

Suthers Inclusion Newsletter

Term 4 – April 2024

Welcome Message:

Thank you all for the support you have given us and this was clearly seen from the family views during the Ofsted Inspection! In addition, 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. Looking ahead towards the Summer Term, where we will begin to focus on Transition 2024 and how this will look for our young people.



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

Key Information:

During Term 4, we will be hosting an event for families to attend. Each event will be **4.30-6.00pm** with attendance from the Nottinghamshire Parent Carer Forum on Monday 13th May 2024. This will have a focus on:

- Inclusion Department Updates
- Family Feedback about 23/24 so far
- Discussion about Transition and how this may look



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!

Contact Update:

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

Mr Buckberry/Miss Bentley – SENDCo@suthersschool.co.uk
Miss Braithwaite – ebraithwaite@suthersschool.co.uk
Mrs Whitbread – cwhitbread@suthersschool.co.uk
Miss Horton – zhorton@suthersschool.co.uk
Miss Laws – 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.

Young Person 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">• 86% of young people have a trusted adult they can talk to, when they feel sad or upset.• 100% of young people believe the Inclusion Team are approachable and can talk to them.• 100% of young people are happy with the help and support they receive from the school.	<ul style="list-style-type: none">• 14% of young people shared how practice learning is not set appropriately.• 29% of young people said that they do not understand the additional support they can receive in lessons.

Feedback:

- A homework survey will be released later in the year to capture views from families. To support with homework in school, staff will be supervising Tuesday after-school sessions in the Fern with practice learning. In addition, subject teachers have successfully led clubs during lunchtime for students to catch up with these tasks.
- Teachers complete a grid called an Individual Planning Grid (IPG), where they highlight scaffolds and reasonable adjustments that need to be implemented. This is checked by the Head of Department and Senior Leadership Team, to ensure they get a high-quality offer.



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: Dyscalculia

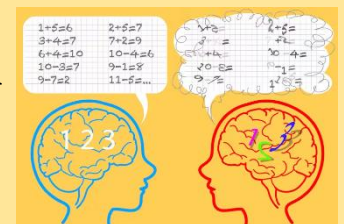
Dyscalculia is a specific and persistent difficulty in using numbers. This difficulty causes a wide range of other mathematical difficulties. It can occur alongside other specific learning difficulties, maths anxiety and medical conditions. Around 5% of people have dyscalculia and it occurs across all ages and abilities. 60% of people with dyslexia also have mathematical difficulties. There are lots of ways that your child can be supported to improve their symptoms.

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, so they can rule out additional visual or hearing difficulties:

- Your child may need support with understanding the meaning of mathematical language, meaning problem-solving is difficult.
- They display high levels of maths anxiety, which can worsen with age.
- Young people may have difficulty understanding spatial orientation, causing difficulties in following directions or map reading.

Strategies that we can use to support include:

- High quality teaching, where students access clear, achievable activities, through adaptive teaching.
- The use of manipulatives and concrete apparatus to support with an active approach.
- 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.
- The use of personalised feedback to share with them how to be supported in maths and to receive that praise.
- Ask them the time at certain points during the day
- Go to the shops and get them to compare prices of similar items.



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.