



SEND Newsletter

Autumn 2025



Welcome to this term's edition of our SEND newsletter specially produced for parents and carers of pupils with Special Educational Needs and Disabilities (SEND) at DHJS.

It has been a jam-packed term and seems to have flown by! We started the new school year by celebrating difference in a whole school assembly. This was a great way of understanding how we can all see the world differently and we are so unique. We explored how we can be different in the way we look, speak, understand what is happening around us, what helps us to learn and how we feel in a school day.



I also led the teachers through a 'refresh' meeting where we re-visited our high value strategies for SEND pupils in the classroom and non-negotiables for an inclusive classroom environment:

- Visual timetables & class timetable
- Labels with visuals
- Zones/emotions check-ins
- Resources organised and easily accessible for independence
- Flexible seating and grouping arrangements

Our school offer for SEND pupils continues to adapt and develop according to the needs of the pupils in the school. To find out more, do come along to our parent café on Tuesday 20th January at 9am.

I wish you and your families a wonderful winter break and the children a well-deserved rest.

Very best wishes,

Helen

How to get in touch

In the first instance, contact your child's class teacher.
If you need to contact the SENDCo, you can email:
hbansback3.210@lgflmail.org

or phone the school office on 020 7525 9188 and ask for Helen.

Christmas can be a challenging time for some autistic children and their families.

Here are some ideas and resources suggested by Southwark Autism Support Team:

Christmas tips from the National Autistic Society:

<https://www.autism.org.uk/advice-and-guidance/topics/going-out-leisure-and-travel/christmas/tips>

Some advice for the season from Dr Michelle Garnett and Professor Tony Attwood:

<https://attwoodandgarnettevents.com/how-to-survive-christmas-with-autism/>

The views of autistic adults and family members of autistic people:

<https://www.autistica.org.uk/news/autism-friendly-holiday-season>

BBC Bitesize with Christine McGuinness:

<https://www.bbc.co.uk/bitesize/articles/zq8wwwnb>





SEND Action Plan 2025-26

Some of my key priorities this year at Dulwich Hamlet:

- Embed training for TA teams in each year group.
- Invite and engage professionals working with the school to work more closely with our support staff.
- Monitor adaptive teaching strategies in the classrooms
- Set up dyslexia toolkits in every classroom.
- Work on SEND Learning plans to ensure they record all the support and provision your child is accessing in the school (see more info below)



These are just a few of things I will be working on this year. Please do come and ask me about any of them and check how I am getting on!!

Learning Plans & Provision Maps

Provision Map



SEND Learning Plans

If your child is on the SEND register you will receive a termly learning plan for your child. This plan will be emailed to you and will include an overview of your child's needs and the targets and provision in place each term. You will have received your first plan before the October half-term break. This plan will now be reviewed by your child's class teacher and you should have received this in the past week. New Spring term SEND Learning Plans will be emailed just before the February half-term.

Last year I have worked with teachers to improve the information and targets on the plan so that they accurately reflect your child's strengths and needs and also link to the four areas of SEND. This year, I would like to focus on the provision section so that all the regular intervention and provision your child receives in a term is recorded and reviewed.



Find out more about School SEND Offer:

Tuesday 20th January 9.00 – 9.45am – Parent Café

We will be talking about the provision we have in the school for SEND pupils.

Will Cannock, Trust SEND Lead will also be joining us to talk more about TA targeted support in school and SEND funding. So please come with your questions and to find out more!



Autism in Girls

Tuesday 12th January 9.30am

Parent/carer online workshop

Anxiety, exhaustion and masking: supporting neurodivergent girls.

Please follow the [link](#) to sign up for this workshop. The workshop will explore:

- How girls learn to mask
- How it can contribute to anxiety and burnout
- Why unmasking isn't the whole answer
- What helps girls feel safe and confident to be themselves

The Autism Support Team also offer some recommended reading and watching if you want to find out more about autism in general and specifically about girls.

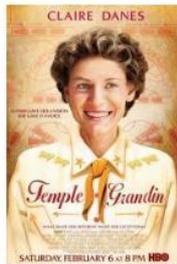
Recommended watching & reading



BBC documentary about women diagnosed with Autism later in life, with a focus on Christine McGuinness



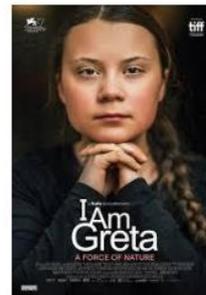
Girls With Autism, Asperger Syndrome ITV Limsfield Grange
ITV documentary about Limsfield Grange, a school for Autistic girls – available on YouTube [here](#)



Film about Temple Grandin, an Autistic woman who became one of the top scientists in the humane livestock handling industry.



Film with authentic representation of an Autistic girl.



Documentary about Greta Thunberg's life and activism.

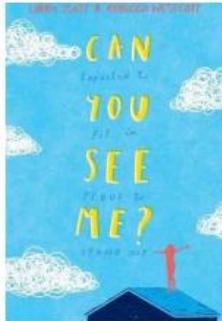
General information about Autism:



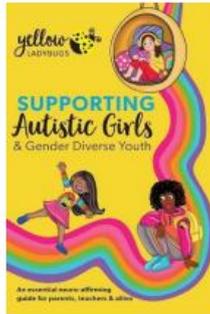
Lots of information and resources about Autism, including pages specifically about girls and gender.



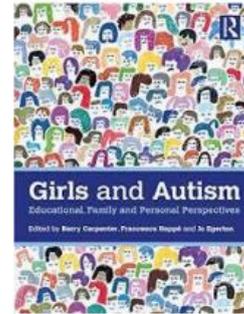
Lots of information and resources about Autism specifically targeted at school staff.
<https://www.autismeducationtrust.org.uk/>



YA fiction book, written by an Autistic girl and her mother, based on her own experiences growing up Autistic.



Useful guidebook for supporting Autistic girls and gender diverse youth.



Collection of papers about Girls and Autism, including perspectives from students at Limsfield Grange.



A series of books to help Autistic girls and young women understand puberty.



Netflix show with authentic representation of an Autistic girl.

AUTISM IN GIRLS?

www.littlepuddins.ie

BEHAVIOUR

SPECIAL INTERESTS: more than a hobby, become ritualistic and obsessive. Often can involve animals and/or literature

MASKING: Learns to watch human behaviours and masks their own difficulties by imitating what has been learned.

SORRY: May apologize & try to appease in social situations

ANXIETY: Prone to anxiety when changes occur unexpectedly.

STIMMING: May be milder externally but may be internalised together with intense thoughts

PERFECTIONISM: in certain aspects of life, as a means of control.

SENSORY: may have aversions or attractions to certain stimuli ex. foods, textures, sounds etc

COMMUNICATION

VOCAB: May have an exceptional vocabulary.

MIMIC: Will mimic rather than exhibit an appropriate natural response in conversation

NON-VERBAL: Struggle with non-verbal communication, such as body language, gesturing, facial expression, tone of voice.

UNEXPECTED: Has difficulty dealing with unexpected verbal responses

AWARE: May be more aware of the need for social interaction

REACTIONS: May have over the top reactions to events and interactions

SOCIAL

SHY: appears excessively shy, avoids interactions where possible and usually won't make a first move

CONVERSATIONS: may make them feel uncomfortable & eye contact may be difficult for them

FITTING IN: May want to have friends but finds it difficult to fit in and find friends of their own

MOTHERED: may be mothered by others in primary school but may be bullied in Secondary School

EXPLODES: at home they may explode into meltdown but can somehow hold it together in public

FRIENDS: May have only 1 or 2 close friends if any

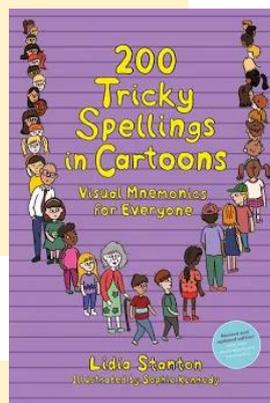
Little Puddins



Dyslexia Focus

What's new this year?

- Support staff have received training from Bell House aimed at developing simple, practical and effective strategies for supporting reading and spelling in the classroom.
- All staff to receive training in the January INSET to refresh and develop knowledge of dyslexia and consolidate strategies in class to support children.
- Dyslexia toolkits in every classroom from the spring term.



Books! Many, many, more dyslexia friendly books in the school library.



Pause and think!
5 Word Attack Skills

Phonics - sound it out



Tricky Words - colour code



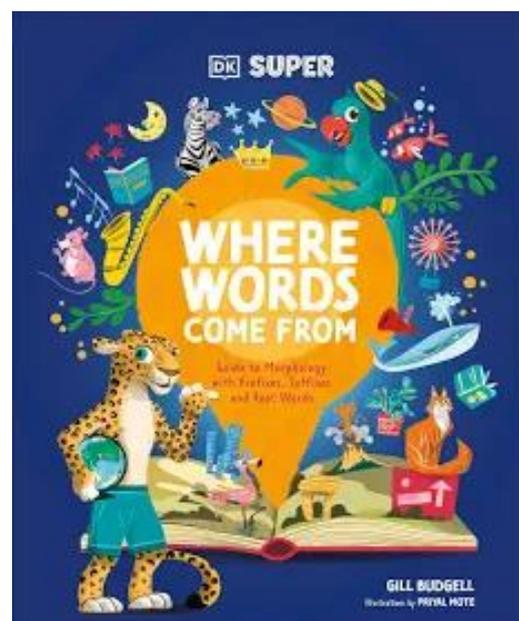
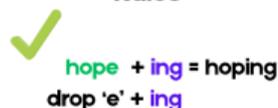
Syllables - clap it out



Word building



Rules





National Autistic Society

1st Friday of the month, 9.30 am to 11.30 am

Parents & Carers Coffee Morning. Join us at Carnegie Library for a free relaxed coffee morning with regular speakers. Meet other parents & carers of autistic people over a coffee and biscuits.

No diagnosis necessary.

Free tea, coffee and biscuits.

Listen and chat to regular speakers. Find out what's going on in the world of autism in Lambeth and find out our plans for 2025-2026.

No registration needed. Please see **Book now** for more information or [email](#) us



Listen in...

If you get a spare moment to yourself, this podcast has some really interesting topics. Even though they are aimed at SENDCo's and teachers, I think there are some really useful discussions relevant to parents too. Here are a few I thought may be of interest...

- **Sensory Processing – Exactly How Does It Impact on Daily Life? with Ali Neal**
<https://thesendcast.com/sensory-processing-exactly-how-does-it-impact-on-daily-life/>
- **The Experiences of Girls in School with Diagnosed/Undiagnosed ADHD with Louise Belshaw**
<https://thesendcast.com/the-experiences-of-girls-in-school-with-diagnosed-undiagnosed-adhd/>
- **Adaptive Teaching Through 5 Phases of the Lesson with Sara Alston**
<https://thesendcast.com/adaptive-teaching-through-5-phases-of-the-lesson/>

