

A Message from Mrs Moore

Welcome to our SEND Newsletter!



Here you will find any updates and useful information regarding Inclusion and SEND (Special Educational Needs and Disabilities). We hope to share useful links and information regarding upcoming events with you. We will also have a 'Spotlight' section specific to a different area of need in each edition.

Reporting initial concerns

To make sure that all enquiries can be dealt with in a timely manner we would like any initial concerns you might have around Inclusion and SEND and your child, to be recorded on the school's proforma, after speaking with your child's class teacher. Details of any concerns, observations and actions to date can be recorded on the form. Class teachers and Mrs Moore as Inclusion Lead will then meet to discuss the relevant school support to put in place. This might include adding your child to our Wave 1 watchlist of the SEND register or providing your child with a Pupil Passport, outlining any interventions or targeted support in place. Forms are available from the Main Reception or can be downloaded from the SEND page of the school website.

Inclusion News

Coffee Mornings



Inclusion coffee mornings will take place each half term. Guest speakers will be invited to talk to you around the support offered by the various services. These events will also be a great opportunity to find out more about support in school and the different referral processes.

Parish Inclusion Email

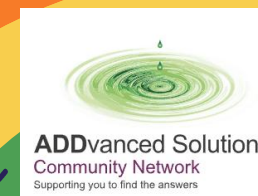


We have a new email address for you to use to when informing School of matters involving SEND and Inclusion.

parish.inclusion@ldst.org.uk



SEND Web Page

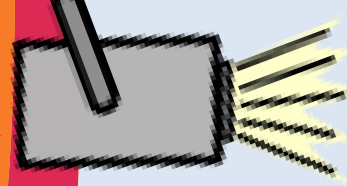


Church of England Primary School		
Download Initial Concerns Form - 2020		
Child's Name	Date of Birth	Current Year Group
Child's strengths and achievements		
Concerns of parent		
Concerns of school		
School's response to concerns (if available) and any other support that has been put in place to address the concerns		
Notes for school		
Class	Teacher	Other relevant staff
Class	Teacher	
Class	Teacher	

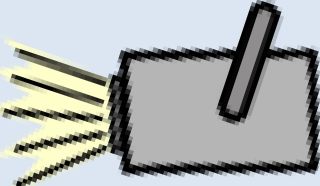
You can find information about the school and St Helens Local Authority 'Local Offer' by following the link on the SEND page of the school website.

Details of ADDvanced Solutions Community Network is also linked on our SEND web page. This is an open access offer that supports the emotional health and wellbeing of neurodivergent children and young people, their families and the professionals that work with them. Many of our parents have found the knowledge and support shared by the network to be very useful.

What is Regulation?



Spotlight on Regulation



Regulation Stations

Regulation is how the brain keeps us steady, comfortable and ready to engage with the world.

It is the ability to manage and respond to what's happening inside us and around us in a calm, organized way. It's how we stay balanced.

For children, regulation helps them:

- Handle big emotions
- Stay focused and alert
- Cope with sensory input like noise, movement, or touch
- Shift between activities or situations.

The brain uses regulation to “turn up” or “turn down” reactions so children don't feel overwhelmed or shut down. It's a foundational skill that supports learning, behaviour, and social connection.

We have 2 Regulation Stations set up in school. These stations can be accessed at any point throughout the day for children who require further regulation activities in addition to the timetabled Sensory Circuit breaks that all pupils take part in.



Dysregulation is when a child's internal “balance system” gets thrown off, and they need help getting back to a calm, steady state.

This happens when a child's brain and body have trouble managing emotions, behaviours, or sensory input.

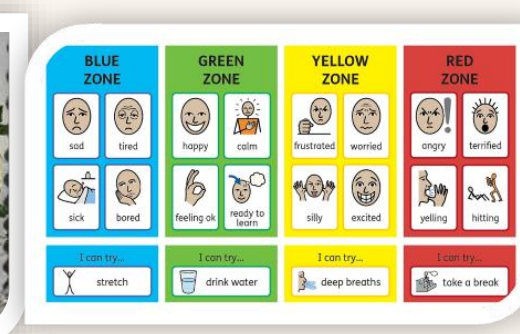
A child who is dysregulated may:

- Become overwhelmed by sounds, lights, or touch
- Have big emotional reactions that feel “too fast” or “too strong”
- Struggle to calm down after getting upset
- Have trouble focusing or shifting gears between activities

Dysregulation isn't misbehaviour—it's a sign that the child's nervous system is overloaded and needs support, comfort, or a break. All children experience dysregulation sometimes; it's a normal part of development as their brains learn how to organise and manage all the information coming in.

Classroom Calm Corners

Having calm corners provides our children with a safe, structured space to regulate their emotions, reduce stress, and regain focus when they are feeling overwhelmed in the classroom.



This supports positive behaviour, encourages self-management skills, and helps create a more supportive and productive learning environment for all.

My Happy Mind

To further develop the school's culture of positive mental wellbeing, all pupils take part in the My Happy Minds programme of lessons which help children understand their brains, manage feelings, and build confidence. Through fun activities, they learn skills to feel happier, stay calm, and handle challenges—at school and at home.

