



Welcome to  
Mansfield SEND!



Your newsletter for  
parents and carers of  
children and young  
people with Send.

#### Inside this issue:

Ideas and resources to  
support daily living skills at  
home

Emotional regulation to  
support developing skills.

Building self advocacy skills

Using your young person's  
strengths, by adopting a  
strength based approach.

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An update from the  
Statutory SEND Service  
(previously ICDS) about  
their restructured service

Parent drop in sessions—  
dates and information.

# Mansfield Send

Spring Term A

January 2026



We would like to wish you all what now feels like a belated Happy New Year! The year already feels to be racing by as we start looking towards February half term.

Welcome to this edition of Mansfield SEND. This half term, we are going to be focusing on **daily living and independence skills**, and thinking about how we can support with these at home. Things such as organising your equipment, being able to follow routines and solve small problems can make a big difference to how confident young people feel, at school and at home.

Inside, we've got practical ideas, strategies, and resources that you can use at home to help your young person build confidence and develop their independence. Independence isn't about doing everything alone—it's about having the right support, the right tools, and being able to make your own choices.

#### What are daily living skills?

Daily living skills are the everyday things that help young people feel more confident and able to manage their day. They include practical tasks like getting ready for school, organising belongings, keeping on top of hygiene, following routines, and knowing what to do when plans change.

For many children these skills don't always develop automatically. Things like remembering steps, coping with busy mornings, or handling unexpected changes can feel overwhelming without the right support. That's completely okay, and every young person needs supporting in ways that make sense for them.

Daily living skills might look like:

- **Getting ready** in a calm, predictable order
- **Knowing what comes next** using visual routines or checklists
- **Looking after personal hygiene** with simple, broken-down steps
- **Organising school items** so mornings feel less rushed
- **Solving small problems**, like what to do if something is forgotten
- **Asking for help** when things feel tricky or unclear

These skills are not about doing everything independently or perfectly. They're about helping young people build confidence, understand themselves, and feel more in control of their day.

# Build self-advocacy skills gently

**Independence includes knowing what you need and asking for it.**

**Sometimes we need to teach and show our children and young people how to advocate for themselves.**

It can be really difficult to ask for help. Young people might need helping with what to say, or they may need cards that they can use instead of words.

We need to teach and model these things ourselves.

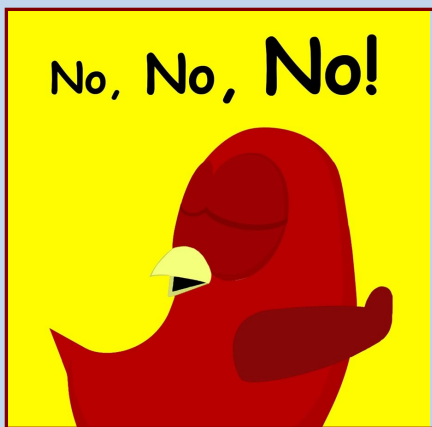
Think about if your young person is able to ask ...

- Could I have more time?
- Could you explain that for me?
- Can I take a break?

**And, do they know how to say no?**

## NO!

Teach it and model it, it's important.



- No, I changed my mind.
- No, I don't like it.
- No, I am overwhelmed by it.
- No, that idea isn't motivating for me.
- No, it looks too scary for me.
- No, I have forgotten how to do it.
- No, It is too difficult for me.
- No, not now, can you ask me again later.
- No, I don't understand what you mean.
- No, I just don't want to.

### Build on your young person's strengths

Identify what your young person already does well, and build from there.

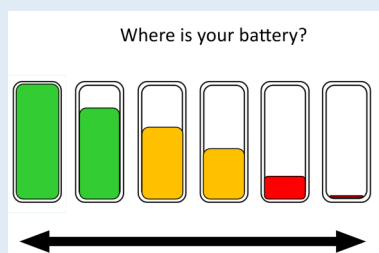
Notice their strengths—you're really good at planning Minecraft builds, that's the same skill we can use to plan homework.

Connect their passions to life skills, and use their passions to help them engage.

## Emotional Regulation

Young people need to feel regulated before they can practice independence.

We often encourage them to think about their internal battery, and to consider what drains it, and what boosts it.



When our battery runs down, we need to spend some time on our boosters, charging it back up again.



## Ideas and Resources to Support Daily Living Skills at Home.

- **Use visual routines rather than verbal reminders**

Many young people benefit from seeing steps rather than hearing them.

- \* Morning routine visual (wake up - wash - dress - breakfast - school)
- \* Getting ready to leave the house steps
- \* Homework or revision charts
- \* Sunday evening checklist

Click the links for examples of morning and evening routine visuals;

[Morning-routine-chart-cards-free-editable.pdf](#) [Bedtime-evening-routine-chart-free-editable.pdf](#)

- **Break tasks into micro steps.**

Large steps often feel overwhelming, but micro-steps make them more doable. **Goblin Tools** have a magic to do tool, that will break tasks down for you into manageable steps. [Magic ToDo - Goblin Tools](#)

- **Offer choices to increase autonomy**

Giving a set number of choices can increase independence without overwhelming with too many options. For example, a choice of 2 or 3 outfits, snack choices or time options—now or in 5 minutes?

- **Create opportunities to practice**

Try to find low demand opportunities to support with these skills throughout the week.

- \* Involve young people in planning their week
- \* Prepare a meal together



## Statutory SEND Service Update

**The Statutory SEND service work to support children and young people who have, or are in the process of being assessed for an EHCP.**

Over the past year, we've reviewed our SEND services based on feedback from children, young people and families.

As a result, we've introduced a new Statutory SEND Service to improve support and outcomes.

### The new service will offer:

- A more efficient service, and give you and your children a better experience, improved outcomes and support.
- Local teams, working in your community, to support you on your doorstep.
- A dedicated assessment and EOTAS Teams and 7 district based plan and review teams focused on long term case work and annual reviews.
- Increased investment in our workforce so our staff can focus on giving you the support that you need, when you need it.
- Joined-up support with schools, colleges, education providers and partners in health and social care so you

Children and young people aged 0–25 who are being assessed for, or have, an EHCP will be supported through this service.

A countywide EOTAS Team will provide a consistent approach and oversight of children and young people with an EHCP not in a traditional school setting

We're excited about these improvements and look forward to working with you.

Kyra Zarebski  
Mansfield Plan & Review Team Manager  
Statutory SEND Service



**Nottinghamshire  
County Council**

Schools and Families Specialist Services  
Communication & Interaction Team

### Mansfield Parents' and Carers' Group

A network for families of autistic children and young people on roll at Mansfield Schools and Colleges (no diagnosis necessary)



Join Joe Butler and Jenny Byrne, specialist advisory teachers from Nottinghamshire County Council's Communication and Interaction Team, to be part of a supportive local network to discuss and learn from each other about 'all things autism'.

Through a mix of virtual drop-in sessions with opportunities to ask questions and chat to other parents and carers, to focused sessions covering the areas that most matter to you, you will find a warm 'neuro-affirming' welcome where autistic differences are celebrated and creative ways to support your child's unique needs are explored.

#### Monday 2<sup>nd</sup> February 11 – 12am

This session, we will focus on communication and how we can support our young people. We will think about the [double empathy theory](#) and also look at some resources and strategies that you can use to help unpick what your child is really thinking, and how you can use this to make sure you get the right support in place.

#### Monday 23<sup>rd</sup> March 11 – 12 am

**What do we mean by information processing and differences in executive functioning?** We will look at the impact of neurodiversity on executive [functioning](#), and also think about some of the skills that we often see in our autistic young people. We will also hopefully have a chance to look at some [frequently asked questions](#) – so if you do have any questions. Please bring them along to the session!

#### Monday 18<sup>th</sup> May 11 – 12 am

In this session, we will look at what it means to have an internal presentation. We will talk about [masking](#), and how we can support young people through [energy accounting](#). We will look at what [energy accounting](#) means and how do we go about doing it.

#### Monday 26<sup>th</sup> June 11 – 12am

In our final session we will think about an external presentation of autism, what this means and how we can support. We will also think about our summer plans; what are your plans for the [summer holiday](#)? How can you meet the needs of everyone in the family, and make sure you all get through the summer!

There is no need