

# SEND NEWSLETTER



Spring 2024, issue 5

.....and here we are in 2024! In this issue, the spotlight falls on mental health & wellbeing

## In this issue:

- SEMH as an area of need - what the Code of Practice says
- Mental Health Awareness Week, 2024
- Attention Deficit

## Who's Who?

Miss Watkin, SEN TA



Because life is too short to not love what you do.

Miss Watkin joined our staff team in 2021. As a SEN TA, Miss Watkin brings to her role, positivity, dedication & a thirst for knowledge. If there is training on offer, Miss Watkin will grab it!

About her role, Miss Watkin says:

'As a special educational needs teaching assistant, I find joy and purpose in supporting students, fostering growth, and contributing to a positive learning environment every day.'



## FOCUS ON .....Social Emotional & Mental Health (SEMH)

Within the SEN [code of practice](#), social, emotional and mental health is defined as follows:

### Paragraph 6.32

*'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'*

### Paragraph 6.33

*'Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.'*

Importantly, the SEN Code of Practice no longer includes 'behaviour' as part of the SEMH category of need. Instead, we understand that **all behaviour is communication** & use our 'best endeavours' to investigate & support the underlying issue. This might be related to:

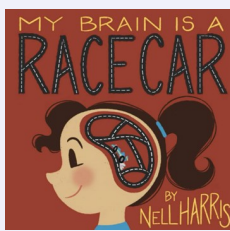
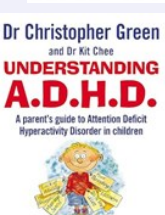
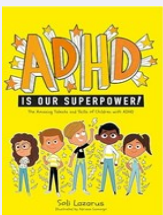
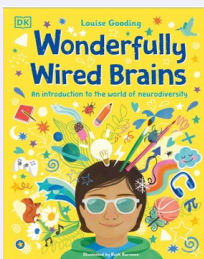
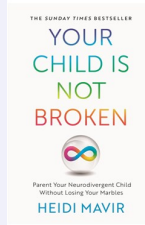
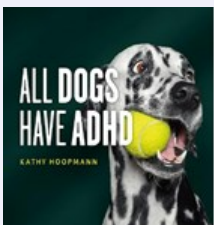
- ◆ anxiety
- ◆ sensory overload
- ◆ anger, including about pervasive life situations or undisclosed difficulties
- ◆ response to trauma or attachment difficulties
- ◆ frustration due to speech and communication difficulties
- ◆ response to the wrong level of challenge in lessons
- ◆ grief
- ◆ overwhelm
- ◆ physical pain or discomfort, such as hunger

## Attention Deficit comes under the SEMH umbrella of the SEN Code of Practice

**Hyperactivity Disorder (ADHD)** Attention-deficit/hyperactivity disorder (ADHD) is marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity. People with ADHD experience an ongoing pattern of the following types of behaviours

- **Inattention** means a person may have difficulty staying on task, sustaining focus, and staying organised, and these behaviours are not due to defiance or lack of comprehension.
- **Hyperactivity** means a person may seem to move about constantly, including in situations when it is not appropriate, or excessively fidgets, taps, or talks. In adults, hyperactivity may mean extreme restlessness or talking too much.
- **Impulsivity** means a person may act without thinking or have difficulty with self-control. Impulsivity could also include a desire for immediate reward or the inability to delay gratification. An impulsive person may interrupt others or make important decisions without considering long-term consequence.

## Recommended Reading.....



More information about behaviours can be found on page 2



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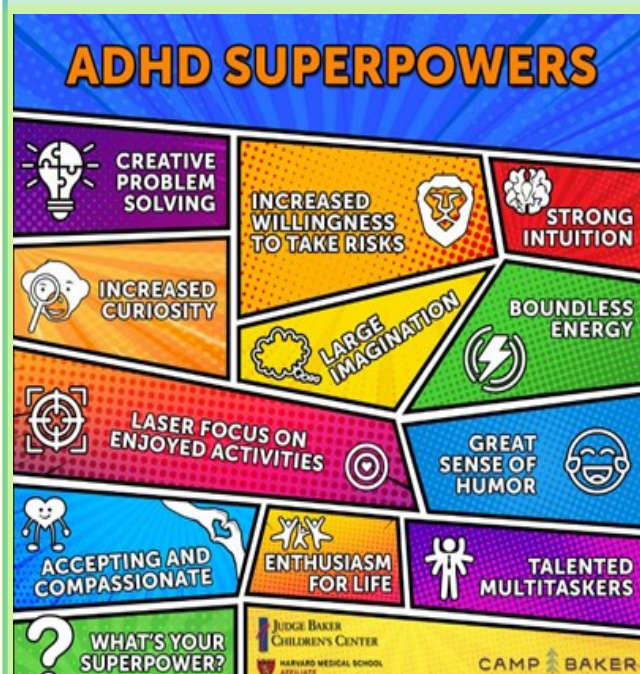
## ADHD—the lowdown

ADHD is characterised by inattention &/or hyperactivity-impulsivity. Some people have both types of attention deficit—inattentive & hyperactive.

Although most people will experience some inattention, unfocused motor activity, and impulsivity in their lives, for people with ADHD, these behaviours:

- ◆ are more noticeable
- ◆ occur more frequently
- ◆ interfere with or reduce the quality of how they function socially, at school, or in a job

However, ADHD is not all about impairment! People with ADHD have many strengths:



Treatment options for ADHD may include:

- ⇒ Prescribed medications
- ⇒ Talking therapies such as CBT
- ⇒ Self management through taught strategies & appropriate support
- ⇒ Diet modifications

.....although the positive news is that many people with ADHD are able to manage their own condition with success, once they are helped to understand it, and with appropriate adjustments in place.

## Reasonable adjustments....

Schools (and employers) must ensure reasonable adjustments are in place for people with a diagnosis of ADHD; this is a legal requirement under the Equality Act (2010). Reasonable adjustments will need to be tailored to the individual, and in schools may include some of the following:

\*Regular breaks, movement or brain breaks

\*Chunking information

\*Fiddle objects

\*Adapting tasks—allowing more time, changing the task, adapting homework, support for organisation, task lists, incorporate areas of interest, memory/processing support etc.

\*Emotion coaching/ELSA support

\*Additional support in class where it's needed; support for transitions

Everybody with ADHD will have different needs so it's important for schools to find out what works best for individual children, what's useful and what isn't.



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

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/adhd/>

<http://adhdkids.org.uk/>



Independent advice and support for parents and carers of children aged 0 to 16, and young people aged 16 to 25 who have, or may have, special educational needs or disabilities (SEND): Shropshire Information Advice & Support Service (IASS)

<https://www.cabshropshire.org.uk/shropshire-iass/>

You can find Shropshire's Local Offer here: <https://shropshire.gov.uk/the-send-local-offer/>



Next issue.....summer 2024! Please let us know if you have any suggestions or comments.

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Link to SEND information on the school website: <https://westfelton.westcliffefederation.co.uk/>