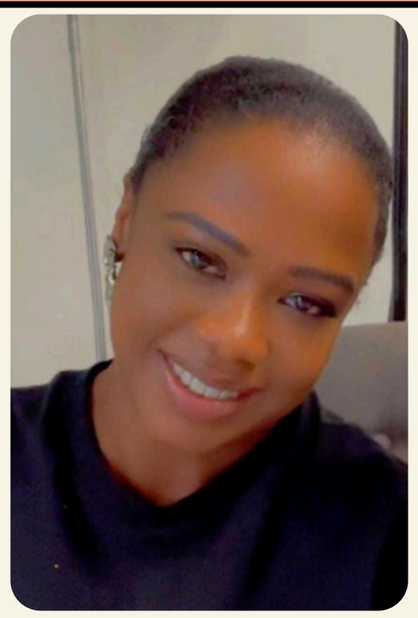
Special Edition SEND newsletter

Inclusion Team

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



Miss Augustus
Inclusion lead



Mrs Kelly
Learning Mentor

What could help at home with emotional regulation?

❤️ 1. Co-regulate first
💬 "I can see you're upset."
💬 "I'm here."

🌟 Simple Script
Notice → Name → Support → Calm → Reflect

🔁 7. Be consistent
✔️ Routines
✔️ Clear expectations
✔️ Warnings before changes

🪞 2. Name the feeling
"You look angry."
"I wonder if you feel worried?"

🧰 4. Make a Calm Box
Let your child choose:
Stress toys
Colouring
Comfort item

❤️ 8. Repair afterwards
💬 "That was hard."
💬 "Let's try again next time."

🌬️ 3. Teach calming skills
Practice when calm:
Balloon breathing
Finger/ star breathing
Grounding (5-4-3-2-1)



⏸️ 5. Use a Calm Space
A safe place to relax—not punishment

🏠 Final Thought
Children learn emotional skills through
your calm, consistency, and care

📖 6. Learn through play
Talk about feelings in stories
Role-play situations

🚫 Try to avoid
Talking too much when the child is dysregulated
Raising your voice
Saying "calm down" without support

Executive Functioning

Helping children think, plan, do and succeed

Stillness Junior School

What is Executive Functioning?

Executive functioning is a set of mental skills that help us manage our thoughts, feelings and actions. They act like a "control panel" for our brain, helping us to:

- Plan and organise
- Focus and pay attention
- Remember and follow instructions
- Manage emotions
- Be flexible and adapt
- Solve problems and make decisions



Why is it important?

Executive functioning helps children to:

- Be independent and confident
- Follow routines and instructions
- Manage their learning and behaviour
- Build friendships
- Achieve their goals

When executive functions are challenging, children can find it harder to cope, even if they know what to do.

What might it look like in school?



Easily distracted or find it hard to focus



Struggle to get started or organise tasks



Forget instructions or lose things



Find transitions challenging



Feel anxious or overwhelmed



Take longer to complete tasks

These difficulties can affect learning, behaviour, self-esteem and organisation – but with the right support, children can develop these skills.

How can we support children?

- Use clear routines and visual supports
- Break tasks into smaller steps
- Allow extra time and reduce distractions
- Give clear, simple instructions
- Build confidence and celebrate effort
- Support with organisation (e.g. checklists, planners)
- Use multi-sensory approaches to learning
- Encourage movement, breaks and regulation strategies
- Work in partnership with families and other professionals
- Remember – every child is unique. What works for one may not work for another.

Questions parents can ask

- What helps you feel calm when you find things difficult?
- What strategies work well for you when you need to remember something?
- What can I do to help you get started with your homework or tasks?
- How do you like instructions to be given (e.g. written, verbal, pictures)?
- What do you find tricky at school and what helps?
- What are you proud of? What would you like to get better at?

Stillness Junior School

Small steps make a big difference

Support • Encourage • Build • Achieve



SEND reforms

We aim to continue to work together to ensure that your child is at the centre and so that early intervention is in place to support their needs. We have created a document to explain this.



SEND REFORM

A fairer, simpler, more inclusive future

SEND reform aims to make the system easier to navigate, more consistent, and better at meeting the needs of every child and young person, so they can thrive.

Right support
Right time
Better outcomes

KEY POINTS OF SEND REFORM

1. A MORE INCLUSIVE SYSTEM

Builds on the graduated approach, so most children's needs are met in mainstream settings, with specialist support when needed.

2. EARLIER IDENTIFICATION AND SUPPORT

Helps children and young people get the right support sooner, reducing the need for more complex interventions later.

3. SIMPLER, CLEARER PROCESSES

Reduces bureaucracy, with clearer pathways and better coordination between education, health and care services (EHCPs and beyond).

4. CHILD AND YOUNG PERSON-CENTRED

Places the voice, choice and aspirations of children and young people at the heart of decision-making.

5. STRONGER FAMILY PARTNERSHIPS

Recognises families as experts in their own right, with better information, support and involvement at every stage.

6. BETTER OUTCOMES AND TRANSITIONS

Focuses on long-term wellbeing, independence and opportunities — including smoother transitions between phases of education and into adulthood.

THE 7 PRINCIPLES OF INCLUSION

Inclusion isn't an extra — it's the foundation. These 7 principles guide how we create learning environments where everyone belongs and can succeed.

1 Ambitious leadership and governance:

School leaders embed inclusion into every part of school improvement, planning, and everyday decisions.

2 Evidence-based support:

Staff use early intervention strategies to help students before needs escalate or require formal diagnosis.

3 High-quality adaptive teaching:

The curriculum is designed for all learners, using flexible methods so everyone can engage.

4 Enriching provision beyond the classroom:

All children can access extracurricular and wider school activities.

5 A safe and respectful culture:

Schools foster a sense of belonging, which supports attendance and active participation.

6 Strong partnerships:

Staff build close working relationships with families and wider community or health services.

7 Inclusive environments:

Schools continuously improve physical and practical accessibility so pupils can meaningfully use spaces and

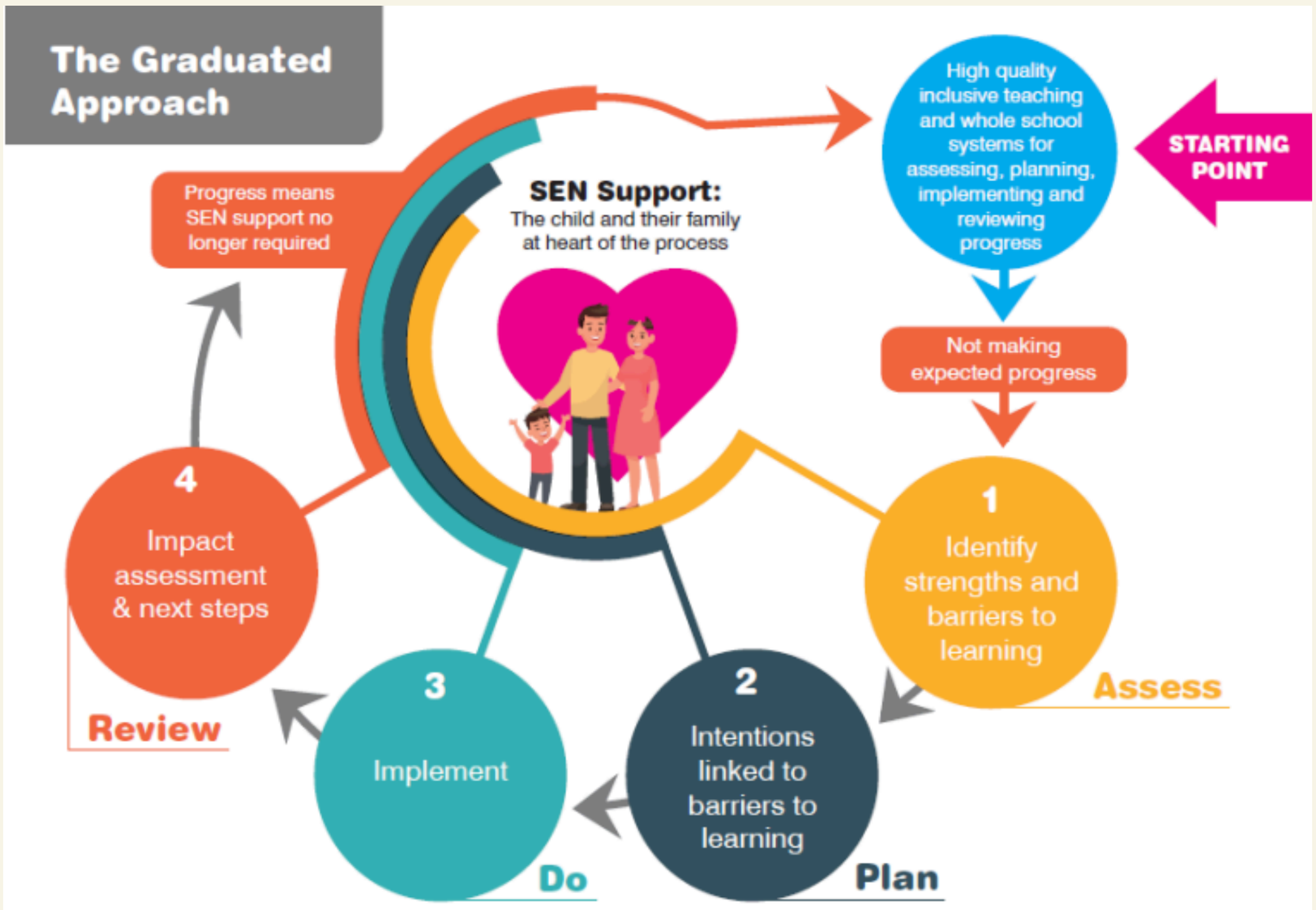
Inclusive settings. Confident learners. Brighter futures.





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 an adapted 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.

Useful links and resources:

- www.resourcesforautism.org.uk – Specialist autism charity offering support, services (parents can self refer)
- www.lewishamfamilyhubs.org.uk – Welcoming safe space for families and young people
- www.lewishamparentcarer.org.uk – For parents and carers to express their views and input into the planning and delivery of SEND services.



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

