

Summer Term Newsletter 2026

ESSET Outreach have now come to the end of **our second year**, we have all thoroughly enjoyed working with you and what an **IMPACT** we have made!

With over 90% of you stating improved outcomes for individual pupils and groups in the 3 months following our support (ESSET Evaluation data 2026).

We are excited to be **making plans to extend our service** so that we can continue to offer our bespoke service of SEND strategies, implementation support and contextual expertise.

As QOLs with **leadership experience in special schools**, we are always **keen to ensure that our training and knowledge is continuously up to date**. This enables us to provide recommendations that are in line with current research and knowledge. Please see below the table showing the range of CPD that we have engaged with.

Safeguarding Level 3 (2024)	THRIVE webinar: How to quickly create a sense of belonging (2024)
Sensory Integration, Virtual Conference (2024)	Equals training: learner characteristics for pathway-based learning (2024)
Therapeutic Thinking tutor training and refreshers (2024-26)	First Aid Awareness (2025)
Therapeutic Thinking Principles of Sensory Processing (2026)	Therapeutic Thinking Principles of Behaviour Curriculum (2026)
Official SCERTS training, 3 days (2025)	Official TEACCH training, 2 days (2025)
The Curiosity Programme (2026)	Certified Social Stories training, 2 days (2025)
PDA online course (2026)	PICA (2026)

To build and maintain our **relationships with Special Schools**, we have visited the following: Lexden Springs, Glenwood, Shorefields, Wells Park, Edith Borthwick, Pioneer, Harlow Fields, The Endeavour, Sir Geoff Hurst and Hawthorns.



Newsletter continued.....

What are schools saying about us?

QOL has been **phenomenal**, her energy and **expertise** have been **inspiring** and we really value her support.

Expert knowledge and experience. **Practical tips**. Also, through outreach an **understanding of our setting and cohort** - that meant answers were tailored responses/examples and discussed individuals.

Giving the teachers confidence in what they were already doing and building on this by providing coaching, **resources and strategies** that could be put into place immediately.

To learn more about our offer, please visit the **updated ESSET [website](#)**.

For more information you can also access:

[Welcome Pack](#)

[Parent and carer information leaflet](#)

[Referral Details](#)

A tip from us!

Transiting: relationships are key! Take the time to build the relationship!

Connection before correction!

Have an existing SEN Support Base or setting up a new one?? Ask about....

~ Our NEW Support Base Handbook ~

Wishing you all a well deserved Summer break!

THANK YOU for you support!

Katrina, Tracy, Keily and Marie

Quadrant Outreach Leads





The Makaton signs for Holiday

Remember to say

"Holiday" while signing.



To sign 'holiday'



Use your dominant hand to make a salute and then curve your hand away and up. End the motion with your palm facing out.

The end of term can bring uncertainty, anxiety, and changes to routines that may affect behaviour, emotional regulation, and relationships. Schools can help by planning a gradual and **predictable transition**.

- **Keep classrooms familiar** – avoid taking displays down (if possible) or making big changes before pupils finish for the summer.
- **Stick to routines** – try to keep the school day as normal as possible until the end of term.
- **Prepare pupils for change** – talk about new teachers, classrooms, and routines well in advance. Use social stories, transition booklets, photographs, and visual supports
- **Give plenty of notice** – let pupils know about special events, timetable changes, or transition activities ahead of time.
- **Be aware of relationship testing** – some pupils may push staff away, become argumentative, or seem less engaged as they prepare for a change in teacher. This is often linked to anxiety about endings and change.
- **Relationship building** – take time to build *new* relationships, remember, connection before correction!
- **Acknowledge feelings about change** – pupils may feel excited, worried, sad, or a mixture of all three.
- **Keep support strategies in place** – continue using visual timetables, regulation tools, and other familiar supports right up to the end of term.
- **Celebrate achievements in a way that feels safe and predictable** – not all pupils enjoy large or emotional events.
- **End on a positive note** – help pupils reflect on what they have achieved and what they can look forward to next year. Focus on continuity and growth rather than simply saying goodbye.

Key Message for Staff

Behaviour often **communicates anxiety**. Increased rigidity, emotional responses, withdrawal, or challenges to relationships at the end of term are frequently signs that a pupil is finding change difficult rather than being deliberately oppositional. **Consistency, predictability, and reassurance** are often the most effective supports during this period.