

# SEND NEWSLETTER

SUPPORTING EVERY CHILD  
December 2025



## SEND Coffee Morning

Join us on **Thursday 4 December at 9:00am** to learn more about Zones of Regulation and how you can use them to support your child at home, including making your own resource.



## Understanding Our Support: Zones of Regulation

### What are the Zones of Regulation?

The Zones of Regulation is an approach which supports children in managing their feelings. By categorising the different ways we can feel and states of alertness, children can be supported to identify their own feelings and understand how their feelings can then affect their behaviour.

**The Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

**The Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

**The Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

**The Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Zones can be likened to traffic lights:

Green: you are 'good to go!'

Yellow: slow down or take warning

Red: stop and regain control

Blue: rest area where you pull over when you're tired and need to recharge.

## Why do we use Zones of Regulation?

To teach our pupils:

- How to identify their feelings as well as read others' facial expressions
- Understand how their behaviours can influence others' thoughts, feelings and behaviours
- How to regulate their own feelings and in doing so, develop their own 'toolbox' of strategies to self-manage their thoughts and emotions.
- How to problem solve and find positive solutions to different emotions The ultimate goal is for independent regulation.

## Children are encouraged to talk about their feelings

By doing so, this will support their understanding and consolidate their learning further. Our pupils can then decide whether to check in with their feelings through the school day. Our staff can support by reminding them of the 'tools' they could use to help them navigate through their feelings. Here are some examples:

- Talk to a trusted adult
- Deep breathing exercises
- Finding a quiet space to calm down
- Drinking water
- Movement and/or sensory breaks
- Mindful sketching or colouring

## SENSORY STRATEGIES:

Bear Hug Swing/rock

Go for a walk

Wall push ups

Sucking smoothie through straw

Chewy foods

Blow bubbles

Classical music

Roll on an exercise ball

Trampoline

Blanket roll

THESE ARE NOT A TREAT BUT A TOOL TO HELP THE CHILDREN FEEL REGULATED.

How can you help at home?

1. Ask children 'how are you feeling?'/check in with their feelings.
2. Identify which zone they are in. 'Which zone are you in?'
3. Talk through strategies in their toolbox.

## SENSORY TOOLS



Could you have a sensory box at home?

Come to our  
Coffee Morning  
on 4 December  
at 9am to find  
out more!

# Children's Social Care: How does it help our children? Monday 15<sup>th</sup> December

Book now for our next event on Monday, 15<sup>th</sup> December, when we will be looking at Social Care for children and young people. Book at <https://SocialCareConf.eventbrite.co.uk>

- Find out about the changes coming in Social Care
- Put your questions to the panel of senior professionals
- Join one of our workshops (see below)
- Book a 1:1 chat



Registration and coffee from 9.30 am	
10 – 10.45 am	Overview and Q&A session on the Children's Social Care National Framework with Anne Stoker, Director of Children and Family Services
10.45 – 11 am	Coffee break
11 am – 12.30 pm	Q&A session with our panel of senior LA professionals
12.30 – 1 pm	Lunch break (a light sandwich lunch will be provided)
1 -2 pm	How to get Social Care support workshop Top Tips for Transition to Adulthood workshop Plus: 1:1 appointments (subject to availability)

Monday 15<sup>th</sup> Dec  
10 am to 2 pm  
(registration from 9.30 am)

At Ponders End  
Family Hub, 129  
South Street,  
Enfield, EN3 4 PX  
(next to Oasis  
Hadley Academy)

For more information and to book see our website events page



SCAN ME

Our Voice is the official parent carer forum supporting the families of children and young people aged 0 -25 years with Special Educational Needs or Disabilities, living or attending school in the London Borough of Enfield. We are not part of the Local Authority but we work with them to improve services for the families that we represent.

Our Panel for the main Q&A session will be:

Seema Islam (Chair)	Chair of Our Voice
Anne Stoker	Director, Children and Family Services
Rashmi Patel	Interim Director of Children's Social Care
Mirjan Dharmo	Head of Service for Disabled Children
Sarah McLean	SEND Transition Manager
Donna Gilfillan	Head of Service Safeguarding and Quality Assurance
Charlene Thomas	Head of Service for Integrated Learning Disability Service (ILDS)
Rafique Allah	Youth Work and Youth Development Service
Sally Mordi	Designated Clinical Officer
Sarah Pope	Clinical Lead, Enfield Integrated Learning Disability Service
Ivana Price	Director of Family Help and Community Safety
Joe Fitzgerald	Head of Enfield Family Help and Prevention

You will have an opportunity to ask the panel any general questions relating to social care support, transition to adult social care and inclusive play and leisure.

If you have specific questions relating to your child/young person's individual circumstances, please book a 1:1 session with ILDS (for questions relating to a young person aged 18 + or about the transition to 18+ support), or Early Help. Or if your question is too detailed for Early Help support, we can arrange a phone 1:1 meeting with Cheviots which will take place outside of this event.

# Sources of help and support



- Danny Neville, SENDCo via [office@chesterfieldprimary.org](mailto:office@chesterfieldprimary.org)
- Our school website has a section dedicated to SEND:  
<https://www.chesterfieldschool.co.uk/page/?title=SEND&pid=232>
- Enfield Local Offer: This website lists all the services, provisions, and resources available in the Enfield area for children and young people with SEND:  
<https://www.enfield.gov.uk/services/children-and-education/local-offer/education-5-to-18/support-at-school-for-young-people-with-send>
- Enfield Advisory Service for Autism (EASA): <https://www.enfieldasa.org.uk/>
- School Nurse Team (includes link to referral form)  
<https://www.royalfree.nhs.uk/services/community-services-enfield/school-health-service#accordion-63422>
- The National Autistic Society: [www.autism.org.uk](http://www.autism.org.uk)
- British Dyslexia Association: <https://www.bdadyslexia.org.uk>

## SEND Coffee Mornings



We are delighted to invite you to one of our upcoming SEND Coffee Mornings—a practical and informative way to learn how we support your child in school. Each session is designed to give you valuable insights into our strategies, followed by a hands-on resource-making workshop. You'll leave with ready-to-use materials and clear instructions on how to use them with your child at home!

### Next Session Details

- Date: Thursday, December 4
- Time: 9:00 am
- Topic: Zones of Regulation
- What we'll cover: A discussion on what zones of regulation are, how we use them in school and how you can use them at home. You will make your own resources to take home with you



We look forward to seeing you there!

Dates for future sessions will be announced shortly and will focus on sleep with the school nursing team, maintaining good dental hygiene, strategies for managing ADHD and we will have a visitor from the Enfield Advisory Service for Autism (EASA).

# Child and Adolescent Mental Health Services (CAMHS)

## Important information about requesting a referral to CAMHS

CAMHS referrals are made for one of the following two reasons:

1. To request a neurodivergent screening for Autism and/or ADHD
2. To make a referral for mental health concerns

### What do I need to do to request a screening for Autism and/or ADHD?

Your first step is to book an appointment to talk with the SENDCo about your concerns.

If it is agreed that a referral would be appropriate, we will follow the steps below:

1. You will receive a copy of the Autism and/or ADHD questionnaire from the school office. Complete the form by selecting the option for each statement that most closely matches how your child presents at home.
2. You will also receive a referral form. Please also complete this, providing as much detail and information as you can. Feel free to provide additional sheets/pages if you would like.

The completed paperwork should then be returned to school and we will then ask the class teacher to complete the CAMHS school-based questionnaires to state how your child presents at school. The SENDCo will then collect all the information together and send the referral to CAMHS.

### What do I need to do to request mental health support from CAMHS?

For mental health concerns for which you would like support from CAMHS, please contact the front office and ask to speak to the SENDCo directly.

### What do I do if my child's GP is not based in Enfield?

Please note that CAMHS referrals are made based on the location of your child's GP. Therefore, if your child's GP is not based in Enfield, please contact the school directly and let us know the address of your child's GP, so that we can provide you with the correct paperwork.

### Is there a CAMHS waiting list?

Please be aware that referrals for CAMHS Autism and/or ADHD screenings currently have long waiting lists. However, you can contact CAMHS directly on 0208 702 3111 once the referral has been sent to request an update.

### Is there a school waiting list?

Please note that the school receives a high number of requests for CAMHS referrals and your child's screening will be added to our waiting list and completed as soon as possible. Priority will be given to urgent referrals. We thank you in advance for your understanding.

### What if I need urgent support?

If you have immediate, serious concerns about your child's mental health, please contact your GP, call NHS 111, or in an emergency, go to A&E.