

# SUTHERS INCLUSION NEWSLETTER

Term 2 – December 2023

## WELCOME

Welcome to the second Inclusion newsletter. It has been a positive term, with family reviews and thank you to those who have attended our coffee mornings! We have amended these from next term, which is over here... →

We are considering having **Inclusion Drop-ins** on Thursday and Friday after school, to come and speak to us. If you have any feedback about these, please let the Inclusion Link know (see below) and we will take this into consideration.



If you would like to speak to us about any concerns or updates, either phone the school office or email us at: [SENDCo@suthersschool.co.uk](mailto:SENDCo@suthersschool.co.uk)

## KEY INFORMATION

During Term 3, we will be hosting 2 events for families to attend. Each event will be **4.30-6.00pm** with attendance from the Nottinghamshire Parent Carer Forum. The dates are:

- Monday 15<sup>th</sup> January
- Monday 29<sup>th</sup> January



Together achieving better decisions and brighter futures for our families of children and young people with additional needs at The Suthers School.

## COFFEE AND CHAT

Are you a family member of a child or young person with SEND or additional needs?

Join us for a drink and some light refreshments, to learn more about the NPCF and The Suthers School.



The Suthers School,  
Cross Lane, Fernwood  
Newark, NG24 3NH

Join us and let your voice be heard about issues that concern you and your family!

A survey has been sent for families to complete. This will allow the team to receive feedback on our provision and what we can continue to develop. Please follow the link: <https://forms.office.com/e/h9UETQnUrG>

The survey for students is at the following link: <https://forms.office.com/e/qu0iaNyRxs>

## UPDATE:

At the start of November 2023, Challenge Partners came to visit the school for three days. Their feedback is below, and they would like to consider Inclusion as an 'Area of Excellence', which is amazing news!

*"All students with additional needs are assigned a member of staff as a key person. These staff are critical in providing support for students. As part of this role, the key person provides regular communication to parents to liaise on supporting their child in school. There are strong links with outside agencies, such as speech and language therapists, educational psychologists and wellbeing support services, to support students' needs."*

## INCLUSION TEAM UPDATE:

In January 2024, we will welcome Mrs Whitbread to Suthers as a Specialist Teaching Assistant. She will mainly be supporting KS4 students and will use her expertise in the arts to support individual students with therapies and interventions. Therefore, communication channels will be as followed for specific year groups and/or specialism:

Mr Buckberry	Miss Bentley	Miss Braithwaite	Mrs Whitbread	Mrs Horton	Miss Laws
					
SLT – Assistant Head for Inclusion: Y7 Inclusion Link	Assistant SENDCo: Referrals & Access Arrangements	Specialist TA – Y11 Inclusion Link: ELSA: LAC/PLAC Queries	Specialist TA – Y10 Inclusion Link: Therapies	TA – Y9 Inclusion Link	TA – Y8 Inclusion Link

## LOCAL OFFER

The Local Offer brings together information for children and young people with special educational needs and disabilities and their families.

It includes advice about health, education and social care for:

- Children and young people from birth to 25 years old with SEND
- Parents and carers of children with SEND
- Providers of services for children and young people

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

## THE VIRTUAL SCHOOL

The Nottinghamshire Virtual School and Nottingham City Virtual School are statutory local authority services whose role is to improve the education of children in, and previously in, care by supporting schools, carers, parents and social workers to help children and young people to have positive educational experiences.

<https://www.nottinghamshire.gov.uk/education/virtual-school/nottinghamshire-virtual-school>

<http://www.nottinghamcityvirtualschool.org.uk/support-and-guidance-3/>

## SUTHERS INCLUSION PADLET

Click on the link or scan the QR code to access our new Inclusion padlet! On the padlet, you will be able to download policies, key documents, information and resources for areas of needs including:

- Communication and Interaction
- Social and Emotional Health
- Sensory Processing
- Cognition and Learning
- Speech and Language Therapy

We will continue to update the padlet regularly. If there is anything you would like to see on the padlet, please contact a member of the Inclusion Team.

<https://padlet.com/sbuckberry/suthers-send-padlet-jb4pc8ahr32ivsbd>



## INCLUSION FOCUS: ADHD

ADHD stands for 'Attention Deficit Hyperactivity Disorder'. Brains work slightly differently. This can be an advantage in some ways or a disadvantage in other ways. This depends on what you are doing at the time and, of course, what your natural talents and abilities are. ADHD is about potential and possibility. ADHD is a neurodevelopmental condition. It is an umbrella term that describes a range of differences in the way we understand information from the world around us and learn.

Here are some signs to be aware of. If you notice that your child is displaying these signs, come and speak to us or your GP:

- A lack of focus during work or play activities:
- Difficulty listening to and following directions:
- Failure to take turns in play or conversation:
- Lack of organisation:
- Excessive moving, talking or 'fidgeting':
- Low impulse control and/or hyper focus - the experience of deep and intense concentration in people with ADHD.



Strategies that we use to support include:

- ADHD students need structured daily schedules with opportunities for movement. Allow a student with ADHD frequent breaks.
- Lessons must be interesting, relevant, motivating, and multisensory. Vary the pace and include different kinds of activities. Many students with ADHD enjoy competitive games or other activities that are rapid and interactive.
- Give simple instructions. Write them clearly on the board and on activity sheets.
- Agree on an unobtrusive and consistent cue with the student to remind them to stay on task.

If you think that your child may be experiencing traits of ADHD, inform the Inclusion Team as soon as possible so that they can determine next steps and put in place any support that your child may need at school. Monitor your child at home and keep in touch with us about progress so we can amend provisions or take further action, if needed.