



Weekly Newsletter

Spring Term 2

Issue 204
6th March 2026

Together we build

March 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
9							1
10	2	3	4	5	6	7	8
11	9	10	11	12	13	14	15
12	16	17	18	19	20	21	22
13	23	24	25	26	27	28	29
14	30	31					

April 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
14			1	2	3	4	5
15	6	7	8	9	10	11	12
16	13	14	15	16	17	18	19
17	20	21	22	23	24	25	26
18	27	28	29	30			

Key

Pupils at School
Weekends
Teacher Training Days
Bank Holidays
Holiday

Don't forget to bring your refillable water bottle.



World Book Day

We celebrated World Book Day on Thursday 5th March.

Some of our staff and students dressed up as their favourite book characters and there were lots of activities to take part in throughout the day.



When the World Feels Worrying: Guidance for Parents

In recent weeks, many children have been talking about things they have seen or heard in the news or online. Whether it is conflict overseas, political tensions, environmental concerns, or upsetting events closer to home, children are often exposed to more than we realise.

It is natural for young people to feel confused, worried or unsettled by what they hear. As parents and carers, the most important thing we can offer is calm, reassurance and space to talk.

In uncertain times, the most powerful thing we can offer children is not certainty about the world. Pretending that everything is perfect will never work, and we know that many of our autistic young people are very perceptive about truth.

Instead, we can foster reassurance by giving certainty about our presence, our care, and our commitment to keeping them safe. This will help to reduce anxieties and keep them grounded in their daily lives.

How can we help children with these anxieties?

1. Start by listening—'what have you heard?', 'What do you think/ how does that make you feel?'
2. Keep it age-appropriate: children do not need detailed analysis—they need simple, calm and honest explanations.
3. Limit exposure to distressing media—avoid continuous news cycles, monitor online content, check in on conversations your child is having with peers.
4. Emphasise safety and stability—they are safe. There are adults around who will protect them. Their daily routines are steady.
5. Focus on what we *can* control: being kind, helping others, looking after our environment and contributing where we can.

Parents can report online concerns to **CEOP**, speak to the school's safeguarding team, or access guidance from **NSPCC**, **ThinkUKnow**, and **Childline**.



<https://www.ceop.police.uk/Safety-Centre/>



<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/>



<https://saferinternet.org.uk/resource/thinkuknow->

<https://www.childline.org.uk/>

'POSITIVE APPROACHES TO BEHAVIOUR' TRANSITIONS FROM SCREENS WITHOUT MELTDOWNS

WHEN TURNING SCREENS OFF FEELS IMPOSSIBLE

Screens offer predictability, dopamine, focus and a strong sense of control. For many, especially neurodivergent young people, switching them off isn't a simple request — it's a sudden neurological drop. What looks like refusal is often a nervous system overwhelmed by the shift from digital engagement to real-world demands.

WHEN THE BRAIN NEEDS TIME TO ADJUST

Two-step warnings give the brain space to prepare. "In five minutes we're finishing, and then it's time for dinner" helps reduce the shock factor. Without warning, the transition can trigger fight, flight or freeze responses, because it feels abrupt, confusing and dysregulating.

WHEN TIME NEEDS TO BE VISIBLE

Visual timers minimise arguments because they make time concrete. Many neurodivergent children experience time blindness, so a countdown they can see externalises the demand. It also removes the adult from the role of 'time enforcer', which instantly reduces tension.



WHEN CONNECTION COMES BEFORE DIRECTION

Co-regulation before the transition changes everything. Sitting beside them, noticing what they're doing, or offering a gentle cue helps shift their nervous system into a safer state. A regulated adult creates a regulated pathway out of hyperfocus.

WHEN THE BODY NEEDS A BRIDGE

Sensory bridges support the physical shift. Stretching, standing up, cold water on hands, a favourite fidget, or a quick movement break helps reset dopamine levels and ease the jump from screen focus to the next activity. Think of it as a warm-up for the nervous system.

WHEN RITUALS MAKE LIFE SMOOTHER

Predictable, repeated end routines like "pause → save → stretch → drink → next activity" give the child something familiar to anchor to. These rituals reduce anxiety and establish a rhythm the brain can rely on every time, making meltdowns far less likely.

FOR A COPY OF A BITESIZE INFORMATION SHEET, HEALTHY SCREEN HABITS, COMMENT SCREEN IN THE COMMENTS.