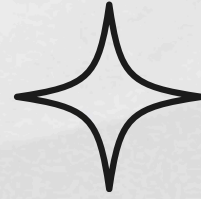


# SEND NEWSLETTER

Autumn Term



## INTRODUCTION

Dear Parent/Carer

We are excited to launch our termly newsletter dedicated to our Special Educational Needs and Disabilities (SEND) community at Sheffield Park Academy. This newsletter aims to develop a stronger connection between our school and SEND parents, ensuring you feel informed and supported throughout the school year.

In each edition, we will provide valuable resources and signpost various support options available to you and your family. We'll also share important updates and information about our SEND department to keep you in the loop with interventions, support, and advice. Additionally, we want to take this opportunity to celebrate the remarkable achievements of our SEN students, highlighting their hard work and successes.

We hope you find this newsletter informative and encouraging, and we look forward to continuing our partnership in supporting your child's educational journey.

If you have any questions or queries about your child's SEN needs, please contact your child's SEN link for their year group or email [senco@sheffieldparkacademy.org](mailto:senco@sheffieldparkacademy.org)

Mrs E Faulkner  
Assistant Principal - Inclusion & Acting SENCO



# SEN ACRONYMS AND TERMS - WHAT DOES IT ALL MEAN?

## MEET THE SEND TEAM

The SEN department featured in the school newsletter on Friday 11th October. In case you missed it, click here <https://www.sheffieldpark-academy.org/communication/newsletters> to catch up with the changes in our team.

Schools and local authorities use different acronyms and sometimes the language we use can be confusing. See our guide below for what it all means.

### **SEND: Special Educational Needs and Disabilities**

This is a legal term that refers to learning difficulties or disabilities that make it harder for children to learn than their peers.

### **SENCO: Special Educational Needs Coordinator**

A teacher responsible for overseeing the provision for children with SEND within a school.

### **TA: Teaching Assistant**

A support member of staff who supports teachers in the classroom

### **HTLA: Higher level teaching assistant**

A higher qualified member of support staff who holds ILP reviews, runs interventions and supports students both individually and in groups.

### **EP: Educational psychologist**

A medical professional trained to assess and diagnose learning difficulties, social and emotional problems and developmental disorders.

### **SALT: Speech and Language Therapy/Therapist**

A service or a professional that provides support for children with communication difficulties.

### **LA: Local Authority**

The organisation responsible for providing services and support to children and families in a specific area, including education, social care, and health services. Our Local Authority is Sheffield.

### **SSENDIAS: Sheffield Special Educational Needs and Disability, Information, Advice and Support.**

A statutory service offering free impartial, confidential, information advice and support to children and young people (0-25 years old) with SEND and their parent carers on education and related health and social care matters.



# SEN ACRONYMS AND TERMS - CONTINUED

## **CAMHS: Child and Adolescent Mental Health Services.**

CAMHS are NHS services that assess and treat children and young people with emotional, behavioural or mental health difficulties.

## **SEN Register:**

A list of students who need additional support and have diagnosed SEN or are on the pathway for diagnosis.

## **ILP: Individual Learning Plan**

A document which outlines the support an SEN child requires. All students on the SEN register have an ILP. All teachers have a copy of every child's ILP that they teach.

## **ESP: Extended Support Plan**

A document for children who have long-term needs and need support from a range of services. The local authority requires schools to have completed least two assess-plan-do-review cycles (over two school terms) before an EHCP can be applied for.

## **EHCP: Education, Health and Care Plan**

A legal document that outlines the education, health, and social care needs of a child with SEND, along with the support required to meet those needs.

**ASD:** Autism Spectrum Disorder

**ADHD:** Attention Deficit Hyperactivity Disorder

**MLD:** Moderate Learning Difficulty

**SpLD:** Specific Learning Difficulty (e.g. dyslexia, dyspraxia and dyscalculia).

**ODD:** oppositional defiant disorder

**SEMH:** Social, Emotional and Mental Health Difficulties.

## **Reasonable Adjustments and behaviour**

Reasonable adjustments are the changes that are made to a child's school life, so that they're not at a disadvantage compared to others. The term reasonable adjustment is often used in a general way to apply to all children with SEND. But in law, it's specifically about the changes made to support a disabled child. The term disability is quite a broad and some children and young people who have special educational needs may have a disability too. Any reasonable adjustments required will depend on a child's needs. They might include making changes to things like uniform and behaviour policy to meet the needs of a child, as well as the kind of support offered day to day in school.

At Sheffield Park Academy, we have made the following reasonable adjustments to the behaviour policy:

All students on the SEND register receive an additional pre-warning in lessons. This is indicated by a tick next to the student's name on the warn board.

All students with an ILP which states their primary need as ADHD, autism or SEMH may take sensory breaks from Reflection Room if their behaviour has warranted a full day sanction. This could be a break outside the room, an accompanied sensory walk around the building or up to two lessons in the Bridge. In some circumstances, some students may also require breaks from COL, but this will be specified in a student's ILP. These adjustments are with the aim of regulating, providing sensory breaks and supporting students to complete their sanction.





# LEARN MORE ABOUT... AUTISM

Autism is a lifelong developmental disability which affects how people communicate and interact with the world. Autism is a spectrum condition and affects people in different ways. Like all people, autistic people have their own strengths and weaknesses, and their traits of autism can present in many ways. However, below is a list of difficulties some autistic people may share:

- Social communication & social interaction difficulties
- Repetitive and restrictive behaviour
- Over- or under-sensitivity to light, sound, taste or touch
- Highly focused interests or hobbies
- Extreme anxiety
- Meltdowns and shutdowns




At Sheffield Park Academy, there are lots of students with diagnosed autism and many more who are awaiting diagnosis. Our SEND department follows a 'needs not diagnosis' approach to supporting students. If Ryegate have agreed to assess, we always treat students as though they had already received a diagnosis. This is because of very long waiting lists for assessments. Students with autism are supported in different ways depending on their needs.

Your child may be supported in the following ways:

- With quality first teaching in lessons
- Through the strategies in their ILP
- Reasonable adjustments such as a 3-minute early pass or a sensory break pass
- Small group interventions with a HTLA
- Access to the sensory room
- 1-2-1 support in the Bridge to re-regulate
- A referral to the Autism Team if needed



## TIPS TO TRY AT HOME

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- Visual timetables to help them see what is happening at each step of the day, so they know in advance what they will be doing next. This will relieve some of their anxiety.
  - Set a specific place for them to do any work or tasks.
  - Prepare them for changes in routine.
  - Help your children to recognise and name different emotions and feelings. You can do this by discussing their own emotions, how characters in books and on TV programmes might be feeling and how you yourselves might be feeling.
  - Use a 5 point scale/ Zones of regulation to support children in managing their emotions.
  - Use social stories and comic strip cartoons to help children understand different situations and perspectives and address inappropriate behaviour.
  - Be aware of your child's sensory needs and support them in managing that need to help them learn e.g. sound reducing earphones if noise is a problem, comfortable clothes, keep the area surrounding the workspace clear to avoid over-stimulation etc.
  - Play lots of games with your child to encourage social skills, such as taking turns and winning and losing



## RESOURCES

Social stories and comic strip cartoons:

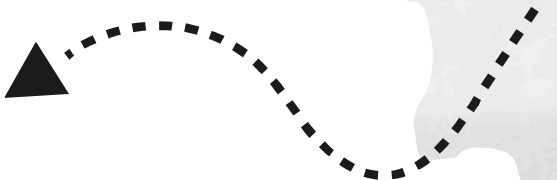
<https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx>

Social stories and comic strip cartoons: <https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx>

5 point scale: <https://www.5pointscale.com/>

Social skills games: <https://www.twinkl.co.uk/resources/specialeducationalneedssen/specialeducationalneeds-sen-social-emotional-and-mental-healthdifficulties/sen-friendship-and-social-skills>  
<http://autismteachingstrategies.com/free-social-skills-downloads-2/>

### Where to go for support:

- National Autistic Society <https://www.autism.org.uk/>
  - Sheffield Autistic Society: <https://sheffieldautisticsociety.org.uk>
  - SENDIAS: <https://sheffieldsendias.org.uk/>
  - SEND Parent Carer Forum: <https://sheffieldparentcarerforum.org.uk/>
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# SPOTLIGHT ON SUPPORT



## Sheffield Parent Carer Forum

The Sheffield Parent Carer Forum is an independent group of parents and carers of children and young people (0-25) with special educational needs and disabilities. Their main aim is to ensure the needs of children are met. They bring together parents / carers from across Sheffield to provide mutual support, exchange information, and influence policy and practice.



At Sheffield Park Academy, we are lucky to have support from the wonderful Anne -Marie who is our Project Worker from the Sheffield Parent Carer Forum, as part of the Autism in Schools Project. The Autism in Schools Project aims to improve the student experience for all children with SEND. As part of the project, they are inviting parents/carers to share the experiences of their children in school and to meet and chat with other parents.

Anne- Marie runs monthly drop in sessions at school to facilitate this part of the project. Our next session is on Wednesday 20th November 2024. Please confirm your attendance by emailing [annamarie.emmett@sheffieldparentcarerforum.org.uk](mailto:annamarie.emmett@sheffieldparentcarerforum.org.uk)



## Student Success

Ellie, Year 10 has worked incredibly hard this year and has made wonderful improvements in her progress and behaviour. We are very proud of her achievements. She won an award in the Rewards Assembly at the end of half term 1.

Well done Ellie!