

SEN Newsletter

Welcome!

Welcome back to our third newsletter dedicated specifically to 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 for what you would like in future SEN newsletters, please let the school office know.



SENCO

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



Mrs Kirwan works on Tuesdays and Wednesdays but please feel free to contact school anytime.

Contact: info@glpa.org.uk

Books to support our children

Little Parachutes have several books that help children cope with worries, health issues and new experiences. [Little Parachutes](#)

Mindful Kids by Sharie Coombes is a lovely selection of books that are interactive self-care activity books that encourage children to doodle their way to happiness. [Mindful Kids](#)

A collection of books from Barrington Stoke designed to support dyslexic children or reluctant readers.

[Dyslexic and Reluctant Readers](#)



The four broad areas of Special Educational Needs

All children present in different ways. If a child has a specific educational need these are usually categorised into one of these four areas. Some children can have needs across more than one area.

Communication and Interaction (CIN)

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

Cognition and Learning (CLN)

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

Social, Emotional and Mental Health difficulties (SEMH)

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

Sensory and/or Physical Needs (SPN)

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Spotlight Focus...

(Each newsletter will spotlight on one special educational needs)

Pathological Demand Avoidance (PDA)

Source - [PDA Society](#)

PDA (Pathological Demand Avoidance) is widely understood to be a profile on the autism spectrum, involving the avoidance of everyday demands and the use of 'social' strategies as part of this avoidance. The most distinctive trait of PDA is the overriding compulsion to control situations and avoid demands made by other people and to be in control in all situations due to exceptionally high levels of anxiety. At school they often struggle to reach their full potential due to the need to be in control. However, the anxiety does not look like the anxiety people are used to seeing. On the surface these children appear to be confident, powerful, and controlling. The invisible barrier of anxiety and avoidance is often forgotten, and the child appears to be choosing not to engage when in fact they don't know how to manage or overcome these feelings on their own. PDA individuals share autistic characteristics and in addition, have many of the 'key features' of a PDA profile:

- resisting and avoiding the ordinary demands of life
- using social strategies as part of the avoidance
- appearing 'socially able' but this may mask underlying differences/difficulties in social interaction and communication
- experiencing intense emotions and mood swings
- appearing comfortable in role play, pretence and fantasy
- intense focus, often on other people (real or fictional)
- a need for control, often driven by anxiety or an automatic 'threat response'
- conventional approaches in support, parenting or teaching are ineffective

Autism is dimensional, this means that it varies a lot from one person to another. A PDA profile describes one way in which autism can present.



Demand avoidance in PDA is a question of can't not won't: PDAers often describe it as a neurological tug of war between brain, heart and body.

can't
not
won't



Ways we support PDA children at GLPA:

- Use of indirect language
- Sensory Circuits
- Movement breaks
- Bespoke timetable created for that child
- Planning ahead and giving advanced warning
- Visual Supports
- Fiddle toys
- Individual daily planners
- Anticipation diaries to support challenges with change
- Safe, private areas of the classroom
- Talking mats
- Zones of Regulation interventions
- Task planners
- Emotional check in stations in every classroom
- Lego Therapy intervention
- Masking questionnaires

There are many other ways we support children with PDA, 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.

Useful Information

A Consultation session may involve:

- Giving information
- Making suggestions
- Listening to what others are saying
- Requesting others opinions
- Saying what you think is going well
- Answering questions
- Asking for someone to explain further what they are saying
- Agree things you are going to do that will help things to change

If you are a professional or a family member/carer and you would like to discuss how the consultation session may help you, a situation, child or young person please call [0113 378 5163](tel:01133785163). An admin team member will return your call if unavailable at the time of calling. You can book a consultation on the same number.

If you have attended a consultation session and wish to offer feedback the Leeds Educational Psychology Team are happy to hear from you.

Email: education.psychology@leeds.gov.uk
Tel: 0113 378 5163

**EDUCATIONAL
PSYCHOLOGY CONSULTATION
SESSIONS
Academic Year
2022 to 2023**



**Leeds Educational Psychology
Team**

