

Outreach Newsletter

Summer Term 2025

Welcome to our Outreach Newsletter. Any suggestions for topics to cover in the future are greatly appreciated.

As I am sure you are all aware we changed our referral process in September. Most schools have now used the new paperwork as we have had over 120 new referrals since September. Also the Multi-agency meeting that runs bi-weekly is proving popular with SENCOs to discuss pupils as it is no longer just a prerequisite for a referral to an outreach service. There are other agencies in attendance and the long term aim is that more agencies buy into so there is more support available

The most up to date referral form, parental consent and guidance document can all be found on the Northcott School Website in the Outreach tab alongside lots of pre-recorded training and resources.

Referral forms and guidance:

[2024_04_ReferralForm_v4_Northcott_Outreach.docx](#)

[2024_05_ParentalConsent&Voice.docx](#)

[2024_05_ReferralGuidance_v5.docx](#)

Send completed referral and any questions to:

outreach@northcottschool.org.uk

CONTACT DETAILS:

Northcott School: (01482) 825311 option 2 for Outreach



OUTREACH TEAM:

Jenny Clark – Part time teacher and Outreach lead

Chloe Lawrence – Part-time teacher, predominantly East Hull.

Catherine Wittey – Part-time teacher, East and North Hull.

Hannah Gibson Matthews – Part-time teacher, predominantly West Hull.

Hayley Peacham - Full time support work. Secondary settings

Sarah Heald – Full time support worker. Primary Settings.

World Autism Acceptance month

April is World Autism Acceptance Month which is an opportunity for schools to champion inclusion, celebrate diversity, and foster understanding of autism within their communities. It's about more than acceptance—it's about how you show up for your pupils and peers to create a school environment where every child feels valued, supported, and included.

The National Autistic Society have developed a range of engaging and educational resources tailored for Key Stages 1–3 and secondary schools to make it easy for teachers and students to get involved. These resources are designed to spark meaningful conversations, inspire creativity, and promote inclusive practices in the classroom and beyond.

These can be found by using the link below:

https://nas-email.org.uk/c/AQiL2wIQIsyMBxiTgOSaBiCO6_OjAbYSrmGwgwSYMMCQwH-rBLWCtV_Da3KgEW1HCFiVUXVr



England women's footballer Lucy Bronze MBE, who has recently revealed she is autistic, is joining The National Autistic Society as a Celebrity Ambassador to champion autism acceptance.

"It was a bit of an eye opener, I just learned more about myself, understood why in certain situations I saw things differently or acted in a different way to other people. Things just kind of fell into place and it made me feel better."

Lucy Bronze MBE, on her assessment and autism diagnosis.

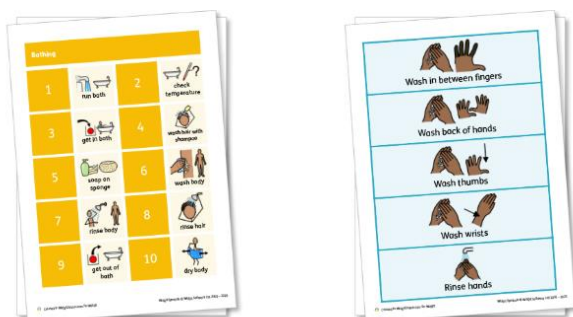
Widget online: Puberty resources

New resources have been added to the Widget online:

- **Puberty books.** Developed in partnership with the Family Planning Association, this set of 6 books has been designed to help explain the physical and emotional changes of puberty.



- **Personal care pack.** The Personal Care Pack contains resources to help people manage their daily self-care. Materials include posters and sequencing cards to support routines such as getting dressed and personal hygiene.



These can be downloaded as part of the local authority subscription that you all have a login for.

Quote from a pupil after completing Autism understanding work with a member of the team:

“It was just a word before and things I knew about from small conversations at home. It now helps me understand the why’s so I’m not pressuring myself as much” Year 11 pupil at St Marys

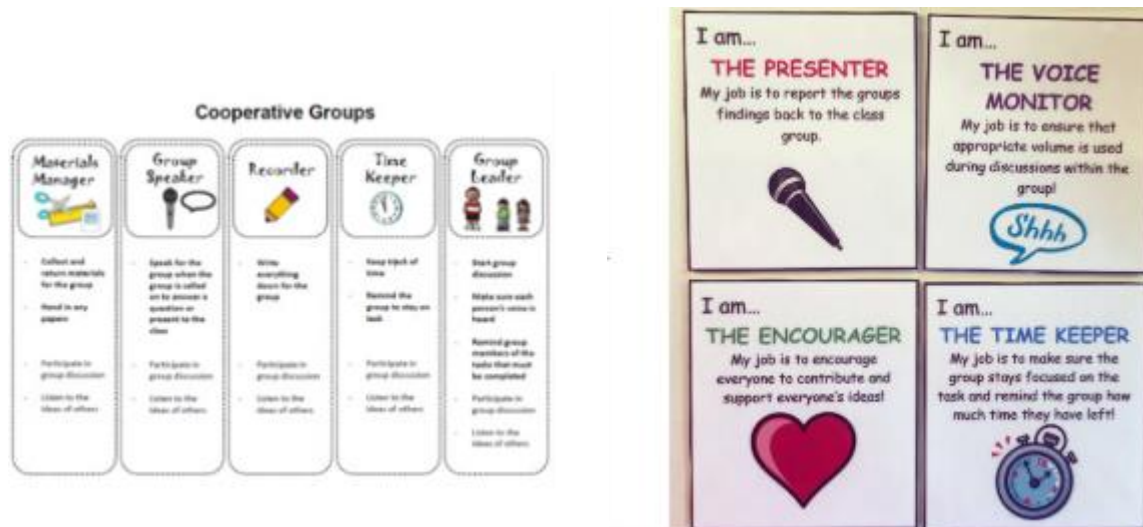
Strategy Spotlight: Group roles

Why are they important?

Asking pupils to work in a group is a very open ended task that requires many social skills. How do pupils know what they have to do? How do pupils know what the other pupils are going to do? By creating roles for group participants you are taking away some of the ambiguity and providing a scaffold for some of the social skills required. Pupils are more likely to stay on task and pay closer attention if their roles in the collaboration are clear and distinct. Pupils are less likely to feel left out or unengaged when they have a particular duty they are responsible for completing. By providing these clear roles it should support pupils communicative skills and make sure they have roles they are comfortable with.

Examples:

Some lessons activities in school lend themselves more to having these structured roles such as: science experiments; drama productions. However similar roles can be created for other activities.



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