



**Burton  
Green**  
PRIMARY SCHOOL

Belong - Believe - Achieve  
Respect, Kindness, Creativity, Teamwork, Success

# SEND Newsletter

June 2026 - Issue 5

School SENDCo: Mrs Rachel Mackay

Welcome to the fifth issue of our termly newsletter with a focus on SEND (Special Educational Needs and Disabilities) and Inclusion. We hope you will find it useful. Previous copies are available in the Newsletters section of the school website. You will also find further information on the SEND offer page on the school website: <https://www.bgp.hlt.academy/key-information/send>

## SENCo email address

We are transferring contact with parents and carers about all SEND matters to [senco@bgp.hlt.academy](mailto:senco@bgp.hlt.academy) so that you can continue to use this in September. If your email is urgent, please continue to use [hello@bgp.hlt.academy](mailto:hello@bgp.hlt.academy) so that your message can be seen more quickly.

## Goodbye from Mrs Mackay

It has been an absolute pleasure to get to know children and families at Burton Green over the last three years. I will be at school until 15th July and wish you all the very best as you continue at Burton Green or move to new settings.

✨ Keep shining! ✨

## Spotlight on Transition

It's the time of year when there are lots of changes to come: new schools; new teachers; new uniform; new shoes! There are also lots of exciting things happening in school which makes for a very busy time for children, families and staff. During these times, children often struggle with changes in routine, and can become more tired than usual, especially when the weather is warm.

To help support these busy times, routines are maintained in school as far as possible, so that certain parts of the day remain predictable and children can feel secure. Preparations are underway for moving to new year groups and children are getting to know new staff and year group mixes as part of our transition process.

On previous SEND newsletters, there has been information about social stories which can help children with changes in routine. These are easy to make using AI and can be really effective.

You can find out more here: [SEND Newsletter November 2025](#).

### Jargon Buster: Monotropism

**Monotropism** is a way of thinking that is common in many autistic children. It means focusing very strongly on one thing at a time.

Children may become deeply interested in a favourite activity, toy or topic. This can help them learn lots of information and concentrate really well on things they enjoy.

Because they are so focused, they may find it difficult to stop an activity, switch to something new, or cope with unexpected changes. This is not children choosing to ignore instructions. It is simply the way their brain focuses attention.

Understanding monotropism can help us support children better. Clear routines, visual reminders and warnings before changes can help children feel calmer and more confident throughout the day.

# Provision Map Update

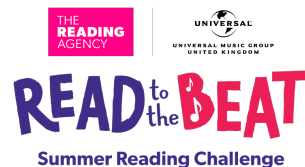
Provision Map is the platform we use to create and share learning plans and/or passports for pupils with SEND. Parents of pupils with passports and/or learning plans should be able to log in and see these documents.



Learning plans have been reviewed recently and you should be able to access these on the site. Children had the opportunity to talk about their targets with their teachers and reviewed their progress together. You can request a meeting with your child's teacher to discuss their targets or you can add a comment on Provision Map by clicking in the parent/guardian contribution box. If you don't have log in details, please ask your child's teacher.

## A Summer of Reading

It's often the case that children's progress in reading relaxes a little over the summer holiday and there are a number of initiatives to promote reading for pleasure, especially when the holiday is so long!



Your children will have heard about the Summer Reading Challenge from your local library - it's free to join the library and you can even access audiobooks this way, too. There's also another version which might be of interest, with great online resources and challenges:

<https://www.readaloudchallenge.co.uk/>



# After School Restraint Collapse

Have you noticed a difference in your child's behaviour after school? They may be more irritable, easily frustrated, or even angry. After a busy day at school, children often need time to decompress and home is typically their safe space to do so, but this can be tricky for parents and carers who might feel in the firing line. These images from The Contented Child (search on Facebook) help to explain more:

## 'AFTER SCHOOL RESTRAINT COLLAPSE'

After-school restraint collapse isn't misbehaviour — it's release. When we see it as the body's way of finding balance after a long day of holding it together, we can respond with empathy, not punishment.

**SCHOOL DAY:**  
The child works hard to follow rules, stay focused, and manage big feelings internally. Small stressors build layer by layer.

**SIGNS YOU MIGHT NOTICE:**

- Emotional outbursts or meltdowns after school
- Refusing to talk about the day
- Overeating or comfort-seeking
- Irritability or defiance toward parents
- Needing solitude, screens, or sensory soothing
- Tears without clear cause

**JOURNEY HOME:**  
Signs of fatigue appear — quiet withdrawal, irritability, or zoning out. The nervous system starts to let go of control.

**ARRIVAL HOME:**  
A small request ("take off your shoes" or "Get your homework done") can trigger tears, shouting, or shutdown. The release isn't about the request — it's the day's emotional backlog.

**RECOVERY:**  
After the storm, they may crave comfort, food, movement, or silence. Connection — not correction — helps them return to regulation.

Want to understand more about after school restraint collapse? Explore the Fall After School Restraint Collapse Toolkit by The Contented Child for visuals, guides, and practical tools that help uncover what's behind the collapse — and support children to feel safe.

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## TIMELINE OF A MELTDOWN – AFTER SCHOOL RESTRAINT COLLAPSE

**ESCALATION**  
Triggers have been building all day at school. The child has been masking, holding in emotions, and suppressing overwhelm. Body: Stress rises, tension builds. Support: Keep other-school transitions soft. Reduce demands. Offer calm presence.

**CRISIS PHASE**  
Home feels safe, so the child finally releases everything they held inside at school. This is a protective overflow, not intentional behaviour. Body: Fight/flight/freeze/flop/ fawn activated. Support: Stay calm and close. Keep everyone safe. No reasoning or instructions.

**DE-ESCALATION PHASE**  
The intensity drops, but the child is fragile. Their system is coming down from overload. Body: Stress hormones reduce; tears or clinginess may appear. Support: Quiet comfort. Warmth, rest, no talking demands.

**'BLUE' STATE**  
After the collapse, the child may feel flat, sad, ashamed, or exhausted. Body: Fatigue as the nervous system resets. Support: Gentle reassurance. Stay close. Reflect only if they're ready.

**RETURN TO REGULATED**  
The child's system returns to balance. Thinking, talking, and learning become possible again. Body: Steady breathing, relaxed muscles. Support: Teach coping strategies now — never during the collapse.

ESCALATION      CRISIS      DE-ESCALATION      BLUE      REGULATED

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In [November's SEND Newsletter](#), there was a section on co-regulation. The image below might be helpful in supporting your child in these tricky times:

## CO-REGULATION

When they can do it alone - and when they need you.

**SELF-REGULATION**



- Taking deep breaths when frustrated.
- Asking for a break
- Walking away from conflict
- Using a calming tool or strategy without being reminded

**CO-REGULATION**



- Sitting close or quietly beside them
- Speaking softly
- Offering a hug (if wanted)
- Naming the feeling
- Guiding them through a calming strategy

For a copy of our Bitesize Guide to Emotional Regulation, LIKE the post and comment ER below.

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# Support for Parents and Carers in York

The City of York Local Offer website contains a whole host of information about groups and services that are available in York, including links to activities and things to do: <https://www.yorksend.org/>



Parent Carer Forum York is also available to support parents: <https://www.parentcarerforumyork.org/>

Launched in September 2025, **SEND CENTRAL** is York's Family Hub that specialises in Special Educational Needs and Disabilities (SEND). This is a hub where families can seek advice and information about what's available in York when they have children and young people who have additional needs, any age from 0 to 25. There is a whole host of workshops for parents, too. Find out more here: <https://www.yorksend.org/parents/send-central>



**Wednesday 8th July 10am - 11.30am Understanding Emotional Regulation** A workshop for Parents and Carers to explore emotional regulation. This will be an opportunity to consider our emotions, introduce the window of tolerance and explore strategies and ideas of how to help regulate emotions for your children and young people.

**Wednesday 15 July 10am- 11.30am Understanding Self Esteem** . A workshop for Parents and Carers to explore self-esteem. This workshop will explore what is self-esteem, how this differs to self-confidence, and the factors that impact high or low self-esteem and what strategies and skills can help to boost self-esteem.

**The Go To** is a website full of resources to support mental health in North Yorkshire. <https://thegoto.org.uk/>

**New!** **The Land, Haxby** is a tranquil nature reserve being developed for use by autistic young people. Support for parents and carers is also available. <https://theland.org.uk/>

## Other Useful Sources of Information

**ERIC:** Supporting children and families with bowel and bladder issues:

<https://eric.org.uk/>

**BBC Tiny Happy People:** Tiny Happy People can help you develop your child's language and communication skills, so they get the best start in life.

<https://www.bbc.co.uk/tiny-happy-people>

**CBeebies Parenting:** A new website with ideas and support from before birth to age 6.

<https://www.bbc.co.uk/cbeebies/parenting>

**Let's Make Sense Together:** Developed by local Occupational Therapists as part of a sensory processing pathway, supporting children and young people who have a physical and functional difficulty due to sensory processing differences.

<https://www.yorkhospitals.nhs.uk/childrens-centre/your-childs-hospital-journey/therapy-services/occupational-therapy/lets-make-sense-together/>

**Get Cycling:** Get Cycling CIC is a not-for-profit community interest company that supports cycling for everyone. Based in York, they have the UK's largest selection of demo cycles. They sell, hire, loan, service, and repair a wide range of inclusive cycles. This includes trikes, recumbents, and other specialist cycles for disabled people, families, groups, schools, and workplaces. They believe everyone should be able to enjoy cycling – and will help find the right cycle for you and your family. <https://www.getcycling.org.uk/>



# GET CYCLING