

Chancel SEND Newsletter

Issue 12 Spring 1 2023

What can I do if I think my child has SEND?

Mrs R Palmer is the Deputy Head and school SENCo [Special Educational Needs Co-ordinator]. If you have any concerns regarding your child's special needs, and would like to speak to Mrs Palmer, please do not hesitate to contact the school office.



Special educational needs, often referred to as 'SEN' or 'SEND' (Special educational needs and disabilities), is a term used to describe learning difficulties or disabilities that make it harder for a child to learn compared to children of the same age.

All children may experience challenges with their learning at some point and for most children, these difficulties overcome with support from teachers and home. However, children with SEND are likely to need extra or different help to be able to learn.

How do you know if a child has SEND?

A child or young person has SEN if:

- they have significantly greater difficulty in learning than the majority of other children and young people the same age
- they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 provisions

A child or young person has a disability if:

- they have a physical and mental impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities.

What types of difficulties are SEND?

Children may have difficulties in one or more of these areas:

Cognition and Learning - A child may find all learning difficult or have difficulties with specific activities such as reading or spelling. A child may have trouble understanding instructions and carrying out tasks. A child may have memory difficulties.

Communication and Interaction - A child may have difficulty in talking to others or understanding what others are saying to them. A child may have difficulty with interactions with others, such as not being able to take turns. A child who has speech and language needs will be classed as having communication and interaction needs.

Physical and Sensory - A child may have hearing or vision loss. A child may have difficulty with sensory processing, being under or over-sensitive. A child may have a medical condition which affects them physically.

Social, Emotional and Mental Health - A child may display behaviours such as having very low self-esteem or being very anxious. A child may display challenging, disruptive or distressing behaviours. A child may have underlying conditions which affect their mental health.



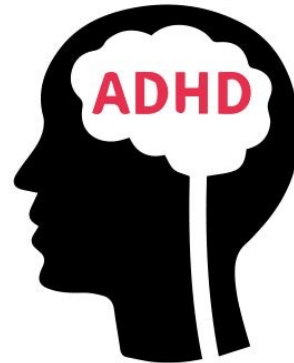
Many children go through phases where they're restless or inattentive. This is often completely normal and does not necessarily mean they have ADHD.

- **Has trouble listening**
- **Avoids doing activities that require sustained effort**
- **Struggles with organization and time management**
- **Can't. Sit. Still.**
- **Talks or interrupts excessively**
- **Frequently loses belongings**

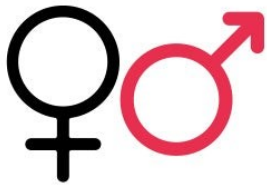
6 Research-Backed Facts About **ADHD**



ADHD is caused by structural and chemical differences in the brain, not minor head injuries, refined sugar, food additives, parental neglect, lack of physical activity or screen time.



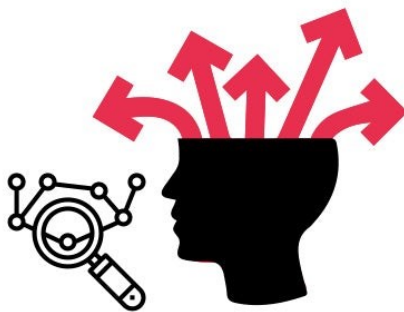
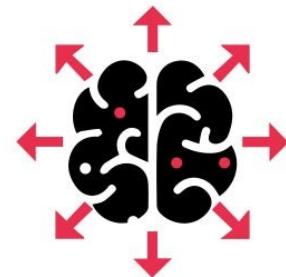
ADHD affects adults as well as children—it's a lifelong condition that can be managed but not cured.



Women are just as likely to develop **ADHD** as men, but far less likely to be diagnosed, particularly if they present primarily with symptoms of inattention.



Individuals with **ADHD** have abnormal neurotransmitter function (namely, dopamine and serotonin) that interferes with signal transmission along key pathways governing the engagement and direction of attention.

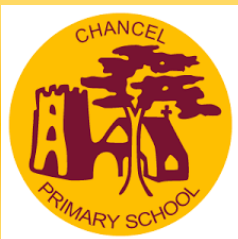


Scans link **ADHD** to differences in brain activity in several areas, as well as differences in brain volume and metabolism.



ADHD is highly heritable and linked to a few specific genes including ones related to dopamine reception and transportation.





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Parenting Strategies For Children With ADHD

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Provide positive attention

Give effective instruction

Praise your child's effort

Establish rewards

Use consistent consequences

**JUST
DROP IN**
NO APPOINTMENT
NECESSARY

SENCo Drop-In Session

Every Friday (9.15am—9.45am) there will be a drop in session for parents/carers who would like to access information and support regarding Special Educational Needs concerns.

Don't forget to visit 'Staffordshire Connects' website: a one stop shop for children and young people who have SEND in Staffordshire.



STAFFORDSHIRE
CONNECTS

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

SENDIASS
Staffordshire Family Partnership

For confidential impartial advice, regarding the law relating to special educational needs and disability, then please contact SENDIASS on:

Phone: 01785 356 921

Email: sfps@staffordshire.gov.uk

