

## Welcome to our autumn St. Luke's SEN Newsletter!

Every term, our newsletter will provide information about SEND at St. Luke's Catholic Primary School. We will also keep you updated with the Telford & Wrekin local offer and guidance.

### Welcome!



**Miss Louise  
Russell  
Federation  
SENCO**

As St. Luke's Special Educational Needs and Disability Coordinator (SENCO), I am here to offer support and advice regarding additional needs or SEND support for your child.

As a school, we value the engagement of our parents so please do not hesitate to get in touch if you have any questions. My contact email address is: [send.obs@taw.org.uk](mailto:send.obs@taw.org.uk)

Alternatively, you may find further information about our SEND provision on the school website:

<https://www.stlukesatholicprimary.org.uk/sen.php>

### Contents of this term's news:

- Welcome
- Telford and Wrekin's local offer
- Welcoming Ziggy - our new school dog to our school community.
- The Dog Mentor
- Speech and Language and communication tips and support
- Mental Health Support across Telford and Wrekin for parents.

### The New school year and SEND:

At St. Luke's, we are committed in recognising that all children are unique and as a community we aim to motivate, engage, inspire and celebrate our pupils' journey, efforts and achievements. Where pupils have special educational needs or disabilities, as a school, we plan provision that encourages, support and challenges pupils to raise aspirations and to play an integral part of life across the school.

**'Every child has an opportunity to be an expert and master their uniqueness.'**

If you would like to know more about the SEND offer at St. Luke's, visit the school website where you can read our [SEND policy](#) and [SEND information report](#).

#### Individual Provision Maps (IPMs)

If your child has an Individual Provision Map, class teachers will be in touch to review, celebrate and set new targets for the term. 😊

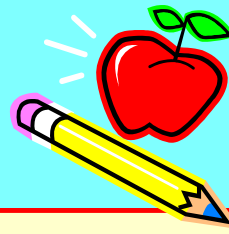
### Telford and Wrekin SEND local offer

For further information about Telford and Wrekin SEND, please see the link below: <https://www.telfordsend.org.uk/site/index.php>

You can also find a copy of the Telford & Wrekin SEND parent newsletter. [https://www.telfordsend.org.uk/info/1/home/109/send\\_news](https://www.telfordsend.org.uk/info/1/home/109/send_news)



# SEND NEWS!



## Mental Health and Wellbeing @ St. Luke's

### Welcome to Ziggy - our new School Wellbeing Dog!

As a school we value the well-being of all children and work hard to ensure that we are able to support all of our pupils to be resilient and confident young people, who are able to achieve to the best of their abilities. As part of our commitment to the children's mental health and wellbeing, we are constantly evaluating our practice and looking at further ways to support every child in school.

Over the past 12 months, we have been considering the potential impact a school dog could have on the children. We have done extensive research into the benefits a dog may bring. Research shows that a school dog can increase confidence, improve attendance, reduce stress and anxiety, improve behaviour and develop responsibility and empathy in children.

From September 2022, we welcomed Ziggy our new school dog.

Ziggy is a 5-month-old black Labrador puppy who resides with his owner - Miss Russell and her family. We chose a Labrador for their excellent temperament with adults and children and their ability to be easily trained.

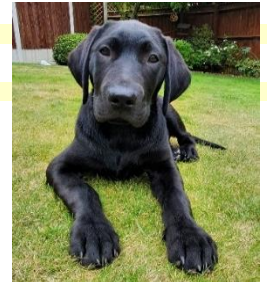
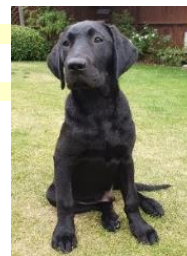
Since joining the family back in July, Ziggy has been on many adventures to socialise with both people and other dogs and has visited many different environments to acclimatise to different sights, sounds and smells. He has spent time over the summer holidays in school getting use to his new working environment.

Like Miss Russell, Ziggy works across Our Blessed Saints Federation and attends St. Luke's on a Monday and Tuesday and SSPP on Wednesday and Thursday. He spends time in the school office as well as having opportunities to explore the school, spend time both inside the classrooms and on the playground.

Since his training from the School Dog Mentor, Ziggy has started to visit classrooms. He has spent some time in Reception where everyone had an opportunity to meet Ziggy and ask questions about him; Ziggy has joined the children on the playground at break time; met parents and children on the gate in the morning and worked with children 1:1.

#### Our Future plans for Ziggy's Wellbeing role at St. Luke's:

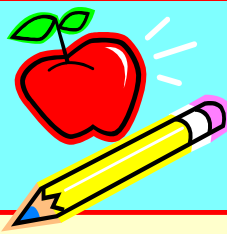
- Greeting members of our school community on the school gate.
- Attending Forest School
- Working as a reading dog for pupils across EYFS, KS1 and KS2.
- Support pupils' emotional wellbeing throughout the school day.
- Supporting socialisation of pupils' and building positive attachments.
- Helping pupil attendance.
- Teaching children 'Ziggy breathing techniques' to support emotional regulation and calm.



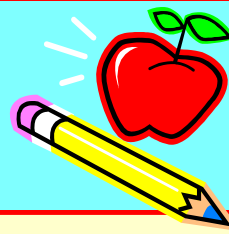
#### Working with Ziggy

Please complete the Parent Pay Consent form to agree for your child to interact with Ziggy during the school day.

The Dog Mentor  
You had me at hello



# SEND NEWS!



## Introducing The Dog Mentor

The Dog Mentor  
Building Characters



At St. Luke's, we recognised that the introduction of a school dog was very important, and we placed an emphasis on ensuring that we had carefully planned and delivered training by the Dog Mentor - Jenny Duckworth.

More information about the Dog Mentor can be found at: [www.thedogmentor.co.uk/](http://www.thedogmentor.co.uk/)



Jenny Duckworth - the Dog Mentor - comes from a teaching background working within Youth Centers and Pupil Referral. Jenny adopted her own dog - Jock and went onto study neurolinguistics and create a programme to suits the needs of dogs, staff, children, and parents.

Jenny has worked with over 450 schools across the country and there are currently over 220 dog mentor dogs working in school every day.

Ziggy's training took place on Monday 3<sup>rd</sup> October at St. Luke's Catholic Primary school. Miss Russell, Miss Staniforth and Miss Evans attended the training and will be Ziggy's nominated handlers.

Following the training, all classes have learnt how to be calm around Ziggy to keep everyone safe. The children have practiced their Ziggy breathing and have followed Ziggy's rules.

## Ziggy's Guide to School:

Ziggy has asked all of the children to follow the Ziggy Rules to keep everyone happy and calm.

Only two people can be around me at one time otherwise I get nervous.

I like it when people stroke my back - not my head.

Remember Ziggy breathing before you come up to me so you are calm; I like walking not running to me.

Make sure that your classroom is tidy and there isn't anything on the floor which I might pick up and eat.

Eat your break and lunchtime snacks before you come and see me!

Try to be as quiet as you can so that you do not scare me.

Please do not say my name 'Ziggy'. I know this might sound strange but if everyone says my name just once a day, I will hear it nearly 200 times and I will then stop responding to my name.

If I am sleeping or lying down, remember to ask an adult if you can approach me as I might be feeling very tired and need some time to myself.





# SEND NEWS!



## SEND In Focus

Hearing the words 'Special Educational Needs' or 'Learning difficulty' can be a worrying experience for parents especially if little is known about the different 'terminology, phrases, conditions and diagnosis that are often talked about by professionals. At St. Luke's, we want to help parents to make sense of the 'jargon' and give some guidance, advice and ways you can help your child at home.

## Speech, Language and Communication Development for Primary school children

Speech, language and communication skills are **crucial to young children's overall development**. Being able to speak clearly and process speech sounds, to understand others, to express ideas and interact with others are fundamental building blocks for a child's development.

By the time children start school, they should be able to understand simple who, what and where questions and talk in sentences so that people can understand them. They should also enjoy playing, listening to stories, joining in with nursery rhymes and having conversations.



### How can parents support speech and language at home:

- Spend time together talking - be a good role model; listen to your child - speak clearly and slowly
- Make time to sit down with your child to talk about their day, what they have enjoyed.
- Playing games/board games with a focus on turn taking, following rules, and discussing feelings about winning and losing.
- Spend time reading - bedtime stories - talking about the pictures, thoughts, and feelings about the characters, encouraging predictions.
- Talking about different environments - what can you see around you; making links - e.g. conkers from trees in autumn; autumn leaves - colour changing;
- Create a language-rich environment.
- Enjoy rhymes, songs together.
- Make language fun.



If you would like any further information about how to support your child's speech and language, please contact Miss Russell - the school SENCO.



# Speech Language and Communication

## What's typical talk at Primary?

This poster describes the stages of typical language development, with examples of what you might see and hear in a classroom or school environment.

Language development in the primary years steadily builds on the solid foundations that are established during the early years. Children's attention, listening, understanding, vocabulary, speech, grammar, story telling and conversations all develop further in terms of skills, knowledge and complexity.

Children develop at different rates and this poster tells you what to expect at different ages. Although it is not an assessment, the information could help you identify children who are not developing language skills as expected.

Children with English as an additional language are at the same risk of speech, language and communication needs as any other child, however, this can be more difficult to identify.

### Attention, Listening and Understanding

### Vocabulary

### Speech Sounds, Grammar and Sentence Building

### Verbal Storytelling and Narrative

### Conversations and Social Interaction

#### 4-5 years

- Knows to look at who's talking and think about what they're saying.
- Listens to and understands instructions about what they are doing, without needing to look up.
- Understands 2 to 3 part spoken instructions: e.g. "Finish your picture, then sit on the carpet and look at a book."
- Can answer a 'How' or 'Why' question: e.g. "Why do we need sunhats on?" "To stop the sun burning our face."

- Understands a range of related words to describe concepts: e.g. *soft, early* and *late*; *soft, hole, and smooth*.
- Knows words can be put into groups and can give common examples in their: e.g. *Animals: dog, cat, horse...*
- Uses words more specifically to make the meaning clear: e.g. "I saw a funny monkey. It was a spider monkey."

- Says words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables: e.g. "Wabbit" for "rabbit", "bow" for "blow", "skard" for "spaghetti".
- Uses well-formed sentences: e.g. "I played with Zoe in the park." but with some errors: e.g. "I falled down."
- Joins phrases with words such as: e.g. *if, because, so, could.*

- Uses events with some detail: e.g. "I went nappy's, I had for chips for tea, I played games on the poster."
- Retells favourite stories - using some of their own words: e.g. "...and she said what a nice rabbit you got and the wolf said, 'I can eat you! Gulp!'"
- Describes events but not always joined together or in the right order: e.g. "I went on the top of the bus with dad. That big slide is scary. We took the ball as well."

- Confidently starts and takes part in individual and group conversations.
- Joins in and organises co-operative role play with friends and can pretend to be someone else talking: e.g. "Are we going to Nana's today? Can I take rabbit with me? He will be sad by himself."

#### 5-7 years

- Starts to ignore unimportant information.
- Is aware when a message is unclear and comments or asks for explanation.
- Understands complex 2 to 3 part instructions: e.g. "I finish your picture from yesterday then with a partner, choose one of the topic books and talk about it quietly on the carpet."

- Compares words, the way they look, sound or mean: e.g. "There are two words 'sea' at the beach, and you 'see' with your eyes."
- Can guess the word from clues, or give others clues using shape, size, function, etc.
- Uses newly learnt words in a specific and appropriate way: e.g. "Dad, you know when you have lots of things together it is called a pile of lions."

- Speech is clear with occasional errors, especially with consonant blends.
- Has good knowledge of sounds in words.
- Asks lots of questions to find out specific information including 'How' and 'Why'.
- Uses different ways to join phrases to help explain or justify an event: e.g. "I'm older than you so I will go first."

- Tells stories that set the scene, have a basic plot and a sequence of events.
- Begins to be aware of what the listener already knows and checks: e.g. "You know where I live, right? Well, in that big house by the shop..."
- Accurately predicts what will happen in a story.

- Takes turns to talk, listen, and respond in two-way conversations and groups.
- Keeps to a topic but easily prompted to move on if it takes over.
- Copies others' language and begins to be aware of current peer language: e.g. Copies swear words, says, "Cool", or "Yeah right."
- Uses and experiments with different styles of talking with different people.

#### 7-9 years

- Listens to key information and makes relevant, related comments: e.g. "So all mammals are warm blooded, have fur or hair and their babies all drink milk."
- Identifies clearly when they haven't understood: e.g. "What's make?" or "Get a blue what?"
- Able to infer meaning, reason and predict: e.g. "It's getting very hot in here, it means often the window."

- Uses a range of words related to time and measurements: e.g. *century, calendar, breath.*
- Uses a wide range of verbs to express their thoughts, or about cause and effect: e.g. "I wonder what she's thinking" or "I was run we should get there on time but we might arrive late."
- Joins in discussions about an activity using topic vocabulary: e.g. "I saw some chicken eggs hatching in the incubator at the farm last Friday."

- Speech is clear, uses words with three sounds together or words with lots of syllables: e.g. *spash* or *gping*, *rhinoceros* or *skirtical*.
- Uses regular and unusual word endings: e.g. *walked* or *fell*.
- Uses complex grammar and sentences to clarify, summarise, explain and plan: e.g. "So the bee collects the pollen from the osman and then flies to another flower and pollinates it."

- Stories have a good structure with a distinct plot, an exciting event, clear resolution and conclusion: e.g. "...and everyone got home safely which was great."
- Uses intonation to make storytelling and reports exciting and interesting.
- Adds detail or leaves information out according to how much is already known by the listener.

- Uses formal language when appropriate in some familiar situations: e.g. Showing a visitor around school.
- Understands complex emotional rules: e.g. Look at listener to judge feedback. Gives more detail if needed.
- Uses tone of voice, stress on words and gestures naturally to add meaning.
- Uses language for full range of different functions: e.g. *complimenting, criticising, negotiating.*

#### 9-11 years

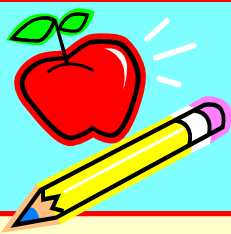
- Sustains active listening to both what is said and the way it is said.
- Follows longer instructions that are not familiar: e.g. "Put the scrubby folder that's at the top of the cupboard into the basket drawer by my desk."
- Understands different question types: e.g. *open, closed, rhetorical.*
- Understands simple jokes and simple idioms, but can't really explain why they are funny or what they mean: e.g. "You can't have your cake and eat it."

- Makes choices from a wide and varied vocabulary: e.g. "Leap" instead of "jump", "fir" instead of "firghland".
- Uses sophisticated words but the meaning might not always be accurate: e.g. "My bedroom was macabrous."
- Knows that words can have two meanings and uses them appropriately. Can't always explain how they are linked: e.g. "Hard" (right object and tough person).

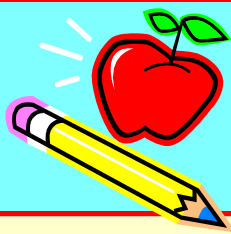
- Uses long and complex sentence structures: e.g. "I will come with you only because it means you will stop going on at me."
- Uses questions to help conversations flow.
- Sentences average about 7 to 10 words - longer in stories than in conversation.
- Knows when a sentence is not grammatically correct and can explain rules of grammar.

- Tells elaborate entertaining stories which are full of detailed descriptions.
- Everyday language is detailed and not always about their immediate experience.
- Incorporates a subplot in telling stories and recasting events, before resolving the main storyline.
- Uses complex joining words: e.g. *meanwhile, therefore.*

- Uses different language depending on where they are, who they are with and what they are doing: e.g. Formal style with the headteacher in school; relaxed and informal with family at home; and "cool" language with friends in the park.
- Communicates successfully; shares ideas and information, gives and receives advice, and offers and takes notice of opinions.
- Realises when people don't fully understand and tries to help them.



# SEND NEWS!



Mental Health support  
for families across  
Telford and Wrekin

## Parents Opening Doors (PODS)

PODS is a parent carer/peer led charity with staff and volunteers who have the relevant 'real life' experience to support families who have a child with a disability or additional need (aged 0 - 25 years).

For further information, support and advice see: [www.podstelford.org](http://www.podstelford.org)



BEAM is an emotional health and wellbeing drop in service for children and young people under 25. BEAM are made up of therapists and wellbeing volunteers who aim to give listen, give advice and support.

PODS offer a range of support including:

- Befriending scheme
- Activity sessions for children with SEN needs
- Information courses for parents.
- Resources for children
- Advice about SEND, EHCP's and SEND processes.

For further details you can contact PODS on 01952 458047



Day	Venue	Time
Mon/Tues	Wellington	12pm - 7pm
Saturday	Wellington	11am - 4pm

## Kooth

For children and young people aged 11-24



APP of the  
term!



Moshi sleep and Meditation app for Children aged 4+

Free trial available visit:  
[www.moshikids.com](http://www.moshikids.com)

## Community sessions for SEN pupils



Sessions are on a Tuesday/Wednesday 6-7pm

For more information visit:  
[www.area51.co.uk](http://www.area51.co.uk)

Airea51 are keen to work with the community and children with SEN needs.

They are offering weekly SEN sessions where lights are dimmed and music is lowered.