

# Swallownest Primary School SEND Newsletter

October 2025

## Welcome

Welcome to the first issue of Swallownest Primary School's SEND newsletter. We want to use this forum as an opportunity to share what we do at Swallownest to support pupils with SEND and additional needs. We will also share information about staff training, useful links, tips to try at home and changes to any school policies relating to SEND.

Any queries or questions related to SEND can always be sent to [sendco@swn.dsat.education](mailto:sendco@swn.dsat.education)

Mrs Leivers and the Swallownest Team

## Essential for Some, Good for All

Swallownest Primary School is proud to be part of the Diocese of Sheffield Academy Trust (DSAT). As part of this, we have pledged to uphold their 'Vulnerable Pupil Charter'. This outlines how, by putting things in place that benefit vulnerable pupils, we also benefit the rest of the school community.

Examples of this that you might see in one of our classrooms:

- The interactive board will never have a white background, as this can be challenging for pupils with dyslexic tendencies.
- Every classroom has at least one visual timetable (see overleaf for more info).
- Staff use the PACE approach when dealing with dysregulated pupils – Playfulness, Acceptance, Curiosity and Empathy.



***Hands on experiences benefit all pupils, whether they have SEND or not.***



### Upcoming events in the area

6/11/25 – SEN Parent Coffee Club- a chance to stop by to chat to Mrs Leivers and other parents in school

Week beginning 17/11/25 Parent Consultations

6/11/25 – the Sleep Tight programme, run by Early Help, starts at Dinnington Primary School (4 weekly sessions, Thursday 1:00-2:30pm)

# It's not a race...it's a journey

## ✿ What Are... sensory needs?

**Sensory needs** refer to how a child processes the information they receive through their senses — sight, sound, touch, taste, smell, movement, and body awareness. Every child experiences the world differently, and some may be more sensitive or less responsive to sensory input than others.

## 🧠 Why It Matters

Children with sensory needs might:

- feel overwhelmed by loud noises or bright lights
- seek out movement (e.g., spinning, jumping) to feel calm
- avoid certain textures in food or clothing
- struggle with focus or emotional regulation in busy environments

These responses aren't just preferences — they're part of how their brain interprets sensory information.



## 👂 Common Signs of Sensory Needs

- covering ears in noisy places
- avoiding messy play or certain fabrics
- constantly moving or fidgeting
- difficulty with transitions or changes in routine

## 💡 How You Can Help

- create calm, predictable environments
- set up a quiet space at home- this gives children a space to retreat to when they are feeling overwhelmed
- **Before school or outings:** Use movement toys (like trampolines or swings) to help energize or calm your child.
- **After school:** Offer tactile toys (like playdough or water beads) to help them unwind.
- **Before bed:** Use calming toys like weighted blankets or sensory bottles to promote relaxation.

If you feel your child would benefit from support with their sensory needs in school, please speak to your child's class teacher and ask for a Sensory Toolkit. This questionnaire will help us to identify sensory difficulties your child may face.

### Useful SEND contacts

**SENDIASS: Special Educational Needs and Disability Information, Advice and Support Service**

[www.rotherhamsendiass.org.uk](http://www.rotherhamsendiass.org.uk)

**Rotherham Local Offer website**

[www.rotherhamsendlocaloffer.org.uk](http://www.rotherhamsendlocaloffer.org.uk)

**Rotherham Parent and Carers Forum** – get linked up with other SEND parents for support

<https://www.rpcf.co.uk/>

**Rotherham Early Help** All families go through trying times at some point. Early Help staff will work with you at these times so that small problems don't get bigger.

<https://www.rotherham.gov.uk/family-support/early-help>

### School Updates

This month, all teaching assistants in school have participated in training for emotional regulation, which teaching staff have completed in the last year.

Staff will be taking part in further training around sensory support and using Sensory Circuits interventions to support in alerting and calming exercises throughout the school day.

We are very excited to continue to provide sensory support for all our pupils!