



SEN Newsletter Spring 2024

SENCO Update-Suzanne Spencer-Smith

Last term was very busy with a focus on transition reviews for our Year Six pupils and supporting the new Year Three pupils and parents with transition. It was lovely to meet many of the new parents. There are currently sixty-seven pupils on the SEN register and others who are not on the register but who are having extra support, so no two days are the same.

The Schools Mental Health Service held a parent workshop, 'Helping your child with fears and worries' at Patcham Juniors on 22nd January. It was attended by 29 parents from both the infant and junior schools. They had some great feedback and were able to provide various self-help resources to parents afterwards. These included – using worry time with children, helping children face their fears in small steps, calming strategies and making a self soothe box. For further copies of these please contact sarah.gander@brighton-hove.gov.uk.

Please let me know if there are any other workshops that would be useful.

Professionals who Work in our School:

Sarah Peck-I am a specialist literacy teacher with the BHISS team and I work in school one afternoon a week. I have been working at Patcham Juniors for over twelve years. I carry out literacy assessments and give advice to school to help support children with improving their reading, spelling and writing. I also run training sessions for staff and meet with parents to discuss assessment results. It's a very enjoyable role. Our team is holding a citywide parents' event at Cardinal Newman secondary school in Hove, 6.00-7.30pm on Wednesday 13th March – please do come along if you would like ideas for supporting your child at home!

Transition to a Secondary School

Mandy, SEN parent to Florence (Y7)

This can be particularly hard for children with SEN, needing additional support, acceptance, and a safe environment to fulfil their potential. Patcham High worked closely with PJS to support through shared education planning, dedicated SEN visit days for familiarisation with classroom locations and routines, safe spaces at school and 'early exit' passes to reduce the overwhelm of busy corridors.

Florence said: "They showed us where to go, so we didn't get confused" and "The passes let you go five minutes early, so you can get to a lesson without having hassle in the hallway".

Staff who Work in our School

Jo Watson-higher level teaching assistant.

I've been at PJS for over 24 years. A big part of my role is to deliver our new Phonics Reading Intervention -Little Wandle. I have groups 3 x weekly, concentrating on phonics, decoding, blending, prosody and comprehension. I am also a class TA across Year 3 and do Nurture and 1-1 Time to Talk.

Out of school, I love gardening, share an allotment and do lots of baking and sewing.

SEN Governor -Henrietta Pike

We started looking for a Y7 provision, undecided if a Special School or Mainstream would be the right next setting for our Y6 son and thought sharing our experience may help you.

Firstly, allow time! We started 19 months before the required school admission date and looked at a mix of 18 schools. There are so many schools for differing abilities that, if possible, visiting them to see the intervention, watch how the staff interact with children, see the classrooms, and get a 'feel' to where your child could thrive.

B&H do not have many special schools, so we also ventured into East and West Sussex. Keep a list of the schools, conversations, and thoughts to why you have chosen (or not) to support building your case and overall decision.

It's not easy, and as I write he has just been given our second choice and we are deciding what we will do next.

Please contact me if you would like to chat.