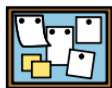




SEND



Bulletin:



Summer



term

1

1

**Each half term, this bulletin will highlight what we are doing to make St Mary's even more inclusive for our children with SEND. It will also signpost you to resources and information that can support you and your family at home.**



Bulletin Highlights

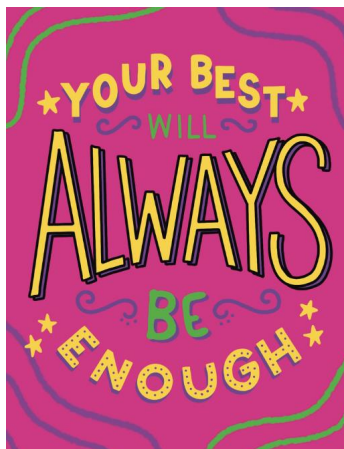
In our '[Frequently Asked Questions](#)' section, we have explained how the SEND register works and the criteria for a child being added to the SEND register. The key messages are:

- Pupil progress is continually monitored
- Children do not need to be on the SEND register to access interventions & support
- It is important to consider the whole picture for a child (circumstances, age etc)
- Children are on the SEND register if they need long-lasting support additional to & different from the majority of their peers
- See the flow chart of the decision-making process
- Speak to your child's class teacher if you have concerns

In our '[SEND Spotlight](#)' section, we introduce our school counsellor Mr Trestain

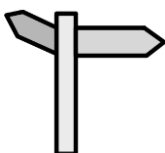
In our '[Resources and Support](#)' section, we share the following:

- Stepping up to Autism Course
- Action for Carers Drop-In Hub
- All about Social Stories
- A social story on coping with change



For more useful resources and information, please visit the [SEND Provision](#) page of our website.

We hope you & the family have a happy, fun and chilled half-term break.





SEND



Training



and News

Celebrating and Inspiring Children Who Do It Differently



Surrey and Borders Partnership  
NHS Foundation Trust

## BARNADO'S

Next half-term we have a weekly intervention led by Barnado's (from Thursday 5<sup>th</sup> June – Thursday 10<sup>th</sup> July) entitled 'Celebrating & Inspiring Children Who Do It Differently'. 18 children are taking part in this in small groups. The referral forms were submitted last academic year and they are unable to accept new referrals. If your child is taking part you will have received a consent form in 2024.

## STIPS

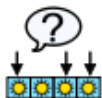
This half-term, Megan Castle and Hannah Cunnah from STIPS (Specialist teachers for Inclusive Practice) have completed 2 of a 3 part training session with our fabulous teaching assistants. The focus is on 'Managing Behaviours that Challenge' with a particular spotlight on supporting pupils who are Neurodivergent. We are very grateful they are able to offer us this tailored support!

## Secondary Transition

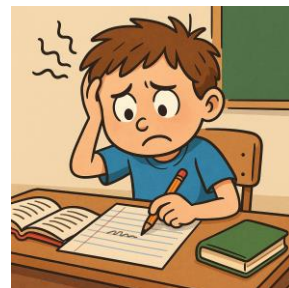
There have been a lot of transition meetings, including Aspire, this half-term with the secondary schools our Year 6 children will be attending. The children will have transition visits to their new schools next half-term. Also, handover meetings will take place between staff in the rest of the school to prepare for the next academic year!

## 'WHEN THE ADULTS CHANGE'

Mrs Harding, Miss Simmons & Mrs Tongue attended this insightful course to help us think about relational classroom management with Paul Dixon's celebrated approach: inclusive, relational and highly practical.



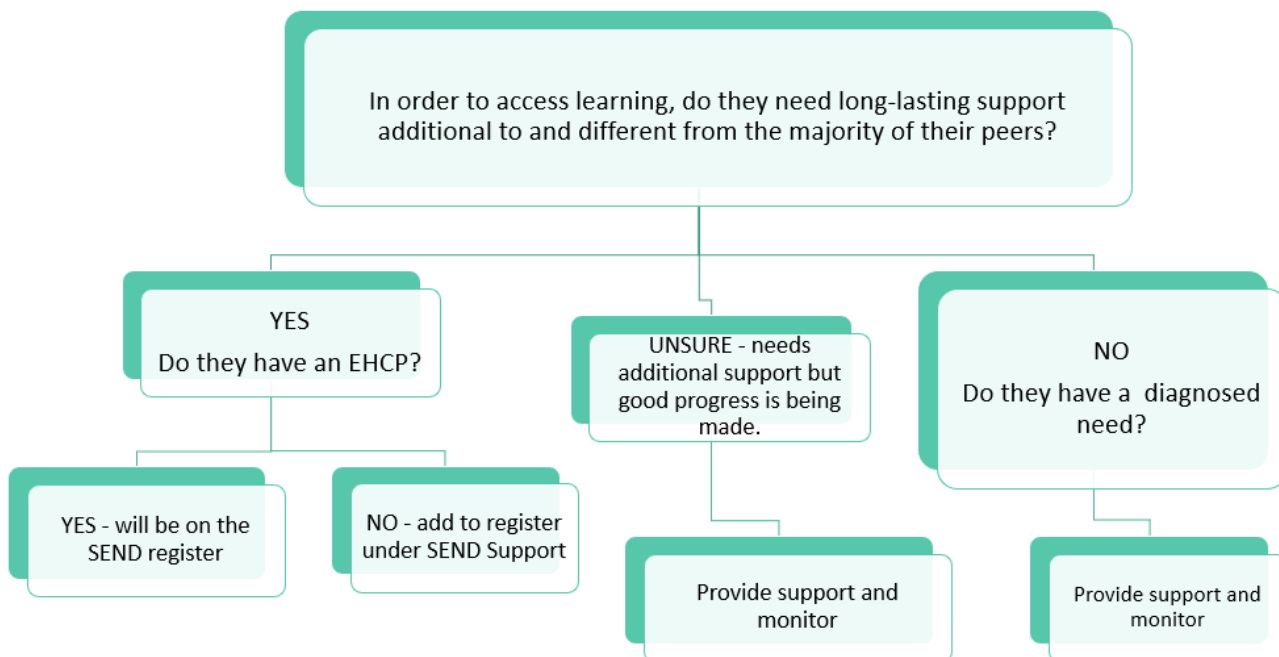
## Frequently Asked Questions

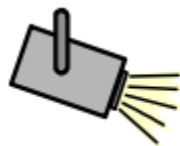


**My child is working below year group expectations/struggles to make appropriate behaviour choices. Can they go on the SEND register to get the support they need?**

We understand as a parent it is worrying if your child is struggling with 1 or more areas of their development or learning. Your child's progress & behaviour should always be considered in the context of their age (e.g. are they summer born?) & other life circumstances. Their difficulties may not be due to them having Special Educational Needs. Growing up in this modern world is tough! At St Mary's we continually review progress of every pupil & put in the support & interventions they need regardless of whether they are on the SEND register. Your child's class teacher is always the best person to speak to about your concerns as they know your child well & what support they are having. If a significant amount of long-term support is having little impact and your child is struggling to access learning, then they would be added to the SEND register and you would be informed. Please see flow-chart below and note that not all children with a diagnosed need are added to the register if they are making progress without significantly different support.

### Should a child be on the SEND register?





# SEND Spotlight



## Mr Oliver Trestain

- I first started working with children when I was 18 in SEN summer camps in the UK and the US. I then worked as an English teacher in Thailand for 3 years before becoming a primary school teacher which I continued for 15 years, finishing as a small group tutor at St. Mary's three years ago.
- While tutoring I was also studying to be a counsellor and so it made perfect sense when Jacquie asked me to come and be a school counsellor at St. Mary's where I have been for the last three years working 2 days a week.
- I love my role as a school counsellor. Although I also work with adults and couples, having the opportunity to help children with their mental health so early in their development seems vital to me. I believe that the earlier we can educate children on how our brains and emotions work, and give them the tools to manage their mental health, the better their lives will be. Especially before the teenage years kick in!
- I'd like to recommend a couple of books to anyone who's child is struggling with their feelings. The first is "My Hidden Chimp" and the second is "Starving the Anxiety Gremlin" (there are different age group books in this series). Also it's clear that the best thing we can do as parents is to make sure we ourselves are as mentally healthy as we can be so I'd also like to recommend "The Chimp Paradox", the adult version of "My Hidden Chimp" and my favourite book for adult mental health, and finally "The DOSE Effect", an amazing book for increasing our understanding of how our nicest hormones work (DOSE stands for Dopamine, Oxytocin, Serotonin and Endorphins) and how we can get more of them really easily and quickly!
- Finally, I'd like to just say that I have taught in many schools and I have never been anywhere that puts as much importance on the emotional needs of its pupils as St. Mary's. To have a regular counsellor as well as play therapists, a SENCO, ELSAs and all the other amazing support staff looking after children's well being is very rare. It makes it a lovely place to work too.



Resources and Support



 [Surrey.FamilySupport@nas.org.uk](mailto:Surrey.FamilySupport@nas.org.uk)

 01483 521744

## Stepping Up for Autism

A FREE course for parents and carers

An 8 session course over 2hrs a week for 8 weeks, for parents and carers of children who live in Surrey, with or without an Autism diagnosis. Our course provides practical advice, information and strategies to help you understand your child and support their needs.

To register for a place please email:

 [Surrey.FamilySupport@nas.org.uk](mailto:Surrey.FamilySupport@nas.org.uk)

### Stepping Up For Autism Course Details

**For Parents of Children aged 5-18 yrs.**

Sessions include:

Understanding Autism

Sensory Differences

Communication

Visual Supports

Understanding Behaviour

Supporting Behaviour

Understanding and Supporting Social Interaction

Transitions and what we have learned

**PLACES MUST BE BOOKED**

Please email us to register and book a space.



Resources and Support



## Drop-in Hubs for Unpaid Carers

**We have 'drop-in' venues across Surrey, called Hubs.**

At these Hubs you can meet with Action for Carers staff to get information and advice on your caring role and the support available, and also enjoy a cuppa and a chat with other carers and our volunteers.



We often run extra events there too, such as talks, support groups and wellbeing sessions.

### **Open to all**

Hubs are open to all family/friend unpaid carers, and are free simply to drop-in. There are Hubs right across Surrey.

### **When are the Hubs open?**

Our Hubs run twice a month, and are open 10am-2.30pm.

**See all the locations on the reverse** ➔

Action for Carers Surrey  
*Supporting unpaid carers of all ages*

☎ call 0303 040 1234

✉ email [CSAdmin@actionforcarers.org.uk](mailto:CSAdmin@actionforcarers.org.uk)

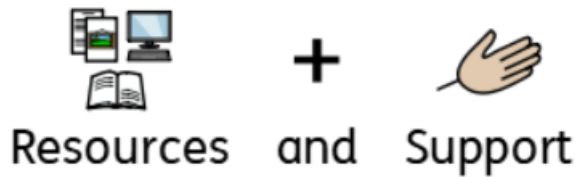
📞 text 07723 486730

[www.actionforcarers.org.uk](http://www.actionforcarers.org.uk)



Charity Registration No 1116714

**WOKING** Knaphill Methodist Church, Broadway, Knaphill,  
Woking GU21 2DR. First and third Monday of each month



## Social Stories™

### What are social stories?

- [Social Stories™](#) were created by Carol Gray in 1991. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why. The terms 'social story' and 'social stories' are trademarks originated and owned by Carol Gray.

### What are social stories for?

Social stories can be used to:

- develop self-care skills (for example, how to clean teeth, wash hands or get dressed), social skills (for example, sharing, asking for help, saying thank you, interrupting) and academic abilities
- help someone to understand how others might behave or respond in a particular situation
- help others understand the perspective of an autistic person and why they may respond or behave in a particular way
- help a person to cope with changes to routine and unexpected or distressing events (for example, absence of teacher, moving house, thunderstorms)
- provide positive feedback to a person about an area of strength or achievement in order to develop self-esteem
- as a behavioural strategy (for example, what to do when angry, how to cope with obsessions).

### How do social stories help?

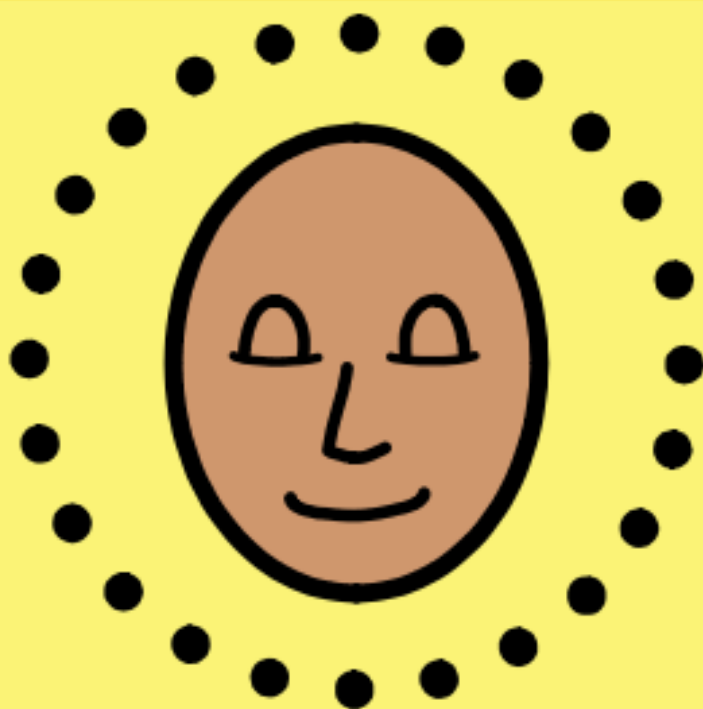
- Social stories present information in a literal, 'concrete' way, which may improve a person's understanding of a previously difficult or ambiguous situation or activity. The presentation and content can be adapted to meet different people's needs.
- They can help with sequencing (what comes next in a series of activities) and 'executive functioning' (planning and organising).
- By providing information about what might happen in a particular situation, and some guidelines for behaviour, you can increase structure in a person's life and thereby reduce anxiety.
- Creating or using a social story can help you to understand how the autistic person perceives different situations.

It is the time of year we start to worry about how our child will cope with the transition to a new class or school. Here is a social story about coping with change to help. Please let Mrs Tongue know if you would like a printed copy.



**When things change,  
I can be okay**

A Story to Help



It is important for me to have good routines.



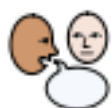
It is important to know what I am doing.



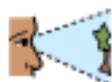
This can help me feel safe.



This is good.



Telling me what is happening might help me.



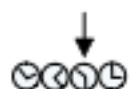
Showing me visuals so I can see what is happening might help me.



Giving me time to think might help me.



Help is good.



Sometimes



things change.



This might make me feel



scared,



upset



or worried.



It can take my brain



a long time



to understand



that something is different.



Keeping my routine



the same



makes me



feel safe.



This is good.



My parents,



teachers

and



friends



understand this.



They help me



when things change.



It is part of life that things might change.



Some changes are only for a short amount of time.



Some changes might be good for me.



Some changes might be difficult for me.





If it is a difficult



change,



I have



people

to



help me.



This is good.



When things change,



I can

be



okay.



WELL DONE



ME!