



Welburn Hall Weekly

Friday 12 September 2025



Hello and welcome to our weekly Newsletter.....

School dinner arrears

ParentPay should now be working for everyone. Please settle any outstanding debt.

Thank you for your understanding

Autumn Term 1 Food Tech Contributions

Payments can now be made towards Autumn Term 1 Food Tech.

So, if you are able to contribute, please do so via ParentPay. Thank you



Can we please ask Parents/Carers of our new learners to log in and activate their ParentPay account. Even if your child has free school meals, we still need parents to have their own ParentPay account. Your help is greatly appreciated. Thank you.

Lunch Wk 3	Main option 1	Vegetarian option 2	Options 3 or 4	Pudding
Mon	Beef burger 	Lentil & veg burger VG 	Chicken pie Or Ham sandwich	Summer berry & lemon muffin V 
Tues	BBQ pulled pork noodles 	Quorn dippers V 	Pasta carbonara Or Tuna sandwich	Double mousse pot V 
Weds	Roast chicken & Yorkshire pudding 	Roast veg loaf & Yorkshire pudding V 	Option 3 Tuna jacket potato	Chocolate surprise cake V 
Thurs	Creamy mac & cheese V 	Veg korma & rice VG 	Lemon & herb chicken flat bread Or Tuna sandwich	Summer crumble pot V 
Fri	Fish fingers 	Pizza pinwheel V 	Fish star Or Cheese sandwich V	Biscuit swirl VG 

We are a nut aware school

V – Vegetarian VG – Vegan. Jan 2025



RESPECT



PERSEVERANCE



EXCELLENCE



Heads-up!

Dear all,

Welcome back! It has been such a busy start to the term; new learners, new staff and new classrooms. I would like to give a big shout out to Darren and Dave for all of their hard work in getting us back into the main house and to all the staff who gave up time during the holidays to get things ready for their classes.

Last week, the children had a lot of change to manage and I have to say how proud I was to see them coping with new systems for lunchtime, as well as forming new friendships and supporting each other. It is always exciting to hear what they have been up to during the summer.

Finally in recognition of 15 years' service, North Yorkshire Council have awarded Vicky Croall her official certificate which was presented to her in last week's assembly. Congratulations Vicky and we hope you continue with us for the long and distant future.

Alison

Can we please ask parents to ensure your child has spare clothes in their bag now that the weather is getting wet - we might get caught in a shower or two!

They will also need a warm, waterproof coat.

Thank you



Flamingo Land Trip Friday 26 September

Thank you to all parents/carers who have returned their consent form for the trip.

If you haven't sent it in, can we please ask that you do so as a matter of urgency.

Main school learners must wear their school uniform as normal and we ask that everyone dresses for the weather.

Last year's event was a great success; enjoyed by everyone, lets hope we can do the same this year.



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We want to say a warm welcome to one of our new teacher; Mr Paul Noble. The class have had a great time getting to know him and each other.

They've kicked off with many fun activities and team building games and are already seeing some lovely friendship bonds forming. A great start to the new academic year.



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Pre-Formal's topic this term is Under the Sea.

In their sensory food session learners were designing the sea floor.

Oh, those floors taste amazing!



Dalby Forest

We are delighted to announce that we now have two annual car park passes for Dalby Forest!

Thanks to everyone who took part in July's non-uniform day and Art Competition, which were supported by our HSA to raise money for the passes.

Hopefully everyone will get a chance to enjoy this fabulous resource on our doorstep.



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Welburn Hall School

Wellbeing & Safeguarding



North Yorkshire Safeguarding Children Partnership (NYS CP) aims to ensure all children in North Yorkshire are safe, happy, healthy and achieving.



If you are worried about a child – this is the duty number: 0300 131 2 131 Or see their website here:

<https://www.safeguardingchildren.co.uk/about-us/worried-about-a-child/>

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

Georgia 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.

