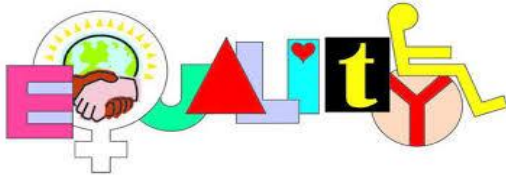




# SEN Newsletter

Issue 3  
Autumn Term  
November 2024



This half term we are learning more about our REACH value of **Equality**; and celebrating those who go above and beyond to demonstrate this value in all that they do.

All the children are developing their awareness of what equality means, and how we can ensure the inclusion of others and being fair to all.

It has been wonderful to see all our pupils embracing this important value. Including some of our Year 6 Pupils who led an excellent whole school assembly focusing on all the values including Equality.

## SENCo

Our Special Educational Needs Co-Ordinator (SENCo) is Mrs. Wallace.



Contact information:  
[Jemma.wallace@robertmiles.notts.sch.uk](mailto:Jemma.wallace@robertmiles.notts.sch.uk)

Thank you to all the parents who attended our Autumn 2 **SEND Parent Coffee Morning**.

I am busy planning the next event which will be held in the Spring term. More information will be in the December newsletter.

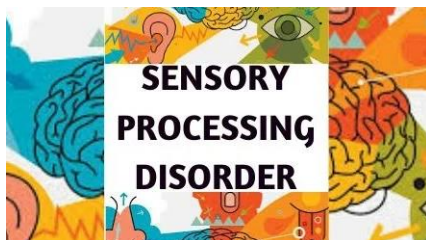


Another huge well done to the four pupils from Year 6 that competed in the **Equals Trust Boccia Tournament** this month. They did fantastically well, showing their enthusiasm and sportsmanship throughout.

Boccia is a paralympic sport, played in a similar way to 'bowls'. All the boys enjoyed the experience and played some great, game winning shots!

## Spotlight focus...

(Each newsletter will spotlight on one area of special educational needs)



### What do we mean by sensory processing?

Sensory processing is the way that our body takes in and makes sense of information. Our senses include hearing, vision, touch, taste and smell, as well as vestibular processing (which helps with balance and movement), proprioception (which is the awareness of our body in the space around it), and interoception (our awareness of our internal body feelings). We use our senses every day to interact with the world.

### What might happen when sensory processing becomes a problem?

- Children might find sensory information overwhelming, and they might struggle to cope with certain sensory experiences. They may try to avoid certain things, people or places.
- Children might find everyday tasks difficult to tolerate, such as showering, wearing certain clothes, eating or teeth-brushing.
- Children may seek out sensations to help them to regulate (for example, needing to move a lot during lessons).
- When children are overwhelmed by sensory information it can make it more difficult for them to communicate their needs.
- Sensory sensitivities can lead to higher stress and anxiety levels in a child.
- Children may present differently from one day to the next and their sensory needs may be context specific or be influenced by other factors, such as mood, tiredness or stress levels.

### How can we support children with sensory processing difficulties?

We can support children with sensory processing difficulties in school by using ear defenders in assemblies and busy spaces, thinking about where children sit in the classroom with regards to light from outside and the noise from the hallways and communal spaces. We also use wobble cushions to give sensory feedback and have weighted cuddly toys.

For children that may have sensory processing difficulties, we typically use a **sensory profile questionnaire** to identify if a child is experiencing hypo or hyper sensitivities to the school environment.

This is also used to assess whether a child needs to have **fidget toys** in school. Where a fidget toy is in place it is an agreement between the parent, SENCo and class teacher, based on the sensory profile questionnaire.

## SEN Glossary:

# SEN Support



## What is SEN Support?

When a child or young person has been identified as having special educational needs, schools take action to remove barriers to learning and put effective special educational provision in place called SEN Support.

This SEN Support should take the form of a four-part cycle (assess/plan/do/review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what supports the child in making good progress and securing good outcomes.

This is known as the **graduated approach**.

Children having SEN Support will access **universal provision** and the relevant interventions offered within the **targeted provision** (examples of this are outlined in our October newsletter).

