowerinharingey.org

Tuesday, November 18

ADHD workshops for Haringey parents: sleep

By SEND Power in Haringey [Follow](#)

New series of free monthly workshops for parents in Haringey

Date and time

Tuesday, November 18 · 10 - 11:30am GMT

Location

Chestnuts Community Centre
280 Saint Ann's Road London N15 5BN
[Get directions](#) v

Good to know

Highlights

- 1 hour 30 minutes
- In person




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.



We are a Language Link school, running groups in Reception, all the way up to Year 5. See below for some tips for parents.



Working On Inferences



At school we have been working on making inferences and explaining how we know the answers. This is a very hard but important skill. Children need to be able to use their understanding of how the world works to solve problems and work out likely outcomes,

e.g. If you see a kettle with steam coming out you will realise the kettle is hot without having to touch it because you know that you only get steam when water is boiling.

Your child is doing really well and would like to practise these skills at home with you.

You don't need to set aside a special 'homework' time. You can support your child with their understanding at any time as you go about your usual day. Try to ask questions where the answer requires an inference i.e. where the child can't **see** the answer and has to work it out. You will need to do this as many times as possible in lots of different situations. You may have to model the answers for your child at first,

e.g. **'Why** is there water on the floor?'
 'Oh I see, because the vase has been knocked over. I wonder how that happened.'
 'Oh the cat must have jumped up and knocked the vase over because the flowers have been eaten and her paws are wet.'

Try to encourage your child to explain how he or she has worked out the answers. The best way to do this is to explain as you go along,

e.g. 'I am bringing your wellies because it's muddy. I know it's muddy because it has been raining all morning'.

Remember to give your child lots of encouragement, this skill will need lots of practice.

School would love to hear how you are getting on when you collect your child or keep a notebook to share with the teachers.

Thank you for your support.

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Detectives!

This game is to help your child make sense of the world and solve problems using language. These are important skills for your child to learn.

To play this game you will need some objects from around home e.g. cup, book, toy, pencils, keys, etc. You could also use the 'loot pictures' attached.

Place all the objects on the floor or table in front of the players. One player is the thief and another player is the detective.



The detective has to close their eyes (or wear a blindfold) while the thief steals some objects and hides them around the room. Once the thief has hidden the objects he or she tells the detective to open their eyes. The detective has to work out what is missing, who took them and where they are hidden by asking the players questions. The other players must answer honestly but can only answer 'yes' or 'no',

e.g. Did you stand up?
Did you go over to the fish tank?
Did you hide the cup behind the fish tank?

Encourage your child to tell you how they have worked out the answers.



Variations

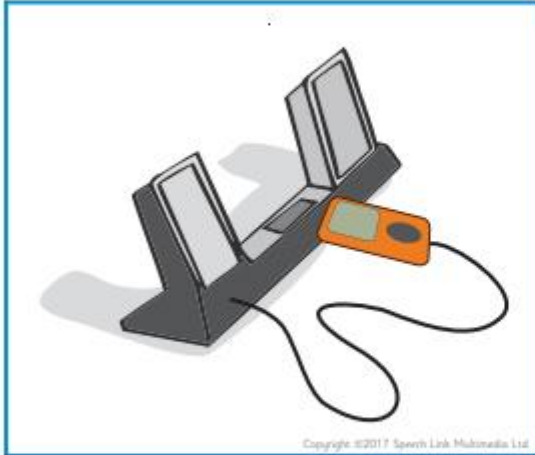
To make this game easier choose just three objects.

To make this game harder use more objects and hiding places.

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Loot Pictures



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S.A.G.E.



This activity is to help your child make sense of the world and solve problems using language. These are important skills for your child to learn. Your child needs to be able to take in information and link it to what he or she already knows about how the world works in order to work out an answer. This is called **making inferences**.

Making an inference is a very hard skill to master and most children need a bit of practice. The SAGE method breaks down the skill into smaller steps by asking a series of questions,

e.g. For this snowman picture you could ask
Is it a freezing cold day?

See - You can see the snowman is melting

Already know - snow melts when it warms up


Guess - The sun is shining and warming up the snow

Explain - It's not a freezing cold day because the snowman is melting so the sun must be out. If the sun is out it's not a freezing cold day.

Use the cue card attached to encourage your child to work out answers from books, comics, TV programmes, computer games and in conversation.



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S what can you **see**?

a what do you **already know**?

g what can you **guess**?

e **explain** your answer

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 Advice for the Half-Term Break – take a break!

Suggestions for Calming Activities



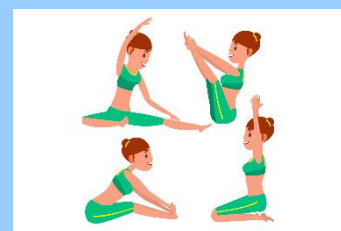
Breathing exercises:

- Whistles or other blowing toys (e.g., trumpets, harmonicas) – are often helpful when the child is first learning to take a deep breath on demand. Other children respond to a verbal cue such as ‘hold your breath’ learned during swimming lessons.
- Blowing out birthday candles – have the child hold up one hand; their fingers are the candles. Count out the five candles together. Then blow out each candle with a long breath, curl your finger down slowly while you are blowing.
- Blowing up balloons – pretend to pull a balloon out of your pocket and encourage the child to do the same. Cup your hands together and hold them in front of your mouth. Take a deep breath and as you exhale slowly expand your hands as if inflating a balloon. When you are finished take a deep breath and slowly close your hands back together as you exhale to ‘deflate the balloon.’ Repeat five times.



Physical activities:

- Tensing and relaxing our muscles is a great way to relieve tension and stress in order to bring a sense of calm that can be instantly felt.
- Sticky hands – pretend to have ‘sticky’ hands and then press them together. Now push hard for 20 seconds. Can to 20 with the child. Now tell the child to slowly allow their hands to come apart and see if they can feel the stickiness. Repeat this sequence two or three times.
- Stretching – have the child do simple stretches such as touching their toes and reaching up to the sky on their tip toes. Have your child lie on their backs and make letters with their bodies. Make an ‘X’ (spread out legs and arms) and ‘T’ (put their legs together while keeping their arms stretched out). Be creative and add your own. Remember to move slowly from stretch to stretch
- Tense and relax – have your child form their hands into fists and bring their shoulders to their ears. Count to five with them and then relax. Repeat five times. Try using props such as ‘squeeze balls’ to help exaggerate the motion.
- Yoga – there are many books and websites with yoga positions for children. Using visuals and showing by example will help your child get into the various positions.

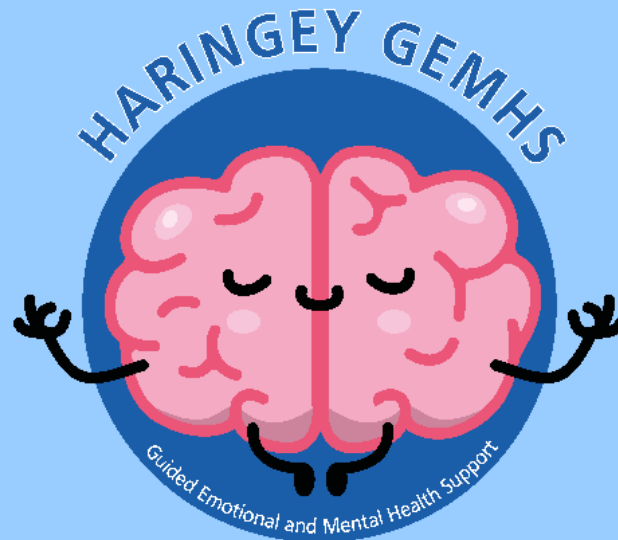


Here are a few examples:

- o The leaf – sit with spine straight, soles of feet together, hands on ankles. Gently round the spine and then return to sitting straight. Repeat several times.
- o The flower – sit with spine straight, soles of feet together, hands on ankles. Gently bounce knees toward floor 10 to 20 times.
- o The starfish – lie on back, arms and legs comfortable stretched. Raise one arm at a time toward.



MENTAL HEALTH SUPPORT TEAM (MHST)



GUIDED EMOTIONAL AND MENTAL HEALTH SUPPORT (GEMHS) Team

Supporting children and young people's mental health



Alice is still supporting our school again this year.

GEMHS (previously known as trailblazers) are a Mental Health Support Team working with Haringey Schools to support the emotional wellbeing of children. Alice is the allocated Educational Mental Health Practitioner supporting St Mary's Priory Infant & Junior Schools. Alice is trained in evidence-based approaches for a range of wellbeing concerns including anxiety, low mood and behavioural difficulties.

Referrals can be made for the following issues in green below:

Presenting difficulties, we can support with	Presenting difficulties, we may not support with depending on case-by-case assessment, formulation *	Presenting difficulties, we do not support with
Low Mood/ Mild to moderate Depression **	Anger Difficulties **	Pain Management
Panic Disorder	Low Self Esteem	PTSD
Panic Disorder & Agoraphobia	Mild Social Anxiety Disorder	Bipolar Disorder
Generalised Anxiety	Some Compulsive Behaviours	Psychosis
Worry Management	Mild Health Anxiety	Personality Disorders
Simple Phobias (e.g. crowds,	Assertiveness/Interpersonal Challenges (e.g., With Peers)	Eating Disorders
Sleep Difficulties	Self-Harm is disclosed but is assessed as linked to low mood but is not assessed as enduring and elevated risk in nature. **	Chronic Depression/Anxiety
Stress Management	Mild/early onset OCD	Established Health Anxiety
Behavioural Difficulties		Historic or current experiences of abuse or violence
		Complex interpersonal challenges
		Bereavement
		Relationship Difficulties
		Active, enduring and significant self-harm
		Phobias around blood, vomit or needles.

Is your child experiencing developmental difficulties?

Come and get advice and support at our Drop-In, from the Specialist Health Visitor and Specialist Nurse.

Where: Clinic Room 3
Tynemouth Road Health Centre
24 Tynemouth Road
London N15 4RH

Telephone: 0203 224 4312

When: Every Tuesday morning

Time: 10.00am to 12Noon



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?

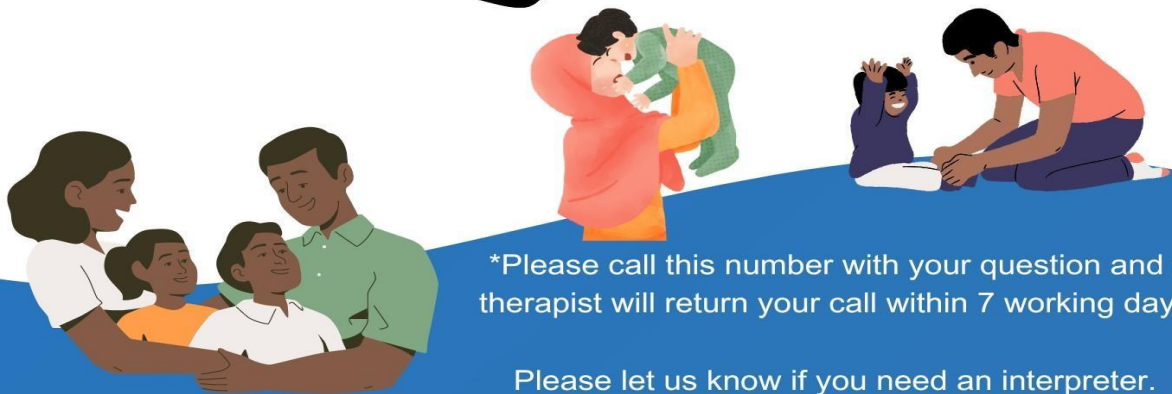
Do you have a question about
their talking or communication?



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

www.haringey.gov.uk/children-and-families/localoffer/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.

