December 2025

St Gregory's SEND Newsletter

Issue 10

Dear Parents and Carers,

As we come to the end of the Autumn term, we would like to take a moment to reflect on the start of the school year and thank you for your continued support. It has been a pleasure working closely with you and supporting your children as they have settled into new routines and expectations.

In this newsletter, we wanted 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.

We recognise that the first term of the school year can be both exciting and challenging, particularly for children with additional needs. Over the Autumn term, we have placed a strong focus on helping pupils recognise their feelings and develop strategies to calm, self-regulate, and build confidence. 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 in the year ahead.

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 support in school:

Support for pupils with additional needs will look different depending on each child's strengths and challenges, and it doesn't always mean having a 1:1 adult beside them. Much of what we do is built into everyday classroom practice: clear routines, visual timetables, chunking tasks into smaller, manageable steps, and giving extra time to think and respond. These small adjustments can have a big impact on helping children feel secure and ready to learn.

Each child with an Individual Learning Plan (ILP) will have clear, personalised targets that have been set by their class teacher and teaching assistant. These targets are shared with you and, where appropriate, with your child so that everyone understands the focus areas. We review these regularly, celebrate progress, and will share updates with you across the year to ensure you feel informed and involved.

We also make reasonable adjustments to help children access learning in a way that suits them best. This may include adapted classwork/homework, extra processing time, the use of quiet/calm spaces, or other small changes that help reduce pressure and support their wellbeing. These adjustments are reviewed regularly to ensure they continue to meet your child's needs.

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How you can support at home:

Use a simple visual timetable for the after-school routine so your child knows what to expect (e.g., snack - play - homework - dinner - calm time).

Agree a calm "decompression" activity after school, such as quiet play, a favourite calm hobby, or some screen-free chill time. Many children experience after-school restraint collapse — holding everything in all day and then releasing it at home — so a predictable wind-down routine can really help. *(See December 2024 newsletter for further information.)*

Offer choices, not open questions (e.g., "Would you like to start homework at the table or on the carpet?"). This reduces overwhelm and supports independence.

Use a 'first... then...' approach to break tasks into manageable steps (e.g., "First reading, then Lego").

Build in movement breaks after school — a walk, trampoline time, or simple stretching can help children regulate after a busy day.

Create a cosy calming corner at home with cushions, soft lighting, or sensory items where your child can go to feel safe and reset.

Use positive praise for small steps, not just completed tasks. Noticing effort helps build confidence and emotional resilience.

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

You may remember Sean, now in Year 2, from our previous newsletters… Sean loves going to the park with his Mum and enjoys baking with his Grandma.











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Here is James, he is in our EYFS class. Outside of school James' favourite place is his parents pet shop, he loves meeting all of the animals that visit the shop.
He also loves to spend time outside going on bear hunts and looking for bats close to where he lives.
James's favourite things to do at home are reading and doing puzzles, He loves to learn and challe nge himself. I'm sure we'll see more of James in future editions of the newsletter.









This terms top tips:

Supporting Your Child Over the Christmas Holidays.

The Christmas break can be a lovely time for families, but the change in routine, busy environments and excitement can feel overwhelming for some children. Here are a few simple ideas that may help:

Keep a basic routine where possible – meal and bedtime routines can provide a sense of calm and predictability.

Share a visual timetable for special days – visiting family, outings, or quieter days at home. This helps children feel prepared.

Plan regular "quiet breaks" – a cosy space, headphones, books, or a favourite calming activity can help your child reset.

Give gentle warnings before transitions – "In 5 minutes we're getting coats on," can make changes feel easier.

Choose one or two events each day rather than trying to fit everything in; less can often be more.

Use 'first… then…' support – "First get dressed, then we can open the next present."

Keep communication open – talk about what your child enjoyed, what was tricky, and what they might need tomorrow.

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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. We hope the Christmas break brings your family rest, joy, and plenty of special moments together.

Wishing you all a peaceful, happy Christmas and we look forward to seeing you in the New Year.



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.

