



# Special Edition SEND newsletter

## Inclusion Team



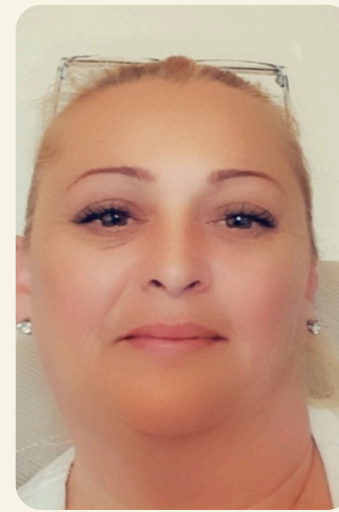
Every child can learn; just not in the same way!



**Miss Zelve**  
SENDCo Assistant



**Miss Augustus**  
Inclusion lead



**Mrs Kelly**  
Learning Mentor

The wellbeing of our children is important to us.

Children have access to the Wellbeing Box in school and there is also a Pupil Wellbeing Box online so they can complete it at home. We have our own amazing Wellbeing room for our children and staff. Feel free to come and have a look!

Click on the 'SEND' tab on our website and Transition Guidance for more information.

### What could help at home with emotional Regulation?

#### ♥ 1. Co-regulate first

💬 "I can see you're upset."

💬 "I'm here."

#### 📅 2. Name the feeling

"You look angry."

"I wonder if you feel worried?"

#### 🧠 3. Teach calming skills

Practice when calm:

Balloon breathing

Finger/ star breathing

Grounding (5-4-3-2-1)



#### ★ Simple Script

Notice → Name → Support → Calm → Reflect

#### 🧰 4. Make a Calm Box

Let your child choose:

Stress toys

Colouring

Comfort item

#### 🛑 5. Use a Calm Space

A safe place to relax—not punishment

#### 📖 6. Learn through play

Talk about feelings in stories

Role-play situations

#### 🔄 7. Be consistent

✓ Routines

✓ Clear expectations

✓ Warnings before changes

#### ♥ 8. Repair afterwards

💬 "That was hard."

💬 "Let's try again next time."

#### 🏠 Final Thought

Children learn emotional skills through your calm, consistency, and care

#### 🚫 Try to avoid

Talking too much when the child is dysregulated

Raising your voice

Saying "calm down" without support



# The 5 Pillars of Quality First Teaching

The EEF's 'Five-a-day' approach

This is what we do.

Every child.  
Every day.  
Ready to learn, ready for life.



At the heart of everything we do is inclusion, understanding and high expectations for every learner.

We use the EEF's Five-a-day approach every day to help all children learn, grow and thrive.

We know that when children feel safe, supported and inspired, they can achieve amazing things.



## 1 EXPLICIT INSTRUCTION



We make learning clear. We break new ideas into small steps, model what to do and check understanding.



We include everyone



We use visuals, clear language and examples. We check understanding and adapt teaching to meet individual needs (including SEND).

This helps children...



Build confidence, reduce anxiety and know they can succeed.

## 2 COGNITIVE & METACOGNITIVE STRATEGIES



We help children think and remember.

We teach strategies that help them plan, monitor and reflect on their learning.



We include everyone



We teach thinking routines and scaffold strategies so all learners can access and use them independently.

This helps children...



Build independence, resilience and a 'can do' mindset for life.

## 3 SCAFFOLDING



We provide the right support at the right time.

We gradually reduce support as confidence grows.



We include everyone



We tailor support to individual needs and celebrate every small step forward.

This helps children...



Access learning, build self-belief and become more independent.

## 4 QUESTIONING



We ask thoughtful questions.

We check understanding, probe deeper and encourage curiosity.



We include everyone



We give thinking time and use a variety of question types so all voices are heard.

This helps children...



Think deeply, express their ideas and develop communication and problem-solving skills.

## 5 COLLABORATIVE LEARNING



We learn together.

We value teamwork, talk and listening to build understanding and solve problems.



We include everyone



We promote respect, turn-taking and shared goals so everyone feels valued and belongs.

This helps children...



Build social skills, empathy and the confidence to lead and contribute.

### ♥ We support all learners to succeed

- ✓ We know every child is unique.
- ✓ We adapt our teaching to remove barriers.
- ✓ We work closely with families and other professionals.
- ✓ We have high expectations and believe every child can achieve.



Together, we help every child thrive.

### ♥ We support emotional regulation

- ✓ We teach strategies to help children understand and manage their feelings.
- ✓ We create calm, safe classrooms where children feel secure.
- ✓ We notice and celebrate positive choices and effort.



Take deep breaths



Use a calm space



Ask for a movement break



Talk about feelings



Listen to soothing sounds



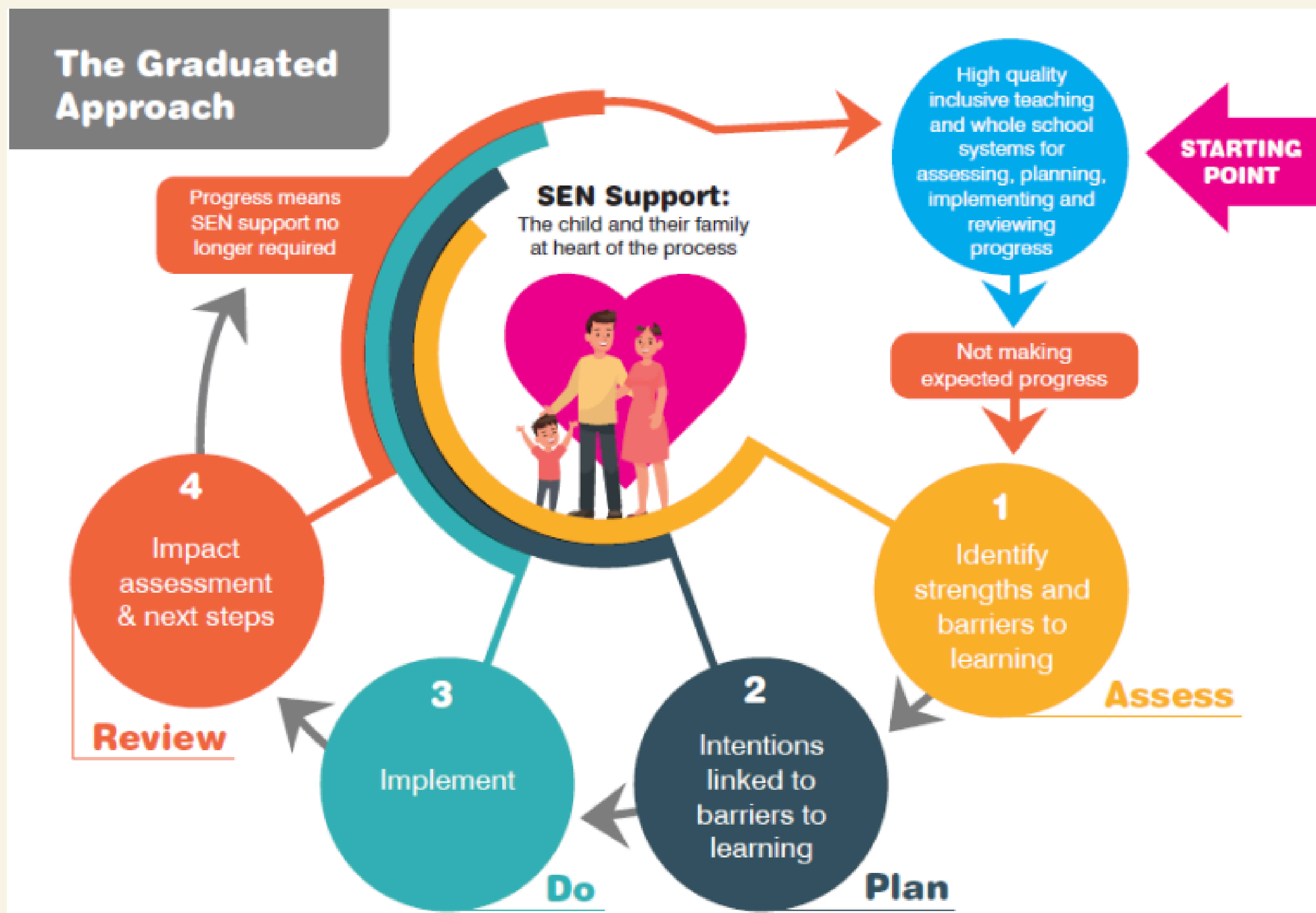
Use kind self-talk

We practise these strategies every day. You can try them at home too!

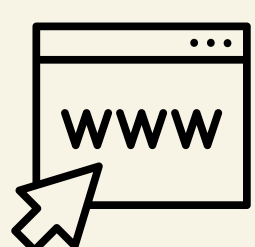


**Our vision is to ensure that all children are provided with opportunities to reach their full potential, regardless of their needs. We aim to work collaboratively to meet the needs of all learners.**

**Quality first teaching and a differentiated curriculum are the first step in responding to pupils who have or may have SEND. Teachers must be able to demonstrate a high degree of expertise in order to support and teaching of pupils with a broad range of needs. Efficient and fluent use of teaching strategies should be tailored to support individual pupils.**



**Education, Health and Care Plans (EHCPs) support staff:**  
Recruiting permanent support staff can prove challenging. We often use agency staff that we carefully select and trial to suit the needs of the individual children. As a result, contracts differ from permanent staff, which means that they may leave at short notice. We will continue to do all we can to ensure that support and provision for pupils with an EHC plan is consistent throughout the year.



Visit the school website for our SEND policy and school information report

