Archbishop Holgate's School

Inclusion Corner

AUTUMN 2 NEWSLETTER: December 2022

Welcome to our 'Inclusion Corner' newsletter feature. We hope you find this newsletter both an informative and uplifting read. For those with students new to AHS, a quick overview is below:

Each half-term, our new Inclusion Corner newsletter will aim to: share important information and links to inform parents/carers on Special Educational Needs, shining a spotlight on a different area of need; celebrate our students' achievements, both in and out of school; publicise news and events that may be of interest to our SEND parents/carers; and finally, introduce parents/carers to each member of our inclusion team here at AHS.

Celebrating SEND at AHS

Our teachers and support staff do a phenomenal job supporting students with SEND here at AHS.

Mrs Beard

PE Teacher

Within PE we aim to ensure that pupils with hearing impairments are able to access learning in many different environments. This half term we have been in the pool, which can be a challenging environment for pupils with SEND. We have worked together to produce a booklet of relevant signs for teaching swimming so that communication can be clear between staff and pupils, even without hearing aids. Placement of staff for demonstrations of techniques are also important to clarify understanding alongside the signs. We also use buzzing watches so that pupils are aware that the teacher needs their attention for teaching points or health and safety. Constant communication between staff and pupils to check understanding means that it has been a really successful first experience of swimming lessons at school.

Each half term, we like to celebrate some of the excellent work going on, both in and out of the classroom. These are just some of the great things we have seen this half term in terms of supporting students:

- One wonderful School Assistant spotted that a student was having a visual issue around colour following the Visual Impairment team training. He is now being seen by the VI team and this will hopefully improve his outcome in Media BTEC.
- One of our School Assistants is working with a student on learning the time - she has been instrumental in this and is brilliant at supporting his specific needs.
- Our superb Librarian is supporting two or three of our students to make progress in reading - the time and effort she puts in to ensuring our students learn to read is wonderful.
- One of our work based learning teachers is mentoring a SEND student - this is delightful and making sure she is supported holistically.
- Our physically disabled students continue to be supported by teams of the most committed, hard working and dedicated staff - all of whom are completely invested in these students' school success.
- One of our Support Assistants is supporting two autistic students by teaching them the ukulele and mentoring them at the same time.
- Our school nurse supports our SEND students each and everyday with health and other needs. She is warm, compassionate and incredibly patient.
- Our school Exams Officer does a superb job at sorting all the SEND needs out for exams and ensuring our students get the best possible and equitable experience of exams.

SEND spotlight: Parents and carers!

In this issue, we are looking at all of the ways you as parents and carers can support your children out of school. We will look at York's parental offer; what support is out there for you to access; and signpost you to some of the best resources we have found as teachers and leaders of SEND. We hope you find this issue really useful and practical.

How to support your child with homework

Every autumn term we receive lots of messages from parents about the battles they are having with getting their children to complete homework. When your child has a SEND need, this can feel like another huge barrier to overcome, especially if the child feels that 'school is for schoolwork and home is home'.

The importance of parents helping with homework is invaluable. Helping with homework is an important responsibility as a parent and directly supports the learning process. Parents' experience and expertise is priceless. One of the best predictors of success in school is learning at home and being involved in children's education. Parental involvement with homework helps develop self-confidence and motivation in the classroom. Parents helping students with homework has a multitude of benefits including spending individual time with children, enlightening strengths and weaknesses, making learning more meaningful, and having higher aspirations.

Some of the things other parents have found to be effective are:

- **Create a homework expectation or plan with your child** Allow your child to create a visual schedule, whether it is a physical planner or a digital calendar. Help your child keep tasks labeled and organised.
- **Create an organised and calm space** for students to complete their work, with minimal distractions.
- **Encourage your child to take regular rest breaks** between pieces of homework, perhaps getting a drink or snack.
- **Avoid mobile phones** when completing homework - both your own, and your child's.
- **Keep informed using Google Classroom**, all teachers set homework on Google Classroom, displaying a supporting resource and a due date.

How to support your child in the run up to exams

At Archbishop Holgate's we recognise that exams are a stressful but very important time. We are really proud of the support we put in place to enable all our students to be successful in their exams and we are proud of the efforts the young people in Key Stage 4 and 5 make every single year.

> *"Failing to plan is planning to fail."*
>
> **Allen Lakein**

In simple terms students need to:

- Plan their time and make a clear revision timetable.
- Identify a suitable place to work and revise - this might be at home or it might be in school.
- Identify areas of focus for revision and ensure they are clear on exactly what they need to know.
- Plan how they will revise and the strategies that work best for them.
- Make sure they build time for rest into their exam planners and revision timetable.

At Archbishop Holgate's, we provide students with the best support we can in order to facilitate their journey through a process which can be daunting and anxiety laden. Beyond working hard in lessons, attending period 6 and completing homework, students are expected to work independently to complete their own revision at home in the lead up to exams.

But where to begin, what to do and how long to revise for are questions that can often lead to procrastination, loneliness or complete avoidance all together. While teachers have given you lots of materials to support your revision this is a 'one stop shop' to support you to get off the starting blocks and get revising: **https://sites.google.com/pmat.academy/revision-resources/home**

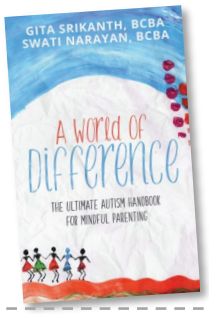
Books and resources for parents

The following books have been highly recommended either by current or past parents, our SENDCo team of other professionals.

A Different Kind of Perfect

This book is a collection of 50 stories. Further, these are stories of parents of children with different abilities. Furthermore, the book offers guidance and comfort to parents. It beautifully illustrates how to find joy in tiny things. Additionally, it helps parents to realize they are not alone in this journey.

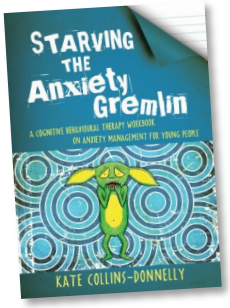
Order online here: www.amazon.com/Different-Kind-Perfect-Writings-Parents/dp/1590303075



A World of Difference

This book is an amazing read of a mother and son's journey. The son was diagnosed with ADHD and mental illness. It gives a great perspective of raising a child with ADHD. Parents feel a sense of comfort after reading the book.

Order online here: www.amazon.co.uk/World-Difference-Ultimate-Handbook-Parenting/dp/1639047972



Starving the Anxiety Gremlin

A cognitive behavioural therapy workbook on anxiety management for young people. Other books in this fantastic series include:

- Starving the Depression Gremlin
- Starving the Anger Gremlin
- Starving the Exam Stress Gremlin

Order online here: www.amazon.co.uk/Starving-Anxiety-Gremlin-Behavioural-Management/dp/1849053413

AHS SEND Coffee Morning: Saturday 18 March

This is advanced notice for our next SEND Coffee morning for parents and carers to be held in our Library and Resource Centre on **Saturday 18 March from 10.00am - 12.00pm.**

During the morning, you will get a chance to:

- Meet with many of the staff who are part of our Inclusion and Intervention team.
- Chat with other parents of SEND students.
- Access important resources about our SEND offer at AHS and find out how you can support students outside of school too.
- Enjoy refreshments
- Ask any questions you might have about SEND at AHS.

We would love to see as many as you there as possible!

Important SEND updates from CYC this month!

City of York Council SEND Universal Offer: **Spring Term 2023**

For information on how to book these sessions, please see the timetable below.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1: 2 - 6 January	Little Stars Portage Group, 10 - 11.30am at Carr Children's Centre		Parent Autism Workshop (Virtual): Managing Emotions 10 - 11am Parent EP Phone Line 9.30 - 11.30am		Portage Music Group 10 - 11.30am at Carr Children's Centre
	Little Stars Portage Group, 1 - 2.30pm at The Avenues		Parent Autism Drop in Workshop: Managing Emotions, 1.30-2.30pm Social Communication Portage Group, 1 - 3.30pm at Carr Children's Centre	SENCO autism phone line, 2 - 5pm	EY SENCO Advice line St Pauls Nursery ERP, 12.30 - 3.30pm
Week 2: 9 - 13 January	Little Stars Portage Group, 10 - 11.30am at Carr Children's Centre Open session at St Paul's ERP, 9 - 11am	SENCO autism phone line, 9 - 12 noon	Parent EP Phone Line, 9.30 - 11.30am Parent Autism Phone line, 9 - 12noon Autism Education Trust - Making Sense of Autism 1, 9.30 - 11.30am		Portage Music Group, 10 - 11.30am at Carr Children's Centre Implementing Wellcomm across settings to improve speech and language outcomes for children under 5. St Paul's ERP, 9 - 10:30am
	SENCO autism phone line, 2 - 5pm Little Stars Portage Group, 1 - 2.30pm at The Avenues	Autism TA Support Group: Anxiety, 1.30 - 3pm. Teams Making Speech Sounds fun, Virtual. Haxby Road ERP, 3.30 - 4.30pm	Parent Autism Drop-in At the Autism Hub, 1 - 3pm Social Communication Portage Group, 1 - 3.30pm at Carr Children's Centre Deaf and Hearing Support Team primary training (online) 4 - 5pm		EY SENCO Advice line St Pauls Nursery ERP, 12.30 - 3.30pm

Archbishop Holgate's School

Inclusion Corner

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 3: 16 - 20 January	Open visit to St Oswald's ERP to observe strategies and resources, 10 - 11.30am	SENCO autism phone line, 9 - 12noon	Parent Autism Workshop (Virtual): Toileting, 10 - 11am		Portage Music Group, 10 - 11.30am at Carr Children's Centre
	Little Stars Portage Group, 10 - 11.30am at Carr Children's Centre		Parent EP Phone Line 9.30 - 11.30am		
			Autism Education Trust Making Sense of Autism 2, 9.30 - 11.30am		
	Little Stars Portage Group, 1 - 2.30pm at The Avenues	Primary Autism Champions - EY focus, 1.30 - 3pm	Parent Autism Drop in Workshop: Toileting, 1.30 - 2.30pm	SENCO autism phone line, 2 - 5pm	EY SENCO Advice line St Pauls Nursery ERP, 12.30 - 3.30pm
	Sharing good practice St Oswald's ERP, 1 - 3pm		Social Communication Portage Group, 1 - 3.30pm at Carr Children's Centre	Low Arousal Approaches, Virtual, Haxby Road ERP 3.30 - 4.30pm	
Week 4: 23 - 27 January	Little Stars Portage Group, 10 - 11.30am at Carr Children's Centre	SENCO autism phone line, 9 - 12noon	Parent Autism Phone line, 9 - 12noon		Portage Music Group, 10 - 11.30am at Carr Children's Centre
			Parent EP Phone Line 9.30 - 11.30am		
	SENCO autism phone line, 2 - 5pm	Secondary Autism Champions, 1.30 - 3pm	Parent Autism Drop-in At the Autism Hub, 1 - 3pm	Designated Teacher for Children in Care Network, 1 - 3pm	EY SENCO Advice line St Pauls Nursery ERP, 12.30 - 3.30pm
	Little Stars Portage Group, 1 - 2.30pm at The Avenues		Social Communication Portage Group, 1 - 3.30pm at Carr Children's Centre	Intensive and musical interactions – what are they and how do I do them? St Paul's ERP, 2:30 - 4pm	
			Deaf and Hearing Support Team secondary/post 16 training (online), 4 - 5pm		
Week 5: 30 January - 3 February	Little Stars Portage Group, 10 - 11.30am at Carr Children's Centre	SENCO autism phone line, 9 - 12noon	Parent Autism Workshop (Virtual): Autism and Adolescence, 10 - 11am		Portage Music Group, 10 - 11.30am at Carr Children's Centre
			Parent EP Phone Line, 9.30 - 11.30am		
	Little Stars Portage Group, 1 - 2.30pm at The Avenues		Parent Autism Drop in Workshop: Autism and Adolescence, 1.30 - 2.30pm	SENCO autism phone line, 2 - 5pm	EY SENCO Advice line St Pauls Nursery ERP, 12.30 - 3.30pm
	Parent Helpline for children with SpLD (dyslexia), 1 - 3pm		Social Communication Portage Group, 1 - 3.30pm at Carr Children's Centre	Working Memory, Virtual, Haxby Road ERP, 3.30 - 4.30pm	

Joining details for families

WHAT	WHO IS THIS FOR?	WHERE	HOW
Coffee and catch up for CYP working with Medical Needs HT Service	Parents by invite	TBC	To book email: elizabeth.marsden@york.gov.uk or alyson.harris@york.gov.uk
Dyslexia/SpLD Parent Phone line	All ages	Phone line	Call Jacqui Webster on 01904 555429
Little Stars Portage Group	Parents of pre-school children	The Avenues Children's Centre, Sixth Avenue, Tang Hall YO31 0TX or at Carr Children's Centre, Acomb	No need to book – just come along. Any queries, please ring or text Shahenaz on 07771 978 930
Parent Autism Drop In	All ages	Autism Hub	Drop in!
Parent Autism Phone Line	All ages	Phone line	To book a time slot, contact: parentcarerautismsupport@york.gov.uk
Parent Autism Workshop (face to face)	All ages	Autism Hub	No need to book.
Parent Autism Workshop (virtual)	All ages	Virtual (Teams)	To book a timeslot, contact parentcarerautismsupport@york.gov.uk
Parent EP Phone Line	All ages	Phone line	To book email: EPsupportline@york.gov.uk
Portage Music Group and Portage Social Communication Group	Early years	Carr Children's Centre, Acomb	By invitation only

Who else can help me with SEND support for my child?

- The Local Authority: www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer
- CAMHS: www.valeofyorkccg.nhs.uk/rss/home/mental-health/children-and-young-people
- SENDIASS: www.yorksendiass.org.uk
- Mental Health Charities: archbishopholgates.academy/supporting-our-students-emotional-health
- York Inspirational Kids: www.keyworking.co.uk/index.html
- Young Carers: yorkcarerscentre.co.uk/young-carers
- Disability Living Allowance: www.gov.uk/dla-disability-living-allowance-benefit
- Family Fund: www.familyfund.org.uk
- Short Breaks Provision: www.york.gov.uk/ShortBreaks
- Applying for Transport: www.york.gov.uk/TransportToSchoolOrCollege
- Family Action: www.family-action.org.uk/what-we-do/children-families/send/send-info
- Your local GP (Initial concerns about behaviour, not meeting age-expected milestones, sleeping patterns, energy levels (both low and high), diet, mood swings)

Post 16 Corner:
Where can I study at Post 16 and Post 18?

It's never too early to start thinking about your Post 16 and Post 18 options. It's important to start thinking about which venues and courses might be right for you as early as you can, as the earlier you think about it, the more options you have. This term sees open days and taster days at many Post 16 and Post 18 providers. These are great events to attend as they give you a flavour of what the place will be like and the courses on offer to you.

Outlined below are some Post 16 and Post 18 providers in the City of York, but this is by no means an exhaustive list. Some of these providers are exclusively for those with an EHCP and others are open more widely. Finally, if you have a particular interest or are keen to study something more niche, please let the Inclusion Team know and we can help you to explore some options which will suit your needs.

Askham Bryan

Website: www.askham-bryan.ac.uk

If you're interested in land based, animal based, sport based or horticultural courses, then you might want to consider Askham Bryan. They have an open morning on **Saturday 28 January 2023**, where you can find out more from the course specialists and have a tour of the facilities. Places need to be booked via the Askham Bryan website.

York College

Website: www.yorkcollege.ac.uk

York College Taster Days for Year 11 students will take place on **Tuesday 10 January 2023** and **Thursday 12 January 2023**. These days are an opportunity for students in Year 11 to experience a day at York College and try some of the subjects that they offer across their Vocational, T Level and A Level subjects as well as finding out about the apprenticeships they offer too. More information about the events on offer and the booking forms are available on the York College website.

York Parent/Carer Workshop and Q&A Sessions

National Autistic Society - Training offer for parents

Each module has been developed by autistic people and autism specialists, to enhance your understanding of autism and the experiences of autistic children and adults. These online modules can de done at your own pace and are designed to fit into busy schedules.

There is currently a 20% discount on the online modules. See the discount code and instructions below:

- Create your **account here**
- Click on the module you would like to buy and add this to your basket, scroll up to your basket and click checkout
- Add the discount code into the box at checkout
  The code is **PC20** (valid until 31 December 2022)
- Click to accept the terms and conditions and then proceed to payment (Paypal or credit card)
- After payment, the module will be added to your account
- After enrolling, you have 6 months to complete the course

Parent Carer Support Line (Run by the Educational Psychology Service at City of York Council)
A confidential telephone support service, staffed by Educational Psychologists, to talk through questions or concerns about children and young people's wellbeing or learning. Open to all parents/carers of children with additional needs or SEND, living in the City of York, and practitioners working with children who live in/attend an educational setting in York. The Support Line runs term time only on Wednesday mornings from 9.30am to 11.30am.

The EP Support Line operates an email booking system whereby parents/carers/professionals email the EP Support Line address **EPsupportline@york.gov.uk** to request a call back, they are then given a 30 minute time slot on the next available Wednesday morning.

The York Family Information Service is a free and impartial information service for mums, dads and carers of children and young people aged 0-19 (or up to 25 for disabled children)

Our Educational Psychologist sent us a leaflet all about Supporting Traumatised Children Through the Christmas Storm. Please see the leaflet attached to this newsletter.

York Inspirational Kids is a support group for families of children and young people who have a disability and/or additional need and live in the York area. The group support each other online, offer information and signposting to help families through difficult periods as well as offering social events so that families can meet informally. There are also two sub groups that can be found on Facebook:

- York Ausome Kids - for parents/carers of children with autism, aspergers and/or PDA
- York Hemi Kids - for parents of children with hemiplegia

SUPPORTING TRAUMATISED CHILDREN THROUGH THE CHRISTMAS STORM

Based on ideas from Dan Hughes, with thanks to Helen Cruthers

Christmas is coming and we each bring our own sledge load of past experiences, expectations, internal and external pressures. Here are some top tips for how to survive and thrive in the Christmas Storm:

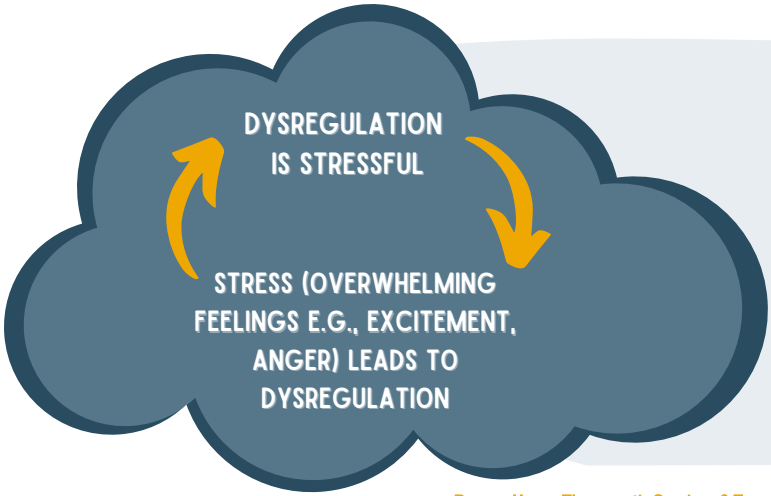
Beacon House
Therapeutic Services and Trauma Team

Your OWN big feelings: It is ok to prioritise your own regulation. If you feel broken, rage or despair then your child will feel it too. The first Christmas job is to regulate yourself.

OWNING your feelings: By acknowledging your own feelings towards Christmas, you can start to see how they might impact your empathy and connection with others.

CO-CREATING your own Christmas: Christmas brings huge changes in routine and expectation. It is ok if you avoid or adapt certain Christmassy rituals. By doing this you are supporting your child to feel successful by not having the experience of 'failing at Christmas'.

Invite your SUPPORT NETWORK to help: It's okay to know that you can't do it all alone. Ask your supportive friends, family or colleagues to help co-create a Christmas that is right you and your child.



EXCITEMENT is just the other side of the coin: Anticipate that excitement can often feel the same as stress for traumatised children. It's okay to keep things low key and by reducing excitement you are reducing stress

CREATING CHRISTMAS SAFETY THROUGH CONNECTION, PREDICTABILITY & CURIOSITY

Beacon House
Therapeutic Services and Trauma Team

KNOWLEDGE is empowerment: Making the Christmas schedule explicit and predictable lowers stress for all. Draw it out, write it out, repeat it lots, keep as much as you can the same as usual.

DO MORE of what works (rather than less): Your child needs more of your presence, more supervision, more scaffolding and more support than usual. How can time for this be built in? How can you build up your emotional reserves to give you the energy you need?

DO ACTIVITIES together: Create a Christmas culture of connecting, playing, making, baking. Consider what would be 'just the right' level of connection.

EXPLORE the anticipation of Christmas: "Christmas is coming, what's that like for you?" "Everyone experiences Christmas differently, from being happy and excited through to finding it really difficult. Where do you think you are today?"

UNDERSTAND their Christmas past: Be curious – "What did you used to do at Christmas that you enjoyed? What would you like to keep doing each Christmas? What would you like to lose? What would make it just right for you?"

LETTING go of 'should' s': Let go of expectations for yourself or your child about what Christmas should be like or feel like. It is what it is for you and your child in that moment. That is more than okay.

DISCOVERING the worries: Be curious and empathic towards your child's memories, questions, feelings, guilt or shame about their birth family. Explore – "how does it feel for you to enjoy Christmas? Is there a part of you that feels bad? How does it feel to know that this is so normal and you can both feel bad and enjoy it?"

Beacon House
Therapeutic Services and Trauma Team

GIVING AND RECEIVING AT CHRISTMAS

The DILEMMA of presents: Past deprivation may make both giving and receiving presents a trigger for shame, guilt or fear. Be a model for your child: help them see the joy people experience from the thinking, planning, making, giving and receiving of presents.

FORGET THE NAUGHTY OR NICE LIST! Help your child to know that giving and receiving presents is not dependant on them being good. They are loved and worthy of gifts in your family regardless of their behaviour.

Keep presents LOW KEY: Too many or very expensive gifts can be overwhelming and 'too much', leaving your child with an urge to reject or break things to regulate their feelings. Titrate your gifts, make them bite-size, tolerable, acceptable.

WATCH OUT FOR THE POST-CHRISTMAS BLUES

PARENT / CARER

"I should have known better"

"I didn't get it right, I'm dreading next year"

"That was a waste of time and money"

CHILD

"IT WILL NEVER BE THAT FUN AGAIN"

"It's my fault I didn't enjoy it"

"I feel so guilty because I should have enjoyed it but I didn't"

WHY NOT TRY...

INCREASING familiar structure and supervision: Helping them get back into the momentum of 'normal' life by increasing structure and supervision. Use your presence to help them get back to previous habits and predictable routines.

CONNECT then reflect: "I can have a hard time when Christmas is over too – especially when I was a kid...here's what we could do together to get back into a routine we enjoy"