

SEND Newsletter – Summer 2 2026

Hello everyone

As we move towards the end of the school year, we are beginning to think about transition into new classes and year groups. We understand that changes to routine can feel worrying for some children, so we will continue to plan additional transition support for pupils with SEND who may benefit from this, helping them feel prepared, supported and confident for September. If you have any specific questions about it please reach out to class teachers, although rest assured this transition work is going on behind the scenes 😊

(I myself have teaching commitments Monday through to Wednesday lunchtime – so any SEND related emails or parent messages won't be able to be answered at this time.)

Miss Clay
SENCO



Unique Ways new annual offer for 2026-2027 is available through the below link. It has lots of training courses and workshops that you can book onto that may be of interest. As well as signposting to lots of other services on their website.

<https://www.uniqueways.org.uk/wp-content/uploads/2026/05/Offer-Booklet-2026-27-EMAIL-VERSION-1.pdf>



Executive Functioning Skills

Executive functioning is a set of “brain skills” that help us plan, organise, remember information, manage emotions and get started on tasks. Many children with ADHD, ASD and other SEND needs can find these skills difficult.

This can affect:

- **Working memory** – remembering instructions or holding information in their mind long enough to use it.
- **Organisation** – keeping track of belongings, homework or routines.
- **Transitions** – moving from one activity, place or idea to another.
- **Task initiation** – getting started on tasks, even when they want to do them.

Children with executive functioning difficulties are often described as “inconsistent”. Parents may wonder why their child can complete something independently one day, but struggle the next. This is because factors such as tiredness, anxiety, sensory overload or changes in routine can all affect how well these brain skills are working at that moment. It is not a diagnosis in it's own right.

Some helpful ideas include:

- **Break instructions into smaller steps** – giving one or two instructions at a time can make tasks feel more manageable.
- **Use visual supports** – checklists, picture timetables and “now and next” boards can help children stay organised and reduce anxiety around transitions.
- **Create routines** – predictable morning, homework and bedtime routines help children know what to expect.
- **Allow extra processing time** – some children need a little longer to think, remember and respond.

Simple games can also help develop working memory skills:

- **“I Went to the Shop...”** – take turns adding items to a growing list and remembering them in order.
- **Simon Says** – encourages listening, attention and following instructions.
- **Card matching games** – memory pairs games help strengthen recall skills.
- **Cooking together** – following steps in a recipe supports sequencing and organisation.
- **Treasure hunts** – giving 2–3 clues or instructions at a time helps practise holding information in mind.

Most importantly, praise effort rather than perfection. Executive functioning skills develop gradually over time and children often make the best progress when support feels calm, encouraging and playful.