



SEND Newsletter



A very warm welcome to all our parents and carers, and a special welcome to families who are new to our school community. This newsletter has been created to keep you informed about how we support children with SEND, particularly in relation to Social, Emotional and Mental Health (SEMH), and to share helpful information, resources and local support.

Spring Term is a time when many children continue to build confidence, resilience and emotional understanding as routines become more secure and expectations increase. In this edition, we are focusing on SEMH and emotional regulation, exploring how we support children in school and sharing practical strategies you can use at home to help your child feel calm, safe and ready to learn.

You'll also find guidance and signposts to further support that may be useful for families navigating emotional wellbeing and behaviour.

As always, if you have any SEND-related questions or concerns that your child's class teacher is unable to answer, please don't hesitate to get in touch.

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Understanding SEMH

Social, Emotional and Mental Health (SEMH) relates to how children understand and manage their emotions, build relationships, cope with challenges and regulate their behaviour. Children with SEMH needs may find it harder to manage big feelings such as anxiety, frustration or excitement, and this can sometimes affect how they behave or engage with learning.

It's important to remember that behaviour is a form of communication. When children struggle to regulate their emotions, they are often telling us that they need support, reassurance or time to calm their bodies and minds.

How We Support SEMH and Regulation in School

At school, we place a strong emphasis on supporting children to feel safe, calm and ready to learn. Some of the ways we support emotional regulation include:

- Consistent routines and clear expectations
- Trusted adults who check in with children throughout the day
- Calm spaces where children can take time to regulate
- Movement and sensory breaks
- Visual supports to help children understand what's happening next
- Emotion coaching and restorative conversations to help children talk about their feelings

Our aim is to support children to develop the skills they need to recognise their emotions and choose helpful strategies over time.



Supporting Regulation at Home

You don't need to have all the answers to support your child's emotional wellbeing. Small, consistent actions can make a big difference. You might find it helpful to:

- Keep routines as predictable as possible
- Name and validate emotions (e.g. *"I can see you're feeling frustrated"*)
- Model calm strategies such as deep breathing or taking a short break
- Praise effort and small successes, not just outcomes
- Remember that emotions often come before learning

Supporting regulation at home helps children feel understood and secure.

Support and Services in Lincolnshire

If you would like further advice or support, the following services may be helpful:

Lincolnshire SEND Local Offer

Information about SEND support, activities and services:

<https://www.lincolnshire.gov.uk/send-local-offer>

Liaise – SENDIASS Lincolnshire

Impartial advice and support for parents and carers:

 0800 195 1635

 <https://www.liaiselincolnshire.org.uk>

If you're unsure where to start, please feel free to speak to us and we can help signpost appropriate support.

Working Together

We know that supporting a child's emotional wellbeing is not always easy, and every child's journey is different. School and home work best when we work together, and we really value your partnership.

What Should I Do If I Think My Child May Have SEND?

If you have concerns about your child's learning, communication, behaviour or emotional wellbeing, you are not alone and you do not need to have all the answers. The first step is simply to talk to us.

We recommend starting by speaking with your child's class teacher, who can share how your child is getting on in school. If concerns continue, the class teacher may work with the SENDCo to discuss next steps and possible support.

Support can begin in school without a formal diagnosis, and we always focus on understanding each child's individual needs. We encourage parents and carers to share any worries early, as working together helps us put the right support in place as soon as possible.

If you would like further advice, we can also help signpost you to local SEND services and support.