

SEND Newsletter



CELEBRATING DIFFERENCE, SUPPORTING EVERY CHILD, REMOVING BARRIERS

At William Rhodes we believe that every child is unique and every child has the right to feel safe, valued, included and successful. Our aim is to create a school community where differences are celebrated, barriers to learning are identified and children are supported to develop their confidence, independence and sense of belonging



CELEBRATING EVERY CHILD

♥ We want children to understand that being different is something to celebrate.

Throughout the year, we will provide opportunities for children to learn about diversity, respect and acceptance. We encourage children to recognise their own strengths and appreciate the strengths and differences of others.



SEND AT WILLIAM RHODES

🌱 We have a dedicated team working to support children with additional needs.

Our SENDCO, Miss Farrow, works closely with children, families, teachers, teaching assistants and external professionals to ensure that children's needs are understood and appropriate support is put in place.

WHAT DOES INCLUSION MEAN TO US?

♥ Inclusion means making sure that every child can participate, belong and achieve, whatever their individual needs or circumstances.

This might include supporting children with:

- Special educational needs and disabilities (SEND)
- Autism
- Speech, language and communication needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and physical needs
- Medical needs
- Difficulties with friendships or emotional regulation
- Changes or challenges at home that may affect wellbeing and learning

We recognise that children may need different support at different times in their lives.

Inclusion is not about every child receiving the same support — it is about every child receiving the support they need to thrive.

GRADUATED RESPONSE

💡 We use a graduated approach of:

Assess → Plan → Do → Review

This means that we carefully consider a child's needs, plan appropriate support, put this support into place and review its impact.

Where appropriate, we may also work with professionals such as:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Specialist Teaching Services
- Health professionals
- Early Help and family support services



COMMUNICATION FOR ALL

💡 Communication is a key part of inclusion.

We recognise that children communicate in many different ways. Some children may use speech, while others may communicate using gestures, visuals, symbols, objects, signing or AAC.

We encourage children to communicate their needs, feelings, choices and ideas in the way that works best for them.

At home, you can support this by:

- 💬 Giving your child time to respond
- 👁️ Using simple, clear language
- 🖼️ Using pictures or visuals where helpful
- 👐 Offering choices
- ★ Celebrating all attempts to communicate

Supporting sensory needs

🧠 Some children experience the world around them differently and may become overwhelmed by noise, movement, touch, smells, visual information or busy environments.

We are continuing to develop our understanding of sensory processing across school.

Strategies may include:

- Sensory breaks
- Movement activities
- Calm spaces
- Brain breaks
- Visual timetables
- Reduced distractions
- Access to sensory resources
- Quiet spaces when children become overwhelmed

Our aim is not simply to remove a child from a situation, but to help them understand their sensory needs and develop strategies that support their regulation and independence.



SUPPORTING EMOTIONAL WELLBEING

🌱 We recognise that children cannot always learn effectively when they are feeling worried, overwhelmed or dysregulated. We therefore prioritise emotional wellbeing and regulation as an essential foundation for learning. Through strong relationships, predictable routines, nurturing approaches and appropriate sensory and emotional support, we help children to feel safe, secure and ready to learn. We understand that regulation looks different for every child and work closely with children, families and professionals to identify individual needs and provide the right support at the right time. By helping children to recognise and manage their emotions, we develop their confidence, independence and ability to engage positively in learning and the wider school community.

★ If you would like to speak to our SENDCO, Miss Farrow, please email her at zoefarrow@williamrhodes.derbyshire.sch.uk