

SEND NEWSLETTER

Sandal Primary School

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Well we have reached the end of another half term and what a busy half term it has been! We have had many external agencies and professionals visiting, observing and working with individual pupils across school to provide further advice for staff. This enables us to continuously provide the best possible support and provision for all our pupils but specifically for those with SEND. The SCIL team is explained further in this issue.

If you have any enquiries related to SEND, please do not hesitate to get in touch.

Miss Sperduto, SENCO

Training in School:

- Mrs Barnes and Mrs McGoldrick have been on a 1 day course aimed at developing practical strategies to support children with communication and interaction needs. They both found this very useful as not only did they learn new ways of approaching situations but it also provided the reassurance that the way staff are communicating with children, already supports those needs, particularly children with Autism.
- Mrs Barnes and Mrs Hibbert have attended a 2 day course on the BUSS model. This model is designed to enhance the practice of professionals working with children who are looked after or who have experiences disruption to their early development. The skills and strategies they have learnt will go alongside the attachment training. This means that we will have a wealth of knowledge around SEMH needs, to disperse to staff across school over the coming months.

Diary dates:

These are national dates aimed to raise awareness of specific types of SEND.

- Children's Mental Health week– 5th to 11th February
- Emotional Health Week– 19th to 23rd February
- Dyscalculia Awareness Day– 3rd March
- Comic Relief– 15th March



What is the SCIL team?

The SCIL team is the Social, Communication, Interaction and Learning team who work within the SEND department in Bradford. They are a team of Specialist Teachers, Practitioners, Access & Inclusion Officers and a Project Support Officer for Early Years Inclusion Funding. The team support a vast amount of schools in Bradford. Every school is assigned a specialist teacher dependent upon the area of need requested as a main priority.

This year at Sandal, we have a lady called Alison Copley from the SEMH team. She is able to upskill staff, hold group and individual observations for a specific need in children and she is able to support the families of those children she observes. She is an invaluable resource for both staff and children at Sandal.

"Neurodiversity is part of God's creative process. Society appreciate all kinds of minds as a blessing." Joshua Evans

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PDA– Pathological Demand Avoidance

PDA is widely understood to be a profile on the autism spectrum. We know that autism involves a complex and overlapping pattern of strengths, differences and challenges that present differently from one individual to another and in the same individual over time or in different environments. A cluster of traits can be called presentation or a profile – in some cases this can be quite different from what some people think autism 'looks like'. This can lead to presentations in some people – including autistic women and girls, and PDA individuals – being missed altogether, misunderstood or misdiagnosed.

A PDA profile means that individuals share autistic characteristics:

- are driven to avoid everyday demands and expectations (including things that they want to do or enjoy) to an extreme extent
- tend to use approaches that are 'social in nature' in order to avoid demands
- tend not to respond to conventional parenting, teaching or support approaches

'Demand avoidance' involves not being able to do certain things at certain times, either for yourself or others, and also refers to the things we do in order to avoid demands.

With PDA, any everyday demands are avoided simply because they are demands. Some people explain that it's the expectation (from someone else or yourself) which leads to a feeling of lack of control, then anxiety increases and panic can set in. There can be an 'irrational quality' to the avoidance, for example a dramatic reaction to a tiny request.

There are many strategies that can be put into place to support children with PDA. Please see the attached leaflet

For further advice, please visit:

<https://www.pdasociety.org.uk/>



Referrals we can offer in school:

If you have concerns around any area of your child's development, your first port of call is always your child's class teacher. Where these concerns relate to an special educational need, they would then be passed onto the SENCo who is able to provide advice, support and where necessary, complete external referrals to other agencies.

What external referrals are available?

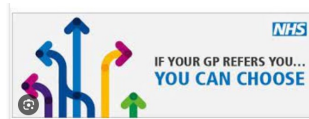
- School nursing team– for children with severe anxiety, concerns around their health or eating and for families who are seeking support at home.

<https://www.bdct.nhs.uk/services/school-nursing-teams/>

- CAMHS– for children and young people from pre-school years up to 16 years of age, where there are severe and long standing concerns about emotional well-being and behaviours. This includes concerns over ADHD and Autism.

<https://www.bdct.nhs.uk/services/child-adolescent-mental-health-camhs/>

- SCIL team– to seek further advice and support around cognition, learning, communication, behaviour and emotional struggles. They provided staff with strategies to use in school as well as for use at home.
- Right to Choose– this is not something that is offered in school but is accessed through your GP. This is where parents have the 'right to choose' the service or company that conducts an assessment for their child such as Autism or ADHD.



If you require anymore information about any of the above, please contact the SENCo, Christina Sperduto.

*"Knowledge of what is possible, is the beginning of happiness."
George Santayana*