



SEND NEWSLETTER

GLOSSARY

SEND

Special Educational Needs and Disabilities

SENCo

Special Educational Needs Coordinator
Mrs Compton is our school SENCo

ELSA

Emotional Literacy Support Assistant.
Mrs Graf is our school ELSA

APDR

Assess, Plan, Do, Review
(Our 4-step termly process to support SEND pupils, in line with the SEN Code of Practice)

EHCP

Education, Health and Care Plan
(For children who need more support than is available through the school's SEN support)

TA/LSA

Teaching Assistant/Learning Support Assistant
A member of staff who supports learning in class

INCLUSION ROOM

A space where everyone's needs are included.
The SENCO office is also located here

THE ZONES OF REGULATION

Four colours to help us easily share and regulate our emotional state

INCLUSION ROOM AND SAFE SPACE



Our Inclusion Room is our dedicated space for children to have some time out of class for additional support and therapies if needed.

Therapies that children can access are speech and language therapy, occupational therapy and counselling. ELSA sessions also take place here.



This term we are pleased to have developed a Safe Space within our Inclusion Room, which is a calming area to aid children's sensory and emotional regulation.

SENDIASS UPDATE



The Information, Advice and Support Service (SENDIASS) in Richmond and Kingston offers advice and support for children and young people up to the age of 25yrs who have special educational needs or disabilities, and their parents or carers.

This includes:

- The Local Offer for SEND pupils
- Local support networks
- Education, health and social care services
- Your rights in education, health and social care
- Mediation and dispute resolution

The service is a free, confidential and impartial.

THIS SERVICE HAS RECENTLY BEEN TAKEN OVER BY **POLARIS CHILDREN'S SERVICES**, HAVING BEEN RUN BY KIDS.ORG.UK FOR THE PAST 7 YEARS.

CONTACT DETAILS
FROM 1ST APRIL 2023:

FREEPHONE NUMBER:
08081645527

EMAIL: INFO@RKSENDIASS.CO.UK

WEBSITE: RKSENDIASS.CO.UK

*Please get in contact if you would like to discuss your child and SEND.
You can email the school office and I will get back to you. Mrs Compton*



SPOTLIGHT ON ELSA

MRS GRAF

Mrs Graf is our ELSA, it stands for Emotional Literacy Support Assistant.

What is ELSA?

ELSA support helps us support the emotional needs of our pupils. ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed.



The initiative was developed and supported by educational psychologists who used knowledge of how children develop socially and emotionally and apply this knowledge to the needs of pupils. Our ELSA, Mrs Graf, has attended a full ELSA training course and attends regular supervision groups led by an educational psychologist.

As an ELSA, Mrs Graf is trained to plan and deliver programmes of support to children in our school who may be experiencing temporary or long term additional emotional needs. Most of Mrs Graf's ELSA work on an individual basis with one child, however, there are cases where group sessions are needed such as when working on social skills and friendship skills.

Mrs Graf works closely with Mrs Compton. As SENCo, Mrs Compton is the line manager for ELSA support. Teachers work together to identify and prioritise children who would benefit from the support of an ELSA.

What can ELSAs help with?

There are a lot of emotional skills that ELSA can help with, including:

- Social Skills
- Bereavement
- Social Situations
- Therapeutic Stories
- Anger Management
- Self-esteem
- Real-life problem-solving skills
- Friendship

How long should an ELSA programme last?

ELSA is a short to medium-term support, the programme works best when there are aims for children to work towards and achieve.

Sessions will typically happen once a week across the length of a term and last approximately 30 minutes.

During a session, Mrs Graf will

- Check how the child is and how they have been feeling for the past week.
- Review the content that was covered in the last session and see if any of the information needs to be revisited.
- Introduce new content through engaging games and activities.
- End the session in a way that helps the child to adjust to going back to class.

If the weekly sessions can be scheduled at a regular time it can help children to prepare and the routine can also be beneficial for their emotional needs.