

# SEND Newsletter

## A Note from our SENDCO

Dear Parents and Carers,

Welcome to our Spring Term 2026 SEND Newsletter. As we begin a new term, we would like to share important updates, key dates, and information about how we continue to support students with Special Educational Needs and Disabilities (SEND) across the school.

This term includes several valuable opportunities for parents and carers to meet with staff and engage with the SEND team. Year 7 and 8 Parents' Evening will take place on **Thursday 5th February**, followed by a **SEND parental drop-in on Wednesday 11th March**, and **Year 9 and 10 Parents' Evening on Thursday 19th March**.

These events will give you the opportunity to meet with the SEND team, discuss provision, and review your child's PEN profile. We value our strong partnership with parents and carers and hope this newsletter helps keep you informed, supported, and confident as we work together to ensure every student can thrive.

SEND Team

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## Supporting Emotional Wellbeing and Regulation in Secondary School

Adolescence is a time of significant emotional, social, and physical change. For young people with Special Educational Needs and Disabilities (SEND), these changes can feel even more intense. Increased academic demands, social pressures, sensory challenges, and the drive for independence can all impact emotional wellbeing and regulation.

Emotional regulation is the ability to recognise, understand, and manage our feelings. For many young people with SEND, this is not something that develops automatically and may need to be explicitly taught, practised, and supported both at school and at home.

### Understanding Emotional Regulation

It is important to remember that **behaviour is communication**. When a young person appears withdrawn, angry, anxious, or overwhelmed, they are often telling us that something does not feel right for them in that moment. Emotional dysregulation is not a choice; it is a response to stress, sensory overload, unmet needs, or difficulty processing emotions.

Common triggers for emotional dysregulation in secondary-aged pupils may include:

- Changes to routine or unexpected events
- Sensory overload (noise, crowds, lighting)
- Social misunderstandings or peer conflict
- Academic pressure or fear of failure
- Fatigue or hunger
- Difficulty expressing emotions verbally

Recognising these triggers can help adults respond with empathy and support.

### Regulation Before Learning

A young person cannot learn effectively if they are emotionally overwhelmed. Supporting regulation helps pupils feel safe, calm, and ready to engage. Regulation does not mean eliminating emotions; it means helping young people move through them safely.

Some young people may need **co-regulation** first, support from a trusted adult, before they are able to self-regulate independently.

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## Practical Regulation Strategies

Every young person is different, and what works for one may not work for another. Below are some strategies that families may find helpful:

### 1. Build Emotional Awareness

Help your child name and recognise their emotions. Tools such as emotion charts, colour zones, or simple check-in questions like *"How full is your stress bucket today?"* can support this. Validating emotions ("I can see this feels really hard") helps young people feel understood.

#### EMOTIONS



### 2. Create Predictability

Clear routines, advance warnings of change, and visual schedules can reduce anxiety. Even small heads-ups *"In 10 minutes we'll be leaving"* can make a big difference.

### 3. Encourage Regulation Tools

Some young people regulate through movement, others through quiet or sensory input. Examples include:

- Listening to music or using noise-cancelling headphones
- Deep pressure (weighted items, firm hugs if welcomed)
- Short movement breaks or stretching
- Fidget tools or doodling
- Time in a calm, low-demand space



### 4. Model Calm Responses

Young people often borrow the emotional state of adults around them. Staying calm, using a steady voice, and slowing down your own responses can help de-escalate difficult moments.

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## 5. Focus on Recovery, Not Consequences

After a period of dysregulation, the most important step is helping your child feel safe and supported. Conversations about what happened and what might help next time are most effective when emotions have settled.

## 6. Celebrate Strengths

Many young people with SEND show incredible resilience, creativity, honesty, and determination. Noticing and celebrating these strengths builds self-esteem and emotional wellbeing.

## Working Together

Supporting emotional wellbeing works best when school and homework in partnership. If you notice patterns or triggers at home, sharing these with school can help staff better support your child during the school day. Equally, school staff may be able to suggest strategies that are working well in class.

If you have concerns about your child's emotional wellbeing, please reach out to your child's College Leader or the SEND team. Early conversations can make a significant difference.

## A Final Thought

Emotional regulation is a skill that develops over time. Progress may not be linear, and setbacks are a normal part of learning. With understanding, patience, and consistent support, young people with SEND can develop strategies that help them feel more confident, resilient, and emotionally secure.

You are not alone in this journey, and your ongoing support plays a vital role in your child's wellbeing and success.

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## Clubs & Extra Curricular Opportunities

Our Enrichment programme is designed to offer a rich variety of experiences that will enhance and broaden your horizons. There is something for everyone.

### Drama Club

**Drama Club** meets every Wednesday after school in the Drama Studio, 3.00 pm – 4.00 pm.

Come build confidence, make friends, and bring stories to life through acting, improvisation, and creative games. No experience needed.

We will be working on performances for the summer showcase after February Half term.

### Parental Drop In

We will be holding our **SEND Parental Drop in Event** on **Wednesday 11th March from 2.00pm – 3.00pm**.

These events give our parents the chance to meet with representatives from local organisations, along with the academy SEND team, who will be able to provide information and advice on a range of areas of need.

Some of our local organisations are:

**Family Voice** - provide practical, emotional and financial support.

**Family Action** - supporting young people and adults and offering direct, practical help to families and communities across the UK.

**Sunbeams** - a registered charity which provides a fun, safe and caring environment for children and young people with an Autistic Spectrum Disorder to thrive.

**Great Yarmouth Mental Health Team** – The Mental Health Teams work with parents, young people and schools, providing guided self-help strategies and interventions.

**Map** - A youth charity working with young people aged 11 – 25 to get support, take action and have access to advice and counselling.

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## Key Dates

**Year 7 & 8 Parents Evening:** Thursday 5th February 3pm – 7pm

**Half Term:** Monday 16th – Friday 20th February

**Staff Training Day:** Monday 23rd February

**World Book Day:** Friday 6th March

**SEND Parental Drop In:** Wednesday 11th March 2pm – 3pm

**Easter Fayre:** Saturday 14th March 10am – 4pm

**Year 9 & 10 Parents Evening:** Thursday 19th March 3pm – 7pm

**Year 11 Preparing for Exams Evening:** Tuesday 24th March 3pm – 7pm

**Easter Half Term:** Friday 27th March – Friday 10th April

## Useful links

Online Mental Health support can be provided by **Kooth** - [www.kooth.com](http://www.kooth.com)

For advice on all aspects to support children between 11-25 - [www.map.uk.net](http://www.map.uk.net)

For advice on good sleep – <https://www.mind.org.uk>

Just One Norfolk - [Health Advice & Support for Children & Families](#)

**Norfolk SENDIASS** - provide free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers.

[www.norfolksendiass.org.uk](http://www.norfolksendiass.org.uk)

If a child is at risk of harm or you need to talk to someone about support within the family;

**Norfolk Children's Advice and Duty Service (CADS)** is made up of a team of Consultant Social Workers who have had specialist training and use a coaching style to empower partners to be more confident in working with families and meeting needs. The Consultant Social Workers will provide advice, support and signposting, identifying the correct services and support for the child or young person.

**Telephone 0344 800 8020**