



Mrs Henderson  
Deputy Head / SENDCO

## St John's C of E Academy SEND and Wellbeing Newsletter Neurodiversity Focus



Hello and welcome to our St John's SEND and Wellbeing Newsletter! This is the next instalment of information and updates on SEND and Wellbeing at St John's and in the local community. I hope you find them useful and informative! If you have any feedback, please contact me:

[sara.henderson@stjohns.covmat.org](mailto:sara.henderson@stjohns.covmat.org)

We believe that every child at our academy is unique and special, so we aim to provide an inclusive and values driven curriculum, which has been designed specifically for our St John's children and families. We fully believe in equipping our children to **live life in all its fullness. (John 10:10).**

Link to previous newsletters:  
[Special Educational Needs and Disabilities \(SEND\) | St John's Church of England Academy](#)



### SEND at St John's

At St John's, we are proud of our 'open door' policy, so please do not hesitate to get in touch, if you have any concerns, queries or require further support from us.

You can make an appointment with the class teacher by phoning the school office or emailing the school. For further information, please visit our dedicated [SEND page](#) on our school website where you will find the Local Offer, as well as external links for charities or support websites.

### Referrals

If your child has been referred to any of the NHS or outside services, please be patient.

Waiting times have crept up and this is beyond our control. As a school though, we will continue all provision in place in school and seek to refine this to support your child in the best way we can. Please come and speak to Mrs Henderson if you do have any questions.

### Parent + Carer SEND / Wellbeing catch-up

The next Wellbeing / SEND drop-in session is on Thursday 1<sup>st</sup> May from 3.30-5.30pm with Mrs Henderson.

### Links to SEN support services

#### SEND Information, Advice and Support Service (IASS)

Free, impartial, confidential information, advice and guidance for parents/carers of children with SEN.  
<https://www.coventry.gov.uk/sendias>

#### Autism - Autism West Midlands

Advice, information and training for parents as well as events and groups for children can be found at Autism West Midlands:  
<https://autismwestmidlands.org.uk/>

#### ADHD/Mental Health - Young Minds

Young Minds are leading the fight for a future where all young minds are supported and empowered, whatever the challenges. We're here to make sure they get the best possible mental health support and have the resilience to overcome life's difficulties.

<https://www.youngminds.org.uk/young-person/mental-health-conditions/adhd-and-mental-health/>

#### Dyspraxia - Dyspraxia Foundation

Offers help and advice to people with dyspraxia, parents, carers, and families about or on the subject of dyspraxia.

<https://dyspraxiafoundation.org.uk/advice/dyspraxia-in-children/>

Termly



Neurodiversity is defined by the NHS as a wide variety of ways we think, learn, feel and process information. Some people's brains work in a different way and is unique to them! Therefore, they will have unique skills, abilities and needs. They may experience and interact with the world around them in a different way from the neurotypical 'standard' way. There is no right or wrong way of thinking and learning. The NHS shares neurodiversity can include but is not limited to Autism, ADHD, ADD, Dyslexia, Dyscalculia, Tourettes and Dyspraxia.

To support a child who is neurodivergent, it solely depends on their own individual needs as one strategy may support one child, but have an opposite affect for another. Here are some ways which may support:

- \*Discover and celebrate their strengths!
- \*Try to identify when they need extra support. Could it be noise? Crowds? Too many choices?
- \*If possible, plan activities that support their sensory needs if any! For example, having a quiet area or space to access when needed. For some children and adults, this may include an oversized blanket or onesie with a hood where they can hide / have their own space.
- \*Access to fidget tool which continues to engage them with the activity, not the fidget. This is often trial and error and the choice of fidget can change.
- \*Having an active break such as movement, dances, sensory circuit or completing a short obstacle of activities.
- \*Having a routine which may be written or visual for the week and a symbol for an activity or event which may change or not go ahead so children are aware of this.
- \*Exploring emotions and feelings with your child and starting to identify how their body might feel when happy, sad or angry so they become familiar with this sensation or action.

If you would like to find out more, this website has more detail: [Autism and neurodiversity](#)

In school, if parents and the SENDCO (Mrs Henderson) feel that your child may have difficulties in areas linked to potential neurodivergent traits, then we can meet to talk about potential referrals and support.

If you have any questions or are worried about your child in relation to any area of SEND or wellbeing, please contact Mrs Henderson, SENDCO, who will be able to chat through next steps and help seek further advice from outside agencies where appropriate.