

## SEN Newsletter

### Welcome!

Welcome to our first newsletter dedicated specifically for Special Educational Needs. We hope you find this useful for information and to keep you up to date with all the SEN news and updates that take place here at GLPA. If you have any suggestions of what you would like in future SEN newsletters, please let the school office know.



### SENCO

Our current Special Education Needs Co-ordinator (SENCO) is Mrs Wadsworth.



She is covering the post whilst Mrs Kirwan is on Maternity Leave.

Contact: [info@glpa.org.uk](mailto:info@glpa.org.uk)

### Some Useful Contacts:

**Leeds Local Offer** - The Leeds Local Offer is a way of providing information to families with children with special educational needs and disabilities in Leeds. - <http://www.leedslocaloffer.org.uk/>

**SENDIASS** - information and advice, for parents/carers, children, and young people with Special Educational Needs. - [Leeds SENDIASS](#)

**STARS** - STARS are a team of autism specialists who offer advice and training for schools. They also offer drop-in sessions and workshops for parents at Leeds City Library. - [Autism Leeds | STARS Autism Support Team \(starsteam.org.uk\)](#)

**Garforth Extended Services** – The Cluster comprises of Education, Social Care, Health, Youth Service, Children’s Centre, Leeds City Council and the Police. They provide a range of services and support for children, young people and families.

**ABC Group Leeds** - Leeds and District ABC Support Group is a regional resource for parents of children with an autistic spectrum condition. They aim to provide help, support and advice about services, facilities, education, care and welfare for parents and families of children displaying Autistic Spectrum Conditions - [Leeds ABC Group – Leeds and District Autism, Behaviour and Communication Support Group \(wordpress.com\)](#)

## SEN Glossary

We know that sometimes schools and other professionals can use terms or phrases that not everyone is aware of. This section will aim to shed some light on some terms each issue:

ADHD: Attention Deficit Hyperactivity Disorder

ASD: Autistic Spectrum Disorder

CAMHS: Child and Adolescent Mental Health Services

EHCP: Education, Health and Care Plan

PDA: Pathological Demand Avoidance

## Spotlight Focus...

(Each newsletter will spotlight on one special educational needs)

This article has been shared with staff, to allow them to consider the experiences of families who have children with SEN, or indeed a range of different SEN needs. We have discussed that children are individuals and that at times we need to approach their provision with a different perspective.

### A family's experience with ADHD, ASD and PDA

#### **"We're Raising a Cat in a Dog World"**

"I've used the cat-dog metaphor to describe what it's like to raise my son, who is gifted, with ADHD and autistic PDA (Pathological Demand Avoidance). The latter is a term increasingly used to describe autistic children who exhibit extreme resistance to demands and requests, no matter how big or small, even if the demands are of obvious benefit and interest to them."

One of the most challenging parts of raising a unique child is accurately explaining who he is and how our lives operate to family, friends, teachers, and others. Over time, I have developed this metaphor to help describe our experiences, as well as our different parenting style: Most people have dogs, but I have a cat. My cat is amazing, but most people insist that he is a dog. Which, of course, he just isn't.

Like most cats, my cat will not follow orders to sit and stay — even when so directed by experts who have successfully trained thousands of dogs to do these things on command.

While people understand and accept that cats don't do dog things, many continue to insist that my cat is a dog, and that my cat can do dog things. They refuse my explanations to the contrary. People who think I have a dog may "helpfully suggest" compliance training methods, but I know from experience that most dog methods don't work on my cat. I see and acknowledge that I have a cat (despite his often looking like a dog to others!). Treating him like a dog who can be compliant only results in significant frustration for all involved. Those who treat my cat like a cat early on end up with far more rewarding relationships.

I've learned to limit contact with people who insist I have a dog, and especially those who try to force dog methods on my cat while criticizing my cat methods. What has helped is finding people who have cats themselves and asking them what is effective with their cats. Even though cats have similar traits, it's important to understand that each cat is unique, and to accept that many things that work well for other cats might not work for yours.

<https://www.additudemag.com/pathological-demand-avoidance-autism-adhd/>

## Famous people with ASD:

Steve Jobs –



Elon Musk –



Jane Austin –



Bill Gates -



## *Spotlight fidget toy:*

### Squishy Mesh Ball



- Fidgets are often recommended by occupational therapists to provide the right amount of sensory input.
- They can help children with ADHD or autism concentrate by helping them to filter out extra sensory information that would otherwise be distracting.
- Some fidget tools have smooth or soft surfaces to promote calm and eliminate anxiety.
- Fidget tools can provide relief in stressful or high-pressure situations.
- Fidgets can be suitable for all age groups — even adults.
- Of course, even though fidgets are important tools, they can also be fun.

## Ways we support our ASD children at GLPA:

- Sensory Circuits
- Movement breaks
- Fiddle toys
- Individual daily planners
- Anticipation diaries
- Standing desks
- Wobble cushions
- Safe, private areas of the classroom (space for private stimming)
- Talking mats
- Zones of Regulation interventions
- Task planners
- Visual timetables
- Emotional check in stations in every classroom
- Masking questionnaires

There are many other ways we support children with ASD, some of the above may work for your child some may not. At Green Lane Primary we want to ensure the provision is right for each **INDIVIDUAL** child.