



# Seascope Primary School

'Be your BEST self and reach for the stars'



## Seascope Primary School Weekly Newsletter

Friday 21st November 2025

Vol: 2 Issue: 3

### Headteacher's Notices

#### 'Thank you, Mrs Vaughan!'

Children, staff, governors and ex-staff from school have held a special assembly this afternoon to celebrate and recognise the career of Mrs Vaughan at school, as she begins her well-deserved retirement.

Mrs Vaughan has been supporting children and families of our school for over 34 years, beginning at Eden Hill School, then moving to Seascope Primary. In that time, Mrs Vaughan has had a significant impact on the lives of so many children, through her kind, caring and nurturing approach.

Children across all Teams prepared a range of wonderful presentations of 'thanks' for Mrs Vaughan and presented cards and gifts.

I am sure that everyone across our school community will join with me and the rest of the staff in school in wishing Mrs Vaughan a very happy and well-deserved retirement!



*'Be your BEST self and reach for the stars!'*

#### Attendance Ladder



#### Attendance

#### 'No Days Off November!'

The 'No Days Off November' challenge in school is having a positive impact of whole-school attendance. Since the challenge began, weekly attendance has improved by 2%! Well done, TEAM Seascope!

A reminder that all children who maintain a 100% attendance during November will be entered into a Prize Draw for a chance to win a £10 Amazon gift card, with a raffle prize available for those families of children who have achieved 100% attendance also!

**Currently, there are over 130 children who have maintained a 100% attendance in the challenge! WOW!**

Don't worry if your child has had an unavoidable day off during November, they can still have an impact on the TEAM prize for best class attendance during the month. The TEAM with the highest attendance will win a small budget to plan a party afternoon in early December.

Current the TEAM positions for 1st, 2nd and 3rd place are:

**1st Place: TEAM Murphy (Miss Robinson) - 98%**

**2nd Place (joint): TEAM Potter (Miss Hall) and TEAM Walliams - 95%**

**3rd Place: TEAM Pullman (Mr Bell) - 92%**

*Come on, TEAM Seascope! You CAN do it! Let's achieve super attendance in November!*

**T.E.A.M. = Together Everyone Achieves More**



#### Christmas Jumper Day

Children are invited to come to school wearing their favourite Christmas Jumper on Wednesday 3rd December. This will coincide with Christmas Lunch day.

If not already, please ensure you have contacted the school office with your child's preference for Christmas Lunch!

#### Christmas Party Days

Children across school will be holding their Christmas Parties week beginning 8th December.

- Early Years—Monday 8th December
- KS1 (TEAM Rosen, TEAM Potter, TEAM Murphy) —Tuesday 9th December
- LKS2 (TEAM Pullman, TEAM Walliams, TEAM Dahl) —Wednesday 10th December
- UKS2 (TEAM Almond, TEAM Morpurgo, TEAM Blyton) —Thursday 11th December

On their party day, children can come to school dressed in their best party outfits, ready to have lots of festive fun!

Thank you for your continued support,

Mr D Christie

Headteacher

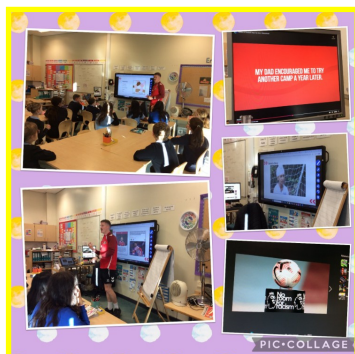
## The Foundation of Light

The Foundation of Light visited Seascope Primary School today, to deliver a range of workshops focussing on diversity and equality in the community.

Their purpose is to involve, educate and inspire people, in and through football, across the communities of Sunderland, South Tyneside and County Durham. They use the power of football to invest in the communities we serve and to improve the Education, Health, Wellbeing and happiness of people, no matter who they are.

Key topics discussed throughout the session included:

Racism  
Discrimination  
Allyship



## Information Session for parents of children with Special Educational Needs and/or Disabilities (SEND)

### Myth-busting with a SEND Caseworker

Join us for coffee, conversation, and clarity!

Location: Seascope Primary School

Date & Time: Friday 28th November 2025 at 9:00 – 10:00

#### What's Covered:

- ☒ SEND Myths Debunked Learn the truth behind common misconceptions such as:
    - "You need a diagnosis to get support"
    - "Only children 2 years behind qualify for support"
    - "High achievers don't need SEN support"
  - ☒ Understanding SEND Support Explore how schools and services provide support through the graduated approach.
  - ☒ EHC Needs Assessment Explained Discover when and how an Education, Health and Care Plan (EHCP) may be considered, and what the process involves.
  - ☒ Meet Your SEND Caseworker
- A dedicated professional from the Local Authority's Graduated Approach Pathways (GAP) Team will guide you through the session and answer your questions

## Learning is FUN at Seascope Primary School!



Congratulations to all of our pupils for their outstanding effort and hard work in our school!

*'Together Everyone Achieves More'*

## MENTAL HEALTH

### Top Tips on Supporting Children with Self-Regulation

As infants, we all rely completely on adults to help us resolve situations that are causing us to become upset or stressed. This is known as co-regulation. The next phase, once autonomy has begun to develop, is called self-regulation: this is when children start to become capable of exercising more control over their impulses and behaviour, and managing their own emotions.

This vital developmental milestone, however, isn't reached spontaneously. Learning to self-regulate requires sensitive guidance from trusted adults – simply talking with children about their thoughts and feelings, for instance, can ease the route to self-regulation. This guide (below) has some expert tips for supporting children to reach this goal.



SCHOOL  
MEMBER





# 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.



#WakeUpWednesday

The National College