



INCLUSION



NEWSLETTER

DECEMBER
2025

Welcome to this term's Inclusion newsletter.

CHRISTMAS

The lead-up to Christmas can be a tricky time for many children, particularly those with additional needs like autism. Lots of things change at this time of year, both at school with singing, rehearsals and special events that lead to changes in routine, and at home with the decorations up, adults being busy or stressed and possibly lots of visitors. Although it's hopefully exciting and fun most of the time, for some children these changes can lead to feeling a little unsettled or anxious. Social stories are a good way to help explain what's happening - the link below contains some good examples which you could adapt for your own family if you feel it may help: <https://adayinourshoes.com/social-stories-christmas/> There are also some useful tips and advice about preparing for Christmas in general from the National Autistic Society here:

<https://www.autism.org.uk/advice-and-guidance/topics/leisure/christmas/tips>

SEND GUIDE

An organisation called My Family, Our Needs has recently published the 'South East Guide to SEND'. This is a comprehensive and useful guide to a wide range of services that may be helpful for families with all sorts of additional support needs. The online guide is available here: <https://www.myfamilyourneeds.co.uk/publication/south-east-send-guide/> but we do have some printed copies in school if you would prefer - please come and ask in the office if you would like one.

NEURODIVERSITY DAY

As mentioned on Class Dojo, the PINS Project will be hosting an 'Embracing Neurodiversity' day for parents on 23rd January at the Millennium Centre in Rainham. We hope this will be an informative and inspiring day, so please attend if you feel it will be useful to you.



CONGRATULATIONS

Finally, we are sure you will want to join us in sending our congratulations and best wishes to our SEND Admin Assistant Miss White, who is getting married this weekend! From next week, she will be known as Mrs Paterson. We hope she and her family have a wonderful day.

Wishing you all a wonderful Christmas break!

Mrs Huggett and Mrs Richardson



SPOTLIGHT ON



SENSORY PROCESSING

Key Information

‘Sensory Processing’ is the ability to organise and process incoming information, received by the body’s sensory systems from the surrounding environment. If the senses are not fully integrated, and the brain does not register or interpret the information properly, it can make daily tasks extremely difficult. Some children with sensory processing differences (SPD) are **over-responsive** – they are very sensitive to the information and can become overwhelmed by the sensations. These children may become sensory avoiding, trying to reduce the overload of sensory input. For example, they might want to wear ear defenders to help them filter out background noise; they may dislike touching certain textures or be fussy eaters; they may find labels in clothes unbearably irritating or may not want to wear underwear. Others are **under-responsive** – their senses do not register enough information and therefore their bodies cannot act on it correctly. They may become sensory seeking, requiring extreme input to allow them to register it. These children can be constantly fidgeting, and might touch or chew everything. They may have a loud voice and/or make noises such as humming. They can seem clumsy or heavy handed, may have a high pain threshold and might even headbang, pinch or bite themselves.

Did You Know?

As well as the 5 main senses (sight, hearing, taste, smell and touch) we also have the Vestibular (balance) sense, which tells us where we are in space, how fast we are moving and in what direction. In addition, we have the Proprioceptive sense – our awareness of body position and movement, where our body parts are and what force our muscles are exerting. Finally, there is our sense of Interoception – our ability to recognise internal feelings like hunger, temperature, tiredness and pain.



Useful Websites

<http://www.sensory-processing-disorder.com>

<https://dingley.org.uk/wp-content/uploads/2024/02/Sensory-Circuit-Guide.pdf>

<https://www.otforkids.co.uk/conditions/sensory-processing-disorder-spd.php>

Handy Hints



- ~ Plan ahead – be aware of things that can trigger a reaction in your child and make sure people know ways to work around them where possible. There are lots of resources that can be made available both in class and at home to help manage sensory needs, so please ask if you would like support with this.
- ~ Build a sensory diet, including sensory circuits, into your daily routine. These are a three-part set of activities which support sensory integration and help ‘ground’ your child by reducing the need for them to concentrate on processing sensory information. It is beneficial to do these just before any activity where the child will need to be focused and calm. The ‘useful websites’ linked above will give you more information and ideas about these.