



St Augustine's Academy Newsletter

18th September 2026



Headteacher's Message

Dear Parents, Carers and Children,

Our children in Reception class are beginning to attend full-time school. They are settling into classroom routines well and enjoying a range of activities to help them learn and play. You can see how much fun they are having in the pictures below.



We look forward to discussing how your children are settling into their new year group at the upcoming parent consultation evenings. Please look in your child's bag for an appointment request letter.

We wish you all an enjoyable weekend.

Best Wishes,

Amanda Howes - Headteacher

Lyfta



This week we learnt about Izandra from Brazil. Izandra is a classical violinist and it was wonderful to hear her play the violin in the Lyfta video. From a young age, the arts were very important to her and her family. Izandra's motto is, "If opportunities don't present themselves to me, I have to make them happen."

We are blessed to have many musical opportunities at St Augustine's. All classes receive 'Inspiring Music' lessons during the year and we have a dedicated bus for our Music lessons. (See below)



'Let your light shine before others that they may see your good deeds and glorify your Father in heaven.' Matthew 5:16

Celebration

CONGRATULATIONS to the following children.

Our Stars of the Week are...

Year 1 – Gabrielle
Year 2 – Greyson
Year 3 – Jedrzej
Year 4 – Kc
Year 5 – Maximillian
Year 6 – Ella-Louise

Our 'Lyfta' Pupils of the Week are...

Year 1 – Dante
Year 2 – Agnes
Year 3 – Lacie-Mai
Year 4 – Aurora
Year 5 – Emma
Year 6 – Charlie



Our Vocabulary Velociraptors are...

Year 1 – Foster
Year 2 – Yemaryam
Year 3 – Gwen
Year 4 – Cameron
Year 5 – Harley
Year 6 – Archie



Our Attendance Bear Winner is...



Our House Point totals this week are...

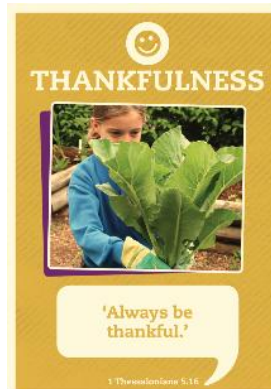


Value of the Half Term

This week we thought about God's wonderful creation and all of the amazing things that we can be thankful for: the sun, animals, plants, people...

We then thought about how important it is to care for God's world and for each other.

How can you care for God's wonderful world?



Vocabulary Velociraptors

1 piano	2 keys	3 hammer	4 pedals
5 violin	6 strings	7 scroll	8 bow
9 trumpet	10 mouthpiece	11 valves	12 bell

In Vocabulary Velociraptors, the children learnt the names and parts of 3 musical instruments: the piano, violin and trumpet. Repeating the words each day helped to cement them in their long-term memories.

Diary Dates

WB 21 st Sep.	Vocabulary Velociraptors – European food Week Lyfta – Ilonka and Erzsebet in Hungary - Sisterhood
Wed. 23 rd Sep.	SEND Coffee Morning
Fri. 25 th Sep.	European Day of Languages – Children may wear European dress or flag colours
WB 28 th Sep.	Vocabulary Velociraptors Edible bugs week Lyfta – Flora in Peru – Farms grubs
Tue. 29 th Sep.	3:30pm – 6:00pm – Parent Consultation Evening
Wed. 30 th Sep.	9:00am – RSHE Meeting for parents and carers 4:30pm – 7:00pm – Parent Consultation Evening

Sometimes we have to change diary dates due to circumstances beyond our control. Please keep checking the school diary regularly for updates.

At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit nationalcollege.com.

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

Georgine Durante 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

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Central Bedfordshire Community Access Service

Upcoming Events

Online Workshops for Parents & Caregivers
Click on each to sign up or scan the QR code!

OCTOBER

8

Promoting Positive Body
Image for Young People
(11 Years +)

4-5 PM



NOVEMBER

24

Managing "Big Feelings"
(5-11 years)

12-1 PM



DECEMBER

3

Supporting Mental Health
and Wellbeing in Children
and Young People

12-1 PM



DECEMBER

7

Managing your Child's
Overwhelm during the
Holidays

4-5 PM



We care
We respect
We are inclusive

NHS
East London
NHS Foundation Trust

Mental Health Drop-In Service

CAMHS Bedfordshire's Community Access Service (CAS)

Supporting Your Child's Mental Health

PLEASE NOTE THIS IS NOT A MENTAL HEALTH CRISIS SERVICE.

If you or your child is experiencing a mental health crisis, please contact **NHS on 111 option 2**, for the mental health crisis line (all ages). In an emergency, you can also attend your local A&E.

Our community drop-in service provides young people and their families/carers with direct access to a CAMHS clinician. During your drop-in appointment, you will have a brief conversation with a CAMHS clinician to discuss your concerns. The clinician will offer advice and help you understand the most appropriate next steps and available support.

This service is for young people experiencing concerns about their mental health, and parents, carers, or family members who are worried about a young person's emotional wellbeing or mental health.



Please scan the QR code to request a space at our drop in or contact our clinic on **01582 707635** and leave your contact details and we will return your call.

You can access the CAMHS Drop-In Service at the following venues:

Dunstable

67 High Street North
Dunstable
LU6 1JF

Biggleswade Youth Centre

(On the Biggleswade
Academy school grounds)
Mead End
Biggleswade
SG18 8JU

Arlesey Youth Centre

High Street
Arlesey
SG15 6SJ

**Flitwick Community
Football Centre**

Amphill Road
Bedford
MK45 1BA

Whichello's Wharf

The Elms
Stoke Road
Leighton Buzzard
LU7 2TD



**We care
We respect
We are inclusive**



East London
NHS Foundation Trust



FEEDBACK

from other SNAP
PCF SEND
Roadshows

"It was incredible to have those important conversations with services in one room."

"We achieved more in that hour than months, if not years of phone calls, referrals and emails."

About Us

Our Roadshows bring together services that support children/young people with Special Educational Needs and Disabilities and their families, all in one place.

When and Where?

Wednesday 21st October 2026
Weatherley Centre Biggleswade,
SG18 8JH
10:00am-12:00pm

No need to book, just drop in
www.snappcf.org.uk



What is on offer:

- ✓ Find out how to access SEND support and information
- ✓ Find out about local services
- ✓ Find out about education and SEND
- ✓ Chat with SEND professionals

Please note: Free parking is available at The Weatherley Centre but you will need to log your registration at the venue on the day