

NEWSLETTER



Friday 3rd October 2025

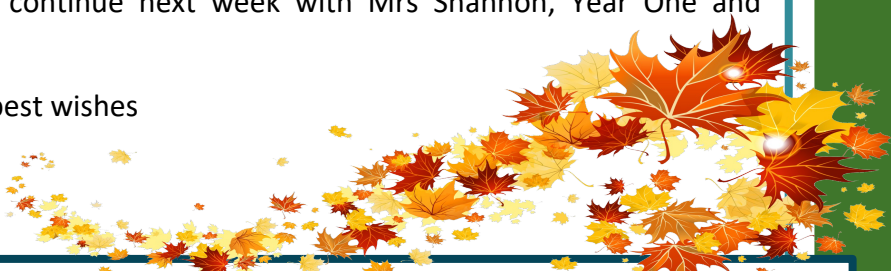
HEADTEACHER'S MESSAGE

This week I have been visiting classrooms to talk with children about their learning. It was wonderful to chat with the children about what they love about school and learning. I have learnt some new maths techniques, delved into the story of 'Theseus and the Minotaur', learnt how giraffes defend themselves, listened to the fabulous story 'A Squash and a Squeeze' and seen some fabulous artwork in Year Two; a set of class self-portraits as well as interpretations of the work of L.S.Lowry.

It was also wonderful to see so many parents in school this week learning and discovering how they can support their SEND children. Mrs Nash runs these workshops to help and support parents; these workshops are invaluable and well worth attending! Our parent workshops continue next week with Mrs Shannon, Year One and Phonics.

With very best wishes

Mr Higgins



DIARY

w/c 29th September Lunch Menu:
Week Two

8th October 2025 – 9.10am
Year One Parent Workshop:
Phonics

13th October 2025 – 3.20pm
PTA Toy and Book Sale

17th October 2025
PTA Non-Uniform Day Fundraiser

October 2025
Black History Month

23rd October 2025 – 9.10am
Macmillan Coffee Morning

23rd October 2025
Parents' Evening

24th October 2025
Teacher Training Day

27th-31st October 2025
Half Term Week

31st October 2025
Deadline for Secondary
School Applications

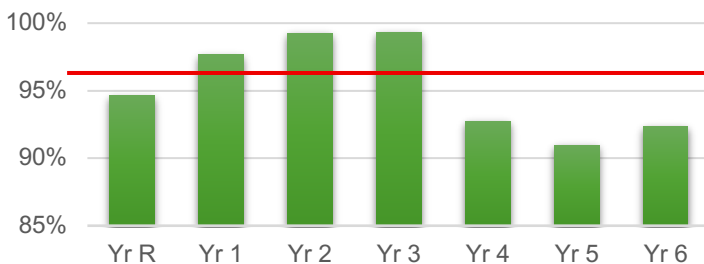
3rd November 2025
Autumn Term² starts for children

10th-14th November 2025
Anti-Bullying Week

12th November 2025 – 9.10am
Reception Parent Workshop

Attendance

w/c 22nd September 2025



96% is our **MINIMUM** expectation for attendance.

Did your child's class reach 96% last week?

This year's attendance, to date, is
93%

■ Percentage Attendance



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IMPORTANT INFORMATION

Dear Parents / Carers

Re: **Use of E-Scooters on the School Site**

Last Friday, I had cause to speak to two individuals regarding the unauthorised use of e-scooters on the school site. I would therefore, like to draw your attention to **safety and legal compliance** concerning the use of electric scooters (e-scooters) by pupils, parents, or visitors on the school premises.

Legal Position

- In the UK, e-scooters are classified as powered transporters under the Road Traffic Act 1988.
- Privately owned e-scooters are not legal for use on public roads, pavements, cycle lanes or other public spaces outside of government-approved trials.
- One of the few places where private e-scooters may be used legally is on private land, but only with the permission of the landowner. This would include a school site, if the school gives explicit permission.
- There are penalties under law for misuse, including Fixed Penalty Notices, fines (up to around £300), seizure of the e-scooter, and in some cases penalty points on a driving licence. Also, private e-scooters generally cannot obtain the insurance, licensing, registration etc that would be required if used legally on public roads.

Why E-Scooters on School Site Are a Concern

Even when they are legal (or in permitted private-land circumstances), there are serious safety dangers:

- **Collision risk with children:** E-scooters can accelerate quickly, may lack good braking or stability, and visibility may be compromised. A child walking, running or playing may be struck accidentally, possibly causing serious injury—particularly to the head, limbs or torso.
- **Speed & control:** Users may lose control, especially in crowded, constrained, or poorly surfaced areas. Even a low-speed collision with a child could lead to fractures, bruising, or more severe injury.
- **Unpredictable behaviour:** Children may dart out unexpectedly or be out of a scooter-rider's line of sight. E-scooters often have smaller wheels and less suspension, which makes obstacles or uneven surfaces more hazardous.
- **Legal liability:** If an accident occurs on school property, there may be questions of liability. Allowing unsupervised or unsafe scooter use could pose risks both to individuals involved and to the school as an institution.
- **Lack of protective gear:** Many riders do not wear helmets or protective pads. In collisions this magnifies the risk of injury.

School Policy

Considering the legal position and safety risks to all members of the school community, please note the following:

1. Woodcock Hill Primary School does **not** grant explicit permission for the riding of e-scooters anywhere on the school grounds: entrances, paths, playgrounds, car parks, assembly areas etc.
2. Any e-scooter must be dismounted and walked (pushed) if it is brought onto the school site.
3. The school will not permit storage of in-use e-scooters in pedestrian walkways or areas where they may obstruct or pose a collision risk.
4. Disregard of this policy **will result in a complaint to West Midlands Police**.
5. Staff will be vigilant and monitor entrances/exits and school grounds to enforce this policy.
6. CCTV is in operation across the school site.

I ask for your support in discussing this policy with your children and those collecting or bringing your children to/from school; please ensure that they understand the importance of safe behaviour and the consequences of using an e-scooter on our school site.

Our priority is the safety and wellbeing of every child.

If you have any questions or concerns about this policy, then please feel free to contact the school office.

Yours sincerely,

Mr D Higgins
Head Teacher

Our School Values: *We are respectful, ambitious, creative, inclusive, independent and we persevere.*

Macmillan Coffee Morning

Our annual Macmillan coffee morning will take place on Thursday 23rd October 2025. Children will perform a short song/poem before spending 10 mins with their parents. The coffee morning begins at 9.15am and parents should allow at least 90 minutes for this event. Please note: we are unable to provide an exact time that each class will be ready to perform to their parents.

To make this event a success, donations of shop bought cakes and biscuits would be appreciated by Monday 20th October 2025.

Our School Day

Lessons begin at **8.55am**. Children should arrive on time ready for the school day. We offer a free breakfast club from 8.15am.

Lessons end at **3.20pm** for Reception (EYFS) children and **3.25pm** for KS1 and KS2 children. Once the lesson has ended children prepare to leave for home. Children will be released to a parent / responsible person once they are ready.

Parents should be ready to collect their children at 3.25pm (or 3.20pm for EYFS); late collection of children is closely monitored.

Celebration Assembly

In this week's celebration assembly, we celebrated the achievements of:



Year One

Lucius and Manahil

Year Two

Alice and Charlie

Year Three

Scarlett and Tommy

Year Four

Muneeb and Sirrah

Year Five

Diana and Kaiden

Year Six

AJ and Charlotte

Starting School September 2026?

Children born between 1st September 2021 and 31st August 2022 can start school (Reception) in September 2026.

Applications for Reception 2026 opened on 1st October 2025; **the closing date is 15th January 2026**.

It is important that you apply on time. If you apply late, you are less likely to get offered a place at any of your preferred schools.

Applications received after the 15th January 2026 will be classed as 'late applications' and will not be processed until after the offer of places on 16th April 2026.

To make your online application go to:

**[www.birmingham.gov.uk/
schooladmissions](http://www.birmingham.gov.uk/schooladmissions)**

Our Reception 2026 open day will take place on **11th November 2025** at 2pm and 4pm. Please book your tour via our school office.

Toy and Book Sale

Our PTA, Friends of Woodcock Hill, are holding a Pre-Loved Toy and Book Sale on 13th October 2025 at 3.20pm in the KS2 Hall.

With Christmas approaching this is a great opportunity to clear out some un-used toys and books and create space for the new arrivals at Christmas!

If you have any good quality toys and books you would like to donate, please leave them in the Foyer at school in a bag/box marked PTA Toy Sale.



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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

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