



Southam St James C of E Academy



SEND and Wellbeing Newsletter

ADHD Focus

A very warm welcome to the first SEND and Wellbeing Newsletter of the 2026-27 academic year!

Throughout the year, this newsletter will provide information, updates, support, and resources relating to SEND and wellbeing at Southam St James, as well as signposting to services and opportunities within our local community. We hope you find each edition useful, informative, and supportive.

We welcome your feedback and suggestions. If you would like to get in touch, please contact me at:
neerun.hothi@southamstjames.covmat.org

At Southam St James, we believe that every child is unique and special. We are committed to providing an inclusive, values-driven curriculum that has been carefully designed to meet the needs of our children and families. We strive to create an environment where every child feels valued, supported, and empowered to succeed.

Our vision is for everyone in our community to 'Let your light shine' (Matthew 5:16). To us, this means encouraging each individual to be ambitious, resilient, and determined to become the very best version of themselves. We look forward to working together with our families throughout the year to ensure every child can flourish both academically and personally.

We wish all our children and families a happy, successful, and healthy year ahead.

Provision Reviews

IEPs (Individual Education Plans) and Powerpacks are reviewed termly with pupils, parents/carers, and class teachers. Updated plans will be completed by staff this week and shared with parents/carers shortly. If you would like to discuss your child's provision at any point during the term, please contact your child's class teacher to arrange a meeting.

Referrals

If your child has been referred to an NHS or external service, please be aware that waiting times are currently longer than usual and are unfortunately beyond the school's control. In the meantime, we will continue to provide support in school and adapt provision where needed to best meet your child's needs. If you have any questions, please contact me (Mrs Hothi, SENDCo).

Return to School

Starting a new school year can bring a mixture of excitement and nerves for both children and parents. It is perfectly normal for children to need a little time to settle back into familiar routines, reconnect with friends, and adjust to new expectations. Here are a few simple tips to help make the transition as smooth as possible:

- **Re-establish routines** such as bedtimes and morning preparations to help children feel secure and ready for the school day.
- **Talk positively about school** and encourage your child to share any worries or questions they may have.
- **Allow time to settle.** Some children adapt quickly, while others need a little longer, and that is completely okay.
- **Keep communication open** with your child's class teacher if you have any concerns.

We are here to support every child and family. If you have any wellbeing or SEND-related concerns, please do not hesitate to get in touch. Together, we can ensure your child has a happy, successful start to the new academic year.

Our Parents' Evenings will take place on 12th October and 15th October. Details of appointment times and booking arrangements will be shared via ClassDojo shortly, so please keep an eye out for further information. Your child's class teachers look forward to meeting with you to discuss your child's progress and how they have settled back.



Termly Topic - ADHD



Understanding ADHD

ADHD (Attention Deficit Hyperactivity Disorder) is a common neurodevelopmental condition that affects how a person focuses, regulates their attention, manages impulses, and controls activity levels. ADHD is lifelong, although the way it presents can change over time. It is also common for ADHD to run in families.

Many people think ADHD is simply about being unable to sit still or pay attention. However, ADHD is much more complex than this. Children with ADHD may experience difficulties with organisation, following instructions, managing emotions, remembering information, waiting their turn, or maintaining focus on tasks that do not interest them. Some children may appear constantly active and impulsive, while others may be quieter and seem distracted or daydreamy. Every child with ADHD is unique and will have different strengths and areas of need.

With the right support, children with ADHD can thrive both academically and socially. Understanding their individual needs and putting appropriate strategies in place can make a significant difference to their confidence, wellbeing, and success in school.

If you would like to find out more, the following websites provide helpful information and advice:

- **NHS ADHD Information:** <https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/>
- **ADHD UK:** <https://adhduk.co.uk>
- **YoungMinds ADHD Support:** <https://www.youngminds.org.uk>

In school, if parents and the SENDCo (Mrs Hothi) feel that a child may be displaying traits associated with ADHD, we will work together to understand your child's needs and consider appropriate support strategies. Where necessary, advice may be sought from external professionals to help guide provision both in school and at home. If you have any concerns about your child's attention, concentration, activity levels, or any area of SEND, please speak to your child's class teacher in the first instance. They will work closely with the SENDCo to discuss next steps and seek further support where appropriate.