

SEND News Letter

Hello and welcome to our first SEND newsletter! It has been a very busy academic year so far. Our SENCO, Mrs Louth, returned back from maternity leave in September and has been busy across school. Miss Loskot, SENCO assistant, joined the school in October and has been busy getting to know the children across school and the systems in place.

We are working really hard to improve communication, so please come and speak with Mrs Louth if there is something you are worried about.

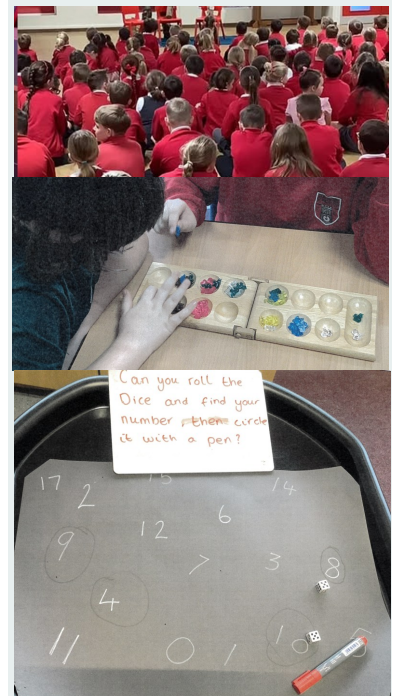
OUR AIM

Each child is unique and we recognise that at CSM. We provide a variety of learning opportunities so each child can develop at a pace and in a way that suits their individual needs. We are committed to fostering an inclusive, supportive environment where every child feels recognised, supported, and able to succeed. Learning is adapted to meet each child where they are at and we use a range of resources to support with this. If your child is struggling, we will put additional support in place to help with this.

YOUR VOICE MATTERS

Please complete our anonymous survey so we know what we are doing well and what needs to be better.

[PARENT COMMUNICATION & SUPPORT QUESTIONNAIRE SURVEY](#)



*Friendship, Responsibility, Respect,
Thankfulness, Forgiveness, Honesty*



INDIVIDUAL LEARNING PLANS

Each child on the SEND Register has an Individual Learning Plan (ILP). This is created by the class teacher following a cycle of assess-plan-do-review as part of our graduated approach (see diagram below). The ILP outlines what your child's learning need is, a learning target and how we will support them to achieve this target. All parents should have a copy of their child's ILP and be aware of their targets.

If you want more information about your child's progress and the support they have within school, please speak to your child's teacher as the first point of call.



Outside Agencies

Our SEND team work really closely with a range of outside agencies to continuously improve the practice within our school.

We buy in to the **Specialist Teaching Team** support each tax year to support with dyslexia support. We identify children who may need a dyslexia assessment by monitoring progress, speaking with parents, referral to Visual processing team and completing a dyslexia screener on IDL. This triangulation supports us with who would benefit from an assessment.

In addition to this, we work alongside the **Working Together Team**, who support us with children who have difficulties with Communication and Interaction, suspected or diagnosed Autism, difficulties with social interaction. For this service, we follow the WTT ladder process for bespoke support alongside whole school support.

Parents and carers play an invaluable role in ours school as you know your child best. We meet with families during the year to see what's working well and what might need adjusting.



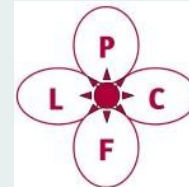
Support available outside of school

Fun digital therapy for childhood anxiety

Lumi Nova is a therapeutic game that helps children aged 7-12 years self manage worries and build resilience.



[Lumi Nova - Free for families in Lincolnshire — Lumi Nova:](#)



The Lincolnshire Parent Carer Forum (LPCF) is an independent charity that works in partnership with the Local Authority and Health services. Its role is to gather the views and experiences of parent carers from across the county and represent these to service providers. By doing this, LPCF helps to shape, improve, and influence the services available for children with SEND. [LPCF Home](#)



Family Lives: 0808 800 2222
- for advice on all aspects of family life.



YoungMinds Parents Helpline: 0808 802 5544 for mental health advice regarding children.

Updates from this half term



COMMUNITY PAEDIATRICS

We are noticing an increase of parents requesting referrals for community paediatrics to explore an Autism or ADHD diagnosis. As a school, we are committed to supporting parents with this and understand the long journey parents face with this. We also understand that children may mask in school and we may not see what you see at home!

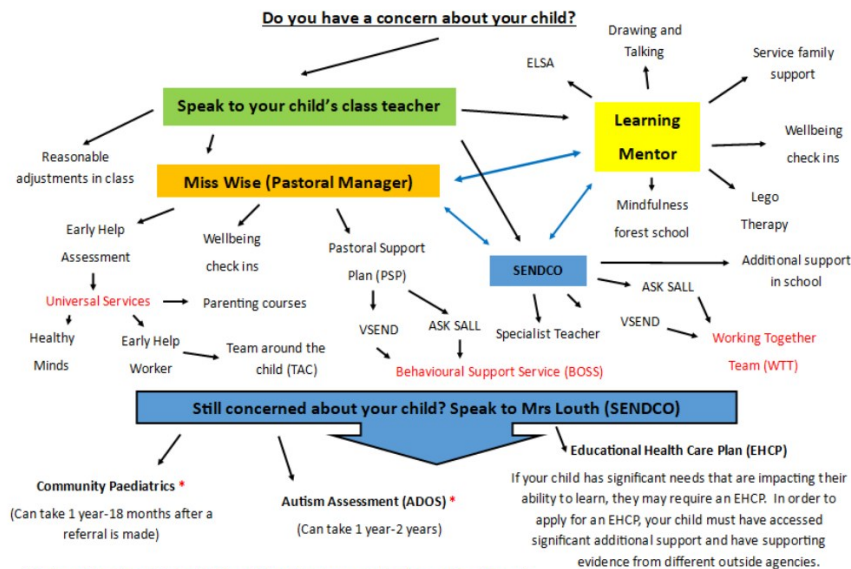
Accessing Universal Services is a criteria before placing a referral. Universal services include, but are not limited to:

- Speech and Language Therapy (SALT)
- Paediatrician
- Occupational Therapy
- Child and Adolescent Mental Health Services (CAMHS)
- Healthy Minds
- Physiotherapy
- Educational Psychology
- Children and Young People's nurse
- Social Worker
- Early Years Inclusion Team (eg: Portage)
- Early Help Worker
- Working Together Team
- Behavioural Outreach Support Service (BOSS)

If you do have concerns that your child is neurodiverse, and would like to explore a diagnosis, please initially speak to the SEND team.

SUPPORT

If you have any questions or concerns, please email our SEND team on cmsenco@coningsby.laot.co.uk with any questions or to arrange a meeting. Our SEND team are always happy to meet with you to discuss the wonderful things that are happening in school.

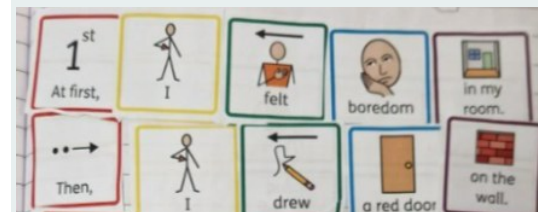
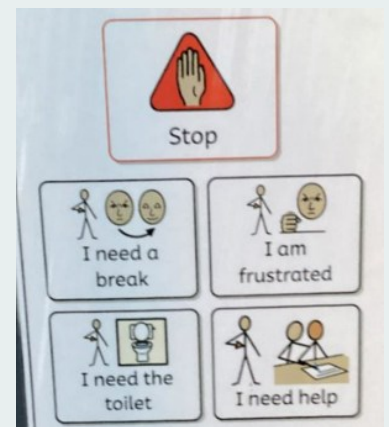
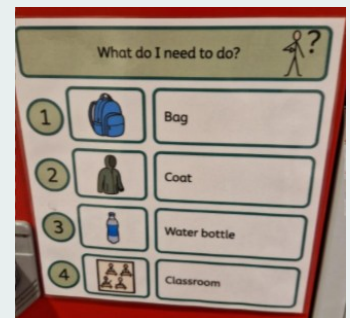


WIDGITS

We have rolled out Widigits this academic year to support our learners.

Widigits focuses on using symbols to support understanding. This can be used to develop social stories, signposting and to support across the curriculum.

Here are a few examples of how Widigits is being used in school:



Provisions across school

We have lots of wonderful things happening across our SEND Hub and nurture groups:



In PSHE, children have been exploring feelings and emotions, learning how to recognise them and express themselves with confidence.



In Science, we have been learning about the seasons and how weather changes throughout the year.



We practiced peeling and cutting skills. In a bowl we mixed different fruits to make a fruit salad, which we gave to the goat. We have checked which fruits were safe for them to eat.



Through our focus on Christian values, we discovered how small acts of compassion and friendship help build a strong, supportive school community and how we can live it out in everyday actions.



Children have been busy building their balance and coordination, turning movement and practice into lots of smiles and laughter.



We have been busy creating our own sensory bottles. We loved pouring colourful water into the bottles and exploring a range of different materials to add inside. The activity encouraged creativity, supported fine motor skills, and provided a calming sensory experience. We were fascinated by how the colours and objects moved around, making each bottle completely unique. It was a wonderful hands-on learning opportunity that everyone enjoyed!

Forest School gave us the chance to dive into outdoor adventures, working together, exploring, and enjoying hands-on learning in nature.



*Friendship, Responsibility, Respect,
Thankfulness, Forgiveness, Honesty*