March 2026

St Gregory's SEND Newsletter

Issue 11

Dear Parents and Carers,

As we come to the end of the Spring term, we would like to take a moment to reflect on the progress made since the start of the year and thank you for your continued support. It has been a pleasure working closely with you and supporting your children as they have grown in confidence and independence throughout the year so far.

In this newsletter, we would like to share an update on what SEND support has looked like in our school this term, and how we continue to work together to ensure every child feels happy, understood, and ready to learn. Our aim remains to make sure each pupil feels valued and supported, both academically and emotionally.

The Spring term is often a time when pupils become more settled in their routines and expectations. During this term, we have continued to focus on supporting children to recognise their feelings and develop strategies to calm, self-regulate, and build resilience. These skills are essential not only in school but at home as well, and we hope that some of the approaches shared have been helpful for your family.

As we continue to develop this newsletter, we would love to hear your thoughts. If you have any suggestions for future topics, questions you would like answered, or information you feel would be useful, please do not hesitate to get in touch.

We would like to thank you once again for your support this term and look forward to continuing our positive and collaborative work together as we move into the Summer term.

Mrs Wright

SENCO/Deputy Head teacher

To view the SEND section on our school website please visit:

https://www.stgregorysps.co.uk/send/

Loving all, like Jesus, we flourish together

Spot light on sensory differences/needs:

Many children experience the world through their senses in slightly different ways. For some pupils with Special Educational Needs and Disabilities (SEND), sensory experiences such as noise, touch, movement, light, or smell can feel much stronger or much weaker than they do for others.

Understanding sensory differences helps us support children to feel comfortable, calm and ready to learn.

What Do We Mean by "Sensory Differences"?

Our senses help us understand the world around us. These include:

Hearing;

Touch;

Sight;

Smell and taste;

Body awareness and movement.

Some children may be over-sensitive **(hypersensitive)** or under-sensitive **(hyposensitive)** to sensory input.

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Sensory Differences continued…

Over-sensitivity:

When a child is over-sensitive, everyday experiences may feel over-whelming.

Examples may include:

Covering ears in noisy places;

Disliking certain clothing fabrics;

Avoiding busy rooms or playground areas;

Becoming upset by bright lights or strong smells.

Under-sensitivity:

When a child is under-sensitive, they may seek extra sensory input.

Examples may include:

Chewing clothing or objects;

Constantly moving, rocking or fidgeting;

Enjoying deep pressure (tight hugs or squeezing cushions)

Finding it hard to stay seated for long periods

These behaviours are often a way for the child to regulate their body and feel comfortable, rather than being "naughty" or disruptive.

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Sensory Differences continued...

What This Might Look Like in School?

Children with sensory differences may:

Cover their ears during loud activities; Find busy classrooms overwhelming; Prefer quiet spaces; Move frequently or struggle to sit still; Use small sensory tools such as fidgets; Avoid certain textures during activities.

Our aim is to help children feel safe, comfortable and able to focus on learning.

What School Is Doing?

At school we make a number of small adjustments to support sensory needs, including:

Flexible seating or desk arrangements where helpful; Seating away from distractions or noise where needed; Access to quiet work areas when children need a calmer environment; Ear defenders used during particularly noisy activities where appropriate; Movement breaks, short opportunities to move and stretch to help regulate energy levels; The use of sensory tools small fidgets or sensory aids used with clear expectations about when and how they can be used.

These strategies are designed to support concentration, comfort and emotional regulation.

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Sensory Differences continued…

Supporting Sensory Needs at Home:

Simple adjustments at home can also make a big difference. **Homework time**—agree on one or two fidgets that your child can use while working, such as: A stress ball, a small stretchy toy, Blu-tack or putty. **Create a calm space**—A quiet corner can help children reset. This might include: Soft lighting, cushions or beanbags, favourite calming toys or books. **Notice triggers**—Some environments can be more challenging, particularly when children are tired. For example: Busy supermarkets straight after school, loud clubs or crowded events, bright or noisy environments planning a short break or snack first can help. **Movement helps regulation**—Some children focus better after physical activity such as: Jumping on a trampoline, playing outside, riding a bike or scooter, doing simple stretches.

Out and About:

When planning outings, it can help to: Visit quieter places at off-peak times; bring familiar comfort items or fidgets; allow children to wear ear defenders if helpful, build in breaks or quiet moments.

These small steps can help children enjoy experiences without becoming overwhelmed.

If you would like to learn more about sensory differences, these organisations provide helpful guidance for families:

National Autistic Society https://www.autism.org.uk

NHS – Sensory Processing https://www.nhs.uk

A number of children have special interests and hobbies outside of school. The spotlight this term is on…

This is Sean he is in Year 2, and is a regular now in our newsletters! Sean has recently enjoyed looking after a friends dog, going on lots of walks (having an ice cream treat on one!) and playing in the snow!















Loving all, like Jesus, we flourish together

You will remember Theo from previous newsletters, he is in Year 2 and has recently taken up keyboard lessons from Rocksteady, in school, he loves the lessons and being part of a band! Theo has recently enjoyed bowling with his family.





Loving all, like Jesus,

You will remember Theo, in Year 6, from previous newsletters. Theo is in St Patrick's House Team at schooland recently Theo and his family went to visit St Patrick's Cathedral in Dublin, where he learned about the history of this beautiful place. This looks AMAZING!







Loving all, like Jesus, we flourish together

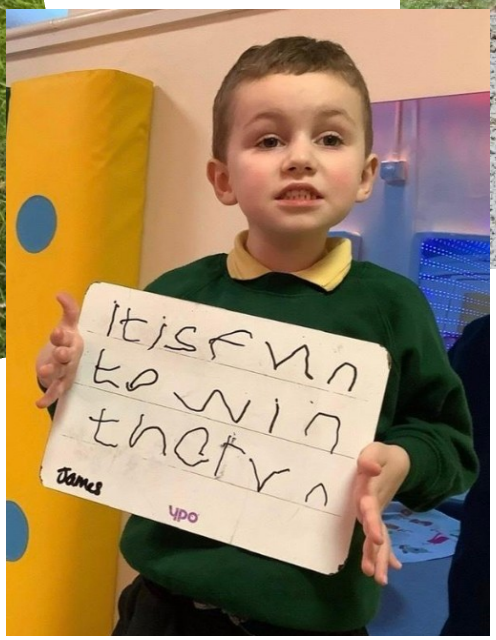
You may remember James from our previous newsletter, he is in our EYFS class. James loves helping out at his parents pet shop (he's been helping ordering new dog toys!), he even took the school bear to visit the shop! He's been busy exploring nature with his new binoculars and has even had time to practice his writing!











We would love to hear about the great things that the children get up to out of school. Please get in touch via dojo to share achievements and proud moments out of school, 'spotlights' continue in next terms newsletter!

This terms top tips:

Helping Children Manage Transitions and Changes in Routine:

Many children, particularly those with SEND, can find changes in routine or moving between activities challenging. Transitions happen many times each day — getting ready for school, stopping a preferred activity, moving between tasks, or leaving the house. These simple strategies can help make transitions feel calmer and more predictable.

Give clear time warnings:
Let your child know when a change is coming. For example:
"Ten minutes until we leave," followed by "Five minutes left." This gives children time to prepare.

Use simple visual reminders:
A visual timetable, checklist, or picture schedule can help children understand what is happening next and reduce uncertainty.

Use 'first... then...' language:
This helps children see what comes next:
"First finish your homework, then you can have screen time."
"First brush teeth, then story time."

Keep routines predictable where possible:
Consistent morning, homework, and bedtime routines can help children feel secure and know what to expect.

Break tasks into smaller steps:
Large tasks can feel overwhelming. Breaking them into smaller steps (e.g., get dressed, pack bag, put on shoes) can make transitions easier.

Allow extra processing time:
Some children need a little longer to respond to instructions. Give the instruction, pause, and allow them time to process before repeating.

Praise positive transitions:
Notice when your child manages a change well:
"I really liked how you came straight when I called you."
Positive feedback encourages the behaviour you want to see.

Top Tips for a Calm & Positive Easter Break !

1. Keep Routines Predictable but Gentle:

A simple daily structure helps children feel safe and reduces anxiety. Keep key parts of the day consistent (meals, bedtime), but allow flexibility if your child is finding things tricky.

2. Use Visuals & Clear Communication:

Visual timetables or short checklists can support understanding and reduce overwhelm. Keep instructions calm, clear, and broken into small steps.

3. Prioritise Regulation Before Expectations:

Big feelings, restlessness, or low mood are common during unstructured time. Build in regular movement, sensory breaks, and calm spaces—children need to feel regulated before they can engage.

4. Plan Ahead for Tricky Moments:

Changes in routine or outings can be challenging. Prepare your child in advance and think about what might help if things become overwhelming (e.g. quiet space, time out, favourite item).

5. Focus on Connection & Small Wins:

Relationships come first. Spend time doing simple, shared activities your child enjoys. Celebrate small successes—these build confidence and emotional resilience.

A Final Message…

Thank you for your continued support this term. It has been a pleasure working with you and your children, and we are incredibly proud of the progress they have made — both big and small.

As the term comes to a close, we hope the Easter holidays give your family the opportunity to rest, recharge and enjoy some special time together. Whether it's getting outdoors, spending time with loved ones, or simply enjoying a slower pace, we hope the break is a happy and relaxing one for everyone.

Wishing you all a wonderful Easter, and we look forward to welcoming the children back for the Summer term.



Other information, support and interests.....



TAAG

TAAG (as mentioned in the newsletter) offer support to parents and carers of children and young people who have a diagnosis of ADHD, ASD/C, and Social communication needs by offering opportunities for families to come together and share experiences. A wide range of events and activities are planned throughout the year.

taaglancashire.co.uk

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Children and Family Wellbeing Services offer a wide range of free support, advice and services.

