



Additional Needs

Lent Term Newsletter



WELCOME BACK!

I hope you have all had a wonderful Christmas and time with family. Happy New Year to you all! It's going to be another busy term, but no doubt, a successful one.

All staff will be having further training on SEND, along with every member of staff within our Trust during our Trust INSET Day on Monday 23rd February 2026.

We are really looking forward to it!

PDA



PDA is the term used for Pathological Demand Avoidance and is often found alongside those who have Autism. It is where a child experiences extreme anxiety around everyday demands and expectations. What can look like defiance or manipulation is often a stress response driven by a strong need to feel in control. Children with PDA tend to do best with flexible approaches, reduced pressure, collaboration, and supportive relationships rather than traditional discipline or reward systems.

STAY IN TOUCH

If you have any concerns about your child's progress, in the first instance, please speak to your child's class teacher and/or the SENDCo. We will always listen and work with you to support your child in whatever way we can. If you would like a meeting, please ring the school office on 01332 766815 or email senco@geo.srscmat.co.uk



THURSDAY 8TH
JANUARY 2026

If your child has a SEND plan, you will have the opportunity to once again speak with your child's class teacher and talk through the plan and your child's intended targets for this term. This will take place on Thursday 8th January 2026 after school between 3.30-5.00pm. If this time isn't suitable for you, please do email your child's class teacher to let them know.

As always, this allows you to work with your child on some of the targets at home to further support the work we do in school.



EDUKEY

Your child's SEND plan is available via our online system, Edukey via <https://edukeyapp.com/parent>

Please ask your child's class teacher for your log on details.



Additional Needs Advent Term Newsletter



WHERE CAN I GO FOR FURTHER SUPPORT?

If you live in Derby City, you can access their local offer [here](#)...

If you live in Derbyshire, you can access their local offer [here](#)...

Alternatively, you can contact an independent advice service, [SENDIASS](#) for Derby City and [DIASS](#) for Derbyshire using a Google search.



- Please continue to share any information with regards to updates for your children, for example medical appointments or letters received from professionals or agencies.

- This really helps us to support your children as best as we possibly can in school.

- Thank you for your continued support.

Best wishes,

Mrs Holmes (SENDCo)



SENSORY OVERLOAD

Sensory overload happens when the brain receives more sensory input than it can comfortably process, such as noise, lights, textures, or movement. For some children, this can quickly lead to distress, shutdowns, or meltdowns—not because of misbehavior, but because their nervous system is overwhelmed. Parents can help by noticing triggers, allowing breaks, and offering calming strategies or sensory supports to help their child feel safe and regulated.

Read more below on how you can support your child...

5 KEY STRATEGIES YOU CAN USE TO SUPPORT SENSORY OVERLOAD AT HOME

Reduce demands and offer choices

Phrase requests gently and give options to help your child feel a sense of control (e.g., “Do you want to start now or in five minutes?”).

Create predictable routines

Consistent schedules and clear expectations reduce anxiety. Visual schedules or simple reminders can be especially effective.

Build in sensory breaks

Offer regular opportunities to decompress—quiet time, movement, deep pressure, or calming activities—before overwhelm sets in.

Use connection before correction

Focus on empathy and reassurance during moments of distress. A calm, supportive presence helps regulate emotions more than consequences.

Adapt the environment

Adjust lighting, noise, clothing, or spaces at home to meet your child’s sensory needs, making home a safe and restorative place.