



The Good Shepherd Catholic Primary School

Spring SEND Newsletter 2025

Happy New Year! Welcome to our Spring term SEND newsletter. A newsletter addressing all things related to SEND (Special Educational Needs and Disabilities). In this issue you will find out more about how we support SEND pupils in the classroom and a spotlight focus on Autism and ADHD with some useful links and advice.



As The Good Shepherd's Special Educational Needs and Disability Coordinator (SENCO), I am here to offer support and advice regarding additional needs or SEND support for your child. As a school, we value the engagement of our parents so please do not hesitate to get in touch if you have any questions or concerns. My contact email address is: CThomas@olcatschools.org

SEND in the classroom at The Good Shepherd Catholic Primary School

At The Good Shepherd, we endeavour to create a tailored curriculum that ensures each child is at the heart of everything that we do. We provide purposeful, enriched experiences and opportunities to support all children to 'know more and remember more' and make progress over time. We recognise that all pupils learn differently and with this in mind, teachers make adaptations within the classroom and learning content to provide an environment that supports the different learning styles of all pupils.

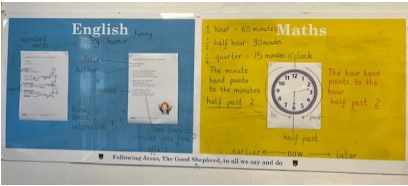
How do we create a learning environment that meets the needs of SEND pupils?



Reflection and wellbeing support and spaces.

Adjustable seating arrangements and bespoke work areas.

Working Walls and displays to help children 'remember more'.



Resources and strategies to support focus and regulation.

Tabletop and practical resources for



Access to laptops, technology and devices.



Additional writing aids.



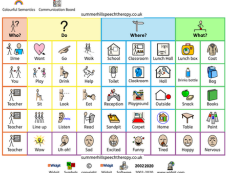
1:1 support and group in-

Visual timetables, prompts and checklists.

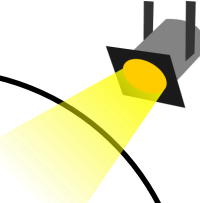
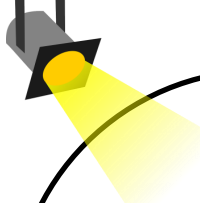
Introduction
What is your balanced argument about? State a 'for' and an 'against' point.
Paragraph one:
Against:
Some people think that
One reason for this is...
This is because
Secondly...

Should tourists be in Antarctica
A Polar bear is a large carnivorous mammal that lives in the Arctic region of the Northern Hemisphere. It is the largest land carnivore in the world. It is known for its thick white fur and black skin. It is also known for its ability to swim long distances. It is a very important part of the Arctic ecosystem.

Communication boards and visuals.



Breaking work down into chunks and scaffolding support.



Spotlight: What is Autism?

Autism is a lifelong developmental disability which affects how people communicate and interact with the world around them. It is a spectrum condition and affects adults and children in different ways. Like all people, autistic children will have their own strengths, qualities and difficulties. Below is a list of common signs an autistic child may display.

- Difficulties with social communication and social interaction, making and maintaining friendships.
- Difficulties to maintain focus and attention and cope in certain environments or with following instructions.
- Show repetitive and/or restrictive behaviours or movements or noises.
- Have sensory needs: Over or under sensitive to sounds, touch, tastes, smells, light, colours, temperature or pain.
- Find changes to routine or new situations or events, difficult to cope in and/or cause significant distress. They may find transition from one place/activity to another difficult.
- Have triggers that cause increased anxiety or for them to become overwhelmed or feel overloaded.
- Can be obsessional or engrossed in particular topics or activities. Can be very particular about the way things are done or happen.
- Struggle with perception and making connections with others.
- Need additional support with their life skills and self-care needs.

It is very important that children with autism are supported to begin to learn to recognise their triggers and how these affect the way they feel and respond. With support and guidance they can then find coping mechanisms to help reduce their anxiety. It can be very difficult to recognise, communicate and regulate their emotions, especially for children. When everything becomes too much they can go into meltdown or shutdown, which can be very intense and an exhausting experience.

A meltdown can happen when a child becomes completely overwhelmed by their current situation and temporarily loses behavioural and sensory control. This loss of control and response can be verbal or physical and can also impact their wellbeing.

A shutdown appears less intense to the outside world but can be equally debilitating. Shutdowns are also a response to being overwhelmed, but may appear more passive - eg going quiet, needing to hide or 'switching off'.

Children with autism can present very differently when experiencing anxiety. Some behaviours can be very subtle while others can be more extreme, intense and long lasting. Although they present very

Autism Support and Advice

If you think your child may be autistic, already have a diagnosis or have other SEND needs and would like to talk through any questions or worries you may have, please do not hesitate to contact me, or the school where we can arrange to talk in more detail. You may also wish to contact your local GP who can support and provide guidance.

The SEND Support Service offers advice and support to children, young people, families, carers and a range of educational establishments for children with special educational needs and/or autism, aged 0 to 19 years. You can contact them on 0300 1261039. They also offer a range of virtual and face-to-face courses and workshops to help parents who live in West Northamptonshire understand and support their child's Special Educational Need and/or Disabilities (SEND).

Spotlight: Attention Deficit Hyperactivity Disorder (ADHD)

Attention deficit hyperactivity disorder (ADHD) is a neurodevelopmental condition that can affect behaviour, concentration and a child's ability to cope with the demands and expectations of the world around them.

Children and young people with ADHD can seem unusually restless, impulsive, hyperactive or highly distracted. They may also show some of the following signs.

- Speak or act without thinking or being able to read social cues or the environment.
- They may seem unable to control their responses or they may not be reasonable or rationale to the context. Responses can physical or verbal and be extreme and long lasting.
- Always be 'on-the-go' and find it hard to calm, settle or wind-down.
- Struggle with organisation, following expectations or cope with demands.
- Be easily distracted, finding it difficult to start or finish tasks.
- Often feel unable to concentrate or feel restless or fidgety.
- be very talkative, often interrupting or blurting things out.
- Act impulsively, for example doing something before considering consequences or being prone to taking risks.
- Be easily angry or frustrated, or struggle to regulate or control their emotions.
- Find making or maintaining friendships difficult.
- Be disorganised, for instance often losing things or being late.

Every child or young person with ADHD is an individual and they may not display all of these traits and behaviours. Many of these responses can be normal in younger children. They can also be caused by traumatic experiences or other reasons. So if your child is showing some of these signs, it does not necessarily mean they have ADHD.

Living with ADHD can be very challenging, for children and young people as well as for their parents and carers and family. But the right diagnosis and support can make a big difference to a

ADHD Support and Advice

If your child frequently experiences some of these things and it's affecting their day-to-day and family life, please contact us to discuss your concerns or with your child's GP. Where we can discuss ways to support at home and school and consider a possible referral. The local offer also provides further advice training and

Anxiety

Children with Autism, ADHD and other SEND needs can present very differently when experiencing anxiety. Some behaviours can be very subtle while others can be more extreme. Although they present very differently, these behaviours are communicating that they may need some extra support to manage their emotions. Many children with can struggle to verbalise or even recognise how they are feeling or why. They may withdraw, refuse, avoid or be unable to interact or talk

