



My name is Mrs White and I am the school SENDCO. I am always happy to meet with you and want to work with you to ensure all our pupils get the very best support at Eureka, enabling them to thrive and be the best version of themselves. This is not just our SEND pupils but any child that is struggling or may need additional support at some point (even if for a short period of time).

If you have any concerns or wish to discuss anything please see the child's class teacher or make an appointment to see me.

This can be done by either calling the school office on **01283 216451** or you can email me directly on

white.j.01@eureka.derbyshire.sch.uk

All our pupils receive support based on their need rather than a diagnosis and support is planned carefully based on each individual. Please get in touch if you have any concerns about your child. I am usually in school on a Tuesday, Wednesday and Thursday and try to get out on the gate at arrival and home time if you prefer to catch me then.

WELCOME BACK

Welcome back to the Spring term. As always the year is going so quickly. Hopefully the children are all now settled in their classes and although coming back to school may take some adjustment after the Christmas break we will all be back in routines quickly.

Here are 7 tips to help get back in the routine of school if you are struggling:

1. Establish a consistent bedtime routine

A good night's sleep can make all the difference when it comes to learning and overall wellbeing.

Create a back-to-school bedtime routine that includes:

- Setting a consistent bedtime appropriate for your child's age
- Creating a calm environment by dimming lights and reducing noise
- Encouraging relaxing activities like reading a book or listening to soft music
- Limiting screen time before bed.

"Research shows that consistent bedtime routines play a critical role in promoting better sleep for children. Children with regular bedtime routines experience improved sleep quality and fewer sleep problems compared to those without consistent routines."

For specific ages, the following bedtimes are recommended:

- 5 – 6 years old: 7 – 8.30pm
- 7 – 8 years old: 7.30 – 9.00pm
- 9 – 10 years old: 8.00 – 9.30pm
- 11 – 12 years old: 8.30 – 10.00pm

2. Create a morning routine for kids

A well-structured morning routine can set a positive tone for the entire school day.

Here's a sample back-to-school first-day morning routine:

1. Wake up at a consistent time
2. Make the bed
3. Have a nutritious breakfast
4. Get dressed (with clothes laid out the night before)
5. Brush teeth and complete other hygiene tasks
6. Double-check school bag and gather any necessary items
7. Leave for school at the same time each day.

3. Prepare the night before

Children and parents / carers can reduce morning stress by preparing as much as possible the night before:

- Lay out clothes for the next day, Pack school bags, Prepare lunch or set out lunch money, Place important items like shoes, coats, PE kits, and musical instruments by the door.

5. Use visual aids

Create charts or checklists for morning and evening routines. This can help younger children stay on track and give older kids a sense of accomplishment as they complete tasks. Consistently using these aids can help reinforce the routine.

6. Gradually adjust screen time

If the holidays meant more relaxed rules around screen time, start adjusting limits well before school starts if possible but, if not, gradually reduce time allowed and set specific times for screen use and stick to them. This can help ease the transition and reduce conflicts.

7. Practice healthy evening habits

Sleep is the foundation for successful learning. It's not just about physical rest; it's about having time to recharge mentally, too. When children get a good night's sleep, their brains are gearing up for optimal cognitive function and emotional regulation during the school day. To promote healthy sleep:

- Stick to age-appropriate bedtimes
- Create a relaxing bedtime routine
- Ensure the sleep environment is comfortable and conducive to rest
- Be mindful of diet, avoiding sugary or caffeinated drinks and heavy or spicy foods close to bedtime.

8. Be flexible and patient

Every child is different, and what works for one may not work for another. Be prepared to adjust your back-to-school routines as needed, and involve your child in the process. This can help them feel more in control and more likely to cooperate with the established routines. Remember, getting back into a school routine is a process that may take time. Be patient with yourself and your children as you all adjust to the new schedule.

REWARDS AND CONSEQUENCES

Rewards and consequences are often a way to deal with and manage behaviour of children. However, these are both conditional and may not result in the changes we want to see.

Punishing a child for something they have done can lead to conflict, encourages children to hide feelings, rebel against the authority as they feel shame and anger about how they have been treated. Punishment creates a view that the adult wants to make them suffer for what they have done and encourages children to find ways that mean they don't get caught. That does not mean that a child should "get away" with what they have done which is why the consequences we introduce as adults need to be meaningful and should teach the child about the behaviour and the situation in order to change the behaviours. A consequence should never be given whilst a child is dysregulated and angry but after the event when they are calmer and can process the information and work with you as the adult to repair the situation.

Getting a child to say sorry – this needs to be when the child is calm and has a good understanding of what the apology is for and why it is needed. Helping a child see what they can do differently is the key to changing behaviours and working together with the child to resolve an issue will help build and repair the relationship between the adult and the child after an event.

Rewards are appealing to adults and children, however these only work in the short term. For adults, they provide a moment of control but can quickly backfire as the child learns to expect rewards, which can be costly, and the appeal of the "treat" wear off quickly.

Positive regard is the key to changing the behaviour – noticing when a child does the right thing (rather than when they do the wrong thing) is unconditional and teaches the child to feel good about themselves which will encourage the behaviours we want.

Remember, as adults, we are all role models for children and children learn from our behaviour, the way we speak to them and those around us. How we make children feel about themselves and understand their actions is the key to creating children who respond positively and can manage emotions and situations.

10 things to ask your child at the end of the day

We have all experienced the child at the end of the school day who can't remember what they did that day, gives one word answers or says they don't know when asked if they had a good day.

Here are some ideas to encourage your child to talk at the end of the day and share what they have been doing:

1. What made you smile today?
2. Can you tell me an example of kindness you saw / showed?
3. What was the book about that your teacher is reading?
4. Did anyone do anything silly to make you laugh?
5. What did you do that was creative?
6. What is the most popular game at playtime?
7. What was the best thing that happened today?
8. Did you help anyone today?
9. Did you tell anyone thank you?
10. Who did you sit with at lunch?

Support available on the school website

As a school we have put together support and advice sheets on the school website. These cover a number of topics and can be found in the parent's section. Links to the pages can also be found by clicking on the titles below:

- [After school meltdowns](#)
- [Dyslexia](#)
- [Autism](#)
- [Stimming](#)
- [Masking](#)
- [Anxiety](#)
- [OCD](#)
- [ODD](#)
- [PDA](#)
- [sleep](#)

These leaflets give information about each aspect of SEND and also provide tips on how to support children as well as further links to support. Paper copies can also be obtained if required, please ask the class teacher or the SENDCO and this can be arranged for you.