



Springmoor Grange School Newsletter Volume 6 - Friday 18th October 2024

Parent/Carer Consultations

It has been great to welcome parents and carers in this week to discuss how the children have settled in to their new classes and also the progress they are making in lessons. Working with you all is very important to us and we look forward to seeing you at other events throughout the year. If anyone was unable to attend, please contact the School Office to arrange a time to speak to your child's teacher.

KS2 Reading Books and Reading Records

Please could we remind the children that home or free reading books need to be brought into school every day, along with their Reading Records. This is to allow them time each week to read for pleasure and to encourage them to record the pages read in their records. We understand that some children are very excited to read these at home and we love hearing about our pupils enjoying their books outside of school, but we would also like to access them during the school day as well. The children can use our library to change these regularly, and it is suggested that 2 weeks would be the length of time that we aim to keep individual books for (depending upon their length and content) in order to maintain a good level of comprehension. We thank you for your support with this

Do you know someone who would like to be our new School Crossing Patrol?

Durham County Council Road Safety Team are keen to appoint a School Crossing Patrol to help keep our children safe. Further details of the role and application form are available from the following link:

https://www.northeastjobs.org.uk/job/School_Crossing_Patrol/271112



Photographer

The photographer will be visiting school on Tuesday 22nd October. If you would like a family photograph including pre-school children, please come to the Main Hall for 8.15am. All sibling and individual photographs of children will be taken over the course of the day.

Halloween

Just a reminder that our Halloween Event is Thursday 24th October. Children are able to come to Nursery and Primary dressed up and we will have the events running throughout the day as per the previous letters. I am sure we will all have a spooktacular day!

Weekly Class Charts Top Scorers



Year 1	Esme T	Year 4	Tom D
Year 2	Ronan Q	Year 5	Erin Y
Year 3	Heidi C	Year 6	Katie C



Attendance and Punctuality

Overall attendance for the week is 96.65% and the Year Group with the highest attendance is Year 4 with 98.96%. The overall school attendance for the academic year is 96.32%.

The Primary starts at 8:30am, with the gates opening from 8:20am. Please ensure that your child is at school on time so that they do not miss out on any learning. This week, we have had 285 late minutes.

Dates for the Diary

15 th – 22 nd October	Book Fair
Tuesday 22 nd October	School Photo Day
Thursday 24 th October	Halloween Event
Friday 25 th October	10:30am and 2:15pm Nursery Buttercups Stay and Play
Friday 25 th October	Close for Half Term
October Half Term	
Monday 4 th November	Children back to school
Wednesday 6 th November	PM - M and M Production – Aladdin
Friday 8 th November	Reception – Year 6 Flu Vaccinations
WC 11 th November	Anti-Bullying Week – Make a Noise about Bullying
Tuesday 12 th November	Anti-Bullying Week – Odd Socks Day
Friday 15 th November	Children in Need – Spots, Stripes and Non-Uniform Food Donations for local Food Bank
Wednesday 20 th November	Year 5 Transition Event – Whitworth Park Academy
Friday 29 th November	Closed – PD Day
Wednesday 11 th December	9:30am and 2pm – Reception Christmas Performance
Thursday 12 th December	9:30am and 5pm Y3/4 Christmas Performance
Friday 13 th December	Christmas Jumper Day
Monday 16 th December	9:30am and 2pm Nursery Christmas Performance
Tuesday 17 th December	9:30am and 4:30pm Y1/2 Christmas Performance
Wednesday 18 th December	9:30am and 5pm Year 5/6 Christmas Performance
Thursday 19 th December	Christmas Lunch and Party Day
Friday 20 th December	3pm Close for Christmas Break
Christmas Holidays	
Monday 6 th January 2025	Children back to school

At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit nationalcollege.com.

10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



This week in Nursery

At the beginning of the week the children were fascinated with the ice that formed outside.



We practised our gross motor skills in the hall.



We have painted, listened to stories and completed jigsaw puzzles.

