



Issue no. 4

SEND Newsletter

Your termly newsletter about our school!

Welcome back to school!

We hope everyone had a restful break and we look forward to a busy and eventful term ahead! We would like to apologise for the delay in getting another newsletter out to you last half term.

We need you...

We are looking for some of our parents of SEND to join 'Parents Together' to have the opportunity to meet up, develop support strategies for other SEND parents, share feedback on developments in SEND and have an influence on the schools in implementation of SEND.

If you're interested please contact the SEND Team

Did you know?

Over 1.5 million pupils in England have special educational needs (SEN)

Dates for the diary

- Monday 27th - Friday 31st May Half Term break
- Monday, 3rd June - Back to School
- Tuesday 4th June at 09:00am - SEND Coffee Morning
- Wednesday 26th June from 13:30 - Provision Family Picnic & Sports Afternoon for Squirrels, Otters and Foxes
- Friday 19th July - Last day of term

Contact our SEND team

☎ 01582 359412
✉ sendteam@surreystreetprimary.com

In this term's newsletter

- Get to know... Miss Beaven
- What is Sensory processing?
- Strategies to support sensory processing.
- Local SEND activities
- Dates for the diary



Local Activities



Inclusive Fitness Initiative (IFI) at Inspire: Luton Sports Village and Lewsey Sports Park, as well as Lea Manor Recreation Centre.

For information or general enquiries about disability and inclusive sports and activities in Luton, email info@activeluton.co.uk or call 01582 400272.



Meet the Staff...



Who: Miss Kylie Beaven

Job title: SEND Administrator

Describe your role: I spend a lot of my day on referrals for internal and external agencies, supporting Mrs Blackwell and Mrs Ben Khedher, chasing reports and supporting parents with any paperwork needs they have. I'm the one to ensure that the i's are dotted and the t's are crossed. I am on hand to help support when some of our children become dysregulated and get them back into their zen zone. I also have the pleasure of going swimming every Tuesday with Foxes Class and supporting the children in the pool.

How long have you worked at SSPS?

I have been with Surrey Street for just over a year, I started as a SEN I to I and moved into my new role in September when we opened our new Redwood Provision.

What do you think makes you the best person for the job?

Being a SEND Mum and a SEND Aunty myself for the past 14 years, I have a good understanding of the hard work, dedication and patience it takes to be a SEND parent. However I also understand the struggles we face, the mountains of paperwork we have to wade through and the battles we fight everyday.

What do you like doing in your free time?

I'm an avid baker and spend much of my free time whipping up a frenzy in the kitchen. From Cupcakes, Brownies, Cheesecakes and my family's fav being my Fudge... We're an outdoorsy family and you'll quite often find us up Dunstable Downs flying a kite or wandering through the trails of Rushmere Park (a must if you love the outdoors).

What is Sensory Processing?

We use our sensory systems to understand the world around us. We process information through our senses and decide on how to respond to the things we are experiencing. Sensory systems include:

- Sight
- Taste (gustatory)
- Smell (olfactory)
- Hearing (auditory)
- Touch (tactile)
- Proprioception (using our muscles to understand where our body is in space)
- Vestibular (the sense of how the body moves against gravity)



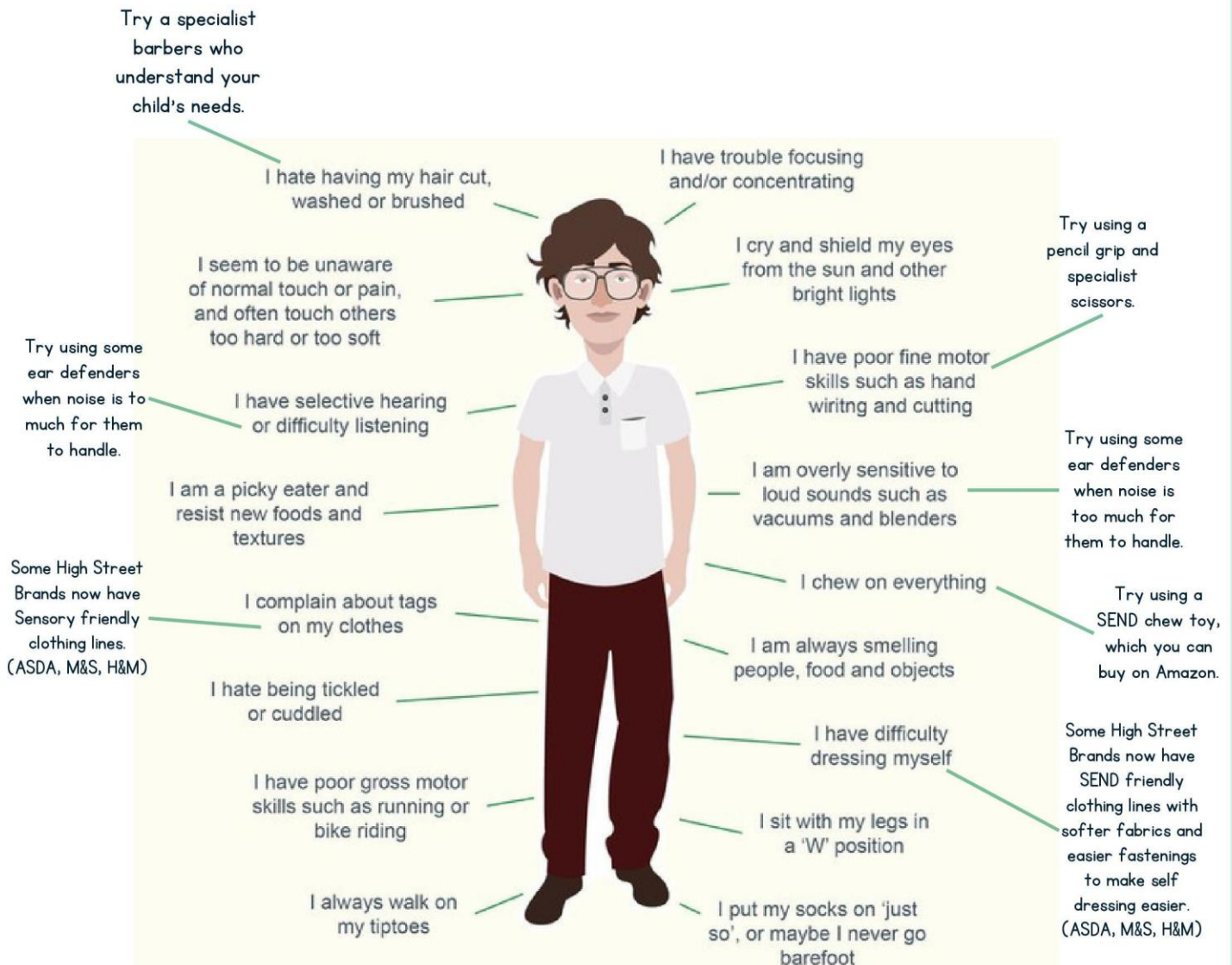
The last 3 sensory systems - touch, proprioception and vestibular - help us to feel in tune with our world and to feel grounded as a person. Learning how to process sensory-based information as it is received can be challenging for all of us at times, but even more challenging for a child with a learning disability. We have to filter out what things are important and what things to ignore. For instance, if we hear our name being called, we respond to this, even though there may be other sounds in the room that could distract us. Some children have difficulty with this filtering process.

Recognising Sensory behaviours?

Examples of behaviours that may indicate sensory processing needs

Many of these behaviours are not uncommon, but sometimes they can be persistent and impact on quality of life:

- Running out of busy places when there are lots of visuals and/or sounds present.
This may be a child who cannot cope with processing so many different things at one time.
- Seeking lots of physical movement through the day. This may be a child who needs more information into their muscle and movement systems, to tell them where they are in space.
- Sensitivity to light touch. Your child may be very sensitive to unexpected or light touch and have an anxious response to it.
- Seeking heavy touch and hugs. Your child may seek lots of heavy touch, through hugs for example, to get more input to their touch system. This can be calming for them.
- Difficulty with posture and co-ordination. This may represent a child whose muscle and movement systems are not as efficient.
- Being overloaded by visual or sound input. This may affect their ability to concentrate



How can I help my child?

Consider patterns of behaviour. Reasons may be many and varied, but among them may be some of the following:

- Your child may be trying to feed a sensory system that they are not so good at registering.
- You may also find that if your child receives too many stimuli, they reach an overload state and this can lead to a state of high anxiety.
- Often children instinctively know what they need, and may be giving you clues as to what sensory input they are seeking, or what they are unable to cope with.
- Think about what things your child may be sensitive to; such as light touch or hair brushing.
- If your child is seeking more input, see if there are ways to support your child through sensory based activities that “feed” sensory needs in the right way (e.g. movement breaks between sedentary activities).
- You may find that your child seeks certain sensory stimulation – this may be an attempt to “kick start” a system that is not as active as the child needs it to be.

Challenging behaviour can have a sensory based cause, but can increase with secondary gains (e.g. avoiding an activity). It can be challenging to work out what is motivating a child to display these behaviours, and what has become more important as an additional gain for the child. Sometimes it helps just to try and understand why a child may behave in the way that they do. Looking at behaviours using a sensory viewpoint can help you to understand why your child reacts to certain things (e.g. sensitivity to clothing).

We hope you find our guide to Sensory Processing helpful, if you do have any questions regarding this then please feel free to reach out to one of our SEND team members and they will be happy to help.

CHILDREN WITH
SPECIAL NEEDS
AREN'T SENT TO
SPECIAL PARENTS
THEY MAKE
PARENTS SPECIAL

Summer Activities...

Autism Bedfordshire Summer Activity Schemes (S.A.S) 2024



- Respite clubs based in Bedford and Luton.
- For different age groups from 3 to 17 years old who live in Bedfordshire.
- A wide range of onsite activities and community-based experiences for autistic children and young people.
- Each scheme is specifically designed to cater for the different needs, interests, ages and abilities of those that attend.

The Summer Activity Scheme 2024 will run between Monday 22nd July and Friday 2nd August.

To book call 01234 214871 or by e-mail via summerscheme@autismbeds.org