

# Suthers Inclusion Newsletter

Term 3 – February 2024

## Welcome Message:

Happy New Year to you all and welcome to 2024! It has been a positive and speedy term at Suthers! Firstly, thank you to those who have attended our Coffee & Chat sessions, with external professionals. They have been informative and have allowed for us all to share ideas, practice and signpost to agencies. In addition, thank you to those who engaged in our survey – our findings and feedback are below for your perusal. The findings from the student survey will be in our next newsletter.



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)

## Contact Update:

To support communication channels within the Inclusion Team, please find attached our email addresses:

Mr Buckberry/Miss Bentley – [SENDCo@suthersschool.co.uk](mailto:SENDCo@suthersschool.co.uk)  
Miss Braithwaite – [ebraithwaite@suthersschool.co.uk](mailto:ebraithwaite@suthersschool.co.uk)  
Mrs Whitbread – [cwhitbread@suthersschool.co.uk](mailto:cwhitbread@suthersschool.co.uk)  
Miss Horton – [zhorton@suthersschool.co.uk](mailto:zhorton@suthersschool.co.uk)  
Miss Laws – [hlaws@suthersschool.co.uk](mailto:hlaws@suthersschool.co.uk)

The direct SEND & Inclusion phone line will become voicemail only. This will allow the Inclusion Team to action all communication coming into school and if required, direct any queries to specific staff members.

## Key Information:

During Term 4, 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 4<sup>th</sup> March – Family SENDCo for Newark to attend
- Monday 29<sup>th</sup> March – Communication & Interaction Team to attend



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!

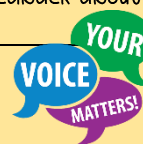
## Parent/Carer Survey Results:

Thank you to those families, who engaged in the Inclusion Survey last term. Please find attached the key headlines:

Strengths:	Areas of Improvement:
<ul style="list-style-type: none"><li>77% of families understand the support available for students with additional needs.</li><li>92% of families believe the Inclusion Team are approachable and can talk to them.</li><li>85% of families receive correspondence from outside agencies, when necessary.</li></ul>	<ul style="list-style-type: none"><li>69% of families believe issues, regarding additional needs, are addressed quickly.</li><li>31% of families shared how practice learning is not set appropriately for their child.</li><li>31% of families said that they do not receive feedback about their child's progress.</li></ul>

## Feedback:

- The contact procedures have been amended to ensure issues can be addressed quickly and appropriately.
- A homework survey will be released later in the year to capture views from families. To support with homework in school, Mr Buckberry will be supervising Tuesday after-school sessions in the Fern with practice learning, for students with additional needs.
- ATOL's Statements have been released and SEN Reviews happen throughout the year to share progress. If you have any SEN progress concerns, please contact the Inclusion Team. If you have concerns about specific subjects, please contact the subject teacher or relevant Head of Department via email or the school office.



## SEND 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/>

## Our 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: Autistic Spectrum Disorder (ASD)

Autism Spectrum Disorder (ASD) is a lifelong spectrum of developmental conditions that affect how people communicate and experience the world around them. It is not an illness to be cured: instead it means that the brain works in a different way to other people.

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:

- Difficulty understanding how others think and feel. This may also include having difficulties with friendships and socialising.
- Anxiety over the change of routines, unfamiliar events or situations.
- Over or under-sensitivity to sensory information, such as smells, sounds and sights, which can lead to great anxiety.
- Repetitive use of language, rituals or behaviours.

Strategies that we use to support include:

- High quality teaching, where students access clear, achievable activities, through adaptive teaching.
- Reducing the unknown and planning coping strategies
- Teaching and modelling the understanding of roles and routines.
- Model clear communication – this may include visual aids and concise language.
- Be flexible, but be prepared to have boundaries.
- Find patterns in their behaviour
- Completing a sensory audit/profile for your child, to explore sensory sensitivities.



If you feel that your child may have ASD, keep notes of the signs that you see and when you see them. It will be important to talk to the Inclusion Team so that they can observe too. Your GP can refer your child for a formal assessment. The Assessment Team might comprise of a paediatrician, educational psychologist and a speech and language therapist.

While you're waiting for the assessment, talk to us about what support can be put into place to help your child, as our strategies will become bespoke to the interests, behaviours and communication methods for them.