

King's Ford Academy SEND & Inclusion Newsletter



New Projects 2024.2025:

- In the new academic year we will be working with **Paxman Academy** and sharing practice from '**Ordinarily Available**' (**Inclusive Teaching Framework**). This will enhance our classroom practice. Our first focus will be our 'Learning Environments'. This was delivered during our staff INSET day
- We are also involved with a new pilot project aimed at increasing inclusivity in school and building relationships and communication with parents/carers. **The name of this project is Partnership for Inclusion of Neurodiversity in Schools (PINS).**
- King's Ford Academy is now part of the Multi School's Council (MSC).

Multi Schools Council

The Multi Schools Council was started in 2012 to help break down perceptions towards children with SEND and mental health difficulties in schools and their wider communities.

We were very lucky to invite Kierran in school from Multi School Council to talk to some of our young people about their ADHD diagnosis. I was there during the meeting and it was fantastic to hear them asking questions to help their understanding. Kierran is great with the children and he has promised to return.

We are currently applying for our BRONZE award. Watch this space!

Welcome to our SEND and Inclusion newsletter!

Date: February 2025

Issue: No 8

The aim of the SEND and Inclusion Newsletter is to inform parents and staff about areas of SEND and to make SEND and inclusion a key priority in our school. If you have any questions regarding things posted in the Newsletter please speak to me.

Louise Harris—SEND CO

Important Dates To lookout for:



25th February—Autism Reality Bus—More details to follow—BY APPOINTMENT ONLY

WB 17th March—One Plan Meetings—details to follow

19th March—PINS Coffee morning—All welcome

PINS workshops—Book ONLINE

11th March—Neurodevelopmental

19th March— Learning and Executive functioning

29th March— Emotional Regulation

King's Ford Academy SEND & Inclusion Newsletter



Welcome back!

Welcome to our eighth edition of our Special Educational Needs and Disabilities (SEND) and inclusion newsletter. I hope that you have all managed a restful break and are raring to go for the second half of this term.

Speech and language update: As a school we are committed to developing speech and language. Our allocated speech and language therapist from Child First has been delivering training to staff to support children. Our in house speech and language therapist visits us every other week to support named children and staff. We currently have 4 members of staff on the Elklan Speech and language training which will have direct impact on our children.

And finally, Please do come to the PINS project coffee morning on 19th March as this will be their last session (unless funding continues) and it is your chance to have your voice heard.

All are welcome—remember that we work on 'Needs being met' rather than diagnosis based. Your child does not need a diagnosis for us to consider SEND support.

Best wishes
Mrs Harris—SENDCO



Make Reading a Daily Thing

Snuggle up with your child and dive into books together—storybooks, fact books, comics, whatever they love! Pause to chat about the plot, the characters, the pictures or any new words that pop up.

Chat About Everything and Anything

Whether you're walking to the shops or cooking dinner, keep the conversation flowing. Use descriptive words—call the sky "cloudy and grey" instead of just "cloudy." Little tweaks go a long way!

Label Everything

For younger ones, stick post-it notes on items around the house—think "fridge," "mirror," or "sofa." Bonus points if they're colourful! Going outside? Name the trees, flowers, and birds you see and use words like "oak," "blossom," or "feathery."

Get into Storytelling

Ask your child to tell you about their day—but with a twist! Encourage them to jazz it up by using exciting words. Or take turns making up your own stories, the wackier the better.

Mix Up the Words

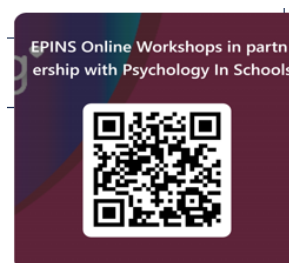
Teach them how to say things in new ways! Instead of just "big," try "massive" or "gigantic." Challenge them to find words that mean the opposite, too—like "tiny" or "minuscule."

EPINS Project

Partnership for Inclusion of Neurodiversity in Schools

Session 1: Neurodevelopmental Diversity: **What Every School and Parent Needs to Know**

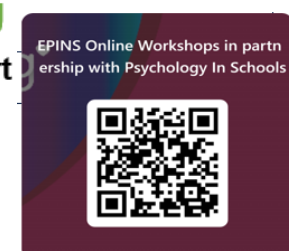
Tuesday 11th March, 7pm, MS Teams



Session 2: Learning and Executive Functioning

How Parents and School Staff can work together to support neurodivergent children

Wednesday 19th March, 7pm, MS Teams



Session 3: Emotional Regulation

How to support Neurodivergent children with emotional processing and anxiety (including how sensory differences may impact in this area)

Thursday 27th March, 7pm, MS Teams



Scan the QR codes to book yourself onto a FREE course event.