

# SEND Newsletter

Welcome to our newsletter which is dedicated to special educational needs and disabilities. We hope you find this useful. If you have any suggestions for future newsletters, please let Mrs Kane know. Many thanks.

At Burradon Community Primary School, we are proud of our 'open door' policy, so please do not hesitate to get in touch, if you have any concerns, queries or require further support from our team. You can make an appointment with the class teacher by phoning the school office or emailing the school. Our SEND Governor is Mrs Watts. For further information, please visit our dedicated SEND page on our school website where you will find the Local Offer, as well as external links for charities or support websites.

## Spotlight on Neurodiversity

Neurodiversity is defined by the NHS as a wide variety of ways we think, learn, feel and process information. Some people's brains work in a different way and is unique to them! Therefore, they will have unique skills, abilities and needs. They may experience and interact with the world around them in a different way from the neurotypical 'standard' way. There is no right or wrong way of thinking and learning. The NHS shares neurodiversity can include but is not limited to Autism, ADHD, ADD, Dyslexia, Dyscalculia, Tourettes and Dyspraxia.

Recently the children from Years 1 to 6 met Amy who said she was neurodivergent and that Autism and ADHD were her superpowers! The children asked lots of interesting questions and many shared that they themselves had ADHD, Autism or both!

To support a child who is neurodivergent, it solely depends on their own individual needs as one strategy may support one child, but have an opposite affect for another. Here are some ways which may support:

\*Discover and celebrate their strengths!

\*Try to identify when they need extra support. Could it be noise? Crowds? Too many choices?

\*If possible, plan activities that support their sensory needs if any! For example,

\*Having a quiet area or space to access when needed. For some children and adults, this may include an oversized blanket or onesie with a hood where they can hide / have their own space.

\*Access to fidget toys which continue to engage them with the activity, not the fidget. This is often trial and error and the choice of fidget can change.

\*Having an active break such as movement, dances or completing a short obstacle of activities.

\*Having a routine which may be written or visual for the week or 2 weeks and chosen a symbol for an activity or event which may change or not go ahead so children are aware of this.

\*Exploring emotions and feelings with your child and starting to identify how their body might feel when happy, sad or angry so they become familiar with this sensation or action.