



St Joseph's SEND Newsletter: September 2025

'Inspire Each Other, Grow Together'



For those who don't know me, I am Zoe Barratt. I am the SENDCO at St Joseph's.

Key SEND Dates

October

ADHD Awareness month

6th Dyslexia Awareness Week

10th World Mental Health Day

17th Developmental Language Disorder (DLD) Awareness Day

21st SEND parent's evening

November

11th Anti-Bullying week

Welcome to our first SEND (Special Educational Needs and Disabilities) newsletter of the year!

This Newsletter is focussing on **Sensory Processing Needs**:

Children with sensory processing issues behave in ways that look confusing. They might react strongly to loud noises or bright lights, or complain that their clothes are uncomfortable. They may be clumsy or have trouble with fine motor skills like fastening buttons. Some children show extreme behaviours like screaming when their face gets wet, or melting down at an unexpected change.

These behaviours happen because the child is having trouble processing the information they receive from their senses. The senses include touch, hearing, taste, smell and sight. There are also two internal senses that give the child information about their movement and where their body is in space.

Children with sensory issues can be hyposensitive or hypersensitive.

Hyposensitive children need more sensory stimulation. They often love to move around and crash into things. **Hypersensitive** children avoid strong sensory stimulation and get overwhelmed easily.

A change in environment can trigger a child's sensory difficulties. For example, a child who is calm sitting in a quiet car might get overwhelmed in a bright, crowded grocery store. They may have a tantrum or try to run away. Many parents of children with sensory issues call their behaviours sensory processing disorder, or SPD. Sensory issues are considered a symptom of autism because some people on the autism spectrum experience them. But not everyone with sensory issues will have autism. To access a checklist of sensory processing traits visit the web address below:

<https://www.sensorysmartparent.com/yourchildssensoryportrait> This tool will help you to identify potential triggers and consider adaptations that you could make to support your child.





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Some useful reads for the new term

Transitioning back to school: Establishing Routines



<https://www.barnardos.org.uk/get-support/support-for-parents-and-carers/further-support/support-going-back-to-school/transitioning-back-school-establishing-routines>

Supporting your child if they're struggling to settle back at school



<https://family-action.org.uk/self-help/supporting-your-child-if-theyre-struggling-to-settle-back-at-school/>

DIASS

Derbyshire Information, Advice and Support Service (DIASS) provides independent information, advice and support to children and young people with special educational needs and disabilities (SEND), as well as their parents and carers.

Follow this link for further information: <https://www.derbyshireiass.co.uk/home.aspx>



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Did you know...

Derbyshire Local Offer provides information in one place for children and young people aged 0-25 with their Special Educational Needs and Disabilities (SEND), their parents, carers and professionals

The local offer includes information on local services to help children, young people parents and carers make choices about the support they receive

Access the Derbyshire Local Offer here:

<https://www.localoffer.derbyshire.gov.uk/home.aspx>

What should I do if I think my child has a special educational need?

The first point of contact should always be your child's class teacher, please always discuss your concerns with them before contacting a member of the inclusion team. The teachers and support staff who work with your children really value the relationships they have with their classes and are in the strongest position to speak to you about how your child is getting on at school.