



Happy New Year!

Hello and welcome to 2024! We are really excited for the term ahead. The children have all settled back into school well and are eager to learn.

Up Coming Online Courses

Thursday 1st February - 3:30pm to 5:30pm: AET Anxiety

Tuesday 20th February - 12:30pm to 3:00pm: NAS Teen Life Programme

Tuesday 27th February - 9:15am to 11:15am: Autism and masking

Thursday 29th February - 3:30pm to 5:30pm: Supporting a Profile of Demand avoidance

Wednesday 27th March - 3:30pm to 5:30pm: Supporting Transitions for autistic Children and Young People.

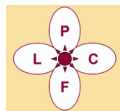
Access courses here: Working Together Team - Training Calendar (wtt.org.uk)



Week of SEND 2024

29th January to 2nd February 2024

A Virtual week long event, organised by the Lincolnshire Parent Carer Forum, which takes place throughout the daytime and evening showcasing the huge amount of help and support available for parents of children with SEND in Lincolnshire and the professionals who work with them.



Access information here:

lincspcf.org.uk

Autism Acceptance Week 2024

2nd to 8th April 2024

Autistic people face discrimination and barriers across all sectors of society – in the health and social care systems, in education, in employment, and everywhere in between. It is crucial that autistic people, and their families and carers, can access tailored information, guidance and support to overcome those barriers, along with opportunities to explore their interests, develop skills and build friendships for fulfilled lives.



Get involved:

waaw.autism.org.uk

SEND Coffee Morning Key Dates

Hosted at Bourne Westfield by the SEND TEAM

Wednesday 7th February 2024

Bourne 2 Shine. Find out about the support offered and up coming events.

Tuesday 26th March 2024

Working Together Team. Penny Bellamy will discuss transitions for autistic children and Young people.

Wednesday 1st May 2024

Dyslexia Outreach with a focus on awareness, understanding and strategies.

Tuesday 2nd July 2024

- BWPA graduated approach and polices.

- SEND Q&As.

SEND Team Contact Details

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In the Spotlight

Sensory Processing

What is sensory processing?

Sensory processing refers to the way we interpret information received from the environment and from within our bodies. This information gives us a sense of who we are, where we are and what is happening around us. Our senses are hearing, touch, sight, taste, smell, proprioception (body awareness), interoception (emotions and social interactions) and vestibular (balance and movement). When our senses are integrating correctly, we are able to respond appropriately to any sensation. For example, we are able to take off an itchy jumper or take a deep breath to smell the flowers.

What happens when a young person experiences sensory processing differently?

A young person may have difficulty working out what is happening inside and outside of their bodies due to sensory information not being accurate, for example, the noise of the school bell is like someone screaming in their ear, or a piece of artwork on the wall keeps grabbing their attention because their brain hasn't registered they have seen it before.

A young person may move constantly to get extra feedback if their body is not providing enough information as to where their arms and legs are. Children may struggle to communicate how they feel resulting in the possibility of being disorganised in a world they cannot make sense of. These children need support from those around them to learn strategies to make life a little easier

Sensory Circuits

Sensory Circuits use sensory-based movement activities which prepare children and young people for the day's learning and help them to achieve the 'just right' level of alertness they need to concentrate. They are made up of around 15-20 minutes of activities to help with sensory regulation.

The aim of a sensory circuit is to provide a way for children and young people to regularly receive a controlled sensory input. There are three sections in a sensory circuit:

- 1. Alerting:** to provide both vestibular and proprioceptive stimulation as these can help the child to become more alert.
- 2. Organising:** activities that provide a motor challenge and requires the child or young person to plan, organise and/or sequence their movement.
- 3. Calming:** activities to provide proprioceptive input and heavy muscle work which can have a calming and organising effect.



Where can I get support?

- **NHS Lincolnshire's Children's Therapy Services:**

lincolnshirechildrenstherapyservices.nhs.uk

- **aspens**

www.aspens.org.uk

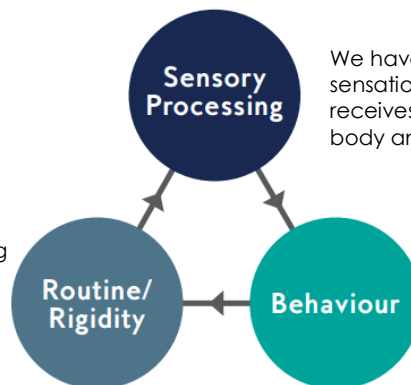
Aspens are working with the NHS, Lincolnshire County Council and Lincolnshire Parent Carer Forum to deliver free online support workshops for parents and carers on sensory processing differences, throughout the county of Lincolnshire.

- **Dr Griffiths' (Ed Psychologist) session on sensory processing:**

<https://www.youtube.com/watch?v=0tBRD-Zi2RY>

Relationship between sensory processing, behaviour and rigidity

- Rigid ideas are safe & comforting
- Provides security
- Can reduce anxiety
- Provides sensory feedback to prepare for task



We have a physical need in the body for sensation. Processing is the way the body receives and interprets sensations from the body and from all environments.

Response to sensory stimuli, which is usually a form of communication to indicate:

- I want to avoid
 - I need something
 - I need to tell you something
- Also emotional learned responses.

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