

# Noel-Baker Academy Special Educational Needs Newsletter

*Autumn Term 2020*

Dear Parents, Carers and Students.

I would like to say a huge well done to all our new students at Noel-Baker Academy and to all our existing members in what has been a very different beginning to our first term in this academic year. Our new students in year 7, have made an excellent start after experiencing a virtual transition, taking many of these changes in their stride.

As an Academy we are very proud of how our students have supported each other. This year has brought new challenges and goals for each of our students. The positivity they have shown to their work and their peers; experiencing new things will give each student the confidence when faced with taking on big challenges.

Last year was a fantastic year; we celebrated numerous achievements and successes and it was wonderful to see so many of our students attain their personal targets. As always the SEND team are here to support you in any way we can. We unfortunately have not been able to have our SEND coffee mornings and work exhibition days which we would normally have in the Autumn Term. We look forward to being able to do these again when we are able to.

I would like to thank you all for your continued support and I look forward to meeting you in person when we are able to do this again.

With Kind Regards,  
Helen Macleod (SENCO)



**Mrs Sarah Leach**  
**Assistant Head of Inclusion and**  
**SENCO**

## *New Arrival*

For those of you who are new to Noel-Baker this year, Sarah Leach our Assistant Head for Inclusion and SENCo had a little boy in August called Rupert.

I know many of you have asked how both Sarah and Rupert are doing since we have returned in September.

We are delighted to share a picture of the new arrival to the Inclusion Team and wish Rupert and the Leach family a happy first Christmas together.



# Meet the Team!

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**Mrs S Leach**  
**(Currently on maternity Leave)**  
**Assistant Head for Inclusion (SENCO)**  
I oversee inclusion across the Academy



**Ms C Sargent**  
**Associate Assistant Head for Inclusion**  
Senior Lead for Mental Health and wellbeing



**Mrs H MacLeod**  
**OPERATIONAL SENCO and Lead for Mental Health**  
I oversee the day-to-day running of the SEN faculty!



**Miss N Parker**  
**SEND Admin**  
I am a point of contact for parents and I organise all the paperwork!



**Mrs D Sudar**  
**Intervention Lead**  
I deliver Maths intervention and provide support in lessons.



**Miss N Hinchcliffe**  
**Exams Concessions for Access Arrangements /Intervention Lead**  
I support in lessons.



**Mrs H Pole**  
**Intervention Lead**  
I am the ASD Co-ordinator. I deliver intervention and provide support in lessons

# Meet the Team!

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**Mrs S Pashley**  
**Intervention Lead**

I deliver intervention and provide support in lessons.



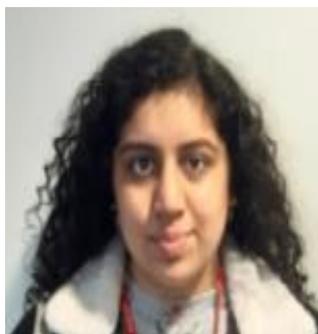
**Mrs C Jones**  
**Intervention Lead**

I deliver intervention and provide support in lessons.



**Mr S Hibbert**  
**Intervention Lead**

I deliver interventions and provide support in lessons.



**Miss E Bahra**  
**Intervention Lead**

I provide support in lessons..



**Mrs M Russell**  
**Intervention Lead**

I support in lessons and deliver interventions .



**Miss S Faulkner**  
**Intervention Lead**

I provide support in lessons.



**Mrs S Ghafoor**  
**Intervention Lead**

I deliver literacy intervention and provide support in lessons.



**Mrs L Sutcliffe**  
**Intervention Lead**

I deliver nurture intervention and provide support in lessons.

# Top Tip Box

## The importance of a good Sleep Hygiene

Obtaining healthy sleep is important for both physical and mental health. Melatonin helps with sleep.

### *Ways to boost your melatonin*

**TIP 1** – The Hour before sleep on the hour – Dim the lights in the environment – bedroom. Living environment.

**Tip 2** - Electronics need to be put out of the way. Even if someone looks still – their brain is still going to be busy.

**TIP 3** - Having Supper – This increases tryptophan , which is then converted to melatonin in the brain. Foods which help to increase melatonin are almonds, bananas, any dairy – yoghurt, milk cheese, cherries, oatmeal – bowl of porridge – any wheat based cereal to bring in for a support time

## THE IMPORTANCE OF PROPER SLEEP HABITS

FOR GOOD HEALTH AND WELL-BEING



### ENERGY LEVEL

Proper sleep habits lead to increased energy, alertness, and ability to fend off infections that would otherwise zap energy



### BRAIN FUNCTION

Research suggests that healthy sleep habits lead to improved memory, knowledge acquisition, and overall brain function



### OVERALL HEALTH

Those who get sufficient sleep tend to maintain a healthier weight, have less ailments, and live longer than those who do not.



### CREATIVITY AND ATTENTION

Proper sleep boosts creativity and attention by increasing motivation, focus, and emotional regulation



### DECREASE STRESS & INCREASE JOY

Proper sleep leads to decreased stressed and irritability, as well as improved mood and overall positivity & happiness.

# After school Homework Clubs

From Monday to Thursday in each of the SEND Hubs, students can come for support with their work in our homework clubs

Year 7	Year 8	Year 9	Years 10 and 11
3.40 - 4.10	2.50 - 3.20	3.25- 3.55	2.55 – 3.25

## Student Information Files

Ensuring that all pupils with SEN have an Student Information File is one of our key priorities.

This handy document is a snapshot of each learner, containing vital information which is accessible to all staff as well as outside agencies working with the child.

If you would like to know more about your child's SIF or would like a copy then, please do not hesitate to contact your key Worker or our deputy SEND Admin Naomi Parker [naomiparker@noelbakeracademy.co.uk](mailto:naomiparker@noelbakeracademy.co.uk)

Student Information File - Noel-Baker Academy

Teacher: \_\_\_\_\_

Date of birth:  
Year group:  
Tutor group:

### Description of Need

ADHD  
SEMH

### Code Of Practice Stage/Reading Age/Prior Attainments:

- SEN code - E
- Reading age - 7.07
- LPA

### What you may notice:

- I struggle to stay focused in lessons.
- I struggle with my handwriting.
- I can sometimes struggle with my speech.
- I may turn off switches that are not in use as this can distract me.
- I may talk a lot if I feel comfortable with you.

### My Targets:

- To stay focused in class.
- To stay in all lessons.
- To attend Maths, English and handwriting clubs.
- Use my quick exit card and 5 mins early pass.
- Use my zones of regulation cards.
- Use my white board to make notes during lessons.

### Strategies you could try:

- To check my understanding throughout the lesson.
- Providing additional support/help on a mini white board.
- To provide sentence structures where appropriate.
- To break information down into small chunks.
- Please talk to me before issuing me with a C1/C2 and explain what I have done so I can stop.

### Access Arrangements:

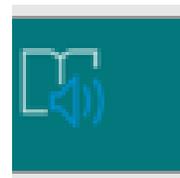
- All room
- Reader

# Contingency Work

## *Where to access this*

If a student is self isolating the contingency work for each of their lessons can be located on the Academy website.

**First click** on the Curriculum tab, then onto home learning. Choose the year group, lesson and then the date for the current week.



## *Top Tip*

- When completing the forms document, there is a button that can be pressed by the title.
- This will then read the information out loud.
- Forms documents are used for both contingency work and home learning

## *Support when self isolating*

A key worker will contact home, this is to ensure if any support is needed, this can be put into place.

If you do need to contact the Academy throughout a period when a student is self isolating for support, then please contact your childs' keyworker first.

# BUBBLE SEND HUBS

In each of our year bubbles there is a SEND HUB, where at least one of our intervention Leads are there to support.

Students are able to access the HUBS at breakfast clubs, breaks, lunchtimes and homework clubs.

It is often a time where students use this opportunity to socialize with their peers through playing games, reading, or if they need to speak with one of the inclusion team/ key worker.

We have two sensory rooms, one of which is based in the KS4 bubble and the other in our ACE provision. These were used by many students last year, but with the COVID 19 pandemic, this has not been possible to do this.

As part of our work for Mental Health and Wellbeing, we have been awarded a grant for sensory equipment for each our SEND hubs, which is really exciting. This will enable many of our students to have the opportunity to explore and interact with different stimuli; helping to support with their self regulation. This also helps students to engage and develop their senses with the different types of sensory equipment.

Some students have access to the room as part of their intervention groups with the Inclusion Team and other students can utilise this if they are having a bad day to regulate their emotions.



# Star of the Half Term

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Congratulations to the following students for achieving Star of the Term in their Year Bubble!

## Y7

Oliver Burns  
Leeland Green  
Drew Hancock  
Chloe Taylor  
Mariah Walton  
Lacey Mae-Jones



## Y8

Brooke Dennis  
Jack Brian

## Y10

Daniel Edwards  
Jayson Smith

## Y9

Thomas Foster  
Stephanie Baker  
Ebony Greenaway

## Y11

Ben Chandler  
Chenille Brodie –Hyde  
Callum Barber  
Daniel Adcock

# Homework tips for your child with Autism

## Think about when and where to do homework:

The best time to start homework will depend on your child. You may want to give them some time for a break after the school day, rather than going straight into starting homework. Or you could try starting straight after school.

You may wish to start homework before a preferred or fun activity, using a visual timetable to show your child what will be happening. It can help to do homework at the same time each day so it becomes part of a routine.

If possible, keep an area of your home free for your child to use to do their homework. It might help to set up a desk or table that they can work at. Ideally, it should be away from any distractions like the television. It helps if you ask other siblings not to interrupt them while they are working. Let your child know you are available if they need your help.

## Help them with organisation and timing:

If your child finds it difficult to concentrate on work for a long time, you may need to sit with them first to help keep them focused. You could start by getting them to work for just a short time and then build up gradually. It could help to use a timer to show how long they need to spend on the homework.



Develop routines  
Increase vocabulary  
Reduce anxiety

## Support available to you

Sunshine Support is a local Derby organisation that supports parents who have children with SEN.

They have cuppa and chats on line every other Wednesday.



Bridge the Gap supports parents and students with mental health and have a range of different resources to support on their website. They also have online sessions during the holidays, after school and in the evenings.



The Local Offer tells you what support is available for children and young people with special educational needs (SEN) and/or disabilities, and their families. The Local Offer has been developed in close partnership with Family Voice and with a wide range of service providers.

Please click here to be taken to the Derby Local Offer:

<https://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>



## *Support and courses available to you*

### **If your child has a new diagnosis of Autism? Do you need someone to talk to?**

Make an appointment with a Children's Centre Autism Champion. These sessions will give you an opportunity to talk to someone about your child's diagnosis, your thoughts and feelings and where you might go for further support and help. Ring your nearest participating Children's Centre for an appointment:

- Osmaston/ Allenton Children's Centre, 60 Cockayne Street, Allenton, DE24 8XB on 01332 715620
- Mackworth/ Morley Children's Centre, Reigate Drive, DE22 4EQ on 01332 208175
- Becket Children's Centre, 35 Stockbrook Street, DE22 3WR on 01332 640250

### **Free online course for Sensory Processing:**

Understanding sensory input, learning about the senses and introduction to Sensory Processing Difficulties

<https://www.griffinot.com/sensory-processing-disorder-training/>

## *Beyond the Spectrum*

This is a fantastic opportunity for young writers with autism from age 11 upwards to connect with professional, autistic poets and authors.

Writers will lead a series of eight free, weekly online creative writing workshops, which will start in January 2021.

The writing groups will be a maximum of 10 people and the young person will have the opportunity to write poems and stories with a professional autistic poet or author.

As part of this there will be opportunities to share work and be published.

Writing East Midlands have recruited a brilliant team of autistic poets and authors to inspire participants to develop new skills, express themselves creatively, as well as establish new contacts and networks.

All students need to do is [register on the \*Beyond The Spectrum\* page on their web site](#),  
Places will be allocated on a first come-first served basis, with priority being given to those people living in Derbyshire and Nottinghamshire.