



Specialist Teaching and Learning Service

Ashford District

Newsletter Term 4 | 2021

We hope that you have had a successful return to school during March, we know that settings have worked hard to ensure the smooth transition for all pupils and students back into their learning routines.

To further support you and your pupils with the return to school, NASEN have a range of transition and mental health wellbeing resources available. They are invaluable tools for this difficult time and are definitely worth reviewing if you haven't yet had chance yet.

https://www.nasen.org.uk/resources?title=mental%20health&utm_source=Newsletter&utm_medium=Email&utm_campaign=March%202021%20Newsletter&utm_content=Mental%20Health%20Resources&dm_i=2F68,1Q4AD,9JKG0V,5WF6S,1

As well as this, Stella Parkinson Occupational Therapist for East Kent Hospitals has recorded and uploaded videos to describe sensory processing. This has been aimed to share with students themselves - upper KS2 and Secondary. If you subscribe to Stella's channel, you will be updated when new videos are released.

The link is: <https://youtu.be/5AOLDWvn38c>

Kerry Greene

TRANSITION

22ND APRIL 2021

1:00-3:00PM

VIA MICROSOFT TEAMS

Email chloe.webb@goldwyn.kent.sch.uk to book

Happy Easter!

Transition Event
Primary to Secondary 2021
Thursday 22 April 2021 | Venue: Via Microsoft Teams | Time: 1:00pm-3:00pm

Key Principles of Transition

- Planning and decision making should be carried out in a person-centred way
- Support should be co-ordinated across all services
- Planning should start early and continue up to age 25
- Young people should get the support they need
- Young people/parents and carers must have the access to information they need
- Families and carers need support
- Legislation and Policy should be co-ordinated and simplified

There will also be a short presentation from STLS;
Heather Woodcock—C&I
Amy Honey—SEMH
Sherrie Hogg—C&L
ISW Presentation

Please email chloe.webb@goldwyn.kent.sch.uk to confirm your attendance and receive the Teams link.

Secondary's invited:

- THE NORTON ACADEMY OF LEARNING & SOUTHERN CENTRE
- T.JOHN WALLIS SCHOOL FOR INDEPENDENT LEARNING
- Wye School The best in everyone™
- Highworth Grammar School
- The North School
- TOWERS SCHOOL

20 Strategies to Defuse Meltdowns



Strategies to Defuse MELTDOWNS

1. First **manage** your own emotions/triggers
2. **Hold space** for your child's big emotions
3. Get down to their **level** rather than standing over them
4. Reduce your **verbal** language
5. Utilise **calm**, centred, open body language
6. **Validate** their emotions
7. Agree with their **feelings** not their behaviour (if it's hurtful, inappropriate, dangerous)
8. **Empathise** with what they are feeling
9. Maintain your **boundaries**
10. Decrease **stimulation**, background noise, people, etc.

11. Use **touch** to comfort them
12. Use other ways to say '**no**' (like ice cream too, but it's for after dinner)
13. Use **breathing** techniques, calming visual supports, etc
14. Avoid **reasoning**, their rational brain isn't engaged yet
15. **Re-direct** them to another activity or space (only when they are ready)
16. Support them to **problem-solve** (when they calm)
17. Use **active** listening
18. Be **silent!**
19. **Let go** of the need to control the outcome
20. When it's over, **start fresh** and move on with the day!



The Contented Child, Child Wellbeing Consultancy is with Jackie Neely.

Beck Ferrari Sessions

THE EDUCATION
PEOPLE

An Evening with Beck Ferrari | From Little Worriers to Little Warriors : Supporting Anxious Young Children

Thursday 22nd April | £35 | [Click here for more info/to book](#)

FREE Bereavement and Loss During Covid-19 for Early Years Settings

[Click here for more info/to book](#)



VIRTUAL TRAINING

Head over to our website to find out all of our FREE courses available.

<https://www.ashfordinclusion.org/virtual-training>

Please email chloe.webb@goldwyn.kent.sch.uk for more information or to request access.



CREATING PLACES THAT ARE EMOTIONALLY SAFE IS VITAL

HERE ARE A FEW VITAL SIGNS OF A HEALTHY HOME, SCHOOL OR COMMUNITY:

EMOTIONS

are RESPECTED and VALIDATED and ARE NOT SILENCED.

They are viewed as natural and can be less powerful when there is less fear involved in feeling or expressing them.

Adults recognize that children need our

NURTURE AND CARE

to be predictable and repetitive to reform neural pathways that can tolerate and then enjoy relationships.

A child will not be able to learn, focus, concentrate, play or relax until their

BASIC NEEDS ARE MET

and they know they will be continually met.
Are they hungry, tired, needing comfort?

SHOUTING AND SHAMING ARE NOT HELPFUL

and can cause negative fear driven behaviour to escalate.

Any fear driven behaviour that results from us not being regulated is our responsibility and we cannot blame the child.

We recognize that children do not always have matching BIOLOGICAL AGES AND EMOTIONAL AGES and we will help them at the stage they present with, in that moment.

All adults need to be aware that we **nurture** by our **facial expressions, tone of voice, body posture, words and actions.**

We need to be consistent and predictable and 'wonder out loud' if we feel pain etc to de-personalize it.

We recognize that

BEHAVIOUR IS COMMUNICATION

and as such will try and find out what the child is needing and help them reflect and articulate those needs when they feel calmer.

CREATING ENVIRONMENTS THAT ARE EMOTIONALLY SAFE

WRITTEN BY
BETSY DE THIERRY

We as adults will remain as adults and as such will provide positive, definite, strong boundaries that enable a child to feel safe and not have to take on the role of being protector or provider.

REPETITIVE KIND DE-ESCALATION

We offer continual validation of emotions and gentle curiosity to help the child when they are emotionally reactive become regulated.

We as adults will be
CAREFUL WITH OUR WORDS

and reflect on the impact of them. We will use words such as 'I wonder if...' and other phrases that enable a child to have an opinion so that they are not more powerless. We are intentional in using our words to build children up and encourage them.

TINY SUCCESSES WILL BE CELEBRATED

as we journey together and every change and progression is enjoyed together.

As adults we will look after ourselves and look out for each other to **OFFER LISTENING, EMPATHY AND KINDNESS**. Little acts of kindness to ourselves and other adults can **HELP HEAL AND STRENGTHEN** us as we work with traumatised children.

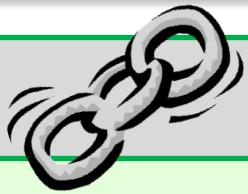
'Children who have been traumatised in relationship will only recover and heal in the context of a healthy, nurturing, consistent, repetitive, rewarding, persevering, emotionally, literate relationship which enables co-regulation so that self-regulation can develop' ©Betsy de Thierry



Signed


Certificate in Therapeutic Mentoring

SEMH Useful Websites



<https://up.org.uk/about-us/>

We work collaboratively with communities to enable children and young people with social, emotional, and mental health needs to unlock their full potential.

<https://thecontentedchild.co.uk/resources/?product-page=1>

Downloadable resources to support – Wellbeing and emotions, Interventions, Learning Support



The Contented Child

<https://www.bbc.co.uk/newsround/51896156>



Coronavirus: How to support your wellbeing at the moment

1. Connect with other people and talk about your feeling – advice if you're upset by the news
2. Keep active
3. Try to be 'mindful' and don't worry about what you can't control – Top Tips Mindfulness
4. Do what you enjoy
5. Be kind

<https://kentresiliencehub.org.uk/>

Resources that helps young people, parents and carers and practitioners to understand emotional wellbeing and resilience – downloadable with video guidance.

SAMARITANS

<https://www.samaritans.org/how-we-can-help/schools/deal/>



YOUNGMiNDS

<https://youngminds.org.uk/resources/school-resources/>