



SEND NEWSLETTER

February 2025



NEWS

Book now for an update on improvements to special educational needs and disabilities (SEND) services.

Oxfordshire SEND

Online Workshop for Parents Responding to Behaviour

Points Parents

"Thank you - lots of notes made!"

"Very helpful indeed"

"Really insightful"

Why not book your place on the next session?

We are pleased to be able to offer the next date for the Online Workshop for Parents on Responding to Behaviour.

Wednesday 2nd April 6.30-7.30pm.

Tickets for this workshop can be purchased via Eventbrite link below:

<https://www.eventbrite.co.uk/e/workshop-for-parents-responding-to-behaviour-tickets-1248160093439?aff=oddtcreator>

Tickets only cost £6.12 (£4.99 plus Eventbrite fee).



EYNSHAM COMMUNITY PRIMARY SCHOOL and HANBROUGH MANOR CE SCHOOL



SEND Workshops

For families of children who are experiencing difficulties coming into school.

Location: Hanbrough Manor CE Primary School
Time: 9:15am

Thursday 6th March 2025	Anxiety Part 1
Thursday 13th March 2025	Anxiety part 2
Thursday 20th March 2025	Emotional Regulation
Thursday 27th March 2025	The reality of schools
Thursday 3rd April 2025	Practical solutions to support
Thursday 8th May 2025	Review of strategies implemented

If you are interested in attending or receiving further information, please contact Lucy Merry on lucy.merry@eynshamapps.co.uk

<https://www.eynsham.oxon.sch.uk/>

SEND Oxfordshire Conversations for parents and carers (March 2024)



Consultation has concluded

Join us and our partners at one of our special educational needs and disabilities (SEND) Oxfordshire Conversations events on:

- Tuesday 19 March 2024, 12 noon -

ANXIETY IN CHILDREN

DIFFICULTIES WITH CONCENTRATION

QUIET & COMPLIANT OR DEMAND AVOIDANT

CONSTANT WORKING OR CATASTROPHISING

SHORT TEMPERED OR IRRITABLE

NOT EATING ENOUGH OR OVER-EATING

OVERLY CLINGY

DIFFICULTIES WITH FALLING ASLEEP OR STAYING ASLEEP

USING THE LOO MORE THAN USUAL OR BEING CONSTIPATED

BEING TEARFUL & SENSITIVE

REPETITIVE HEADACHE OR TUMMY ACHES, MAY ALSO RESULT IN JOINT ACHES

OVERLY WORRIED

DESIGNED BY @lucymerryandpartners and the families we support

aspens Charity no: 117144 aspens.org.uk

Autism Central For parents and carers

Join us for our FREE virtual Peer Educator Sessions for parents and carers

Register now for our Peer Educator Sessions

Topics covered include: Autism, Demand Avoidance, Sensory Profiles, Transition, School Avoidance, Early Years, Mental Health, Navigating the System, Benefits and Employment.

Sessions are provided by peer educators who will share their knowledge and experience, listen, offer guidance and inform you of local services.

Open to people living in: Sussex, Kent, Surrey, Hampshire, Isle of Wight, Buckinghamshire, Berkshire and Oxfordshire.

Follow the link or scan our QR code to register for this event

Emotionally Based School Avoidance (EBSA)

Emotionally Based School Avoidance (EBSA) is a term used to describe children and young people (CYP) who experience challenges in attending school due to negative feelings (such as anxiety). EBSA is commonly associated with emotional and physical distress, and a reluctance to attend school, which can lead to reduced attendance and further anxiety regarding school.

Support Services For Education

What can I do as a parent?

1. Communicate regularly with school via email.
2. If absence is deteriorating make a GP appointment to discuss.
3. Make a parental request for an EHCP
4. Record the child/young persons views regularly
5. Self refer to CAMHS Anxiety/Depression team.
6. Copy in other agencies involved in every email, e.g. Social worker, Early Help
7. Ask your GP to write a letter of support for home tutoring/mentoring

Book recommendations

Raising the SEN-Betweeners: An honest guide to parenting the kids who fall between the gaps by [Lisa Lloyd](#) (Author)



Dr. Cassie & Associates

Autism | ADHD | Dyslexia | OCD

A friendly team of highly experienced and passionate professionals, led by Dr Cassie Coleman.

As a leading clinic in Oxfordshire, our goal is to offer family centered assessments that are designed to understand your child's unique strengths and challenges.

We strive to offer a warm and welcoming atmosphere for face-to-face assessments where children and young people feel at ease, and families feel supported.

Our assessments provide the foundation for developing effective and individualised:

- Support plans • Educational strategies • Therapeutic interventions

We provide holistic assessments and ongoing care for children and young people.

- Autism (ASD)
- ADHD
- Dyslexia
- DCD (Dyspraxia)
- Sensory Processing
- SEN Consultancy
- Adult Services

Please get in touch

If you have questions or would like to learn more about how we can support your child, please contact our fantastic admin team!

T: 01865 507 275 E: enquiries@dr cassie.co.uk, adult.enquiries@dr cassie.co.uk

NICE Quality Standard

www.dr cassie.co.uk

SCHOOL 'REFUSAL'

IT MUST BE EXPLORED & NEVER IGNORED. HERE ARE THE REASONS BEHIND SCHOOL ATTENDANCE DIFFICULTIES

ACADEMIC PRESSURE & COMPETITIVENESS

NEEDS NOT BEING MET AT SCHOOL

FEAR OF GETTING THINGS WRONG OR BEING LESS THAN

GENERAL ANXIETY

SEPARATION ANXIETY FROM SAFE CARE-GIVER

LACK OF CONNECTION & RELATABILITY WITH TEACHING STAFF OR PEERS

SCHOOL CLIMATE

SCHOOL VIOLENCE - INCLUDING SENSORY OVERLOAD

LOW SELF ESTEEM

UNDERLYING SEN THAT HASN'T BEEN IDENTIFIED

BEING BULLIED BY PEERS OR TEACHING STAFF

DESIGNED BY @lucymerryandpartners and the families we support

SCHOOL 'REFUSAL'

IT MUST BE EXPLORED & NEVER IGNORED. HERE ARE THE REASONS BEHIND SCHOOL ATTENDANCE DIFFICULTIES

ACADEMIC PRESSURE & COMPETITIVENESS

NEEDS NOT BEING MET AT SCHOOL

FEAR OF GETTING THINGS WRONG OR BEING LESS THAN

GENERAL ANXIETY

SEPARATION ANXIETY FROM SAFE CARE-GIVER

LACK OF CONNECTION & RELATABILITY WITH TEACHING STAFF OR PEERS

SCHOOL CLIMATE

SCHOOL VIOLENCE - INCLUDING SENSORY OVERLOAD

LOW SELF ESTEEM

UNDERLYING SEN THAT HASN'T BEEN IDENTIFIED

BEING BULLIED BY PEERS OR TEACHING STAFF

SCHOOL AVOIDANCE

DESIGNED BY @lucymerryandpartners and the families we support

Factors associated with vulnerability of EBSA

School Factors	Family Factors	Child factors
Bullying (the most common school factor)	Separation and divorce or change in family dynamic	Temperamental style - reluctance to interact and withdrawal from unfamiliar settings, people or objects
Difficulties in specific subject	Parent physical and mental health problems	Fear of failure and poor self confidence
Transition to secondary school, key stage or change of school	Overprotective parenting style	Physical illness
Structure of the school day	Dysfunctional family interactions	Age (5-6, 11-12 & 13-14 years)
Academic demands/high levels of pressure and performance-orientated classrooms	Being the youngest child in the family	Learning Difficulties, developmental problems or Autism Spectrum Condition if unidentified or unsupported
Transport or journey to school	Loss and Bereavement	Separation Anxiety from parent
Exams	High levels of family stress	Traumatic events
Peer or staff relationship difficulties	Family history of EBSA	
	Young carer	