

Chancel SEND Newsletter

Issue 25 Summer 2 2025

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

Miss Miller is working closely with Mrs Palmer as the new school SENCo [Special Educational Needs Co-ordinator]. If you have any concerns regarding your child's special needs, and would like to speak to Miss Miller or 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?

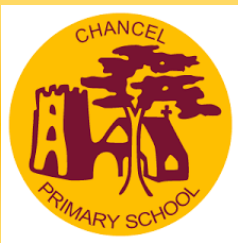
Children may have difficulties in one or more of these areas:

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.



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End Of Another Academic Year

Parents of children with special needs can be faced with their biggest challenge of the year when it comes to the six weeks of summer.

Every child is different, and some children may be happy to say goodbye to school for a few weeks as soon as the clock hits 3.30pm on the last day of term. Others may gradually want to reduce the number of term-time routines they keep in place over the holidays, while some may want to keep them running all the way through. Whatever course your child takes, it's useful to start incorporating some of the school routines back into life in the last week or so of the holidays so that it's not too much of a shock when school starts again in September.

Seeing familiar faces outside of school will not only help your child to stay connected to friends so that the relationships are still there in September but will also help to build bridges between school and the long summer holidays.

Children who thrive on predictability and are prone to panic over transitions—including those on the autism spectrum—benefit from posted schedules that outline what will happen throughout the day (i.e., 7am: Wake up, go to the bathroom, wash face...8am: breakfast...) Depending on your child's developmental level, simple pictures can also help.

Even with the best-laid plans, you may see some regression and worsening behaviour over the holiday. Give yourself a break for not being able to magically avoid it. Be ready to hold your ground in as calm, firm, and consistent a manner as possible. Shouting only escalates things, while giving in teaches your child that if she/he screams loud enough, they'll get what they want.

Gradually build up to returning to school as the weeks go by. Bring it (casually) into conversation often to remind your child that it's on the horizon. If your child is feeling anxious about returning to school, work through some of your child's worries and the possible solutions.

Intersperse school provision shopping throughout the holidays - perhaps for uniform one week, school shoes the next and stationery the following week. Not only will this make back-to-school shopping more manageable (and ensure you're not left scraping the barrel with whatever shops have left!), but it'll also help consolidate in your child's mind that they are going back to school soon.



1. Create a visual countdown and timetable

2. Think about and plan for that first week of the holidays

3. Keep plans simple and flexible – remember kids like downtime too

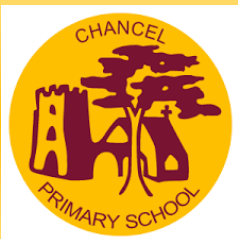
4. Acknowledge what your child is going through

5. Get creative

6. Let your child know you're thinking of them when you are apart

7. Be aware of your child's sensory needs

8. Add some 'special time' to your child's life



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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.

These will resume in the new academic year



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

