



Sissinghurst VA Church of England Primary School

School newsletter

Inclusion

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Introductions

Welcome to our first Inclusion Newsletter. We aim to send this once a term to give you a flavour of what goes on in school to support all children alongside some specific groups that are there to support families at different times in their lives. We hope you find it informative. If there are any themes you would like us to cover in future issues please let us know.

Roles across our school:

- Mrs Wolfe SENCO – Mrs Wolfe is available to discuss any concerns you may have, please make an appointment via the school office. The next parent drop in sessions are: Tuesday 21st May and Tuesday 25th June between 1- 3pm. Click here for more information on inclusion and the support we offer. <https://www.sissinghurst.kent.sch.uk/page/?title=Inclusion&pid=67>
- Mrs Evans – ELSA for more information about ELSA please see this link: [What is ELSA Intervention? - Elsa Support \(elsa-support.co.uk\)](http://www.elsa-support.co.uk)
- Mrs Ridgway – Family Liaison Officer

What's happening in school?

The children have been using Chrome Music Lab to create their own musical compositions!



Zebra Class created their own online branching databases.



The children have enjoyed lots of independent reading ..



.. and reading with our volunteers/helpers



What does it all mean?

Definitions of the most common SEN abbreviations

Glossary of SEND terms

Here is a glossary of special education needs and disability (SEND) terms

Abbreviation	Meaning
ASD/ASC	Autistic spectrum disorder - no longer used by some professionals due to the connotations of disorder. Some professionals e.g. speech and language therapist use autistic spectrum condition. Many autistic people prefer the term 'ASC'.
ADD/ADHD	Attention deficit disorder / attention deficit hyperactivity disorder
CAF	Common assessment framework
CAMHS	Child and adolescent mental health services
CoP	Code of practice
CI	Communication and interaction
CL	Cognition and learning
CP	Child protection
DDA	Disability Discrimination Act
EHCP	Education and health care plan. Replaced old statements (Statutory assessment of a child's special educational needs) and involves 3 agencies - schools, health and social care.
EP	Education psychologist
GLD	Global learning difficulties
Gross Motor	Large movements e.g. Running, jumping and climbing
HLTA	Higher level teaching assistant
LAC	Looked after children

Abbreviation	Meaning
HI	Hearing impaired
IEP	Individual education plan (no longer used by some schools following introduction of CoP 2015) At Sissinghurst, we use the term – ‘Personalised plans’
LD	Learning difficulties
LSA	Learning support assistant
MAC	More able child (child working a year above age-related expectations)
MLD	Moderate learning difficulties
ODD	Oppositional defiant disorder
OT	Occupational therapy/therapist
PEP	Personal education plan (for looked after children)
PD	Physical disability
PMLD	Profound and multiple learning difficulties profound and multiple learning difficulties - Pupils with PMLD are those with severe and complex learning needs, usually a combination of learning difficulties and sensory impairments or medical conditions. They may only be able to communicate by gesture, eye movement and/or simple language. Often, they cannot manage their own personal care. PMLD pupils need a high level of adult support and sensory stimulation and they are usually educated in special schools or hospital units.
SaLT	Speech and language therapy
SEN(D)	Special educational needs (and disabilities)
SENCo	Special educational needs co-ordinator
K	SEND Support (replaces SA & SA+) As part of the graduated response this may include targeted or specialist support, when outside agencies become involved.
SLCN	Speech, language and communication needs
SLD	Severe learning difficulties

Abbreviation	Meaning
SM	Selective mutism (formerly known as elective mutism)
SpLD	Specific learning difficulties
SPDs	Sensory processing disorders
SPM	Sensory, physical, medical
TA	Teaching assistant
TAC	Team around the child
TAF	Team around the family (when CAF is about whole family)
VI	Visually impaired

KCC SEN information

<https://www.kelsi.org.uk/special-education-needs>

[SEND Mainstream Core Standards - Kent County Council](#)

Signposting – Local groups, free training and clubs to join...

Kent Adult Education Free Workshops

[Fathers Matter \(kentadulthoodeducation.co.uk\)](#)

[Stepping up to Secondary extra \(kentadulthoodeducation.co.uk\)](#)

[Managing Children's Behaviour \(kentadulthoodeducation.co.uk\)](#)

[Autism Awareness \(kentadulthoodeducation.co.uk\)](#)

[Have fun reading workshop | Family course in Ashford | Kent Adult Education](#)

[Family Maths \(to exam\) \(kentadulthoodeducation.co.uk\)](#)

[Family First Aid \(kentadulthoodeducation.co.uk\)](#)

[Supporting ADHD in the Home \(kentadulthoodeducation.co.uk\)](#)

[Chemistories \(STEM course\) \(kentadulthoodeducation.co.uk\)](#)

Bubbles Swim Club



Bubbles Swim Club is a Maidstone based swim club for any age or ability swimmer who may find it difficult to access mainstream classes.

We provide fun sessions tailored to individual needs, whether that be sensory impairment, behavioural difficulty, anxiety, learning or physical disability, all are welcome and catered for. We have a wonderful team of volunteers who provide essential 1:1 or 1:2 support in the water and class sizes vary from 4-8 depending on ability and level of support required. Individual classes are also available with 1:1 tuition from a qualified teacher.

Bubbles Swim Club provides a structured development plan to enable swimmers to progress up to regional disability level, ParaSwimming, and inter-national competitions, and also provides links to mainstream clubs and lessons. Hydrotherapy and sensory therapy needs are also provided for swimmers with physical or PMLD needs. Fast-track link available to Kent Disability Swimming Squad.

Below is a list of conditions catered to, although not exhaustive; ADHD; ASD; Amputation; Anxiety; Arthritis and other musculoskeletal problems; Asthma; Acquired Brain Injury; behavioural/emotional difficulties; Brittle Bone Disease; Cancer; Cerebral Palsy; Chronic Pain; Conduct Disorder; Cystic Fibrosis; Dementia; Down's Syndrome; Dyspraxia; Dwarfism; Ehlers's Danlos; Encephalitis; Epilepsy; GDD; Hearing Impairment; Hypermobility; Learning Difficulties; Marfan; Multiple Sclerosis; Muscular Dystrophy; Scoliosis; Speech and Language Disorders; Stroke; Tourettes; Visual Impairment.

Kate Blackham
kate@bubbleswimclub.co.uk

<https://space2beme.org.uk/services/rockets/>



Rockets – for 6 to 11 year olds

Space 2 Be Me's club for children with additional needs aged 6 to 10 and their siblings.

space2beme.org.uk

<https://medwaypuzzles.com/>

[Days out and activities for SEND children and young people - Kent County Council](#)

[HAF Programme - welcome information for families \(theeducationpeople.org\)](http://theeducationpeople.org)

National really useful websites...

[Euan's Guide | Results \(euansguide.com\)](http://euansguide.com)

[BBC iPlayer - Magic Hands](#)

Poems – Welcome to Holland!

And Celebrating Holland – I'm Home.

WELCOME TO HOLLAND

by Emily Perl Kingsley. c1987 by Emily Perl Kingsley. All rights reserved

I am often asked to describe the experience of raising a child with a disability – to try to help people who have not shared that unique experience to understand it, to imagine how it would feel. It's like this.....

When you're going to have a baby, it's like planning a fabulous vacation trip – to Italy. You buy a bunch of guide books and make your wonderful plans. The Coliseum. The Michelangelo David. The gondolas in Venice. You may learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later, the plane lands. The stewardess comes in and says, "Welcome to Holland."

"Holland?!?" you say. "What do you mean Holland?? I signed up for Italy! I'm supposed to be in Italy. All my life I've dreamed of going to Italy."

But there's been a change in the flight plan. They've landed in Holland and there you must stay.

The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place.

So you must go out and buy new guide books. And you must learn a whole new language. And you will meet a whole new group of people you would never have met.

It's just a different place. It's slower-paced than Italy, less flashy than Italy. But after you've been there for a while and you catch your breath, you look around.... and you begin to notice that Holland has windmills....and Holland has tulips. Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy...

Celebrating Holland- I'm Home By Cathy Anthony

(my follow-up to the original \Welcome to Holland\ by Emily Perl Kingsley)

I have been in Holland for over a decade now. It has become home. I have had time to catch my breath, to settle and adjust, to accept something different than I'd planned. I reflect back on those years of past when I had first landed in Holland. I remember clearly my shock, my fear, my anger, the pain and uncertainty. In those first few years, I tried to get back to Italy as planned, but Holland was where I was to stay. Today, I can say how far I have come on this unexpected journey. I have learned so much more. But, this too has been a journey of time. I worked hard. I bought new guidebooks. I learned a new language and I slowly found my way around this new land. I have met others whose plans had changed like mine, and who could share my experience. We supported one another and some have become very special friends.

Some of these fellow travellers had been in Holland longer than I and were seasoned guides, assisting me along the way. Many have encouraged me. Many have taught me to open my eyes to the wonder and gifts to behold in this new land. I have discovered a community of caring. Holland wasn't so bad.

I think that Holland is used to wayward travellers like me and grew to become a land of hospitality, reaching out to welcome, to assist and to support newcomers like me in this new land. Over the years, I've wondered what life would have been like if I'd landed in Italy as planned. Would life have been easier? Would it have been as rewarding? Would I have learned some of the important lessons I hold today?

Sure, this journey has been more challenging and at times I would (and still do) stomp my feet and cry out in frustration and protest. And, yes, Holland is slower paced than Italy and less flashy than Italy, but this too has been an unexpected gift. I have learned to slow down in ways too and look closer at things, with a new appreciation for the remarkable beauty of Holland with its tulips, windmills and Rembrandts.

I have come to love Holland and call it Home.

I have become a world traveller and discovered that it doesn't matter where you land. What's more important is what you make of your journey and how you see and enjoy the very special, the very lovely, things that Holland, or any land, has to offer.

Yes, over a decade ago I landed in a place I hadn't planned. Yet I am thankful, for this destination has been richer than I could have imagined!