



# SEND Newsletter

This half-term's focus is SEMH



## Useful Websites for further Reading

[SEMH Intervention Strategies](#)

[SEMH Behaviour Strategies](#)

[How to address SEMH needs in the classroom.](#)

[SEMH Toolkit](#)

## Suggested Watching

[National College](#)

[Language for behaviour and emotions.](#)

[Social and Emotional Needs: A whole class approach](#)

## What do you need to know?

SEMH stands for Social, Emotional Mental Health and refers to a broad array of special educational needs based on a child's difficulty regulating emotions and behaviour. Children with SEMH needs struggle to build and maintain relationships and find it difficult to engage positively in educational settings like the classroom. They may act out due to fear, because they feel anxious or they struggle to understand the environment around them.

A child or young person's distress may be shown in changes in behaviour, for example sleeping, eating, playing and interacting with others. This can affect their emotional wellbeing and ability to learn.

Children with SEMH can show signs of:

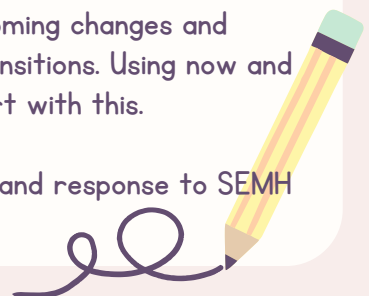
- Disruptive or antisocial behaviour (which can be a symptom of distress)
- Withdrawn behaviour – including selective mutism
- Anxiety and self-harm
- Anger and aggression
- Depression

## How to support...

As you work with children struggling with SEMH issues, building trust with them is very important. Without trust, the child won't feel safe, which will remove opportunities to engage positively and encourage learning. Below are some of the difficulties children with SEMH might face and how to support.

- Difficulty focusing: provide supportive techniques to improve focus, such as breaking tasks down into manageable chunks.
- Social interactions: Facilitating and modelling language in play can help improve social skills.
- Coping with stress and anxiety: regular check-ins, mindfulness exercises and stress management techniques can be helpful. Ideas include; breathing techniques, blowing bubbles, stress balls and tangle toys.
- Low self-esteem: encouraging self-compassion and celebrating achievements, however small, can boost confidence.
- Resistance to change: preparing the pupil for upcoming changes and providing predictable structures can help ease transitions. Using now and next boards as well as visual timetables will support with this.

It's crucial to remember that every child's experience and response to SEMH are unique, requiring a personalised approach.





# Celebrating our Successes



## Marcus (Nursery)



Miss Farrell and Mrs. Thompson would like to celebrate the success of Marcus. Marcus has made great progress since starting nursery at Northwood. His speech and language has developed significantly as he is now able to communicate his wants and needs using more than two words. He can even say things in full sentences and loves to join in when taking part in group sessions. His physical ability has also improved as he can balance on one leg for a prolonged period and he enjoys using the balance bikes successfully. We are all so proud of Marcus's achievements in nursery!

## Amelia (Y4)

Mr. Beadle would like to celebrate the success of Amelia, who has been fantastic within her reading and writing this half-term so far. She has shown excellent recall across all of our reading lessons this half-term and she has also produced two lovely pieces of writing in English



## Myah-Leigh (Y5)

Mr. Newton would like to celebrate Myah-Leigh's progress so far this year already! She has settled brilliantly into Year 5 and has really embraced working independently where she can. This included some fantastic work in PE, where Myah-Leigh walked unsupported along the raised balance beam. She admitted she was a little nervous before but performed wonderfully! Keep up the great work!

