



SEND Newsletter

Summer 2026



Dear Parents and Carers,

Welcome to this term's edition of our SEND newsletter, created especially for families of children with Special Educational Needs and Disabilities (SEND) at DHJS.

I can't believe how quickly this year has passed! With the summer holidays nearly upon us, the newsletter gives me the opportunity to reflect on what has been achieved this year and all the hard work of children, teachers, support staff.

I would like to say a special mention to our support staff who have adapted so well to a strategic shift in the way we support children with SEND. Support staff having been working in teams and developing skills and expertise in three different areas of SEND: Cognition and Learning, Communication and Interaction, and Social, Emotional and Mental Health (known as the Pastoral Team). This has been felt very positively across the school and although there have been challenges, the impact has been really encouraging. You can read more about this later on as I share the highlights of the SEND review which took place in June.

As much as we look forward to the summer holidays, we recognise that this transition can be a stressful time for our pupils, especially those with SEND. Changes in routine, parting with familiar school staff and friends, and preparing for new classes or secondary school are big adjustments. To support you and your child during this period, I have included a selection of helpful links, resources, and ideas in this newsletter.

Finally, thank you to all our parents and carers. It is a pleasure working alongside you to support your child in their learning and personal development. I would also like to express my sincere gratitude to our new SEND parent partners. These volunteers will be working alongside me to plan and support provision for pupils with SEND, as well as acting as a point of contact and support for other families. Please read on in the newsletter for more details!

Wishing you and your family a restful, safe, and enjoyable summer break. Your children have earned a well-deserved rest!

Warmest 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 Bansback.



Supporting your child through transitions

Whether your child is moving from primary to secondary, you have another child joining us in September or your child is stepping up to a new year group, transitions can be a time of both excitement and uncertainty. At these moments, clear information and emotional support can make all the difference. Here are a couple of links to resources which you may find helpful:

- ❖ Young Minds, a brilliant charity that offers practical advice and supportive resources for families navigating change. Their Top Ten Tips for Parents is a helpful guide to easing the transition process, full of simple but powerful ways to build confidence and reduce anxiety. You can access it here:
👉 [Top Ten Tips for Parents](#) (PDF)
- ❖ For families who want to take a more structured approach, the 'Find Your Feet' resource is an activity booklet designed for children and young people, which can be worked through at home. It helps children and young people reflect on their feelings, develop coping strategies, and feel more in control of the changes ahead:
👉 [Find Your Feet – Pupil Resource](#) (PDF)
- ❖ [Things I wish I had known before starting secondary school – BBC Bitesize](#)
- ❖ [Parent survival guide and cheat sheet – BBC Bitesize](#)

Transition support in school

Moving up to the next year group and having a new teacher and getting to know new adults in the year group team, is an exciting time but we recognise that it can also be a tricky transition for some children. We try to make the transition as smooth as possible by putting in place the following transition arrangements:

- Meet the Teacher sessions for all children to spend time in their new classes with their new teachers.
- Thorough handover meetings between current and receiving class teachers before the end of term.
- The handover of key information and documents between teachers, SENDCo and teaching assistants.
- Time set aside for pupils who need extra support with transition to get to know their new teacher, classroom and support staff.
- Some children also create an All About Me sheet for their new teacher and receive a transition booklet with photos to bring home over the holidays.

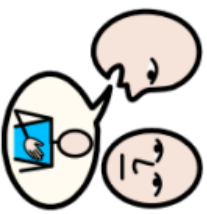
Are you September ready?

- ❖ Back to school countdown – **PRINT THE NEXT PAGE!!** Put it on your fridge!



Back to School Countdown!



One week to go 7	Six days to go 6	Five Days to go 5	Four days to go 4
Tell someone in your family how you are feeling about going back to school. 	Take a walk past school. What looks the same or different? Can you see your classroom or playground? 	Talk to your family about the first day back. You could look together at any information letters or social stories. Who will drop you off and pick you up? 	Reconnect with some school friends you are excited to see soon. You might want to make a plan for your first playtime back at school! 
Three days to go 3	Two days to go 2	One day to go 1	Back to school Go!
Start going to bed at your usual school bedtime from today.  What class are you in?	Start getting up at your usual school time from today.  Who is your teacher?	☐ Pack your bag ☐ Get your uniform ready ☐ What's for lunch tomorrow? ☐ Remind everyone of the plan for tomorrow ☐ Have an early night 	Make sure you have a good breakfast. Don't forget: ☐ Water bottle ☐ Lunch box ☐ Bag ☐ Sun hat (or coat!) 



Our SEND Review: Celebrating Strengths & Looking Ahead

In June we undertook a comprehensive SEND Quality Assurance Review at Dulwich Hamlet. This review is part of our ongoing commitment to providing the absolute best for our pupils, helping us build a clear picture of what is working well and where we can grow.

What did the review involve?

The review was structured around three guiding pillars: Achieve, Belong, and Thrive. To evaluate how well we support our pupils with SEND, the review team (Lucy Ellis, Primary Director and Will Cannock, SEND Lead from The Charter Schools Educational Trust) conducted classroom learning walks, held professional discussions, and gathered stakeholder voice, listening closely to the experiences of our pupils, staff, and families. (Big thanks to the parents who volunteered their time to take part in this!)

We are incredibly proud of the feedback we received. Here is a summary of our key celebrations and the exciting next steps we are taking.

What We Are Doing Well

The review team highlighted that our pupils with SEND are supported to achieve, belong, and thrive in a highly inclusive environment. Some of our key strengths include:

- **Strong Academic Progress:** Pupils with SEND make great progress from their starting points across the curriculum. The review noted improving confidence and fluency in core foundational skills, including reading, writing, maths, and communication.
- **Effective Classroom Support:** Teachers successfully use adaptive teaching strategies*, such as modelling, scaffolding, visual aids, and assistive technology, to make sure lessons are accessible to all.
- **A Deep Sense of Belonging:** Relationships are a major strength of our school. Pupils with SEND report feeling known, understood, and valued, and our parents shared that their children feel happy, safe, and well-supported.
- **Early & Expert Support:** We identify learning needs early and work closely with external specialists (such as Speech & Language, Occupational Therapy, and Educational Psychologists) to design highly effective, expert-informed support.
- **Smooth Transitions:** The school is highly successful at planning transitions both when pupils first join us in Year 3 and when they make the big leap to secondary school, ensuring they feel emotionally secure.



Our Next Steps: Building Consistency and Precision

A great review doesn't just celebrate success; it helps us map out how to become even better. Our focus for the next phase of development is to bring greater consistency and precision across every single classroom so that all pupils experience our very best practice.

Our key action areas moving forward include:

- **Unifying Classroom Strategies:** We will be working to ensure that our agreed strategies, especially checking for understanding and scaffolding are delivered with the same high level of consistency in every classroom.
- **Strengthening Teaching Assistant Support:** We aim to build even clearer frameworks for how classroom support is structured, ensuring all support staff have a highly consistent approach to fostering pupil independence.
- **Aligning Interventions:** We are refining our interventions for pupils with SEND as well as those who need short-term targeted support, to ensure they are aligned with what is being taught in the classroom, helping pupils engage more easily with class learning.
- **Polishing Handwriting & Presentation:** We are currently developing a clearer, whole-school approach to make sure handwriting progress and presentation outcomes are strong and consistent for everyone.

We are really pleased with the outcomes of this review, which confirm that our inclusive culture is truly making a difference. We look forward to continuing our partnership with our staff, professionals linked to the school, and families to put these next steps into action in the new academic year.

*To find out more about the evidence based approach we use for adaptive teaching strategies in the school, please continue to discover more here: [EEF 5-A-Day](#)





SEND Parent Partners

Introducing Our New SEND Parent Partners! We are thrilled to share a wonderful new initiative starting at our school. I recently met with parent partners Silene Shapton (Year 5), Elena Goncharova (Year 4), and Mylene Major (Year 3) to launch this exciting role.



What is a SEND Parent Partner?

SEND Parent Partners are parents with lived experience in specific areas such as Autism, ADHD, Dyslexia, or DLD (to name just a few examples), who want to act as a supportive bridge between our school and the parent community.

Here is what the role involves:

- **Sharing Insights:** Partners will share their creativity, expertise, and personal insights to help make our school even more inclusive.
- **A Friendly Welcome:** They will provide a warm, informed "hello" to families who are just starting their SEND journey after a new diagnosis, or who have recently joined our school community.
- **Building Connections:** They will meet termly with me, SENDCO, to share resources and gather parent perspectives on upcoming school events, while keeping an eye out for helpful local advice and activities to share with you.

What is it NOT?

To ensure this remains a supportive and constructive space, it is helpful to clarify what the role is not:

- It is not a negative sounding board.
- It does not involve formal advocacy or representing other parents regarding complaints.

Join Us This Autumn: Parent Café!

We want to bring our community together, so we will be running a **Parent Café in the autumn term on Tuesday 6th October 9.00am – 9.45am.**

This will be a relaxed, friendly space where our SEND Parent Partners will introduce themselves. It will be a wonderful opportunity to connect, grab a warm drink, and share experiences of being a parent of a child with SEND.

We would love to expand our parent partner group to represent a range of diverse SEND needs. It would be particularly good to have a parent of a child with dyslexia join the group. If you are interested in joining us or just want to see what it is all about, we would love to see you there! Keep an eye out for the date in the new term.

PBS SUMMER STAY & PLAY SESSIONS

 A WELCOMING SPACE FOR PARENTS, CARERS
AND CHILDREN WITH ADDITIONAL NEEDS

NO DIAGNOSIS NEEDED!



WE WELCOME FAMILIES

who are finding behaviour
challenging and would like
support, ideas and a space
to connect with others.



SPEAK TO PRACTITIONERS WHO SPECIALISE IN SEN AND BEHAVIOUR

Get advice, share experiences
and find practical strategies.

JOIN US THIS SUMMER TO:



Meet other families



Take part in sensory and
play activities



Explore communication and
regulation through play



Learn practical ideas to support
your child at home



Share experiences and ideas with
other parents and carers

REGISTER YOUR INTEREST

SCAN THE QR CODE TO
COMPLETE OUR
MICROSOFT FORM



**SPACE IS LIMITED –
BE SURE TO SIGN UP!**

SESSION DATES



Tuesday 28th July 2026



Tuesday 11th August 2026



Tuesday 25th August 2026



ANN BERNADT FAMILY HUB

29 Chandler Way
London
SE15 6DT



12:30PM – 2:00PM



NEED MORE INFORMATION?

PBSTeam@southwark.gov.uk



DELIVERED BY
THE PBS TEAM AND
SOUTHWARK FAMILY HUBS



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 2024-2025.

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



Parent Café's coming up in the Autumn term: 9am – 9.45am

- ❖ **Pupils with an EHCP in Year 5** – Preparing for secondary transition
Tuesday 22nd September
- ❖ **SEND Parent Partners** – An informal session to meet other parents and hear about others' experiences; sharing advice and giving support –
Tuesday 6th October
- ❖ **School SEND offer** – find out more about how we support pupils with SEND in the school: interventions, classroom provision, professional advice and networks. **Tuesday 24th November**

Have a wonderful summer break!

