

# SUTHERS INCLUSION NEWSLETTER

Term 1 – October 2024

## WELCOME

Welcome to the first Inclusion newsletter of 2024/25! It has been great to contact families and continue to make connections with you all. We would also like to officially welcome our new cohort and new families to The Suthers School!

If there are any topics or queries you would like to have a conversation about, please do not hesitate to contact Mr Buckberry or Miss Bentley.



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](mailto:SENDCo@suthersschool.co.uk)

## SEND REVIEWS

As part of our collaboration with families, for those students who are on our SEND Register, the first SEND Review will be booked shortly. The key person will contact you either via email or telephone to confirm a mutually convenient date and time to complete this. This is as part of our Quality Enhancement offer to ensure that all students continue to make progress towards their individualised targets.

We will be moving to an online platform, Provision Mapper. If you have any questions or queries about this process, please contact the key adult and they will be more than happy to support



## COMMUNICATION:

If you have any queries from a SEND / Inclusion perspective, please contact the key adult in the first instance, as outlined in our newsletter. Otherwise, please contact your child's form tutor in the first instance either via contacting the school office or emailing them directly.

If you have a safeguarding concern, please contact the relevant Year Link for Safeguarding:

Y7	Mr Buckberry
Y8	Mr Lynas
Y9	Miss Bentley
Y10	Miss Allen
Y11	Mrs Redmond

## STAFFING UPDATE

Miss Waddington and Mr Morgan have settled well into our Inclusion Team and we wanted to share our contact information with you. Please find attached our staffing team from September 2024:

Mr Buckberry	Assistant Headteacher / SENDCo / DSL Designated Teacher for Children in Care <a href="mailto:SENDCo@suthersschool.co.uk">SENDCo@suthersschool.co.uk</a>
Miss Bentley	Assistant SENDCo / DSL Access Arrangements / Referrals <a href="mailto:SENDCo@suthersschool.co.uk">SENDCo@suthersschool.co.uk</a>
Mrs Whitbread	HLTA / Art Teacher Y7 Key Person <a href="mailto:cwhitbread@suthersschool.co.uk">cwhitbread@suthersschool.co.uk</a>
Mr Morgan	Teaching Assistant / Warhammer Enrichment Y7 Key Person <a href="mailto:cmorgan@suthersschool.co.uk">cmorgan@suthersschool.co.uk</a>
Miss Laws	Teaching Assistant / First Aider Y8 & Y9 Key Person <a href="mailto:hlaws@suthersschool.co.uk">hlaws@suthersschool.co.uk</a>
Miss Waddington	Teaching Assistant / ASDAN Lead Y10 & Y11 Key Person <a href="mailto:lwaddington@suthersschool.co.uk">lwaddington@suthersschool.co.uk</a>

The direct SEND & Inclusion phone line has 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. In addition, there may be times that we are in meetings, in the classroom or off site. Therefore, our email addresses have been provided if you want a follow up.

## FAMILY SURVEY:

Your voice is important to us at Suthers, as we strive for our provision to become Transformational for All. We would like to invite you to take part in a Family Survey, as we look to continue to improve the education we provide our community. The survey is now open and we are looking forward to receiving your feedback. The Survey will remain open until Friday 8<sup>th</sup> November and can be accessed via: <https://forms.office.com/e/h9UETQnUrG>

We really value your feedback, and we understand your time is precious, so thank you in advance for participating.



## 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/>

## SUTHERS 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: PATHOLOGICAL DEMAND AVOIDANCE (PDA)

'Demand avoidance' involves not being able to do certain things at certain times, either for yourself or others, and also refers to the things we do in order to avoid demands. It's a natural human trait – avoiding demands is something we all do to different degrees and for different reasons. However, Pathological Demand Avoidance is all-encompassing and has some unique aspects:

- Many everyday demands are avoided simply because they are demands. Some people explain that it's the expectation (from someone else or yourself) which leads to a feeling of lack of control, then anxiety increases and panic can set in.
- In addition, there can be an 'irrational quality' to the avoidance – for instance, a seemingly dramatic reaction to a tiny request, or the feeling of hunger inexplicably stopping someone from being able to eat
- The avoidance can vary, depending on an individual's capacity for demands at the time, their level of anxiety, their overall health / well-being or the environment (people, places and things).

Helpful approaches suggested by the PDA Society include:

- Focus initially on building relationships and trust with a key adult before learning is attempted.
- Focus on the end goal rather than the means of getting there.
- Allow PDA learners to follow their interests and passions, and ensure learning topics are useful, meaningful and relevant to their lives.
- Provide choices and options over what work is completed, when, where, how and with whom.
- Avoid direct requests: consider your tone of voice and phrasing so that requests are made indirectly and with built-in flexibility.
- Keep expectations to a minimum so that you can focus on the ones that really matter. This may require specific adjustments need to be considered.
- Provide a quiet area such as a calm corner or space for your child to use when they feel overwhelmed.



If you think that your child may be displaying these traits, inform the Inclusion Team as soon as possible so that they can determine next steps and put in place any support that your child may need at school. Monitor your child at home and keep in touch with us about progress so we can amend provisions or take further action, if needed.