



SEND newsletter- spring term



Here is our termly newsletter to provide information about SEND provision in our school as well as any signposting to events/ information that may be useful to you as parents. We hope that you find these newsletters useful.

Miss Kealey (EY and KS1 SENCo) and Mrs Groves (KS2 SENCo)



Annie Lennard Primary is a school with a huge HEART.

Fun and laughter are at the HEART of all we do.

We believe anything is possible! Dream it, believe it, Become it!

Useful dates

- Drop in SEND coffee morning (to meet SENCos or to discuss any concerns you may have) on Wednesday 25th March 2026- 2.30-3pm

What's going on in school?

We have been busy in school with all staff undergoing CPD in 'Supporting children with ADHD' and 'Making sense of Autism'.

As a team we looked at how we can ensure our environment is inclusive for all children. We looked at strategies we could use in school to support. See below for a selection of strategies that we use throughout school (individual and personalised for each child).

Supporting Children with ADHD –Classroom Strategies

Purpose: Practical, inclusive strategies to support attention, learning, behaviour and wellbeing.

1. Classroom Environment

- Seat near the teacher; minimise distractions
- Use clear **visual timetables** and predictable routines

- Keep working areas calm and uncluttered
 - Offer movement-friendly seating where possible
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2. Instructions & Tasks

- Give **short, clear instructions** (one step at a time)
 - Ask the child to repeat instructions back
 - Break work into **small, manageable chunks**
 - Use visual supports: checklists, task cards, examples
 - Allow extra processing time
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3. Attention & Focus

- Use the child's name before instructions
 - Build in **planned movement breaks**
 - Use visual timers
 - Vary activities (talk, write, move, discuss)
 - Offer limited choices to boost engagement
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4. Behaviour & Regulation

- Focus on **positive reinforcement**
 - Praise effort, not just outcomes
 - Be clear, calm and consistent with expectations
 - Pre-teach behaviour before transitions
 - Provide calm-down strategies (quiet space, breathing tools)
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5. Organisation & Executive Function

- Use checklists for routines and equipment
 - Colour-code books and resources
 - Scaffold longer tasks with writing frames
 - Adult check-ins during independent work
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6. Movement & Sensory Needs

- Allow discreet fidget tools (with clear rules)
 - Use active learning approaches
 - Include purposeful classroom jobs
 - Remember: movement often **supports concentration**
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7. Assessment & Outcomes

- Reduce written load where appropriate
 - Accept alternative ways to show understanding
 - Allow extra time for tasks and tests
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8. Relationships & Communication

- Build a trusting adult–child relationship
 - Use private, calm corrections
 - Keep language neutral and specific
 - Maintain regular communication with home
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Key Message: ADHD is about difference, not defiance. Consistent, proactive support enables success.

Supporting Children with Autism –Classroom Strategies

Purpose: Practical, inclusive strategies to support communication, learning, regulation and wellbeing.

1. Classroom Environment

- Maintain **predictable routines** and clear structure
 - Use **visual timetables** and now/next boards
 - Reduce sensory overload (noise, lighting, clutter)
 - Provide a consistent workspace or safe base
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2. Instructions & Tasks

- Use **clear, literal language** (avoid idioms or sarcasm)
- Give one instruction at a time; allow processing time

- Support verbal instructions with **visuals or written prompts**
 - Break tasks into clear steps with a defined end point
 - Check understanding without putting pressure on eye contact
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3. Transitions & Change

- Prepare for change in advance (as much as possible) using visuals or warnings
 - Use countdowns and transition prompts
 - Keep routines consistent where possible
 - Acknowledge that change can be distressing, not defiant
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4. Behaviour & Emotional Regulation

- View behaviour as **communication of need**
 - Identify and reduce triggers
 - Teach and model self-regulation strategies
 - Provide access to a calm space or time-out with purpose
 - Respond calmly and consistently
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5. Social Communication

- Teach social skills **explicitly** (turn-taking, group work)
 - Use social stories, role play or scripts
 - Support understanding of emotions and perspectives
 - Allow time alone if social interaction becomes overwhelming
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6. Sensory Needs

- Recognise individual sensory sensitivities
 - Offer sensory supports (ear defenders, fiddle tools, movement breaks)
 - Avoid forcing participation in distressing sensory activities
 - Build sensory regulation into the day
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7. Learning & Assessment

- Reduce language load where appropriate

- Allow alternative ways to show understanding
 - Give extra time and rest breaks
 - Avoid surprises in assessment formats
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8. Relationships & Communication

- Build trust through consistency and honesty
 - Use clear, respectful communication
 - Avoid public corrections
 - Work closely with parents/carers and outside professionals
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Key Message: Autism is a difference, not a deficit. Understanding, predictability and acceptance enable success.

How We Support SEND here at Annie Lennard

Annie Lennard Primary School is an inclusive, supportive environment that tailors it's curriculum to support all pupils.

All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities; however, when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum we may:

- Ensure that children have access to all school activities (including extra-curricular activities)
- Support pupils in gaining confidence, improving self-esteem and achieving their full potential.
- Support staff to become aware of and sensitive to the needs of all pupils as well as teaching pupils in a way that is more appropriate to their needs.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify a Special Educational Need as early as possible to ensure the correct support can be put in place.
- To ensure suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- To give every child the entitlement to a sense of achievement.
- To regularly review our policies and procedures in order to achieve best practice.

What's on in our area?

ASD & Disability Session at Flip Out Trampoline Park

1 hour in the arena- There are 15 awesome attractions at Flip Out Sandwell

Music is turned down and disco lights turned off

Tuesdays from 6pm - 7pm



Who to contact

Contact Name	Flip Out Sandwell
Telephone	0121 630 2590
E-mail	sandwell@flipout.co.uk
Website	Flip Out 

Sandwell Parents For Disabled Children (SPDC)

The service offers play and social opportunities for disabled children and their families.

Parent, carers and siblings are welcome. Social events are popular with families and are offered at different times throughout the year. Our focus is in having fun, creating friendship opportunities and inclusion for all the family.



Who to contact

Telephone	0121 565 2410 07852 843470
E-mail	info@sp-dc.org
Website	Sandwell Parents for Disabled Children 

Where to go

Address	Smethwick Family Hub Great Arthur Street Smethwick
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Sandwell Inclusive Choir - Soundabout

A musical community without barriers, created by the charity Soundabout whose specialism is in using music to unlock the potential of people with severe and profound learning disabilities.

We are offering a mixture of face-to-face and virtual rehearsals so that you can join in however is best for you!

Face-to-face rehearsals

Every four weeks on Saturdays at 11am-12.30pm, Cradley Heath Community Centre, Reddal Hill Road, Cradley Heath, B64 5JG

At the rehearsal you will meet other young choir members (up to the age of 25 years old) and their parents/carers/families. There may also be Soundabout Volunteers, who are there to help.

Virtual rehearsals

Every two weeks on Saturdays at 11am-12pm on Zoom

Who to contact

Contact Name	Ed and Tonya (choir leaders)
Telephone	07964 910165
Website	Sandwell Inclusive Choir 

OURTIME

FREE Music, dance, and storytelling for children with Additional Needs and their siblings (age 5 - 15)



When?
Tuesday's 4:45 - 6:15pm

Where?
Thimblemill Library, Smethwick

Sign up
Email
fantasticjourneyscic@gmail.com
or call
Peter 07486314677



Useful agencies

Helping Hands – Autism & ADHD Behaviour Support

Helping parents navigate the world of additional needs through understanding behaviours, creating strategies and sharing lived experiences

Who can access this service

Parents/carers of little/young people with ASD/ADHD diagnosis or being assessed by a professional on an official diagnosis pathway. 0-25 years where a diagnosis of ASD/ADHD is present.

Click the link below to find out more.

[Family Information Service Hub | Family Action Black Country](#)

Sandwell Parents Voices United

Formed in January 2021, We are an independent group of parents and carers working together to raise awareness of, and aspire to improve outcomes, for children and young people with SEND in Sandwell.

We aim to do this by organising events, coffee mornings, information sessions and training events.

Our parent carer representatives attend meetings with various organisations within Education, health & social care as well as offering support to other local voluntary organisations.

We have a parent/carer representation on both Sandwell SEND operations Board and Sandwell SEND Strategy Board



We work with organisations that provide services for our families. We are completely independent of the local authority and health services which allows us to share the lived experiences and ideas of our parent carer members, giving them a voice and effecting positive change. We are currently building relationships with Sandwell Children's Trust and Black Country NHS trust.

We have representation on West Midlands Parents/Carers Forum, and are a national member of National Network of Parent Carer Forums.

This means the voice of parent carers in Sandwell help influence service provision for people with SEND locally, regionally and nationally.

Whilst the forum is not a support group, we aspire to work with all support groups across Sandwell to ensure our collective voice is heard. The forum is passionate that the collective voice is heard.

We welcome any parent, carer or foster parent of any CYP regardless of disability, this may range from complex medical issues to learning or physical difficulties.

The forum does not require a diagnosis for you to become a member and is open to all families in Sandwell or those living outside, who access schools in our area.

Telephone

07306 364 106

E-mail

admin@spvu.org

Useful information

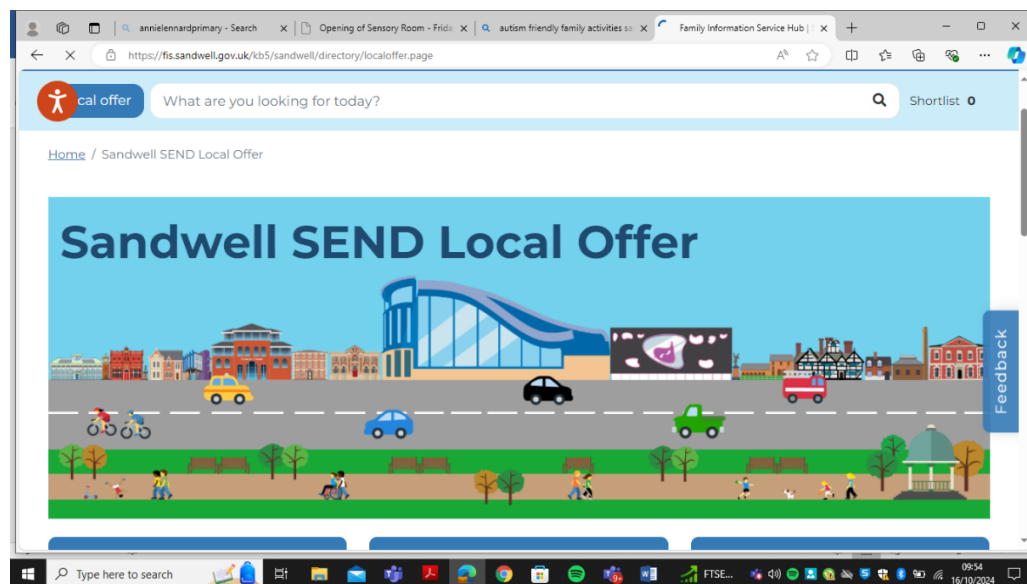
[SEN Provision \(annielennardprimary.co.uk\)](http://annielennardprimary.co.uk) please click on the link to see all of our SEN provision on our school website. There will be links on there with our school policies for SEND, a breakdown of our needs and any other relevant information. **Outside Agencies.**

We are supported in school by a fantastic inclusion support team from Sandwell Local Authority. We can access support from Educational Psychologists, Behaviour Support team, Learning Support team, Complex Communication and Autism team, Visual or Hearing-Impaired team, NHS Speech and Language Team and Child and Adolescent Mental Health Team. Support from these teams is requested with consent from parents.

Sandwell SEND:

Sandwell LA Local offer for SEND children is available via this link

[Sandwell Local Offer | Family Information Service Hub](https://fs.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page)



What is the Local Offer?

Our vision for children and young people in Sandwell with special educational needs and disabilities (SEND) is that they will be able to achieve their aspiration for a healthy ordinary life through meaningful employment and fulfilling relationships within the community of their choosing.

To help with achieving this vision the Local Authority has produced, as required by law, a 'Local Offer' which sets out the support they expect to be available for children and young people in Sandwell with special educational needs and disabilities.



Watch this video to find out what is contained within the Sandwell SEND local offer: [Family Information Service Hub | What is the Local Offer? \(sandwell.gov.uk\)](https://www.youtube.com/watch?v=...)

Contacts for Inclusion Support

Telephone: 0121 569 8240

Email: sen_team@sandwell.gov.uk

Address:

Special Educational Needs Service
Connor Road
West Bromwich
B71 3DJ



The above service offer impartial information, advice and support to children and young people with special educational needs and disabilities. The service is impartial, confidential and free. [Sandwell Sendiass :: Home](http://SandwellSendiass.org.uk)

[Family Information Service Hub | Parents, Carers & Siblings \(sandwell.gov.uk\)](http://sandwell.gov.uk)

Watch the video below by the Council for Disabled children which explains more about the role of SENDIASS:



Contacts for School SENCOs

Please be advised that both Miss Kealey and Mrs Groves work as full-time teachers as well as SENCOs, so you may have to contact us via the school office if needed where we will phone back as soon as we possibly can. We offer an open-door policy and will always try to speak to parents on the same day.

Please always speak to your child's class teacher first if you have any concerns regarding SEND.

For any queries either contact the school office on 0121 429 4284

Or email Miss Kealey for EY and KS1 enquiries at elle.kealey@annielennard.sandwell.sch.uk or Mrs Groves for KS2 enquiries at Sophie.groves@annielennard.sandwell.sch.uk