

# SEND NEWSLETTER

## ADVENT 1 EDITION



HELLO EVERYONE, AND A VERY WARM WELCOME TO THE NEW SCHOOL YEAR! MY NAME IS MRS SINEAD STACK, AND I'M DELIGHTED TO INTRODUCE MYSELF AS THE SCHOOL'S SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO).

MY ROLE IS TO WORK ALONGSIDE PUPILS, FAMILIES, AND STAFF TO MAKE SURE EVERY CHILD—WHATEVER THEIR STRENGTHS, NEEDS, AND INTERESTS—CAN THRIVE. THAT MEANS COORDINATING SUPPORT, HELPING TO REMOVE BARRIERS TO LEARNING, AND CELEBRATING PROGRESS IN ALL ITS FORMS.

IT HAS BEEN A FANTASTIC START TO THE FIRST TERM. THE CHILDREN HAVE RETURNED FULL OF CURIOSITY, KINDNESS, AND ENTHUSIASM FOR LEARNING. CLASSROOMS ARE BUZZING WITH NEW ROUTINES, FRESH TOPICS, AND PLENTY OF SMILES. WE'VE ALREADY SEEN BRILLIANT EXAMPLES OF PERSEVERANCE, FRIENDSHIP, AND TEAMWORK—QUALITIES THAT MAKE OUR SCHOOL COMMUNITY SO SPECIAL.

Over the coming weeks, I have been visiting classes, meeting with teachers, and touching base with families to ensure support plans are up to date and working well. If you have any questions about your child's learning, well-being, or any aspect of SEND provision, please do get in touch—I'm here to help. You can reach me via the school office or by email at [sstack@st-josephs.leicester.sch.uk](mailto:sstack@st-josephs.leicester.sch.uk). Here's to a positive, inclusive, and successful term ahead for every child. Thank you for your continued support!

### HELPFUL CONTACTS

ADHD SOLUTIONS – [FRONDOOR@ADHDSOLUTIONS.ORG](mailto:FRONDOOR@ADHDSOLUTIONS.ORG)  
EARLY HELP – LEICESTER – FOR MORE INFORMATION CALL 0116 454 1004, SEND AN EMAIL TO [EARLY-HELP@LEICESTER.GOV.UK](mailto:EARLY-HELP@LEICESTER.GOV.UK)

# NEURODIVERGENCE FOCUS

## NEURODIVERGENT FOCUS OF THE MONTH: SUPPORTING CHILDREN WITH ADHD

EACH HALF TERM, WE'LL SHINE A SPOTLIGHT ON ONE AREA OF NEURODIVERSITY, SHARING PRACTICAL IDEAS TO SUPPORT CHILDREN BOTH AT SCHOOL AND AT HOME. THIS HALF TERM, OUR FOCUS IS ADHD (ATTENTION DEFICIT HYPERACTIVITY DISORDER).

CHILDREN WITH ADHD MAY FIND IT HARDER TO CONCENTRATE, MANAGE THEIR IMPULSES, OR SIT STILL FOR LONG PERIODS. THEY OFTEN BRING FANTASTIC CREATIVITY, ENERGY, AND PROBLEM-SOLVING SKILLS—BUT THEY MAY ALSO BENEFIT FROM A FEW EXTRA SUPPORTS IN DAILY ROUTINES.

### HELPFUL STRATEGIES FOR HOME

- CLEAR ROUTINES: KEEPING A REGULAR MORNING AND BEDTIME ROUTINE CAN HELP REDUCE STRESS AND SUPPORT CHILDREN IN FEELING SECURE.
- CHUNKING TASKS: BREAK DOWN JOBS (LIKE TIDYING A BEDROOM OR COMPLETING HOMEWORK) INTO SMALLER, MANAGEABLE STEPS. CELEBRATE SUCCESS AT EACH STAGE.
- MOVEMENT BREAKS: SHORT BURSTS OF PHYSICAL ACTIVITY—LIKE JUMPING, STRETCHING, OR A QUICK RUN OUTSIDE—CAN HELP CHILDREN REFOCUS WHEN THEIR ENERGY BUILDS UP.
- POSITIVE REINFORCEMENT: PRAISE SPECIFIC BEHAVIOURS YOU'D LIKE TO SEE MORE OF (E.G., "I LOVE HOW YOU GOT STARTED ON YOUR HOMEWORK STRAIGHT AWAY!").
- VISUAL SUPPORTS: USE CHARTS, CHECKLISTS, OR TIMERS TO MAKE INSTRUCTIONS EASIER TO FOLLOW AND TO PROVIDE GENTLE REMINDERS.

REMEMBER EVERY CHILD WITH ADHD IS UNIQUE. WHAT WORKS BRILLIANTLY FOR ONE MAY NOT BE RIGHT FOR ANOTHER. THE KEY IS TO NOTICE WHAT HELPS YOUR CHILD STAY CALM, FOCUSED, AND CONFIDENT—AND TO KEEP COMMUNICATION OPEN BETWEEN HOME AND SCHOOL.

IF YOU WOULD LIKE MORE ADVICE OR RESOURCES ON SUPPORTING CHILDREN WITH ADHD, PLEASE DO GET IN TOUCH—I'D BE HAPPY TO SHARE FURTHER STRATEGIES AND SIGNPOST YOU TO USEFUL ORGANISATIONS.

# STUDENT SUCCESSES

A huge congratulations to Zayon and Lola S for becoming our playground leaders. Well done to Dion, who has become a vice-house captain - a big responsibility for year 6! Finally, well done to Kim, Szafina, Kaiden and Nadir, who are a part of our ECO team this year and have already started doing an amazing job.

