



## Inclusion Newsletter

Welcome to the third newsletter of the year. We are officially half way through the year! Time flies when you are having fun. It has been another busy term at Parkland. As always, we want to thank you for your continued support.

### Term 4 - Structured Conversations

You should have received a letter with the date and time for your Structured Conversation. During this meeting with your child's teacher, you will discuss your child's progress, provision in school and new targets. These extended meetings will be 20 minutes long. Dates are below:

- EYFS - Tuesday 21st February
- Year 1 - Friday 24th February
- Year 2 - Monday 20th February (Santat)  
Tuesday 21st February (Beaty)
- Year 3 - Tuesday 28th February
- Year 4 - Monday 27th February (Blackman)  
Tuesday 28th February (Walliams)
- Year 5 - Thursday 23rd February (Wilson)  
Monday 27th February (Zephaniah)
- Year 6 - Wednesday 1st March



If you have not received a letter with an appointment or cannot make the appointment, please talk to your child's teacher.

### Parent Council



We will continue to run our Inclusion Parent Council this year. Our next meeting will be on Friday 24th February at 2:30pm. Please [click here](#) to confirm your attendance.





## **New Graduated Approach Paperwork**

We will be changing our SEND support paperwork. Below outlines the new reports that will be shared with you after Structured Conversations. Alternatively, you can watch a video that outlines the changes we have made to our paperwork, in response to County Council guidance. This will be available on the website in the first week of Term 4.

### **First wave/step of SEND Support: Additional Needs Plan (Sections 1-3)**

#### Section One: All about the child

This section includes information about the child, their year group/class and their broad area of need. There is also space for the child's pupil passport (child's views), parent/carer views and the teacher's views.

#### Section Two: Provision and Support

The classteacher will highlight the provision/support that is currently accessed and that has been previously accessed. Any interventions that your child is currently accessing will also be highlighted.

#### Section Three: Assess, Plan, Do, Review

Working collaboratively in Structured Conversations, teachers and parents/carers will assess where the child is, will plan the outcomes they would like the child to achieve and will outline the support that needs to be put in place to help the child achieve their targets. Targets will also be shared and discussed with your child.

If, after monitoring over time, a child is not making the expected progress or is accessing increasing support, the child may be moved to the next wave/step of SEND support. This is detailed on the next page.



## **New Graduated Approach Paperwork**

### **Second wave/step of SEND Support: Additional Needs Plan - Targeted (Sections 1-5)**

#### Section One: All about the child

This section includes information about the child, their year group/class and their broad area of need. There is also space for the child's pupil passport (child's views), parent/carers views and the teacher's views.

#### Section Two: Provision and Support

The classteacher will highlight the provision/support that is currently accessed and that has been previously accessed. Any interventions that your child is currently accessing will also be highlighted.

#### Section Three: Assess, Plan, Do, Review

Working collaboratively in Structured Conversations, teachers and parents/carers will assess where the child is, will plan the outcomes they would like the child to achieve and will outline the support that needs to be put in place to help the child achieve their targets. Targets will also be shared and discussed with your child.

#### Section Four: Assessments and Data

This sections details teacher assessments for the current and previous years, if applicable. It may also include any other assessment data, including SATs, spelling tests, Language/Speech Link reports.

#### Section Five: Long and Short Term Targets

The SEND Team will work with parents and teachers to set long term outcomes for the child, under the four broad areas of need. These outcomes will then be broken down across the year, into short term targets, designed to support the child in meeting the long term target.



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## New Graduated Approach Paperwork

If a child is still not making progress or is still accessing significant levels of provision despite the targeted support from the ANP-T, the SEND Team may meet with parents/carers to discuss the possibility of requesting a statutory needs assessment for an EHCP. If the SEND Team feel that a child's needs can be met within the school, and using the notional budget, the child will receive support through an Additional Needs Plan (ANP) rather than an Additional Needs Plan - Targeted.

If your child has an EHCP, they will also access support through an Additional Needs Plan, as this allows for the EHCP targets to be broken down across the year.

If you have any questions or queries about the new paperwork, please contact your child's teacher or a member of the SEND Team.



## Apps for Learners with Additional Needs

Scan the QR code to see a range of apps for learners with additional needs. As always, please ensure your devices have the appropriate controls and that children are supervised when using devices.

## Coffee Morning

We held our first coffee morning of the year on Thursday 9th February 2023. Our aim was to make this an informal meeting of parents to enable them to talk to each other and offer mutual support. We welcomed parents with a hot drink and warm pastries which were enjoyed by all.

We look forward to seeing more parents at our next coffee morning and will notify you of the date as soon as possible.





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## Attendance

Regular attendance will ensure that all children have the greatest opportunities. Absences mean that children miss out on learning and social opportunities. Once a lesson is missed, we cannot ever fully compensate by going over it when they return to school and we do not have the time to teach lessons more than once.

Statistics show that children in primary school who miss just 15 days of school in a year reduce their chances of achieving an average standard in reading, writing and maths by 45%. Where pupils have 97% attendance or above, the likelihood of them achieving the average standard jumps significantly to 90%.

From time to time, we know it will be necessary to keep your child home due to sickness. However, please remember to arrange appointments with a doctor, dentist, optician or hospital out of school time. Punctuality is also critical for pupils as learning begins as soon as the school day starts at 8.45am. Please make every effort to ensure your child arrives on time.

Pupils on the SEND register: Attendance Figures:

SEN JUNIOR - 92.4%

SEN INFANT - 90%



If you have any concerns about your child's attendance, please talk to your child's teacher or Miss McCaffery (Attendance Officer).





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## Demand Avoidance



### What is demand avoidance?

Demand avoidance relates to avoiding demands or requests. It can describe the act of not being able to complete the demand or the things a person does to avoid the demand,

### Demand avoidance and Autism Spectrum Condition (ASC)

A person diagnosed with ASC may display demand avoidance behaviours, particularly when demands trigger anxiety or sensory overload or when they are not have an interest in the request

### Pathological Demand Avoidance (PDA)

Similar to demand avoidance, a person with PDA may avoid demands due to anxiety or sensory overload. However, some characteristic of PDA are unique. Children and young people with a PDA profile may use a number of strategies in response to demands, for example delay tactics, distraction, shouting, falling to the ground, saying body parts don't work, negotiating, escape, challenging or dangerous behaviour.

Behaviours can include:

- Resistance to / avoidance of everyday demands
- Uses social strategies as part of avoidance
- Sociable, yet lacking depth of understanding
- Excessive mood swings
- Comfortable in fantasy / imaginative play
- Displays obsessive behaviour, often focused on other people





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## How do we support children and young people with PDA?

Children and young people with this profile do not generally respond to the traditional approaches recommended for autism. Often the children and young people respond better to a more flexible and non-confrontational set of personalised approaches. The most important thing is to gain a strong understanding of the presentation of the individual and to use approaches which are going to be most effective for them.

Schools can gain further information and support from the Communication, Learning and Autism Support Service (CLASS), and the Educational Psychology Service (EPS), both part of East Sussex County Council's ISEND service. Parents can access information and support from CLASS+.

## Helpful Approaches Recommended by Parents

- Be flexible! PDA children need flexibility and need to be made to feel in control.. Set minimal (essential) boundaries, keep routines flexible , guide rather than tell
- Pick your battles. Ask yourself what really matters and what does not.
- Depersonalise rules (e.g. this is a safety rule rather than this is my rule)
- Share the demand (let's tidy your room together)
- Demonstrate empathy first before taking any other action. This will help the child feel heard.
- Create a safe space for the child to regulate when needed.
- Remain as calm and neutral as possible. Changes in tone of voice and body language may be seen as a demand.
- Let children plan their own routine where possible.
- Plan ahead to identify triggers.
- Use distraction techniques where possible and appropriate,
- Think support rather than discipline.





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## Resources

### Websites

- [www.pdasociety.org.uk](http://www.pdasociety.org.uk)
- [www.autism.org.uk](http://www.autism.org.uk)
- [www.positiveautismsupportandtraining.co.uk](http://www.positiveautismsupportandtraining.co.uk)
- [www.thepdaresource.com](http://www.thepdaresource.com)
- [www.sallycatpda.co.uk](http://www.sallycatpda.co.uk)

### Books

- Me and My PDA – A Guide To Pathological Demand Avoidance (Dr Glora Dura-Vila and Tamar Levi)
- The PDA Paradox (Harry Thompson)
- Pathological Demand Avoidance Syndrome – My Daughter is not Naughty (Jane Sherwin)
- Can I tell you About Pathological Demand Avoidance Syndrome? A Guide for friends, family and professionals (Ruth Fidler and Phil Christie)
- Super Shamlal – Living and Learning with Pathological Demand Avoidance (K. I. Al Ghani)
- Sally Cat's Pathological Demand Avoidance Explained (Sally Cat)
- Understand Me - An inspiring journey of a boy with PDA (Spencer Stott)
- Life on an Alien Planet: A PDA boy and his journey through the education system (Katie Stott)
- Do You Know Me? (Co-written by twelve-year-old autistic blogger Libby Scott and Rebecca Westcott)
- Pretty Darn Awesome L(auren O'Grady)
- Saturdays at Noon (Rachel Marks)
- Me and My PDA (Glòria Durà-Vilà and Tamar Levi)

ANXIETY IS LIKE A BUCKET OF WATER.

IF WE KEEP ADDING STRESSORS TO THE BUCKET, OVER TIME IT FILLS UP.

UNTIL, ONE DAY, IT OVERFLOWS.

