



Berkeley Primary School

SEND Newsletter Autumn 2025



WELCOME BACK

Welcome to the first of this year's SEND newsletters and an even bigger WELCOME to new parents and carers to Berkeley Primary School. I am Mrs Teresa Suddaby. As Berkeley's Special Education Needs and Disability Coordinator (SENDCo), I am here to offer support and advice regarding additional needs or SEND support for your child. The Inclusion team also includes;

- Mrs Alison Neall - Family Support Worker for children and families
- Miss Wendy Howlett - Deputy Headteacher and Behaviour / Inclusion Leader
- Mrs Hannah Bolton & Mrs Vicky Nutt - Inclusion Leads

Please feel free to contact any of us via your class teacher or alternatively you can make an appointment by phoning the office.

These first few weeks of term are always an adjustment period as we get back and build new relationships with teachers and support staff. In this issue we will also look at the zones of regulation and how you can support your child settling back into the school routine.



OUR GRADUATED APPROACH TO SEND

Many children across Berkeley Primary School take part in a variety of interventions to help meet their individual needs. For some children this will be a short catch-up intervention or a little additional emotional support, others receive a more intensive program of support. Wherever possible, our interventions take place at times that mean children do not miss out on the curriculum and they are delivered in a fun, supportive and positive manner.

The additional support any child receives is recorded on an individual monitoring form. Some children may go on to require an Individual Support Plan. These are reviewed termly and shared with parents.



For certain children, we may ask outside agencies to become involved to help support a child's needs, possibly where more complex needs exist and to help advise us. Where a child has significant and / or complex needs, an Educational Health Care Plan (EHCP) may be required. To enable closer monitoring, your child may be added to the school SEND register - we would always discuss this with you.

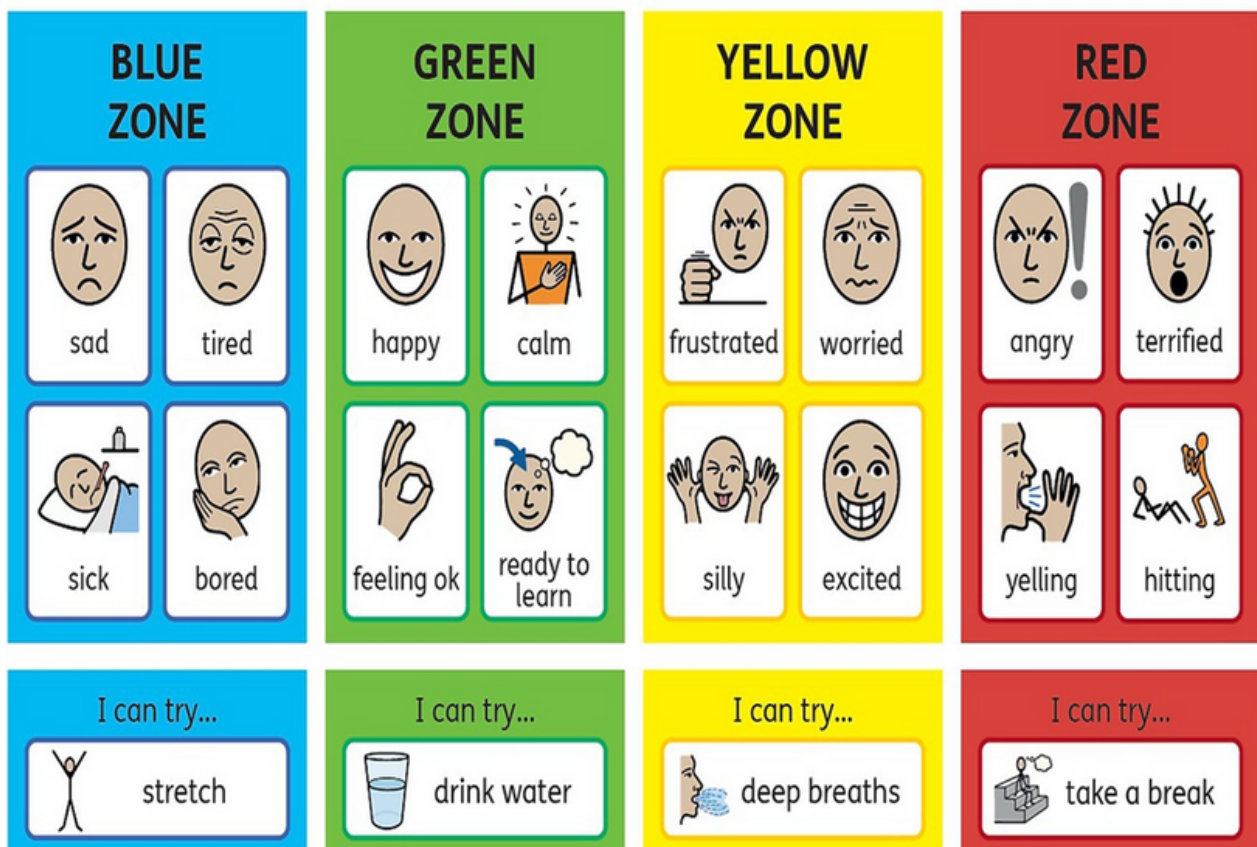
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HOW WE TEACH REGULATION

Why Teach Self-Regulation?

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice.

This is the goal of 'The Zones of Regulation'. Sorting Our Emotions into Four Zones Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique with in our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organises our feelings, state of alertness, and energy levels into four coloured Zones - Blue, Green, Yellow, and Red. The simple, common language and visual structure of Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well- being.



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Talk through the Zones with your child

Ask them how they would feel in each zone and tell them how you might feel.

- Discuss what emotion they feel in each zone e.g. in the yellow zone I may feel worried.
- How they physically feel e.g. in the yellow zone I may have butterflies in my stomach or have sweaty palms (if feeling anxious).
- Then talk about what might they be doing- what be their actions e.g. in yellow zone would they be pacing around, fidgeting?
- Then discuss how to help them move into the Green zone e.g. if I was in the Yellow zone and feeling anxious I might find competing some yoga stretches/ breathing techniques helps me get back into the green zone.
- Create a list of strategies that work for your child- Remind them that we are all unique and the strategies that work for one person might not help them so they need to think about what would help them. Remind them that we will experience all zones and there are no good or bad zones- however our success in regulating our emotions depends on us recognising our emotion, understanding it and putting a support strategy in place.

If you are using zones at home ensure that there is consistency with school, there may be a different tool box needed for school or the same have a discussion with school to set the appropriate strategies for both places. Use the same language or visuals so not to confuse your child.



What are the self-regulation tools we can use?

Every child will have a different set of tools that help them get back to their green zone – this will relate to hobbies, interests, and personal preference. Some examples are listed below and can be taught and practised in school and at home to provide your child with a toolkit of strategies.

They can include:

- Sensory tools: having a snack or something to drink; fidget toys; walk and movement breaks; exercise; listening to music; sand/ water/messy play;
- Thinking tools: thinking about the size of the problem and the reaction – is it a tiny/little/medium/big/huge problem; how big do you see the problem/ how big do others see the problem? how big should your reaction be? positive self-talk; discussing the problem with adults/ peers.
- Calming activities: lights on/off; change seating; temperature of the room; noises in the room; independent working area; relaxation area; reading; colouring/drawing; listening to music; breathing exercises.

SEND COFFEE AFTERNOONS

We will be hosting several coffee afternoons for parents and carers this year which will include information sharing, support and advice. It's a great chance to come and talk to Mrs Suddaby and to meet other parents who can empathise and offer strategies they've tried. It's a really friendly group and all are welcome. Sometimes guest speakers with specialisms are invited to offer advice too.

They are all 2.00pm - 3.10pm in the Junior Staffroom, come to the Junior entrance and sign in.

Please see below for this year's dates;

- 16.10.25
- 11.12.25
- 22.1.26
- 19.3.26
- 21.5.26
- 9.7.26

