APRIL 2020

SEND NEWSLETTER





SEND Resources

At Dame Elizabeth Cadbury School, we are lucky to work with a wealth of professionals who have sent through lots of useful links to share with you during your time away from school.

In addition, I have scoured the internet and found a variety of websites, which should supplement what the individual faculties are directly supplying.

The list can be found HERE or by clicking on the image to the right. This is a collection that I hope will offer free resources for our pupils to use. Many will be time limited so please take advantage of their generosity now.

Also, please continue to look on the school website for other support and advice.

I hope that you find something here that you can use during these unprecedented times.

Keep safe and well.

Kind regards, Mr A Rackham (Inclusion Leader)



On a lighter note, finding fun in these unprecedented times...

Mr Rackham has been trying to recreate the Tour de France, but going nowhere fast!



Free Access to Widgit Online

With more schools closing across the world to help fight the spread of Coronavirus (COVID-19) we wanted to do something to help parents, teachers and carers who use symbols to support their children and young people.

To make sure symbol users have access to the systems and resources they need, we would like to offer free and unrestricted access to Widgit Online and it's ready-made materials for 30 days.

SIGN UP - Use Code: WIDGIT30









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Flashcard

GET THE LATEST CORONAVIRUS ADVICE FOR PEOPLE WITH ASTHMA



Asthma UK published the following shielding advice yesterday, which I think it helpful clarification.

"If you are, or your child is, taking:

- Any biologic therapy, also called a mAb.
 - · Steroid tablets or liquid every day
- · Antibiotic tablets or liquid for asthma every week (e.g. azithromycin)
 - Tiotropium
- A combination inhaler that also contains a long-acting bronchodilator (e.g. Seretide, Fostair, Symbicort) at a high daily steroid dose (see the full list in the linked article)
- An inhaler with a high daily steroid dose (see the full list in the linked article) AND you are taking Montelukast

Or, if:

- You have been admitted to hospital for your asthma in the last 12 months
 You have ever been admitted to an intensive care unit for your asthma
- Then you should follow the shielding advice which is set out in very helpful detail, including how to register for extra services from the government."

Support & Advice from Birmingham Education Partnership

& Educational Psychology Service

Anna Robinson from BEP has written something based on her experience as a psychotherapist working with people in huge uncertainty and crisis.

A link you may find helpful right now is HERE.

We would like to also let you know that the EPS (Educational Psychology Service) will be providing ongoing support and advice to families throughout the coronavirus outbreak. This will take the form of online resources for families with children and young people who have special needs.

We will be looking at providing virtual drop in support (e.g. video calls, phone calls) in addition to resources for families.

The city council's BESS website can be found HERE.



Message from Anna: (Birmingham Education Partnership)

I wanted to put together for you just some thoughts that I have had about how we can help children and young people (and, for that matter, our colleagues and parents) go as well as possible should they not be able to be in school for some time. I have offered some thoughts on phrasing things that I hope might be helpful to you and also a few tips on looking after yourself.

You will all be only too acutely aware of the impact on the escalating pandemic on the most vulnerable. I don't need to say any more.

Ways that you can help yourself (and reasons why you should do this)

- 1. For yourselves eat regularly and eat as well as you can. Under stress, we are primed to reach for foods which are not healthy choices. They have an impact on your nervous system by raising and lowering your blood sugar sharply. Sometimes when we are anxious, we find it hard to eat. Eat something. Your nervous system needs the calm that it will bring. If you find you are feeling discombobulated at all, try strong flavours (I like a mint!!!). It helps to connect you to your senses.
- 2. Lay off the caffeine and alcohol if you can. They will push your anxiety level and leave you jittery.
- 3. Take at least 2 minutes every day to just stop. BREATHE. Breathing is a) often forgotten and b) hugely underestimated. Try this: breathe in for 4, hold for 6, out for 7.
- 4. Stop and notice 5 things you can see, 4 things you can hear, 3 things you can touch, 2 things you can smell and 1 thing you can taste. If you are with other people, make eye contact if you feel able to. It helps with grounding and connection. If you are on your own, get in touch with someone.
- 5. Think about what you wear this may sound silly but it helps. There are some clothes that help us feel better and more confident, more in control. Wear them.



Here are my top 4 things that you can do right now to offer containment for pupils:

- 1. Remember that uncertainty can trigger our internal alarm system. Know that some children may not be operating at their chronological age. This is normal. You can help by helping them ground themselves in some of the ways above helps to 'grow them back up a bit'. Keep thinking about what is need for pupils to feel safe, seen, soothed, secure your skills in relationships are one of the best interventions and I see school staff deploy these skills brilliantly.
- 2. What is mentioned is manageable take care if children express an anxiety to you, validate their perspective and empathise. So, for example this would be what I would say it suits my style and way of being, yours may be different:

"I'm really scared about what's going to happen, am I going to get ill and are people going to die"

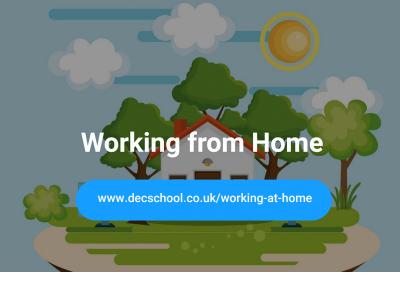
"yes, of course you feel scared, I can hear and understand that. You know, I'm really great at lots of things but I've not yet completed the course on predicting the future so I don't know who will or won't be sick. What I do know though is that I think it's quite normal to feel and think lots of different things when things are uncertain and that's ok, all of our feelings are OK. I also know that it helps to think about the things we can do ourselves to help. How can I help you?"

Asking "how can I help" is really useful in a crisis. It is enabling to both the person asking and the person on the receiving end. For pupils, finding a way to be helpful in their own ways right now is a really positive step. For example: Can pupils put together their own tips for one another, can younger pupils find a way to be helpful at home. It gives a sense of agency which can be important because control and certainty are at the core, from an evolutionary standpoint, one of the things that have kept our species alive.

- 3. Language When children leave our establishments we don't know necessarily when we will see them again. People find it awkward to know what to say. Try something along these lines: "Go well/steady/gently and we will be looking forward to when we are together again". This helps land in pupils mind that there is a next time but it does not set up any disappointment or guarantee. You cannot offer that certainty so this way of talking helps.
- 4. Transitional objects are really helpful Where you have children who will be returning to your setting, they reassure children and young people that school will come back together if children or young people need to take something from a classroom that they will bring back then great (make a note for yourself about what it is if you have contact while pupils are off you can remind them of it/ask if they still have it) or you can draw something on a pebble that children can take home. Different things for different pupils some may need to take something like a cushion from any sensory room you have as it gives them something really tactile, others may take a favourite book. Try where you can, to enable children to take something meaningful for them. If you have children who will not be returning to your setting, between now and when they would formally end with you, consider writing to them personally about the things you remember doing with them, that you are sorry you have not been able to be physically with them, that you are holding them in mind and also personal qualities that you have seen and enjoy in them.

HOLDING YOU ALL IN MIND

Anna. Psychotherapist & Mental Health Lead | Birmingham Education Partnership



Please do not forget that your teachers are setting work online. When working from home, please remember:

To access the resources you will need to login using your school email and password.

If you are having trouble logging in or cannot remember your password please email itsupport@decschool.co.uk

If you are having issues about a particular topic then please contact the appropriate faculty, outlined below.

The Home Learning Package

Your child's home learning package for the next two weeks can be found via:

https://www.decschool.co.uk/working-at-home

This is being broken down into individual subjects and links to the curriculum content being taught at this point in the year.

If you have any questions please email the following addresses according to the subject:

Faculty	Contact	Email address
Mathematics, Psychology and H&S	Ms E Raine	mathssupport@decschool.co.uk
English and Drama	Mr T Hutton/ Mrs R Atton	englishsupport@decschool.co.uk
Science	Mr B Feenan	sciencesupport@decschool.co.uk
MFL	Ms V Lopez	mflsupport@decschool.co.uk
Humanities	Mrs N Delaney	humanitiessupport@decschool.co.uk
PE and Creative Arts	Mr J Smith	pecreativesupport@decschool.co.uk
Media, Computing, Business and Tech	Mr O Hanson	mediatechsupport@decschool.co.uk

We will do our upmost to respond to your query as quickly as possible.

Children in receipt of Free School Meal

From Monday we are providing two weeks' worth of supermarket vouchers for all children who receive free school meals. This will provide families with additional funds to buy food to provide healthy meals for children. The vouchers will equate to £3 per day, per child. Each voucher will provide a total of £30 of financial support.

Resource Parent Pack

Birmingham Psychology Service recommend the attached pack produced by Wiltshire Council. It has good advice and ideas for parents of children with SEND.



FULL ARTICLE HERE