



Weekly Bulletin 6th October 2025

Headteacher Message



Year 6 Open Evening – A Wonderful Showcase of TREA Spirit

On Thursday, we were thrilled to welcome so many families to our Year 6 Open Evening. The event was a fantastic opportunity to showcase everything that makes TREA special — and our students truly stole the show.

A huge thank you to all the pupils who took part, whether guiding tour groups, leading demonstrations in classrooms, or chatting with parents and prospective students. Their enthusiasm, confidence, and pride in their school were clear to see.

Many visitors commented on how articulate and welcoming our students were. They spoke passionately about how their lessons are engaging and how the support they receive — both academically and personally — helps them thrive. It was a real testament to the strength of our school community.

A special shout-out goes to **Poppy, Annabelle, Josie, and Harry**, who delivered thoughtful and eloquent talks about their experiences at TREA. Their reflections on learning, friendships, and personal growth were inspiring and gave our guests a real insight into life at our school.

[SEN Newsletter – Autumn Term 2025](#)

Welcome from the SENCO

A warm welcome to all SEN families, especially our new Year 7 pupils who are settling in so well.

This year, our SEN priorities are:

- Pupil & parent voice – more opportunities for feedback and collaboration
- Wellbeing first – trusted adults, safe spaces, and mental health support
- Smooth transitions – extra help at key points (Y7, Y10, Y11)
- Inclusive classrooms – staff training so every pupil can thrive

SEN is a whole-school responsibility at TREA, and I look forward to working together to support every child.

Warm regards,

Karen Fiddler

SENCO

SEND News

SEN Parent Coffee Afternoons

Thank you to everyone who attended our first coffee afternoon. These termly sessions give us a chance to hear parent voice and share ideas. The next dates are:

- Wednesday 28 January 2026
- Wednesday 29 April 2026

SEN Information Report & Policy

Our draft SEN Information Report (Aug 2025) and draft SEND Policy (July 2025) are now on our website. Parent and pupil voice shaped these documents, and we'll repeat the process again next year to keep provision under review.

Meet the SEN Team

- Mrs Karen Fiddler – SENCO, Designated Teacher for Looked After Children, Senior Mental Health Lead, DDSL
- Mrs Jan Cooper – Assistant SENCO (KS3), autism and speech & language
- Mrs Sophie McVicar – Assistant SENCO (KS4), SEMH and EBSA

Each year group also has a dedicated TA linked to parent communication.

Groups and Support This Term

External Agencies

This term, the Autism Inclusion Team (AIT) will be running a number of targeted groups for our autistic pupils, including:

- Transition & Friendship (Y7/8)
- Drop-in sessions – half termly

- Year 8 Emotional Wellbeing
- Year 10 Transition & Revision
- Year 11 Revision Support
- 1:1 Friendship sessions
- Parent & Student meetings for new take-up

We also continue to work with:

- Hearing Support Team – tailored guidance for pupils with hearing needs
- Educational Psychologist – assessment, advice, and planning support

Our library is open daily before school and at lunch, with a wide range of books available. The Reading Canon includes exciting texts for each year group – from *The Boy at the Back of the Class* (Y7) to *I Am Malala* (Y10). KS3 students also benefit from Lexonik and Reading Coach.

Signposting & Support

- Staffordshire Local Offer – SEND services in the county
- CAMHS – specialist mental health support
- YoungMinds Parents' Helpline – 0808 802 5544 | [youngminds.org.uk](https://www.youngminds.org.uk)
- SENDIASS Staffordshire – impartial advice and support
- Staywell Staffordshire – wellbeing services
- Staffordshire Wellbeing Apps – free apps for emotional health
- National Autistic Society – support and resources

Key Dates



1. Thursday 9th October Year 7 settling in meetings with tutors
2. Thursday 16th October Year 11 Parents Evening and Next Steps presentation
3. Friday 17th October Small Steps workshops (students)

Dates for the Diary from the SEND Department

 APDR Review Meetings (formal SEN reviews)

- Wednesday **26 November 2025**
- Thursday **26 March 2026**
- Wednesday **24 June 2026**

 Parents' Evening

An opportunity to meet the SENCO, Assistant SENCOs, and your child's year-group TA to discuss SEN support.

World Mental Health Day – 10 October

This year's theme is "Access to services – mental health in catastrophes and emergencies."

At TREA we:

- Provide trusted adults and check-ins every lunch time
- Run ELSA sessions
- Offer calm spaces at break and lunch
- Work with external partners such as CAMHS
- Signpost families to the Staffordshire wellbeing apps for support with stress, anxiety, and resilience

Reading for Pleasure

SUPPORTING CHILDREN'S MENTAL HEALTH
10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to uncover problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you comfortably talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.

NOS National Online Safety
#WakeUpWednesday

- 1 LISTEN**
This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and show interest in what is being said. If your child feels listened to the 'smallest of problems' they will become confident that you will listen when the 'biggest of problems' arise.
- 2 ASK TWICE**
The campaign from time to change is great. Intervenors also run change and ask support ask twice campaign. Be sensitive about your child's willingness. Children involve family know what your questions and support come from a place of wanting to help and care. *Are you sure?*
- 3 THERE IS NO SUCH THING AS A STUPID QUESTION**
This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.
- 4 BE OPEN AND HONEST**
Children appreciate honesty, particularly if you are hesitant to share information or felt it was a difficult subject. For example, you may be talking about death or how "It's very sad that Nana has died" or "I feel sad that Nana has died". How you talk about it subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.
- 5 KNOW WHEN TO SEEK HELP**
Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are there lasting problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.
- 6 TALK ABOUT MENTAL HEALTH NATURALLY**
Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual way you do it is not working, an opportunity for dialogue then use something like "I know when something like that has happened to me I feel like this... is that how you are feeling or are you feeling something else?"
- 7 EMPATHISE**
"It makes sense that you would feel this way. It is understandable". Children often worry about things that we, as adults, might find as trivial or silly. However, for them at their age and stage it is a big concern and that need our kindness and care when they show their vulnerability and share their worries.
- 8 HELP YOUR CHILD FEEL SAFE**
There is particularly fear that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.
- 9 MIND YOUR LANGUAGE**
Be mindful of the language you use at home to describe and talk about mental health. Stigma often comes from misconceptions and a choice of language which is harmful. Using the word 'madness' 'them' or 'it' rather than 'we' is a derogatory way you won't encourage your child to talk about their mental health for fear of being labelled.
- 10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'**
Adults do not have all the answers but often children think they do. It is OK to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.

Meet our expert
This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health guidance papers.

Sources of Information and Support
Young Minds <https://youngminds.org.uk/>
<https://www.nhs.uk/conditions/young-mental-depression/>
<https://www.actionforchildren.org.uk/news-and-events/parenting-tips/2016/november/a-mental-guide-for-parents/>
<https://www.phoenix.org.uk/mental-health/>

www.nationalonlinesafety.com Twitter - @natonlinesafety Facebook - /NationalOnlineSafety
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1 - Guidance for parents on how to support your child's mental health

Teen Health Focus: The Dangers of Vaping, THC Vapes & Nicotine Pouches



Dear Parents and Carers,

This Monday, our Year 10 and 11 students will attend an important assembly focused on the growing concerns around vaping, THC vapes, and nicotine pouches (sometimes known as Snus). We want to keep you informed, too — so we're sharing key information below to support conversations at home.

What Are Vapes and Nicotine Pouches?

Vapes (e-cigarettes): Battery-powered devices that heat a liquid into an aerosol to inhale. These liquids often contain nicotine, flavourings, and other chemicals.

THC Vapes: These contain tetrahydrocannabinol, the psychoactive part of cannabis. Unlike standard vapes, they can lead to serious legal and health consequences.

Nicotine Pouches / Snus: Small, flavoured pouches placed between the gum and lip. They deliver high doses of nicotine, even without smoke or vapour.

Why Are They Harmful to Teenagers?

Vaping Risks:

- **Highly addictive:** Most vapes contain more nicotine than cigarettes
- **Brain development:** Nicotine can harm the developing teenage brain — particularly affecting memory, attention, and impulse control
- **Unknown chemicals:** Many vape liquids contain harmful substances not yet fully studied

THC Vape Risks:

- **Illegal** (for under-18s and often unregulated)
- Can lead to hallucinations, paranoia, and panic attacks
- Some contain contaminants like Vitamin E acetate, linked to serious lung injury
- Up to a quarter unknowingly contain 'Spice' - a much stronger and more dangerous drug

Nicotine Pouch Risks:

- Marketed as “safer,” but still deliver strong nicotine hits
- Can lead to addiction and gum damage

- Increase risk of future tobacco use
- Links to cancer

Why Are Teens Using Them?

- **Flavours & packaging:** Sweet flavours and colourful branding make these products appealing
- **Peer pressure** and **social media trends**
- **Misconceptions:** Many believe they're "harmless" or "just water vapour"

How Can You Help as a Parent or Carer?

- **Start the conversation:** Ask open-ended questions like "What do you think about vaping?" or "Have you seen anyone use nicotine pouches at school?"
- **Stay calm and informed:** Kids are more likely to listen when conversations feel non-judgemental
- **Be a role model:** Your views matter more than you might think
- **Know the signs:** Unusual scents, increased thirst, mood swings, or hiding small devices could be signs of vaping

Where to Get Support

- **Talk to us** – If you're worried about your child, contact our safeguarding/pastoral team
- **NHS Support:** www.nhs.uk/smokefree or call 0300 123 1044
- **Frank (drugs advice):** www.talktofrank.com

We're Working Together

As a school, we are committed to educating students about the risks and supporting healthy choices. Your involvement at home makes a big difference.

If you have any questions following the assembly, or would like to speak with a member of staff, please don't hesitate to get in touch.

Warm regards,

Mrs N. Bragoli

Assistant Headteacher