



Message from Stephen Kettle

It is with some disbelief that I have reflected this week that I have completed my first term as SENDCO at PHS. I have enjoyed starting to get to know our SEND pupils and look forward to being able to meet more of you as the year progresses.

With external examinations around the corner, I thought it would be helpful to share some hints and tips to support SEND students through this period. I have therefore included in this newsletter some of the information I shared at a recent event for parents to support Year 11 that will also be of use for supporting SEND students of all ages for internal examinations and assessments.

I would also like to take this opportunity to say a farewell to a much loved and respected Learning Support Assistant. Mrs. Palmer started at PHS back in November 2005 and after nearly 19 years of loyal service retires at Easter. During her time at PHS, Mrs. Palmer has provided outstanding support to countless students. Her calm, reassuring and nurturing style has made her a firm favourite amongst our children and young people. Her warm, friendly manner is balanced with a firm consistent approach, that gives students the consistency and care they need to thrive. Mrs. Palmer is also highly regarded with teaching staff and is much in demand from those who want support in lessons, a testament to the impact she has in a classroom. A true professional and real team player, Mrs. Palmer will be much missed by her Learning Support family. On behalf of my team and our students past and present, I would like to thank Mrs. Palmer for all she has done for SEND at Poynton.

I hope you all have a restful Easter vacation.

Kind regards

Stephen

TIPS for students with SEND

Students with SEND can find revision harder than their neurotypical peers as it requires independence, organisation and concentration. Not all students with the same need are the same, therefore the tips below won't suit each individual. Its about finding what works or adapting techniques to suit the individual

	Where	When	How
 Picking the right environment is vital: <ul style="list-style-type: none"> • Be aware of sensory issues such as light, sound and smell • Avoid distractions/triggers • Some dislike silence, so appropriate music can be beneficial 	Actively helping with organisation, especially creating a timetable and sticking to it: <ul style="list-style-type: none"> • Pick the right time • Keep sessions short • Build in breaks • Consider short term rewards to help motivate 	Adapt revision to suit individual preferences: <ul style="list-style-type: none"> • Use alternative methods – cartoons, rhymes, visuals • Scaffolding – help them create revision cards or mind maps • Support them to revise the meaning of command words (e.g. explain) • Encourage practising using subject vocab in sentences  	
			

Stress, anxiety and mental health

All students find exams stressful, but this can be heightened for students with SEND. They can become more dysregulated, exhibiting certain traits or behaviours more, or being manifesting them in new and different ways.

Communication is key:
create opportunities to talk, find a go-to person/place, validate emotions

Fear of failure: focus on the positives, help them be organised, let them see the bigger picture

Find the balance:
plan down time, sleep/diet/exercise is vital



If your child or young person struggles to communicate, Kooth is an alternative method for them to do this in a safe way.