

# Chancel SEND Newsletter

Issue 14 Summer 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?

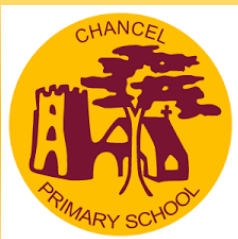
Children may have difficulties in one or more of these areas:

**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.

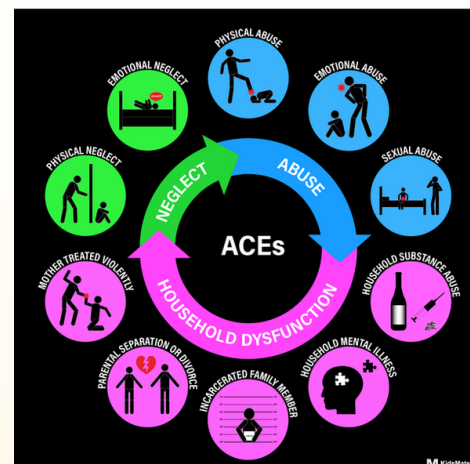
**Communication and Interaction** - A child may have difficulty in talking to others or understanding what others are saying to them. A child may have difficulty with interactions with others, such as not being able to take turns. A child who has speech and language needs will be classed as having communication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



# ADVERSE CHILDHOOD



Research has shown that Adverse Childhood Experiences (or ACEs) can have a significant impact on a student's life outcomes. ACEs are traumatic experiences in a child's past that can affect their developing brains and nervous systems. The results can also affect a pupil's behaviour in school - impacting on their ability to manage their emotions, interact socially, delay gratification, engage with school routines or expectations, or form trusting relationships. They can feel under constant threat, living in a permanent state of "fight-or-flight". Pupils who have experienced early trauma can present classroom behaviours that look similar to those more often associated with autism, ADHD or other medical conditions, but require different support strategies to be successful. If a student has experienced one (or more) of those events, it's important we consider developmental trauma as a possible cause for their behaviour.

A family member has had a problem drinking alcohol or using drugs (including prescription drugs)

Domestic violence has been present in the family (doesn't have to be directed at the child)

In some way, the child's emotional needs were not met for a time.

**Adverse  
Childhood  
Experiences**

A family member has regularly sworn at, insulted or verbally abused the child

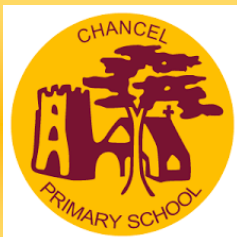
The child has been sexually abused in some way (can involve acts other than intercourse)

A family member has been affected by mental illness, depression or has attempted suicide

Has experienced parental separation or divorce, or the death of a parent



Ellis and Dietz (2017)



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## **FREE Parent/Carer Training** **BITESIZE TRAINING DAY (29/06/23)**

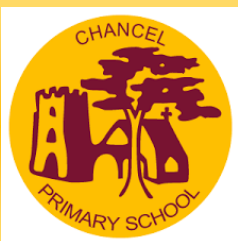
Delivered by the Specialist Teaching Support Service, Autism Inclusion Team

PLEASE NOTE – THIS TRAINING IS FOR PARENTS/CARERS OF CHILDREN WHO HAVE A  
DIAGNOSIS OF ASC  
(inc. those not yet referred to our Service)

LOCATION: Families First at Faraday Road, (Stafford Children's Centre), ST16 3NQ

TIMES:	SESSION OPTIONS: <b>CHOOSE TWO</b>
09.30-10.30	Session 1: Developing Self-Esteem in Autistic young people Delivered by the Autism Inclusion Team
11.00-12.00	Session 2: Emotional regulation and ASC: Primary Focus Delivered by the Autism Inclusion Team
12.30-13.30	Session 3: Transition, ASC & Dealing with Change Delivered by the Autism Inclusion Team
13.45-15.45	Session 4: Getting through the teenage years: A workshop for parents and carers Delivered by Severine Thompson (Educational Psychologist)

**Please choose a maximum of two sessions you wish to attend.**



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## Cannock Chase Family Hub

Your local Family Hub is a virtual space where you can find advice and support, and connect with others in your area.

The Family Hubs offer a range of information, support and advice for families at a local and county level. This is shared mainly through the Family Hub Facebook pages but can also be answered by individual queries by email, message or phone calls.



<https://www.facebook.com/Cannockfamilyhub/>



## 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.



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



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](mailto:sfps@staffordshire.gov.uk)

