



# SEN & Wellbeing Newsletter

Term 2 – SEN at Lower Halstow School

## The Inclusion Team at Lower Halstow 2025-26



Mrs Hunt    Mrs Harrington    Mrs Van Heerden

**Mrs Sarah Hunt** - Inclusion Manager (SENCO) – Oversees all aspects of SEN provision at Lower Halstow.

**Mrs Fiona Harrington** – Speech and Language Assistant – assesses and works with children with identified speech and language needs.

**Mrs Terry-Lynn Van Heerden** – Well-being Lead – works with children with social and emotional needs along with Teddy the school dog.

## SEN Coffee Morning

Come along on the **4<sup>th</sup> December 2025 at 8.50am**. Find out more about SEN at Lower Halstow and meet other parents. More info to follow.

You can find links to useful and informative websites and partner organisations on our school website. Please click here for our SEN Padlet.

[Special Educational Needs Directory](#)



## A warm welcome to all our new parents. Here is a quick guide to what to do if you are ever concerned your child has Special Educational Needs?

**Phase 1** – Contact your child’s class teacher who will get back to you to discuss further. You may also raise your concern at parents’ evening.



**Phase 2** - We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.

**Phase 3** - We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards



**Phase 4** - If we decide that your child needs SEND support, we will notify you and your child will be added to the SEN register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

More detailed information can be found in the **SEN information Report for Parents** on the school’s website.

## Spotlight on Mainstream Core Standards

Mainstream core standards are the strategies that we use every day to support children with SEN. We make these adaptations as part of our ‘universal offer’ which means they are embedded into the daily diet and routines that enable **all** children to access the curriculum. Here are just a few examples:

- Visual timetables
- Use of wobble cushions/ fidget toys
- Use of visuals to support learning
- Breaking down instructions into smaller chunks
- Using task boards
- Zones of Regulation (identify and manage emotions)
- Calm Corner
- Pencil grips/sloping desks
- Pre-teaching vocabulary

The full range of Mainstream Core standards can be found on the KCC education Website **KELSI**.



