



SEND Newsletter

Summer 2- 2025

Hello!

As we come to the end of the school year, I wanted to take a moment to thank you all for your continued support and partnership during my first year as school SENDCo.

To our new families joining Reception in September-welcome to our school community and to Class Dojo! I hope that you find these SEND newsletters useful over your children's time here at Dunchurch Infants. I'm so looking forward to getting to know you and your children as they begin their exciting journey with us.

To our Year 2 parents, it's time for a fond farewell as your children move on to Year 3. Thank you for the warmth, trust, and support you've shown during your time here. It has been a privilege to be a part of your children's journey, and I will miss them dearly.

Although I don't have a class of my own, I've had the joy and honour of working with so many of your children across the school as part of this role. I see each one of them as "my own" in a special way, and it's been such a pleasure to watch them grow, learn, and shine.

Wishing you all a happy, restful summer-and to your wonderful children, thank you for being you!

Mrs Owen.



Spotlight On ... Preparing Children For Transition



For many children, the end of the school year is a time of excitement. New teachers, a fresh classroom, a chance to grow. But for some children with special educational needs, particularly those who thrive on routine, familiarity and emotional connection, the final weeks of term can stir up unexpected sadness and anxiety.

This spotlight is for parents of neurodivergent children who are preparing to manage transition into the next year group. Not necessarily changing school or going through a major transition, but simply ending the year, parting from the people and routines they've come to trust.

You might notice regression, clinginess, shutdowns, or defiance, but beneath it all is a child processing loss in the only way they know how. Here's how to support them in a way that feels safe, respectful and emotionally validating.

Understand That Goodbye

Feels Like Grief

Neurodivergent children often form deep attachments to their teachers, support staff and classroom routines. These bonds may look different from typical friendships, but they are no less meaningful. When that safe environment disappears, sometimes suddenly in the eyes of the child, it can feel like bereavement.

What you might see:

- Distress at small changes in the classroom



- Avoidance of end-of-year events
- Sudden resistance to school routines they previously coped with
- Big emotions without clear triggers

This is not “overreacting” or “playing up.” It’s grief. And grieving behaviours in children rarely look like crying and talking, they show up in sleep, appetite, behaviour, or meltdowns.



Make Time for Gentle, Honest Conversations

Avoid framing the class change as something exciting if your child isn’t excited. It’s tempting to focus on the positives-“You’ll love Year 2!” or “You’ll make new friends!”, but this can dismiss your child’s genuine sense of loss.

Instead, say:

- “It’s OK to feel sad about leaving your class. You’ve spent a long time together.”
- “You don’t have to be ready to say goodbye yet.”
- “You might feel lots of things at once, and that’s all right.”

Use storybooks, social stories or visual timelines (the transition booklets I created for those of you in Reception and Year 1 will be really good to use) Some children might prefer to process through drawing, acting it out with toys, or simply having space to

think without needing to talk. Be led by them.

Create a Personalised ‘Saying Goodbye’ Plan

This doesn't have to be a formal document. It can be a handwritten list, a symbol-supported schedule, or even just a few ideas you revisit together each week. The key is that it's theirs, and it gives them some control over the process.

Here are elements you might include:

- One person I want to say goodbye to properly
- One place in school I want to visit one last time
- One thing I'd like to give or make for someone
- One memory I want to keep
- One way I want to say goodbye (verbally, writing, drawing, waving, not at all)

Let your child know that it's OK to skip things or change their mind. This plan isn't about pushing closure. It's about giving space for emotional safety.



Help Them Hold on to What Matters

Goodbyes don't have to mean endings. Help your child find ways to hold on to the people and memories that matter most. This might look like:

- Taking a photo of the class, classroom or display they loved
- Writing (or drawing) a message for their teacher to keep
- Creating a small “memory book” or “my favourite things from this year” sheet
- Making a worry jar with messages about what they'll miss, and how to carry it with them
- For some children, concrete objects work best. A printed picture in their drawer, a laminated goodbye card from their TA, a voice recording from a teacher. For others, it's enough to know that people won't forget them. “You'll still be in their heart, even when you're not in their class.”



Don't Force Participation in 'Farewell' Events

Assemblies, discos, and class parties are often overwhelming for neurodivergent children, even more so when emotions are already running high. If your child avoids these events, it doesn't mean they don't care. It may just mean it's too much to handle.

Offer alternatives:

- A quiet goodbye with a small group
- Dropping in to give a teacher a card in private
- Recording a video message rather than speaking in person
- Making something at home to give the next day

Give permission to opt out. And don't worry about what others might think. Your child's emotional safety matters more than performing a perfect goodbye.



Talk About What Will Stay the Same

In times of change, children often find comfort in what's consistent. Remind them of the parts of school that aren't changing:

"You'll still be in the same building."

"You'll still see your old teacher on the playground."

"Your TA will still be nearby."

"You'll still have your red book bag."

Write these down, add pictures, or make a personalised "Things That Will Stay the Same" booklet. For many SEN children, continuity is a powerful form of reassurance.



Expect Mixed Emotions (Even the Ones That Don't Make Sense Yet)

Children can feel proud, excited, angry, scared, confused and sad all at once. They may seem indifferent one day and overwhelmed the next. Don't try to fix or explain the feelings away. Just name them gently when they show up.

Try phrases like:

- “That’s a lot of feelings all at once. I’m here for them.”
- “You don’t have to make sense of it all right now.”
- “Sometimes goodbye feelings show up in your body too.”

Your calm presence is more helpful than any script. Let them know they can come back to the topic whenever they need to even if it’s weeks later.



Offer a Way to Reconnect Later

Sometimes just knowing there’s a chance to say hello again can ease the goodbye. You might arrange for your child to:

- Visit their old classroom in September
- Wave to their previous teacher from the playground
- Drop a note into the old class postbox
- Write previous teachers/ Ta’s a letter

Trust That Closure Isn't Always Visible

Some children will say goodbye with a wave and a grin. Others might refuse to engage at all. That doesn't mean the goodbye didn't matter-it just means they're processing it differently.

You might never get the tearful thank you or the heartfelt reflection. But weeks later, your child might suddenly draw a picture of their old teacher, or bring up a memory, or ask if you remember something funny that happened in class. That's goodbye, too.

Support Yourself Through the Process

This can be an emotional time for you, too. Watching your child say goodbye, especially if they struggle with connection or have finally bonded with a key adult, can stir up a lot of feelings. You may feel protective, frustrated, or just incredibly sad that a wonderful teacher won't be in their life next year.

Take time to acknowledge those emotions. Talk to other parents or to me as SENCO. Know that your child's journey isn't starting over-it's building on everything they've gained.

Your presence, your understanding, your flexibility-that's what helps them carry what matters into the next year.

Last half terms highlights:

Sports Day:



A true highlight of this half term was our brilliant Sports Day. It was a joy to see every child taking part with such enthusiasm, determination, and perseverance. I was incredibly proud of how each child challenged themselves, supported one another, and

embraced the spirit of the day. It was especially heartwarming to see children of all abilities fully involved and celebrated- a real reflection of our inclusive school community. The day was filled with energy, encouragement, and achievement, and will be remembered as a shining example of what we can accomplish together.

That's a wrap!



For questions and clarifications, you may reach out to me directly on-
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ClassDojo