ROSEHILL JUNIOR SCHOOL

SEND NEWSLETTER

AUTUMN TERM	NOVEMBER 2026	ISSUE 01



The Importance of Communication with School

Good communication between home and school can make a real difference to a child with SEN.

You know your child best. You understand their triggers, their communication style, what helps them feel calm and the signs that they may be becoming overwhelmed.

School staff can share what they observe in the classroom, identify patterns and help put appropriate support in place.

When parents and school staff share information and work together, it becomes easier to build a clearer picture of a child's needs.

Dear Parents & Carers,

Firstly, we would like to thank you for your ongoing support. Being a parent/carer can be difficult and as the old saying goes ‘no one wrote a handbook’, however, working collaboratively with the people that are directly involved with your child is the best way to ensure that their needs are being supported and their voices are heard.

Thank you to all the parents/carers who attended the Early Help Coffee morning. This was met with great success and the feedback we have received has been very positive.

As a school, we value the voice of the child and we have been working hard with the children to understand how they are feeling, their thoughts and feelings and most importantly what they feel they need to help them in their day to day school journey...(continued on next page)

We understand that parents and carers understandably want concerns to be resolved as quickly as possible, particularly when their child is struggling. Please be assured that school wants the best outcomes for every child. However, supporting children with SEN often involves a graduated response, which means identifying needs, implementing strategies, reviewing their impact and seeking advice from external professionals when needed. School does not have all the answers, and we sometimes need to consult with a range of specialists and agencies to ensure the right support is identified. Unfortunately, external agencies may have waiting lists that are outside of our control. Once recommendations are received, we also need time to implement strategies consistently and monitor their effectiveness, as improvements may not happen immediately. We appreciate that waiting can be frustrating and difficult for families, and we ask for your patience and continued partnership as we work together to understand your child's needs and provide the most appropriate support.



We understand how important communication is when it comes to supporting your child. We aim to respond to emails and telephone calls as promptly as possible; however, please be aware that response times may vary depending on staff availability and the nature of the enquiry. If your concern is urgent, particularly regarding safeguarding, attendance or your child's immediate wellbeing, please contact the school office directly by telephone rather than relying on email. This will help ensure your concern is directed to the appropriate member of staff as quickly as possible. For non-urgent queries, please allow reasonable time for a response, as staff may need to gather information, consult colleagues or liaise with external professionals before providing a full and accurate answer. Thank you for your patience, understanding and continued partnership as we work together to support your child.

As well as being SENDCo, I am also a Y5 class teacher and have a wide range of commitments within the school. I aim to reply to emails within 3 school days and endeavour to meet with parents within a week of a request however, this is not always possible. Please note, a response will not be provided outside of school working hours.

You can contact me via the school telephone number 01709 710574 or email me at send@rjsch.uk.

How can we work together effectively?

Share Concerns Early:
If your child is becoming anxious about school, struggling with attendance or showing changes in behaviour, let school know as soon as possible. Early conversations can help identify difficulties before they become more challenging.

Explain what you are seeing at home:
For example, you might notice that your child is sleeping poorly, becoming distressed the night before school or showing increased anxiety on particular days. This information may help staff understand what your child is experiencing. We may not have all the answers but we as a school may be able to signpost you to different agencies that may be able to support.

Ask Questions when Something is Unclear:
If you are unsure about your child's support, school routines or the next steps, please ask. It is important that you understand what support is available and how it will be provided.

Agree on Consistent Strategies:
Where possible, discuss approaches that can be used both at home and in school. Consistency can help children feel more secure, particularly when managing transitions, anxiety or changes to routine.

Keep Communication Respectful & Solution-Focused:
Conversations about your child's needs can sometimes feel emotional, especially when you are worried or exhausted. Remember that the shared goal is to understand your child and find ways to help them succeed.

Once again, thank you for all your support.
Kind regards,
Miss Brown

Supporting You & Your Child this Christmas

Working together to make the festive season a little easier. As we approach the Christmas period, we recognise that this time of year can bring excitement and happiness, but it can also be challenging for children with Special Educational Needs (SEN) and their families.

Changes to routines, busy environments, festive activities and increased expectations can sometimes feel overwhelming for our children. We also understand that getting children into school can be difficult at times, particularly when they are feeling anxious, struggling with transitions or finding the school environment challenging.

We want you to know that you are not alone. By working together, sharing concerns and putting the right support in place, we can help our children feel safe, understood and ready to learn. In this month's newsletter, we share some practical strategies and helpful reminders to support you and your child.



Making Christmas Less Overwhelming

Although Christmas is often seen as a magical time, it can bring additional challenges for children with SEN. Bright lights, loud music, unfamiliar activities, changes to the school timetable and increased social expectations can all contribute to sensory overload or anxiety. Every child is different, and what one child enjoys may be difficult for another.

How can you help at home?

Keep routines as consistent as possible - predictable routines can help children feel safe and secure. Try to maintain regular mealtimes, bedtimes and familiar activities, even when there are lots of festive events taking place.

Prepare your child for changes - use visual timetables, calendars, social stories or simple conversations to explain what will happen and when. Giving your child advance notice of changes can help reduce uncertainty.

Avoid overwhelming your child with too much at once - you do not have to attend every Christmas event or take part in every festive activity. Choose the activities your child enjoys and allow plenty of time for rest.

Create a calm space - a quiet area at home can give your child somewhere to retreat when things become too much. Headphones, favourite comfort items, sensory toys or calming activities may also help.

Look out for signs of overwhelm - your child may become withdrawn, irritable, tearful, restless or reluctant to participate. These behaviours may be signs that they are struggling rather than deliberately being difficult.

Remember that it is okay to say no - You know your child best. It is perfectly acceptable to adapt traditions, leave an event early or spend Christmas in a quieter way that meets your family's needs.

❤️ **A gentle reminder:** The aim is not to create a perfect Christmas. It is to create a Christmas that feels safe, manageable and enjoyable for your child and family.