

SEND and Inclusion Newsletter



To be a truly inclusive school, we need to identify and celebrate the diversity in our school community. This includes ongoing professional development for our staff recognising different needs and how we can best support these in school. If you would like further information about any educational need, including neurodiversity, please get in contact!

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Neurodiversity

The term neurodiversity refers to the differences between how people think, process information, behave and communicate. Types of neurodivergence include ADHD, autism, dyslexia, dyspraxia, and Tourette's syndrome.

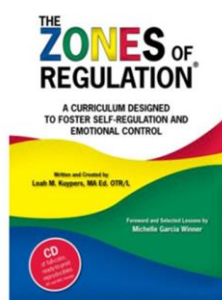
On Monday 13th March we were pleased to welcome Jane Crawford, from the West Sussex Autism and Social Communication Team. Jane led an assembly to raise pupil awareness of neurodiversity. This was an opportunity for pupils to learn more about neurodiversity and encourage a more inclusive school environment.

How is Neurodiversity supported at Southbourne Junior School?

Some neurodiverse pupils may need additional support, while others may not. Every classroom is neurodiverse - because every pupil will have a different way of thinking, feeling, and learning. This should be encouraged and supported.

As a school, we spent last year working with the **Autism in Schools Project**. As a result, we were awarded a Silver Autism Awareness Award. The project focussed on making the school environment as inclusive as possible for neurodiverse learners. The great news is that these adaptations can benefit all learners!

Southbourne Junior School works closely with the **West Sussex Autism and Social Communication Team (ASCT)** to continually review our provision for neurodiverse learners. ASCT works with schools and families to promote the educational, social and emotional development of children and young people with social communication needs including autism. Our ASCT Advisory Teacher is Katharine Miles.



Adaptations you may spot at Southbourne Junior School:

- Using the **Zones of Regulation** for all pupils. This is an emotional literacy curriculum which was initially designed to support neurodiverse learners. It has since been shown to improve emotional literacy and regulation for all pupils.
- Access to fidget tools, calm spaces, sensory equipment (such as ear defenders) and movement and sensory breaks.
- Sensory audits to reduce 'overwhelm' (eg creating blank spaces around whiteboards to improve focus)
- Strategies to support understanding such as visual prompts.

Our Learning Mentor (Ms George) was trained to deliver the ASPENs 'All About Me' programme. This is now run as termly group workshops to support pupils with social communication and sensory processing difficulties.



How is Neurodiversity supported at Southbourne Junior School? cont

Dyslexia friendly strategies are used in all classrooms in addition to resources such as coloured overlays, tinted exercise books and alternative recording strategies (including speech-to-text). Pupils who are identified as being at risk of dyslexia access evidence-based support, depending on their needs, such as

- Little Wandle Catch Up Phonics
- Nessy online reading and spelling programme
- Precision teaching
- Memory Magic

To support pupils who are **dyspraxic** we often work alongside the **Occupational Therapy Service** to implement personalised therapy plans which can include

- Jump Ahead (gross motor skills programme)
- The Fizzy Programme (Balance, coordination, fine motor skills)

Pupils who demonstrate behaviours indicative of **Attention Deficit and Hyperactivity Disorder (ADHD)** can benefit from movement breaks, adapted workspaces, visual supports for instructions and using regulation strategies, such as those in the Zones of Regulation. We also work closely with the **West Sussex Learning Behaviour Advisory Team (LBAT)** to review our provision for pupils with needs such as dyslexia and ADHD on a regular basis.

How can parent carers support their child's understanding of neurodiversity?

The **Anna Freud Centre** provides excellent resources under the 'Mentally Healthy Schools' project. You can find 2 animated videos explaining neurodiversity here:

www.mentallyhealthyschools.org.uk/resources/what-is-neurodiversity-videos-for-children/

A **parent guide to the Zones of Regulation** is now available in the '[Parents' tab of the school website](#)'. You can use this guide to talk to your child about their emotions and the regulation strategies which work for them. Jane Crawford from ASCT will be also returning in the summer term to lead a parent carer workshop on the Zones of Regulation.



ASPENS is an organisation providing support to individuals on the autism spectrum and with learning disabilities. Families can access support here: www.aspens.org.uk/family-support



The **ADHD Foundation** has a wide range of resources to help families talk about different neurodiversity, including ADHD and Tourette's.

www.adhdfoundation.org.uk/resources/



The **British Dyslexia Association (BDA)** provides parent carers with information and resources to support their child with dyslexia and dyscalculia.

www.bdadyslexia.org.uk/dyslexia

