SEND Newsletter—Autumn 1 2025

Welcome to our half termly SEND newsletter addressing all things related to Special Educational Needs and Disabilities here at All Saints! Please check past newsletters about SEND, SLCN, Dyslexia and our school Padlet on our website. This half term's newsletter is about Autism.

What is autism?

Autism influences how people experience and interact with the world. It is a lifelong neurodivergence and disability. Being autistic means you may feel things and react to them differently to non-autistic people. You may find socialising confusing or tiring, and you may become overwhelmed in loud or busy places. You may have intense interests, prefer order and routine, and use repeated movements or actions to calm yourself or express joy. You might mask your discomfort to fit in. More than one in 100 people are autistic and there are at least 700,000 autistic adults and children in the UK. (National Autism Society)

https://www.youtube.com/watch?v=Lk4qs8jGN4U

Autism is understood as a spectrum. In the past, people thought the spectrum was a straight line between 'more' and 'less' autistic. Today we understand the spectrum to mean each autistic person has a unique combination of characteristics. Autistic people can be very different to each other, with different sets of strengths and challenges.

The presence or visibility of characteristics can vary a lot between autistic people. This can also change over time and in different situations . It is important not to make assumptions about an individual autistic person's skills, abilities or support needs.

Our understanding of autism is evolving all the time.

Please see https://www.autism.org.uk/ for more details

Diagnosing Autism

Mrs Darling-Chalke or any of the teachers at All Saints can not diagnosis Autism. If you wish to explore the pathway for diagnosing Autism, you can speak to **Mrs Darling-Chalke** or go to your **GP** for a referral.

Mrs Darling-Chalke can refer to the **Owl Centre only**. The Owl Centre is commissioned to deliver Autism Assessments for children and young people aged 3 years and above, living in Hampshire and the Isle of Wight.

https://www.theowl.org/hampshire-and-iow/hampshire-iow-children-referrals-and-waiting-list/

Right to choose

If you are based in England under the NHS you now have a legal right to choose the healthcare provider to do the Autism assessment. This important right means that, for instance, should you decide the waiting time for the Autism assessment is too long with the Owl Centre, then you can choose alternative providers. The provider must supply the service to the NHS somewhere in England. **Only your GP can refer for an Autism assessment under the right to choose pathway.** However, please inform Mrs Darling-Chalke if you choose this route as she will still need to fill in some paperwork!

Supporting children with Autism at All Saints.

Whether your child has a diagnosis, is on the pathway for assessment, or is showing some needs in this area, we will always support, regardless of a diagnosis. At All Saints, we support children with SEND on a 'needs based' system. This means we tailor the support to the individual needs of the child. They may needs lots of support in one area, while require less support in another area and this support adapts and changes over time.

At All Saints, we offer ordinarily available SEND provision—this is good high quality inclusive practices that all teachers use. For provision that may help children with Autism, we can do the following;

- Visual support—visual timetables to help manage change and transition, such as choice boards, Oops cards—visuals to support when things change or are un-expected
- Consistent and structured routines and organisation, work-ing with familiar, attuned adults
- Using social stories or comic strip conversations to explain situations, develop understanding of social situations
- Explicitly teaching inference and comprehension skills
- Ensuring that agreed support resources are readily available e.g. signs, symbols, writing frames, flexible timetable
- Access to a quiet area, free from distraction if required
- Access to objects that support sensory needs, fiddle objects, weighted objects, OT balls



- Access to sensory circuits, movement breaks or 'brain breaks' as required
- Changes to support in social time, playtime and lunchtime support (Calm club, small group play-times)
- Transitions including changes of staff notified in advance and planned for (if we can!)
- Seating plans and classroom layout adjusted to meet sensory and/or attention needs
- Teaching of co-regulation techniques, leading to self-regulation techniques—using consistent lan-guage of the Zones of Regulation
- Wellbeing Support through our school ELSA
- Careful use of language, avoiding literal language or ambiguity and chunking information as not to overload
- Sensitive grouping to enable social interaction in a secure environment, planned groupings in class to enable good peer role models

This list of strategies is not exhaustive.

If you would like to learn more about our school provision for SEND, please go onto our school website.

https://www.allsaintsceprimary.co.uk/send-information/

Mrs Darling-Chalke is our school SENDCO. She works as our SENDCO on Mondays, Wednesdays and Fridays. If you would like to talk to her, please make an appointment with the school office.

Don't forget, past SEND newsletters can be found on our school website.

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The next newsletter will be out after the October half term.