



## Ox Close Federation Newsletter

### Friday 8<sup>th</sup> March 2024 – Volume 21

#### World Book Day

We thoroughly enjoyed celebrating WBD 2024 and raising the importance of reading. Our Nursery children enjoyed a visit to Spennymoor Library and the children in school took part in a range of activities. The costumes were fabulous – huge thank you to everyone for their efforts.

#### KS2 Reading Workshops

This week has seen our Key Stage 2 Reading Workshops in full swing and it has been lovely to meet so many of our families in school! Reading continues to be one of our key areas of focus and these sessions were a great way to maintain those strong links between learning within and beyond the classroom. A huge thank you to all of those who attended, we hope that you found it useful. We look forward to welcoming our Key Stage 1 parents/carers into school soon to take part in similar activities.

#### KS1 Reading Workshops

It is the turn of Year 1 and 2 next week. On **Thursday 14th of March 2024**, 9-10am, we are holding a parent workshop for parents of children in Year 1 and 2. The morning will consist of a carousel of activities that will include reading, writing and comprehension. We hope that you will be able to come along and enjoy these activities with your child.

#### Toys/Trinkets

We have recently seen an increasing number of children bringing in additional toys and trinkets. These can be easily lost or damaged, and in some cases, distract the children from their learning. Please could we ask that these remain at home, unless this is an accommodation that we have put in place for your child specifically. This way, we can help keep track of certain items. Thank you.

#### Funded childcare places for 2-year olds

Please be aware that 15 hour funded places for 2-year olds has been extended to eligible working families, from April. For more information, please visit [childcarechoices.gov.uk](http://childcarechoices.gov.uk). If you would like to apply for a place at Oxclose Nursery, please contact the main school office for an application form.

#### Marie Curie Day - Thursday 21<sup>st</sup> March

As you know, Marie Curie is one of our House namesakes at Ox Close, helping us to develop our understanding of the value of Empathy. We would like to invite you all to take part in Go Yellow Day on Thursday 21<sup>st</sup> March to raise money for the Marie Curie charity which provides expert hospice care for those in need. We would like the children to come to school in non-school uniform wearing something yellow - this could be simply a yellow stripe on a t-shirt or yellow from head to toe! (If yellow is not your colour, another bright colour would be great too!)

If you would like to donate to the Marie Curie charity for this event, please follow the link below:

<https://donate.mariecurie.org.uk/>



#### Nursery Easter Bonnet Parade – Thursday 28<sup>th</sup> March

Details about the Easter Bonnet Parade have been sent out through Arbor today. Please be aware that we have now allocated two time slots for this event, 11am and 2pm. Please remember to book the time slot that you would like to attend so that we can ensure we are able to accommodate all parents. Thank you.

## Weekly Class Charts Top Scorers

<b>Reception</b>	Harry W	<b>Year 4</b>	Rosie K
<b>Year 1</b>	Jennie B	<b>Year 5</b>	Charlie A
<b>Year 2</b>	Sophie S	<b>Year 6</b>	Denver E
<b>Year 3</b>	Fred G		

### Attendance

Overall attendance for the week is 95.6% and the Year Group with the highest attendance is Year 3 with 97.8%. The overall school attendance for the academic year is 95.1%.



### Punctuality

The Primary starts at 8:45am, with the gates opening from the new time of **8:35am**. Please ensure that your child is at school on time so that they do not miss out on any learning.

### Dates for the Diary

Thursday 14 <sup>th</sup> March	9:00am – 10:00am – Y1 and Y2 Reading Workshop
Monday 18 <sup>th</sup> , Tuesday 19 <sup>th</sup> , Wednesday 20 <sup>th</sup> and Thursday 21 <sup>st</sup> March	Primary – Parent/Carer Consultations
Tuesday 19 <sup>th</sup> March	Year 4 Visit to Whitworth Park Academy
Monday 25 <sup>th</sup> March	2pm - Reception - Egg Decorating
Thursday 28 <sup>th</sup> March	11am and 2pm - Nursery Easter Bonnet Parade
Thursday 28 <sup>th</sup> March	3:15pm – Close for Easter Break
Monday 15 <sup>th</sup> April	8:40am – Children return to Nursery and School

At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit [nationalcollege.com](https://nationalcollege.com).

# 10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

## 1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person - ideally through play and games - allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

## 2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

## 3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on - as well as those who have experienced adverse childhood experiences - may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

## 4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

## 5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with - the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

## 6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

## 7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another - so it's important to offer a choice of resources to discover which they prefer.

## 8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

## 9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

## 10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

## Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.

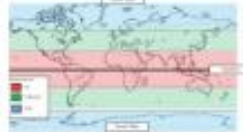


## This Week in 1/2R

In Science, we have been learning about staying healthy, the importance of keeping clean and washing our bodies. We played a game of 'pass the germ' and talked about how germs can spread. We also read and started reading an interesting book about our gut microbiome and the important microbes that live inside our bodies.



In geography, we've been finding out about hot and cold places on the Earth. We've related this to our knowledge of the polar regions and also found out about the equator. We've labelled world maps and coloured them depending on whether the regions are cold, temperate or hot.



In maths, we have been working on doubles and near doubles and we've played some games to support our learning. We've also been working on 5 and 10 times tables and related division facts.



In RE, we have been finding out about how Christians celebrate Easter. We have found out about the symbolism of hot cross buns, Easter eggs and Easter gardens.



In DT we have started our new topic 'Preparing Fruits and Vegetables'. We enjoyed using our senses to investigate and evaluate a range of different fruits and used some fantastic vocabulary to describe how the fruits looked, smelt, felt and tasted. We have paired up with a friend to find out about their favourite fruits and we are going to use this information to plan and make a fruit kebabs for them. Keep an eye out on Seesaw over the next few weeks to follow our journey.



At the end of last half term, we used the Superpower of Looking to explore and learn about the artist Henri Matisse and enjoyed using watercolour paints to create our own still life artwork which we are very proud of.

### World Book Day

This week, we have also celebrated World Book Day! It was so lovely to see everyone dressed as wonderful book characters and celebrate the importance of reading across the curriculum but also for enjoyment. We took part in lots of activities related to stories and storytelling.



As part of our World Book Day celebrations, we have been learning about the author and illustrator Roger Hargreaves. We have enjoyed sharing lots of Mr Men and Little Miss stories in class story time and we have used our fantastic creative skills to draw story scenes and make puppets.