

# Burlington Junior School

## SEND Newsletter



March 2023 - No:6

We would like to thank all the parents and carers who came along to the ASD Parent Workshop. It was great to see so many of you and we welcomed your positive feedback. Here is a link to the Sensory Strategies Booklet, from Hannah Webber, who led the workshop.

[NAS-Sensory-Guide.pdf](#)

The next parent Workshop is on **Tuesday 28th March 2023** (see flyer for details).

Thank you to all the parent who attended the SEN parent meetings this term. We understand that allocated appointment times are not always suitable but the meetings take a lot of organisation and planning around teaching and classroom cover availability, so we appreciate your flexibility. The next SEN parent meetings are scheduled for the week beginning 26th June 2023 and dates will be sent out as soon as possible.

### Upcoming

**Parent workshop - 'Anxiety in Children':** Tuesday 28th March 2023 at 09.15 - 10.15

**Year 6 Annual review meetings** are taking place during June 2023 - please check letters sent home with your child

**SEN Parent Meetings (Summer Term):** week beginning 26th June (dates to be confirmed)

**Yr 6 Transition Parent Workshop**, led by Haden Thorpe - Education Wellbeing Practitioner (date to be confirmed)

**Is your child transitioning to secondary school, in September?** Here are the top 10 tips for supporting this and any other changes they may face.

#### Choose health

Know what affects your child,  
what makes them grumpy, hyper, disconnected...



- Do they need snacks throughout the day?
- Do they need lots of sleep?
- Do they need to get out and about and do exercise?
- Do they need time alone?

Trust that you know your child and give them the basics that they need to cope with difficult days

#### Work together

Share ideas about how to:



- create action plans
- have a problem-solving approach
- enjoy achievements
- be forward-looking
- show them that we can all get things wrong

#### Move on up

Encourage independence:

- help them to move positively from child identity towards teen identity
- increase their responsibilities
- be positive whenever they act maturely



Be aware of your child's changing needs. Sometimes it might feel like one step forwards, two steps back.

#### Be calm

Try to stay calm whilst your child is feeling distressed.

Your child may show:

- highs and lows
- blame
- melodrama
- self-centredness
- anger



#### Communicate

The small things you do make all the difference:

Keep talking, texting, listening, hearing, hugging, sympathising, smiling, reassuring, checking, sharing, suggesting, encouraging, respecting

#### Get learning

Be involved, find out more and talk about:

- social media
- internet benefits and dangers
- new music
- language and slang
- current affairs
- what it's like to be young in the current world



#### Be wise

As they discover new things, try to:



- be interested
- listen to their point of view
- be non-judgemental
- choose your words carefully
- guide
- give boundaries
- see it from all sides
- act on warning bells

#### Be the anchor

In times of change you are:

- constant
- family
- familiar
- routine
- in-jokers
- irritating
- comforting
- home



#### Have fun

Provide lots of light relief:

- be silly
- be embarrassing
- play games
- laugh together
- do stuff together
- make jokes
- make things
- be outside



#### Look after yourself

Support yourself, to best support your child:

- lean on friends
- offload on other family
- find 'me time'
- see the GP
- relax, exercise, sleep well, eat well
- remember tomorrow is a new day



### Ten Ways for parents to help children cope with change

YM|Parents  
Helpline

0808 802 5544

[youngminds.org.uk](http://youngminds.org.uk)

Mon-Fri 9.30am-4pm

ASDA foundation  
Establishing Connections, Inspiring Lives

Find  
Your  
Feet  
YOUNGMINDS  
clapping up, moving up, growing up

**CIC Express** are an independent, user led, not for profit voluntary sector organisation based in the borough of Kingston upon Thames. They support young people on the **autism spectrum** and raise awareness and acceptance in the community. They offer lots of services to both children and parents. If you would like to know more about this organisation click [HERE](#)

### **Achieving for Children**

To access helpful SEND information please click [HERE](#)



**achieving  
for children**



### **Music**

Studies have shown that children with autism improve in both cognition and language when exposed to pleasant music. Playing classical music in the room if a child with autism is getting anxious or agitated helps induce feelings of pleasure and calm. Beautiful music can also increase their attention and focus, due to changes in brain chemistry happening when the music is played. Here is a link to various pieces of [classical music](#) that can help.

### **Zones of Regulation**

As you know we use **Zones of Regulation** at Burlington Junior School. This approach can also be a useful tool to use at home with your child/children.

#### ***What is Zones of Regulation?***

Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorised into four colored zones. The Zones of Regulation teach children how to identify their feelings, be aware of what zone they are in and start to use tools to be in the appropriate zone for the moment.

<b>Blue Zone</b> Your body is running slow, such as when you are tired, sick, sad or bored	<b>Green Zone</b> Like a green light, you are good to go. Your body may feel happy, calm and focused. <u>Learning Zone</u>
<b>Yellow Zone</b> This zone describes when you start to lose a bit of control, such as when you feel frustrated, anxious, worried, silly or surprised. Use caution when you are in this zone	<b>RED Zone</b> This zone is for extreme emotions such as anger, aggression, over excited. When you are in this zone, you are out of control, have trouble making good decisions and STOP!

#### ***How to introduce Zones of Regulation at home -***

- Identify your own feelings using Zones language in front of your child (e.g. "I'm frustrated, I am in the yellow zone")
- Talk about what tool you will use to be in the appropriate zone (e.g. "I'm going to go for a walk, I need to get to the green zone")
- Label what zone your child is in throughout the day (e.g. "you look sleepy, you are in the blue zone")
- Teach your child what Zones tools can be used to help them stay in the zone or move to a different zone (e.g. "it's time for bed, let's read a book together. We're in the blue zone")

**Remember:** - Every zone is a good zone and appropriate at different times. - Your child's zone will often mirror your zone, so think about what zone you are in before you try to help your child (e.g. if you yourself are in the red zone, it will be hard to help your child move from the red zone to a different zone).

For more information regarding the Zones of Regulation click [HERE](#)



The **NSPCC** provide help and support for children and families and work closely with schools and professionals. If you would like help, advice or general information, you can access their website by clicking [Here](#)

# Is your child a worrier?



Do you want to find out more about anxiety in children?

Come to our parent workshop on

**Tuesday 28<sup>th</sup> March 2023**

**09:15 to 10:15 at**

**Burlington Junior School**

Led by Jo Murray – Systemic Family Therapist (AfC CAMHS)

