

HOLIDAY ENRICHMENT FOR SEND TRANSITION SUPPORT

School Holidays K.I.T Programme

A Guide to Supporting Child Transitions

Keeping In Touch (K.I.T) Online Programme for children, to support steady routines and calmer minds, for a confident return to school. Providing families with continued routines for neurodivergent and anxious children during the holidays.



**SUSTAINABLE
DEVELOPMENT GOALS**



ANCHOR Inclusion®

Early Help Support CIC · October Half Term 2026 Edition
anchorinclusion.co.uk |
info@anchorinclusion.co.uk

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Table of CONTENTS

3	Why School Holidays Feel Different
4	The Three Pillars
5	Predictability
6	Co-regulation
7	Connection
8	Building the Bridge Back to School
9	The Offer
10	Getting Started
11	Programme Outline
12	The Cost
13	Who Your Child will Meet
14	Before You Start
15	If something changes
16	Between Sessions
17	Activity Card: Year 2
18	Activity Card: Year 4
19	Online Sessions & Safeguarding
20	Who to Contact
20	Evidence Base
21	Common Worries: Q&A
21	Getting more support
22	ANCHOR's Impact in Numbers
23	Benefits of the ANCHOR Framework
23	Reviews & Feedback
24	Useful Links
25	About



Why School Holidays Feel Different

THE INVISIBLE SCAFFOLDING OF SCHOOL

During term-time, your child is held by dozens of small predictable cues: the same walk to the gate, the same faces, bell-timed transitions, a familiar seat. Bronfenbrenner (1979) called these the layered systems around a child; when the microsystem of school disappears, the whole ecology shifts.

What looks like "just a holiday" is actually the removal of a scaffold your child has been leaning on all term. Meltdowns, sleep disruption, and clinginess early in the break are common and not a sign anything has gone wrong.

WHAT YOU CAN PUT IN PLACE INSTEAD

- **Anchor points** - three fixed moments a day (wake, lunch, wind-down)
- **Visual week** - a printed or drawn plan on the fridge.
- **Sensory diet** - planned movement and quiet time.
- **Named people** - who is picking up, who is visiting, and when.



WELCOME

PLANNING FOR THE HOLIDAYS

The Three Pillars

School Holidays can feel long. For children whose nervous systems rely on the predictability of school, holidays can be a long time to hold themselves steady. This prospectus gives you a calm, evidence-informed plan built around three ideas: Predictability, Regulation, Connection.

1. Predictability

A visible rhythm to the week reduces the cognitive load of the unknown - the invisible scaffolding school normally provides.

2. Co-regulation

Small, repeated moments of co-regulation keep your child inside their Window of Tolerance so learning and play remain accessible.

3. Connection

Warm, low-demand connection is the single strongest predictor of a smooth transition back into school.

Read first, then keep this handy. Come back to the pillars whenever a day wobbles.



1. PREDICTABILITY

Making Learning Feel Safe

Vygotsky's Zone of Proximal Development is the sweet spot: hard enough to grow, easy enough to succeed with support. In the break, shift the zone down. Aim for 70% ease, 30% stretch - the reverse.

SKIP THE WORKBOOK GRIND

Research on learning loss over long breaks (Cooper et al., 1996) shows that engagement and confidence on return matter more than pages completed in the holidays.

Low-demand learning menu

- **Read aloud together** - you do the hard bit; they enjoy the story.
- **Cook one recipe a week** - reading, measuring, sequencing, all in one.
- **15-minute home maths**: short and finished beats long and abandoned.
- **Audio books in the car** - vocabulary without eye strain.

2. CO-REGULATION

Co-regulation First

Children cannot settle a nervous system that is flooded. They borrow yours. This is not indulgent, it is how regulation develops, and it stays necessary well into later childhood (Siegel & Bryson, 2011).

THE WINDOW OF TOLERANCE

Signs of overwhelm

- Rapid, shallow breathing
- Rigid body or a clenched jaw
- Explosive language
- Repeating "I can't"

Signs of shutdown

Flat voice, low energy

- Not answering
- Curled up or hidden posture
- Suddenly very sleepy

WHAT CO-REGULATION LOOKS LIKE

Lower your voice by half

- Do not match theirs. Your calm is the information they are reading.

Sit at their height, side by side

- Not face to face. Less eye contact lowers the demand.

Name the feeling out loud

- Without judgement. "That felt too much" is enough.

Offer something rhythmic

- Walking, rocking, colouring, kneading. Rhythm settles a body faster than words.

Wait

- Reconnection comes before instruction. Nothing useful is learned before then.



3. CONNECTION

Connection Matters Most

If you only have energy for one thing this holiday, choose connection. It underwrites everything else.

Repair, don't rewind

Every family ruptures. Repair - a genuine, brief "I got that wrong, I'm sorry" - is the moment that builds attachment (Tronick, 2007). Aim for repair, not perfection.

Special Time - the 10-minute rule

1. **Set a timer** for 10 minutes.
2. **Let your child choose** the activity (within safety)
3. **Narrate, don't direct.** e.g. "You're building it tall."
4. **No phones, no questions, no teaching.**
5. **Close warmly** when the timer ends



Building the Bridge Back to School

The six day countdown to school and supporting the transition.

Days to go	Focus	Small action
6	Rest	Say yes to slower days. Aim for only 1 activity a day.
5	Sleep	Begin drifting bedtime back to school time, a little at a time.
4	Talk	Mention school once or twice, positively, briefly.
3	Uniform	Try on. Wash. Hang somewhere visible.
2	Walk	Do the school walk once, at the right time of day.
1	Anchor	Reintroduce the morning routine on paper.

FIRST-DAY ESSENTIALS

Water bottle · named coat · a photo of a loved one in the bag · one predictable after-school snack · quiet 30 minutes on return.



THE OFFER

The Holiday K.I.T Programme

Three session days this half term. Mon 26, Wed 28 and Fri 30 October 2026.
Enough to hold the rhythm, with room left to rest.

WHO IT IS FOR

Year 2

Children in Year 2

Year 4

Children in Year 4

*Small groups. Designed with neurodivergent and anxious children in mind.
No diagnosis needed.*

THE SCHEDULE

10:00 to 10:45	Maths	Year 2
10:50 to 11:35	Maths	Year 4
11:40 to 12:25	English	Year 2
12:30 to 13:15	English	Year 4

Each child joins both sessions on all three days, one English and one Maths, 45 minutes each. Between their two sessions they have a break to choose something from the independent activity menu.

DATES AND TIMES

Dates	Monday 26, Wednesday 28 and Friday 30 October 2026
Times	Year 2: 10:00 and 11:40. Year 4: 10:50 and 12:30
Days a week	All three days, booked as one week
Length	Six 45-minute sessions per child: three maths, three English

4 hours 30 minutes of small group teaching per child.

Sessions are mapped to the actual books and topics your child will meet in the rest of this term. You will receive their reading list and a session outline when you join.



GETTING STARTED

What to Expect

Joining takes about ten minutes. Here is the whole process.

1	Register on the website Go to anchorinclusion.co.uk and register your child's place. You will need their year group.
2	Make your payment Request bank details by email to secure your booking. October launch rate: £60 per child for the week. £50 for pupil premium families (evidence required).
3	Fill in a short form Four quick questions about your child's school, year group, and what they find hardest over the holidays. It takes two minutes and helps us support them well.
4	Receive your welcome pack Joining link, session times, your child's reading list, a session outline, and the activity menu. Sessions run at the same time on each session day, so there is nothing to remember.
5	Sessions begin Your child joins their two sessions, one English and one Maths, with a break between. They work on paper while looking at the shared screen. An adult should be nearby.
6	A report at the end A written summary of what your child covered, how they got on, and how they are placed for the new term.

THE FOUR QUESTIONS WE ASK

1. Which school does your child attend, and which year group are they in?
2. What does your child find hardest about the school holidays?
3. How worried is your child about going back to school after the break? (1 to 5)
4. How connected does your child feel to school and friends right now? (1 to 5)

We ask questions three and four again at the end. Comparing the two tells us honestly whether the programme helped, and it is how we evidence our work on belonging, wellbeing and a confident return to school.

PROGRAMME OUTLINE

The Full Session Plan

A year of holiday sessions. Each holiday prepares your child for the term ahead.

This October half term runs the boxed days: Mon 26, Wed 28 and Fri 30 October.

YEAR 4			YEAR 2	
Day	English 45 minutes	Maths 45 minutes	English 45 minutes	Maths 45 minutes
OCTOBER HALF TERM • ready for autumn term 2				
Day 1	Fronted adverbials and the comma	Add and subtract 4-digit numbers	Joining words: and, but, because	Add and subtract 2-digit, cross ten
Day 2	Inverted commas for speech	Area: counting squares	Sentence types, noun phrases	Number bonds to 100
Day 3	Plural possession: the girls' coats	3, 6 and 9 times tables	Contractions: can't, didn't	2D and 3D shapes, symmetry
WINTER (CHRISTMAS) BREAK • ready for spring term 1				
Day 1	Noun phrases with prepositions	Written multiplication, 2 and 3 digit	Past and present tense	Money: coins, notes and totals
Day 2	Pronouns and nouns for clarity	Dividing 2 and 3-digit numbers	Progressive tense: was running	Multiplication as equal groups
Day 3	Prefixes: dis-, mis-, in-, re-	Perimeter of rectangles	Commas in a list	2, 5 and 10 times tables, sharing
FEBRUARY HALF TERM • ready for spring term 2				
Day 1	Standard English: we were, I did	Equivalent fractions	Apostrophes for possession: Sam's	Length and height in cm and m
Day 2	Suffixes -ous and -ation	Add and subtract fractions	Suffixes -ment, -ness, -ful, -less	Mass and capacity
Day 3	Report writing in paragraphs	Tenths and hundredths	Instructions with command verbs	Temperature: reading scales
SPRING (EASTER) BREAK • ready for summer term 1				
Day 1	Homophones: accept, except	Decimals: compare and round	Reading: retrieve and sequence	Fractions: halves and quarters
Day 2	Suffixes -sion, -tion, -cian	Money: pounds and pence	Reading: inference from clues	Thirds and fractions of amounts
Day 3	Reading: inference with evidence	7, 8 and 12 times tables	Homophones: there, their, they're	Telling time to 5 minutes
MAY HALF TERM • ready for summer term 2 and the Year 4 times tables check				
Day 1	Poetry: imagery and performance	Times tables check practice: 6, 7, 9	Writing a recount in past tense	Tally charts and pictograms
Day 2	Story writing: setting, character	Times tables check practice: 8, 11, 12	Poetry: rhythm and performance	Position, direction and turns
Day 3	Editing paragraphs and punctuation	Coordinates and angles	Editing and proofreading	Problem solving, four operations
SUMMER BREAK • for children finishing Year 2 or Year 4, starting Year 3 or Year 5 in September				
Day 1	Relative clauses: who, which, that	Place value to 100,000	Conjunctions: when, before, after, so	Hundreds, tens and ones to 1,000
Day 2	Modal verbs: might, should, will	Numbers to 1,000,000, rounding	Prepositions: before, during, under	Comparing and ordering to 1,000
Day 3	Adverbs of possibility: perhaps, surely	Negative numbers through zero	a or an: an apple, a banana	Counting in 50s and 100s
Day 4	Brackets, dashes, commas for detail	Column addition, 5-digit numbers	Present perfect: has gone, have seen	Add and subtract 1s, 10s, 100s
Day 5	Commas to make meaning clear	Column subtraction, estimate, check	Paragraphs and headings	Column addition, 3-digit numbers
Day 6	Showcase: read your best writing	Multiples and factors. Celebrate.	Showcase: read your story	Number games. Celebrate.



THE COST

Price

A clear price, with a reduced rate for families eligible for pupil premium.

£60 for the week

October community launch rate: £60 per child for the week. Maths and English together, £20 a day x 3 days.

Small group teaching, mapped to your child's curriculum, with a written progress report at the end.

HOW TO BOOK

Request bank details by email to info@anchorinclusion.co.uk to secure your booking.

Payment reference:
KIT + [child's first name and last name initials]
E.g: *KIT SA*

Your place is confirmed once your payment is received.

Want to help another family?
[Fund a free place via PayPal](#)

HOW AND WHEN TO PAY

Option	Price	When
Full week	£60 per child	Before Monday 26 October
Each day	£20, maths and English	Days are not booked separately

IF £60 IS NOT POSSIBLE

£60 a week	Standard price
£50 a week	Reduced. For families eligible for pupil premium. Evidence required. Email us for details.
Free place	Not available for October half term. By referral or request in Christmas, Easter and summer holidays.

Families who pay the full price help us fund free places in the Christmas, Easter and summer holidays.
Early Help Support CIC is a Community Interest Company, not a registered charity. Booking payments are not eligible for Gift Aid.

WHO YOUR CHILD WILL MEET

Your Practitioner

I have worked with children with special educational needs for over twelve years, across schools and the NHS. I hold a Master's in Medical Ethics and Law from King's College London and am completing an MSc in Psychology at Brunel University London.

I am also a parent. I know what the holiday stretch feels like from both sides of it, and I built this programme around what I wished existed.

I hold enhanced DBS clearance and up to date safeguarding training.



Asha

**Founder and Practitioner
ANCHOR Inclusion
Early Help Support CIC**



WHY ONE PRACTITIONER MATTERS

The same face, every time	For a child who finds change hard, a consistent adult is the single thing that makes a new setting feel safe.
I get to know your child	Over the sessions I learn how they work, what they find hard, and what settles them. That is what makes the end of programme report worth reading.
You know who to talk to	One person, one email address. No passing between staff.

BEFORE YOU START

What do I need to join?

Set up five minutes early

- Everything laid out and the app open before the session begins
- Arriving calm matters more than arriving on time.

ANCHOR Inclusion

AN ADULT AND A GOOD SPOT

☐	An adult nearby to supervise Close enough to help with any tech wobbles. They do not need to sit in on the session.
☐	A quiet, distraction free space A table or desk works best. Television off, and away from busy rooms if you can.
☐	A trip to the toilet before you start And again during the break, so nobody misses part of a session.
☐	Some water nearby Within reach, so there is no need to get up.

THE TECHNOLOGY

☐	A laptop or tablet with a webcam and microphone A phone screen is too small for these sessions.
☐	A stable internet connection Close other apps and streaming before you start, so the connection stays steady.
☐	The Zoom app installed Install it before the first session rather than on the morning.
☐	Display name set to your child's first name and initial For example, Amara S. This helps us know who is who and keeps everyone's details private.
☐	Microphone muted on arrival We will unmute your child when it is their turn to speak. Cameras on if your child is comfortable. Participation and engagement encouraged.

ON THE TABLE

☐	Paper or a notebook Your child writes on paper while looking at the shared screen.
☐	A pencil, pen, rubber and sharpener The basics, ready before the session starts.
☐	Colouring pencils or pens and glue For the activity menu during the break.
☐	Something to read For the break, or if they finish early. Any book, comic or magazine.

THE PRACTICAL BITS

If something changes

IF YOUR CHILD MISSES A SESSION

We will help your child catch up.

If your child is unwell, or something comes up, let us know and we will send you the session outline, so your child can catch up at home.

If your child cannot attend, you will receive a refund for the days booked but not attended.

Please tell us as early as you can, so we know not to wait for your child at the start of the session.

IF YOU NEED TO STOP

Leaving the programme	Just let us know. You will be refunded in full for any days you have paid for but not attended.
If it is not the right fit	Tell us early and we will try to adjust things first. If it still is not right, there is no obligation to continue and nothing to explain.
If we cancel a session	We will offer an alternative session, or refund that day. You will be told as early as possible.

GROUP SIZES

Small groups	Small enough that every child is noticed and gets a turn.
If a group is very small	The sessions still run. A smaller group simply means more attention for each child.
If a group is full	We will offer you a place on the waiting list and contact you if one comes up.

GETTING HOLD OF US

info@anchorinclusion.co.uk

For anything at all: a missed session, a worry, a change of plan, or a question about the work.

If your child cannot make a session that day, an email before it starts is all we need.

BETWEEN SESSIONS

Why Independent Play Matters

The gap between your child's two sessions is not empty time. It is doing its own work.

Self directed play is where children build the skills no lesson can teach directly. Deciding what to make, changing the plan halfway, tolerating the dull middle bit, finishing something nobody asked for. These are the foundations of executive function, and they grow through unhurried, self chosen activity rather than instruction.

Neurodivergent children in particular benefit from a genuine break in demand between two periods of focus. A child who has just concentrated for forty five minutes needs to move, choose and reset before doing it again. The break protects the second session as much as it rests them after the first.

Three choices, not twenty

We offer each child a small number of options rather than an open menu. Too much choice overwhelms young children and decision making itself becomes the demand. Three is enough to feel like a real choice, few enough to decide quickly and get on with it.

Your child receives their own activity card, matched to their year group and to the wider subjects they meet at school this term. Everything needs only paper, pencils, colouring pencils or pens, and glue.



THE ACTIVITY CARD

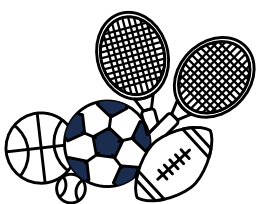
Year 2

Nothing is marked.

If your child would rather read, draw whatever they like, or simply rest, that is a good choice too. The break is theirs.

Choices for the break between sessions, linked to the wider subjects your child meets this term.

Subject	Choose one of these
Science	• Fold your paper into four. Draw a mammal, a bird, a fish and a reptile. Label each one. • Draw your favourite animal and everything it needs to stay alive: food, water, a home, air. • Go on a materials hunt at home. Draw six things and write whether each is wood, plastic, metal or fabric. • Draw yourself and label the parts of your body you can name.
History	• Fold your paper in half. Draw a classroom from long ago on one side and your classroom on the other. What is different? • Draw a toy from when your grandparents were young, and a toy from today. • Draw yourself as a baby, as you are now, and as a grown up. Write one word under each.
Geography	• Draw a big circle for the world. Colour the land green and the sea blue. Can you name any continents? • Draw a map of your bedroom from above, like a bird looking down. • Draw four pictures showing what you wear in each season.
Art and making	• Draw a self portrait. Look carefully at the shape of your face. • Mix your colouring pencils to make new colours. Make a rainbow and label each one. • Cut and glue scrap paper into a collage of a place you like.
Thinking and feeling	• Draw three things that make you feel happy and one thing that helps when you feel worried. • Draw the people who look after you. Write one kind word about each. • Draw a picture of somewhere that feels special to you.



KEEPING MOVING OVER THE HOLIDAYS

Aim for 60 mins of physical activity daily, for children aged 5-12 years

A holiday, with its change of routine, is when this is easiest to lose. Keeping it going helps children concentrate, settle and sleep, ready for school. Spread it through the day rather than all at once.

Easy wins: a walk, the playground, swimming, cycling, skipping or dancing

Source: NHS Physical activity guidelines for children and young people, 2024

THE ACTIVITY CARD

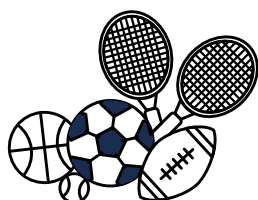
Year 4

Nothing is marked.

If your child would rather read, draw whatever they like, or simply rest, that is a good choice too. The break is theirs.

Choices for the break between sessions, linked to the wider subjects your child meets this term.

Subject	Choose one of these
Science	• Make a classification chart. Draw four animals with a backbone and four without. Label them vertebrates and invertebrates. • Draw three boxes: solid, liquid and gas. Fill each with things you can find or think of, then write a sentence explaining each state. • Design a sorting key with two yes or no questions that would sort any animal into a group. • Draw a food chain: the sun, a plant, an animal that eats it, and an animal that eats that. Add arrows.
History	• Draw a Roman soldier. Label his helmet, armour, sword and shield, then design your own shield pattern. • Draw a Roman villa or a Roman road. Write two sentences about why the Romans built so well. • Make a timeline strip showing the Romans, then something else you know happened after them.
Geography	• Draw the water cycle. Label evaporation, condensation and precipitation, and join it into a circle. • Draw a river from its source in the hills to the sea. Label the start, the middle and the mouth. • Draw a map of your street from above and add a key for houses, roads and trees.
Art and design	• Draw an object in front of you, looking carefully. Shade it from light to dark with one pencil. • Design something useful, like a torch or a bag. Label the parts and what each is for. • Make a pattern that repeats across the whole page.
Languages	• Draw ten things in your room and label each with the English word. If you know another language, add it too. • Draw your family and write a sentence introducing each person.
Thinking and feeling	• Draw something you found hard and later got better at. Write one sentence about how you did it. • Draw three things you are looking forward to this term, and one thing you feel unsure about.



KEEPING MOVING OVER THE HOLIDAYS

Aim for 60 mins of physical activity daily, for children aged 5-12 years

A holiday, with its change of routine, is when this is easiest to lose. Keeping it going helps children concentrate, settle and sleep, ready for school. Spread it through the day rather than all at once.

Easy wins: a walk, the playground, swimming, cycling, skipping or dancing

Source: NHS Physical activity guidelines for children and young people, 2024

Online Sessions & Safeguarding

Adult supervision

A parent or carer is present or within earshot for every session.

DBS-checked

Your practitioner holds enhanced DBS clearance and safeguarding training.

Fixed schedule

Sessions are pre-booked, time-limited, and run at the same times each session day.

UK GDPR & ICO Children's Code

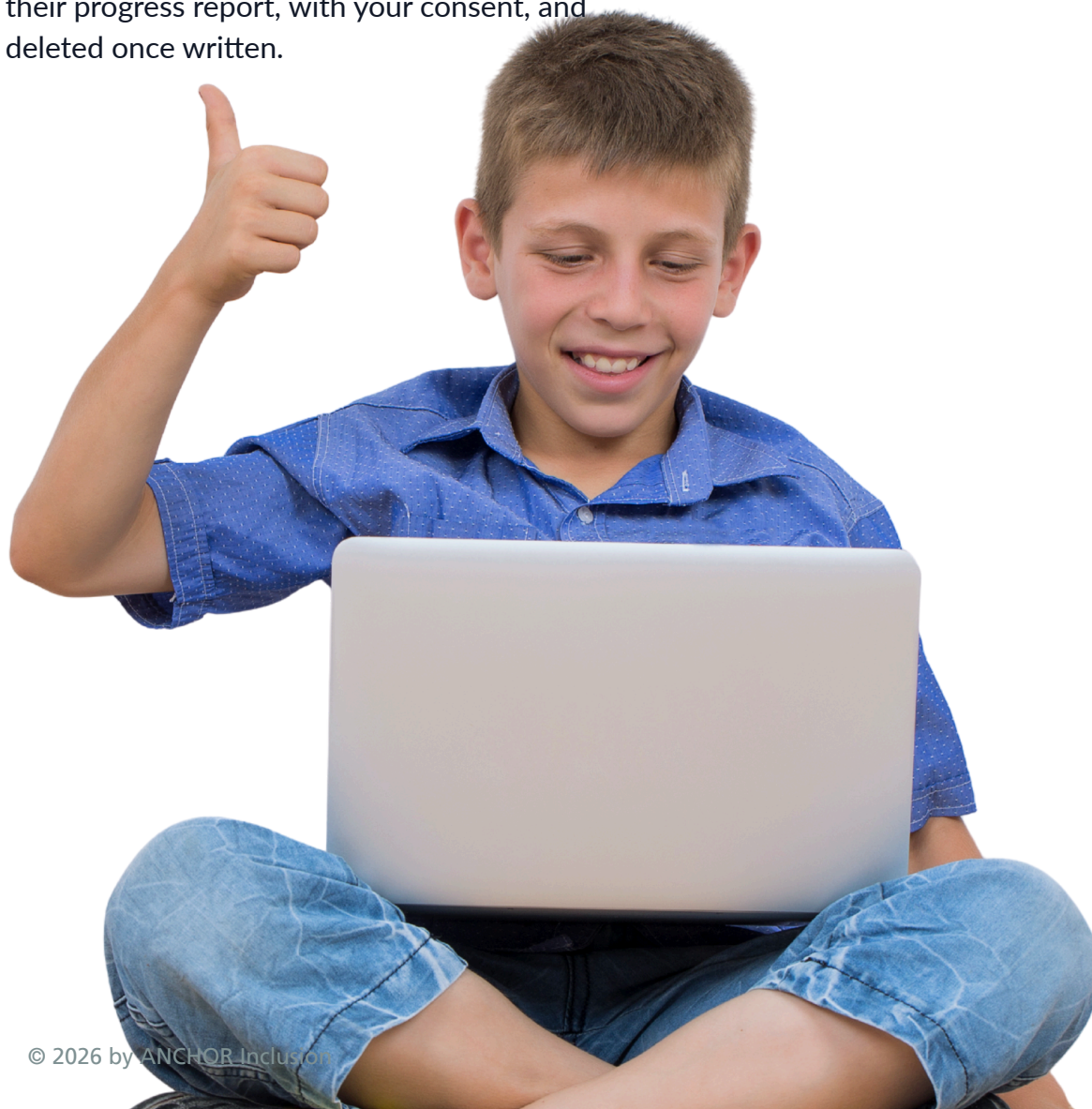
Data is minimised, encrypted in transit, deleted within 30 days.

No recording

Video and audio are never recorded. Images of your child's work may be captured to write their progress report, with your consent, and deleted once written.

KCSIE 2026-aligned.

Concerns are escalated to your school's DSL and, where relevant, MASH.



This page is general guidance, not medical advice.

If you are worried about your child, speak to a professional who knows them.

WHEN TO ASK FOR HELP

Who to Contact

School SENCo	Your first port of call for anything about learning or school. They know your child and can open the right door.
Your GP	Sleep, mental health, and physical symptoms.
NHS 111	Urgent but not an emergency, and out of hours.
999 or A and E	An immediate concern about safety.
Childline	0800 1111. Free and confidential, for your child to talk to someone.
ANCHOR Inclusion	info@anchorinclusion.co.uk for anything about the programme or a wobble during it.

EVIDENCE BASE

Evidence and References

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66(3), 227–268.

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Meltzer, L. J., & Mindell, J. A. (2014). Systematic review and meta-analysis of behavioral interventions for pediatric insomnia. *Journal of Pediatric Psychology*, 39(8), 932–948.

Siegel, D. J., & Bryson, T. P. (2011). *The whole-brain child*. Delacorte Press.

Tronick, E. (2007). *The neurobehavioral and social-emotional development of infants and children*. Norton.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

COMMON WORRIES

Parent Q&A

Meltdowns are worse over the break. Are we going backwards?

No. Any change of routine, even a short one, can unsettle a child. Lower the demands, hold the connection, and expect things to ease as the school routine returns.

Should we do daily worksheets?

Only if your child loves them. Reading aloud, cooking together and talking on a walk do more for back to school readiness than any workbook.

Sleep is falling apart. Is this normal?

Yes. Later nights, no school day tiredness and a nervous system unwinding all disrupt sleep. Hold the wind down routine, dim the lights an hour before bed, and expect it to settle as the routine restarts. Consistent bedtime routines help (Meltzer & Mindell, 2014).

They will not leave the house. Should I push?

Not straight away. Rebuild tolerance for outings gently: garden, then doorstep, then a short walk, then a cafe, then the park. Add one step at a time.

My child keeps asking about going back. Should we talk more?

Match their pace. If they raise it, answer briefly and factually, then move on warmly. If they do not raise it, do not force it.

GETTING MORE SUPPORT

When to ask for help

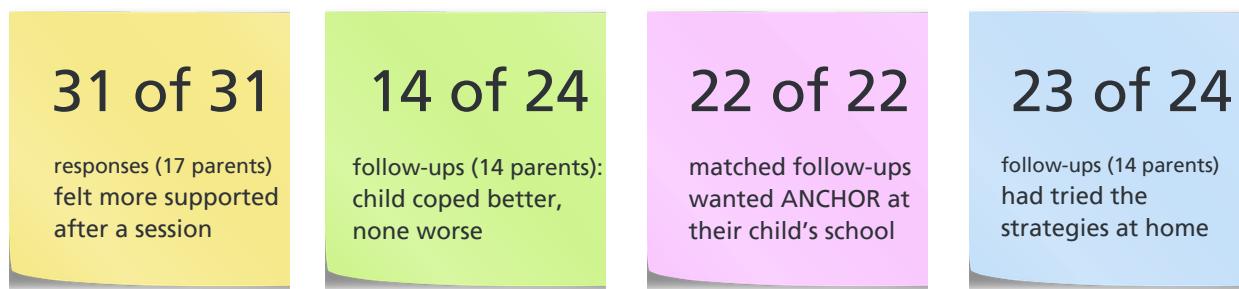
Trust yourself. If something has gone on longer than feels manageable, or you are simply worried, that is reason enough to ask. You do not need to wait for it to get worse.

If it is about	Reach out when	Start with
Sleep	Sleep has not settled despite a steady routine over several weeks, or your child cannot sleep alone and it is not easing.	Your GP
Regulation	Your child has been withdrawn or shut down for longer than a day or two, or is not eating and drinking as usual.	GP, or NHS 111 out of hours
Meltdowns	They are lasting much longer, becoming more frequent over several weeks, or your child is hurting themselves.	School SENCo, or your GP

WHAT FAMILIES TELL US

ANCHOR's Impact in Numbers

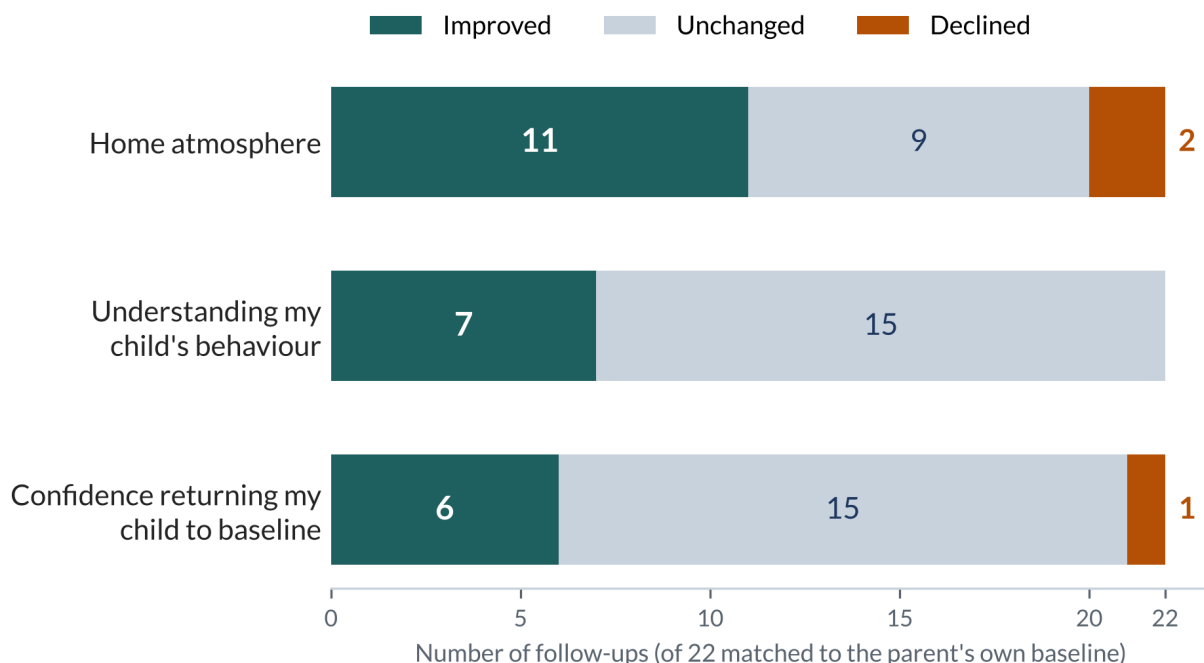
The Holiday KIT programme grows out of ANCHOR's wider work with SEN families. Here is what parents told us after our parenting workshops.



Really well informed, clear to follow, with lots of genuinely useful tips to implement with my daughter.

PARENT PARTICIPANT, ANCHOR PILOT 2026

Before and after: change against each parent's own baseline



Each bar is one of 22 follow-up responses (from 14 parents) matched to the same parent's answers before the session. Most parents were unchanged after one session: these are early, indicative results, not proof of impact.

Parent-reported, from a small free pilot (21 May to 16 July 2026) with no comparison group: 107 pre-session responses from 57 parents; 31 immediate post-session responses from 17 parents; 24 follow-up responses from 14 parents, one to two weeks after a single session.

WHAT PARENTS VALUED MOST

Benefits of the **ANCHOR** Framework



Parent-reported, from a small free pilot (21 May to 16 July 2026) with no comparison group: 107 pre-session responses from 57 parents; 31 immediate post-session responses from 17 parents; 24 follow-up responses from 14 parents, one to two weeks after a single session.

REVIEWS & FEEDBACK

In Parents' Own Words

“All the tips and information were realistic, very easy to remember and not overwhelming to understand.”

“I love everything, the way it was broken down. I love it.”

“I left the session with practical strategies I could use the same day.”

“I'm confident I won't have limitations using what I've learnt today.”

FURTHER SUPPORT

Useful Links

Trusted places to turn over the holidays, for support, safety and things to do.

Children's services	gov.uk/report-child-abuse-to-local-council Find your council's children's services team, for urgent concerns about a child's safety.
NSPCC	0808 800 5000 or nspcc.org.uk Advice and support for adults worried about a child.
Police	999 in an emergency, 101 otherwise
Your child's school	Ask for the Designated Safeguarding Lead Schools keep a safeguarding contact open over the holidays.
Childline	0800 1111 or childline.org.uk Free and confidential, for children to talk to someone.
CEOP	ceop.police.uk Report online exploitation or grooming concerns.
Internet Matters	internetmatters.org Guides for parental controls and understanding online risks.
Childnet family agreement	childnet.com/resources/family-agreement A template for agreeing screen time and online rules together.
NSPCC online wellbeing	nspcc.org.uk/keeping-children-safe/online-safety Supporting your child's wellbeing online.
Leaving a child home alone	gov.uk/law-on-leaving-your-child-home-alone The law, and NSPCC guidance at nspcc.org.uk/advice-for-families/home-alone
Holiday activities (HAF)	gov.uk/find-local-council Search your council's website for HAF: free activities and a meal.
Reading at home	booktrust.org.uk
Library activities	gov.uk/local-library-services Find your local library for free events and borrowing.

About

Every child deserves the opportunity to thrive, yet too many families of children with Special Educational Needs (SEN) and additional needs struggle to access support when they need it most.

At ANCHOR Inclusion®, Early Help Support CIC, we believe the right support, at the right time, can change a child's future. Through early intervention, practical SEN parenting support and inclusive community programmes, we help children build confidence, strengthen family wellbeing and improve long-term outcomes.

We're raising £10,000 to provide fully funded support for families who would otherwise be unable to access it.

Your donation will help fund:

- Fully funded SEN parenting support, giving parents the knowledge, confidence and practical strategies to understand and support their child's unique needs.
- Fully funded KIT (Keeping in Touch) Holiday Programmes, providing children who rely on structure, routine and consistency with safe, supportive activities throughout the school holidays, when many families experience increased stress and isolation.

Donate	https://www.paypal.com/donate?campaign_id=3ZMFNESMKBKQJ
Email	info@anchorinclusion.co.uk
Website	https://www.anchorinclusion.co.uk

Why Early Intervention Matters

Research shows that early intervention improves outcomes across education, physical and mental health, relationships, independence and future employment. Raising awareness of SEN, promoting inclusive adjustments and making parenting support accessible gives children the best opportunity to reach their potential.



Early support can also reduce the risk that unmet needs contribute to poor mental health, school exclusion, social disadvantage and other difficulties later in life. Every donation directly funds support for children and families who need it most. You'll be helping another family access life-changing support they may otherwise go without.

Together, we can build brighter futures, stronger families and more inclusive communities.

Please donate today. Every pound makes a difference.

