

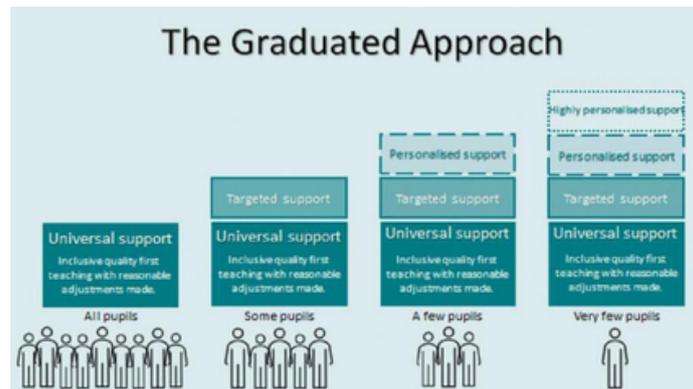
SEND NEWSLETTER

SUPPORTING EVERY CHILD
October 2025



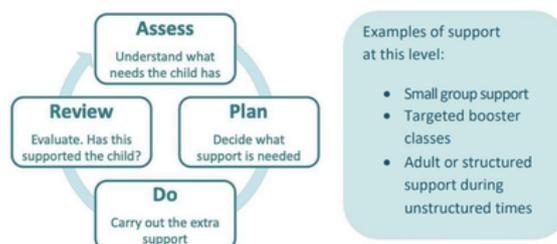
Welcome to the first edition of the Chesterfield Primary School Special Educational Needs and Disabilities (SEND) Newsletter. We are committed to working closely with you to ensure every child thrives. This newsletter is designed to share practical information and guidance about the support and resources available for your children. ext Steps and Contact Information. We hope you find this first newsletter helpful. Our goal is to keep you informed and empowered.

Understanding Our Support: The Graduated Approach



Universal Support = Inclusive Quality First Teaching For most children, settings and schools are able to support their needs through adjustments made to the quality first teaching. The image below gives an example of the reasonable adjustments setting and schools can make to ensure children are appropriately supported.

Targeted SEND Support: For some children, they might need a bit more support to meet their needs. If a child or young person has identified needs, settings and schools should go through a process called The Graduated Approach. The Graduated Approach involves a four stage process:



Examples of support at this level:

- Small group support
- Targeted booster classes
- Adult or structured support during unstructured times

We will record your child's progress being made towards their short-term outcomes. Short-term outcomes are typically reviewed within 6 weeks of being in place.

Personalised SEND Support: For a small number of children, we may have gone through a number of cycles of the Assess, Plan, Do, Review process and have found that a child or young person still needs more support. In this situation, more personalised SEND support might be needed. In this situation, a setting or school may seek advice from external agencies.

Education Health and Care Plans: Where it has been identified that a child is not making progress and the gap between them and their peers is significant, the child may be considered to have needs that are complex and long-term. At this stage, the child will already typically have a SEND Support Plan in place and will likely have had several cycles of the 'Assess, Plan, Do, Review' process (above). At this stage, the SENCo may discuss with you if an Education, Health and Care Needs Assessment may be supportive. The school or parent may request this. Where assessment is agreed, this assessment *may* then lead to an Education Health Care Plan (EHCP). There is a statutory 20-week timescale for this.

Child and Adolescent Mental Health Services (CAMHS)

Important information about requesting a referral to CAMHS

CAMHS referrals are made for one of the following two reasons:

1. To request a neurodivergent screening for Autism and/or ADHD
2. To make a referral for mental health concerns

What do I need to do to request a screening for Autism and/or ADHD?

For Autism and/or ADHD screenings please see instructions below:

1. Please request a copy of the Autism and/or ADHD questionnaire from the school office. Complete the form by selecting the option for each statement that most closely matches how your child presents at home.
2. When you make your request, you will also receive a referral form. Please also complete this, providing as much detail and information as you can. Feel free to provide additional sheets/pages if you would like.

The completed paperwork should then be returned to school and we will then ask the class teacher to complete the CAMHS school-based questionnaires to state how your child presents at school. The SENDCo, Danny Neville, will then collect all the information together and send the referral to CAMHS.

What do I need to do to request mental health support from CAMHS?

For mental health concerns for which you would like support from CAMHS, please contact the front office and ask to speak to the SENDCo directly.

What do I do if my child's GP is not based in Enfield?

Please note that CAMHS referrals are made based on the location of your child's GP. Therefore, if your child's GP is not based in Enfield, please contact the school directly and let us know the address of your child's GP, so that we can provide you with the correct paperwork.

Is there a CAMHS waiting list?

Please be aware that referrals for CAMHS Autism and/or ADHD screenings currently have long waiting lists. However, you can contact CAMHS directly on 0208 702 3111 once the referral has been sent to request an update.

Is there a school waiting list?

Please note that the school receives a high number of requests for CAMHS referrals and your child's screening will be added to our waiting list and completed as soon as possible. Priority will be given to urgent referrals. We thank you in advance for your understanding.

What if I need urgent support?

If you have immediate, serious concerns about your child's mental health, please contact your GP, call NHS 111, or in an emergency, go to A&E.

Frequently Asked Questions About Classroom Support

Q: Who is the best person to talk to if I think my child has SEND?

A: Start with your child's Class Teacher. They see your child every day. If you still have concerns, ask for a meeting with Danny, our SENCo (Special Educational Needs Coordinator). The SENCo is the school's expert who manages and coordinates all SEN support.

Q: What is a 'Provision Map' or 'IEP' (Individual Education Plan)?

A: This is a document that formally outlines your child's specific needs, the targets they are working towards, and the extra support (or 'provision') they receive in school to meet those targets. We will share this with you.



Q: What does Quality First Teaching mean?

A: Quality First Teaching means the class teacher is already adjusting lessons for all pupils. For your child, this means the teacher should use inclusive teaching strategies every day, such as breaking down instructions, using visual aids on the board, and providing differentiated work (work that is adjusted in complexity or length to match your child's learning level).

Q: What is a "reasonable adjustment" and how is it used in the classroom?

A: A reasonable adjustment is a change the school must make to ensure a child with a disability can access learning. In the classroom, for example:



Q: Will extra support be given by a teacher or a teaching assistant (TA)?

A: The main responsibility for progress rests with the Class Teacher. Targeted SEND Support might be delivered by a TA through a planned intervention, but the teacher should be designing and overseeing the programme and regularly checking that it is making a difference.

Q: What should I do if I think my child needs more support?

A: The first and most important step is to talk to your child's Class Teacher. They know your child best in the school setting. You can then also arrange a time to speak with our SENDCo, Danny, by contacting the school office.

Q: My child is struggling, but they don't have a diagnosis. Can they still get extra help?

A: Yes. Your child doesn't need a formal diagnosis (like for ADHD or dyslexia) to receive support. The school is required to assess and identify any Special Educational Needs (SEN) based on their learning difficulties. Support is provided based on the need, not the name of the condition.

Q: I think my child needs 1:1 support. What do I do?

A: If you feel your child needs more support in school than they are currently receiving, please talk to the SENDCo about concerns you have in the first instance. Evidence suggests that having 1:1 support is often not the most effective approach, as children and young people can become over reliant. Research has found that children progress well using evidence based interventions and targeted strategies, as opposed to consistent 1-1 support.



Practical Help at Home: Top Tips for Routines

Creating predictable routines can be hugely beneficial for all children, especially those who find change or uncertainty challenging. Consistency helps reduce anxiety and promotes independence.

Sleep

- Establish a wind-down routine: About an hour before bedtime, switch off screens (TV, tablets, phones). Try a bath, a quiet game, or reading a book.
- Keep the bedroom dark and cool: This helps signal to the brain that it's time to sleep.
- Be consistent: Go to bed and wake up at roughly the same time, even at weekends.



Eating

- Structure mealtimes: Have regular times for meals and snacks to avoid grazing.
- Offer choice and control: Let your child choose which plate to use or how much food they want to start with.
- Reduce pressure: Try to keep mealtimes calm and avoid forcing your child to eat. Introducing a small, new food alongside familiar favourites can work well.



Morning Routines

- Prepare the night before: Get school bags, uniforms, and packed lunches ready before bed.
- Use a visual schedule: A simple list or a few pictures showing the steps (get dressed, eat breakfast, brush teeth) can help children stay on track and feel in control.
- Build in extra time: Rushing increases stress for everyone. Aim to be ready 10 minutes early.



Sources of help and support



- Danny Neville, SENDCo: SEND@chesterfieldprimary.org
- Our school website has a section dedicated to SEND: <https://www.chesterfieldschool.co.uk/page/?title=SEND&pid=232>
- Enfield Local Offer: This website lists all the services, provisions, and resources available in the Enfield area for children and young people with SEND: <https://www.enfield.gov.uk/services/children-and-education/local-offer/education-5-to-18/support-at-school-for-young-people-with-send>
- Enfield Advisory Service for Autism (EASA): <https://www.enfieldasa.org.uk/>
- The National Autistic Society: www.autism.org.uk
- British Dyslexia Association: <https://www.bdadyslexia.org.uk>

SEND Coffee Mornings



We are delighted to invite you to one of our upcoming SEND Coffee Mornings—a practical and informative way to learn how we support your child in school. Each session is designed to give you valuable insights into our strategies, followed by a hands-on resource-making workshop. You'll leave with ready-to-use materials and clear instructions on how to use them with your child at home!

First Session Details

- Date: Thursday, October 23rd
- Time: 9:00 am
- Topic: Task Planners
- What we'll cover: A discussion on the benefits of task planners, how they are used in school, and the opportunity to make a custom planner to take home.

We look forward to seeing you there!



Dates for future sessions will be announced shortly and will focus on Zones of Regulation, sleep, maintaining good dental hygiene, strategies for managing ADHD and we will have a visitor from EISSA to talk about the Graduated Approach.