

## Newsletter

Welcome to the Spring SEND Newsletter! This term there is just one newsletter with the term being so short! I just want to start by praising all our families of children with SEND for making such a massive effort with attendance! Our attendance for children with SEND has significantly improved and appreciate your support with this. I hope that as you read on, you'll find the information useful and informative.



### My Happy Mind: Happy Breathing



At St Michael's we're really proud to champion, My Happy Mind. This is a neuro-affirming scheme that supports children's mental health and well-being through 5 modules. The modules help children learn and understand their brains and its signals and supports emotional regulation through happy breathing. Happy Breathing, is a really effective strategy for support emotional regulation because it encourages extended exhale breaths. This approach is highly effective for ALL as it helps activate the vagal tone which creates calm in the nervous system. The children practise this every week in their My Happy Mind session. You can also access the Happy Breathing materials by downloading the My Happy Mind app and use the code: **144345**

### Shine a Light on Services: School Nursing Service (RDASH Zone 5-19)

The school nursing team are a fabulous, collaborative community of nurses working in partnership with schools to support health and well-being. The team offers lots of additional information and access to vital sessions to support children and young people. They work with schools to identify holistic health needs of our school population and support us in running workshops for specific cohorts of children. The school nursing team can also support parents with an array of things from continence to sleep. The school nursing team also do the national height and weight checks in reception and the sight and hearing checks in reception.



Meet Sarah Thompson!!

Sarah is our allocated school nurse. She works closely with school to ensure that we are working in partnership to deliver support to certain groups of children, ensure we know what services we can dip into from the team and completes our school health check every year to gather essential information.

# Language Matters: Child-Centred Language

You maybe think what is Child-Centred Language and until becoming a SENDCo, I had no idea either. However, I've grown to know child-centred language and why it matters. Child-centred language helps adults plan support that fits the child rather than expecting the child to fit the support. It encourages flexible thinking, celebrates progress and reminds everyone that learning is a personal journey - not a race or comparison. It focuses on a child's identity, strengths and needs rather than on difficulties or diagnosis. It's so important because it helps everyone, including build confidence and belonging showing that individuals are individuals. This in turn helps a child thrive.



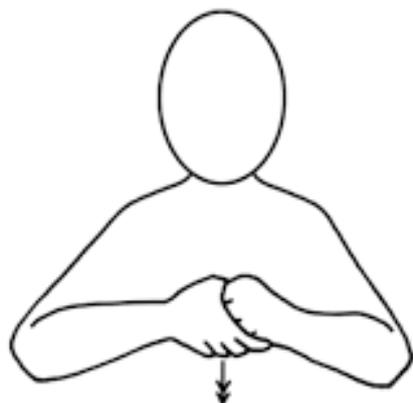
## ELKLAN: COMMUNICATION FRIENDLY SETTING (CFS)

We've now completed our communication friendly setting portfolio and are now awaiting our accreditation. The journey has been an informative and transformational one that has encouraged our staff to think about how they communicate and interact with children who had an identify Speech, Language and Communication Need (SLCN). Myself, Mrs Price, Mrs Reid and Miss Carter are all immensley proud of the work staff have undertaken and look forward to planning future CPD on some elements of the course.

### Did you know...

When you learn something new, your brain grows tiny new connections - like adding extra branches to a tree. The more we practise a skill, the stronger those branches become, which makes learning easier next time. The most important part is that the practise has to be right!

## Makaton Sign of the Term



**Friends**

## Important Dates



Monday 2<sup>nd</sup> March - Secondary school places announced.

17<sup>th</sup> - 23<sup>rd</sup> March - Neurodivergence Week

Thursday 26<sup>th</sup> March - Sensory Signals and Emotional Regulation