

### Welcome to Issue 4 of the SEND Newsletter

Our SEND [Special Educational Needs and Disability] Newsletter will be issued every other term and will include useful articles relating to SEND, links to a wide range of services and useful tips for parents/carers whose child has a special need.

#### What can I do if I think my child has SEND?

Ms Michelle Munns is the school SENDCo (Special Educational Needs & Disabilities Co-ordinator). If you have any concerns regarding your child's special needs, and would like to speak to Ms Munns, please do not hesitate to contact the school office.

However, in the first instance, please discuss this with the class teacher – they will know your child far better than Ms Munns!

Special educational needs, often referred to as 'SEN' or 'SEND' (Special educational needs and disabilities), is a term used to describe learning difficulties or disabilities that make it harder for a child to learn compared to children of the same age.

All children may experience challenges with their learning at some point and for most children, these difficulties overcome with support from teachers and home. However, children with SEND are likely to need extra or different help to be able to learn.

#### How do you know if a child has SEND?

A child or young person has SEN if:

- They have significantly greater difficulty in learning than the majority of other children and young people the same age.
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 provisions.

A child or young person has a disability if:

- They have a physical and mental impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities.

#### What types of difficulties are SEND?

Children may have difficulties in one or more of these areas:

**Cognition and Learning** - A child may find all learning difficult or have difficulties with specific activities such as reading or spelling. A child may have trouble understanding instructions and carrying out tasks. A child may have memory difficulties.

**Communication and Interaction** – A child may have difficulty in talking to others or understanding what others are saying to them. A child may have difficulty with interactions with others, such as not being able to take turns. A child who has speech and language needs will be classed as having communication and interaction needs.

**Physical and Sensory** – A child may have hearing or vision loss. A child may have difficulty with sensory processing, being under or over-sensitive. A child may have a medical condition which affects them physically.

**Social, Emotional and Mental Health** - A child may display behaviours such as having very low self-esteem or being very anxious. A child may display challenging, disruptive or distressing behaviours. A child may have underlying conditions which affect their mental health.

## **SPOTLIGHT ON – Attention Deficit Hyperactivity Disorder (ADHD)**

### **What is ADHD?**

Attention deficit hyperactivity disorder (ADHD) is a neurodevelopmental condition that affects behaviour and concentration.

Children and young people with ADHD often seem unusually restless, impulsive or distracted. They may speak or act without thinking, struggle with organisation, find it hard to focus or appear to be always on the go. Some people with ADHD do not experience hyperactivity. This used to be called attention deficit disorder (ADD), though this term is no longer used officially.

***We have a factsheet with more information regarding the signs, diagnosis and support available shortly.***

### **Things we can do**

Medway Council run a parenting programme called Triple P which is tailored to behaviours around possible ADHD. If you feel this would be beneficial for you, speak to the SEN Team and we can refer.

Here in Medway, schools and GPs can refer children to the paediatricians at MCH Snapdragons. They will not accept referrals until the child is over 6 years of age. The parenting course mentioned above is a requirement for a referral, unless we have overwhelming evidence supporting it.

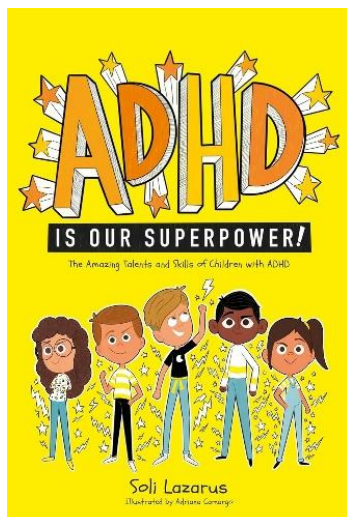
Diagnosis is most commonly made in childhood. In the majority of cases, young people continue to experience ADHD behaviours and qualities into adulthood. There is no single, definitive test for ADHD. Specialists will base a clinical diagnosis on their observations of your child, discussions and questionnaires (with you and your child), and information from your child's school.

They will consider how long the behaviours have been present, how much they impact daily life and whether they might be due to another condition. The NHS states that around 60-80% of children with ADHD have at least one other condition (such as autism, dyslexia, dyspraxia, anxiety or behaviour issues). In some cases, this means a child may be given more than one diagnosis.

### **What you can do to support your child with ADHD**

- Be understanding
- Give simple instructions
- Set clear boundaries
- Involve the family
- Build healthy routines
- Help with organisation
- Praise your child
- Manage triggers
- Recognise strengths
- Find local support

## Some suggested reading



If you have attention deficit hyperactivity disorder (ADHD), you might struggle with things like concentrating in school, or sitting still, or remembering lots of instructions. But ADHD is also a superpower.

In this book you will meet different girls and boys with ADHD who can do amazing things. You might recognise some of these strengths as things that you can do too! Some of these strengths help with everyday life, like being able to hyper-focus on a task or having boundless energy to try new things. Some strengths are superpowers for interacting with others, like having a strong sense of what is fair or entertaining friends and family to make them feel happy.

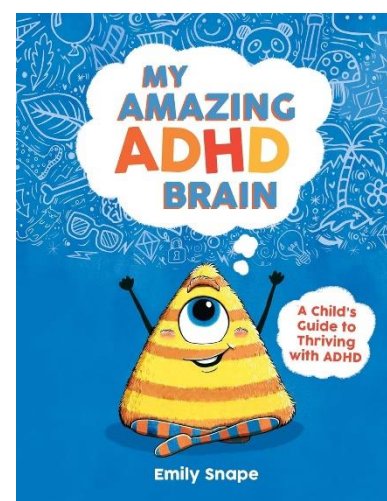
These awesome ADHD kids also share things that you can ask grown-ups to do to help you, like providing visual aids, creating calm spaces, communicating effectively and being kind and patient.

A beautifully illustrated, positive picture book exploring ADHD for kids aged 4+  
Contains: crazy inventions, stinky socks, a colourful collection of monsters and some super-slimy mud pie!

Pip is a confident little monster who has ADHD. In this book, they enthusiastically share what that means for them and how it has some really brilliant benefits.

Pip also discusses things they can find tricky, and how they are learning to control their impulses and be more mindful and organized so they can spend more time having lots of fun!

My Amazing ADHD Brain is packed with reassuring words, practical advice and skill-building activity ideas, and has a fun, relatable voice.



### Top websites for support on ADHD

#### YoungMinds Parents Helpline

We support parents and carers who are concerned about their child or young person's mental health. Our Parents Helpline provides detailed advice and information, emotional support and signposting.

You can speak to us over the phone or chat to us online.

You can speak to us over webchat between 9.30am and 4pm from Monday-Friday. When we're closed, you can still leave us a message in the chat. We'll reply to you by email in 3-5 working days.

Opening times:

9.30am-4pm, Monday-Friday 0808 802 5544

<https://www.youngminds.org.uk/parent/parents-helpline/>

#### ADHD and You

Provides information and resources including medication details, tips for parents/carers and checklists for school and medical appointments.

<https://adhdandyou.co.uk/>

#### ADHD UK

Information and resources on subjects including diagnosis, medication, education and employment, as well as online support groups.

<https://adhduk.co.uk/>