



## Message from the Head of School

Head of School,

We are delighted to see the warmer weather arriving at Cleeve Meadow. We are so lucky to be located on a beautiful huge site surrounded by trees and the parkland below. Our newly planted orchard is starting to show the first signs of spring growth and our gardening club members are busy making plans for the years ahead. We are looking forward to buying a potting shed and greenhouse in the summer so that students can learn more about growing from seed and start to get some exotic vegetables on the go. If our bid to the Savoy Trust goes ahead, we hope that planning for the new kitchen and coffee shop can start very soon. We are looking forward to the day when students will be serving up food that they have grown and cooked themselves and are excited to be on our way to achieving this.

Although we have been hit particularly hard with staff sickness this term, we have managed to keep all balls in the air and still managed some off timetable events and local visits. I would like to thank all the staff who have worked so hard to keep everything running as smoothly as it has. It has been a big team effort and the commitment demonstrated by the team has been humbling to observe.

It is with real sadness that we say goodbye to our Deputy Head teacher Paula Smith. Paula has been with Cleeve Meadow from the outset and has had a huge impact on the shaping of the direction and systems in the school. Paula is leaving to take on a bigger role in a larger SEN specialist school and we look forward to forging a stronger link with her new school in order to be able to work in partnership on developing expertise. We wish her every luck in her new role.

I am really happy to welcome Mrs Alison Palmer to the school. Alison started with us part time in January as a year 9 form tutor and Maths teacher. We have already seen a huge impact on the quality of teaching in Maths and student confidence in engaging with the subject. We look forward also to welcoming Mr C.J. Curry to the team after the Easter break. Mr Curry will be assistant head teacher and will be leading the development of Maths across the school. The final compliment to the team will be the arrival of Mrs Maria Haynes as a specialist Maths support teacher in May. Mrs Haynes will be supporting the department in the development of resources and targeted interventions.

Finally, we are delighted to welcome Mrs Angela Spooner and Mrs Lumnije Bytycito to our midday supervisor team supporting the students at break and lunch times.

I wish you and your families all the best for the Easter break. It has been a pleasure as always working with your young people. I hope you are able to get outside and enjoy the warmer weather and look forward to seeing the students refreshed after the break.

In this edition....



**Ms Juliet Morris, Head of School**



# BRIGHTEN SOMEONE'S DAY ONLINE

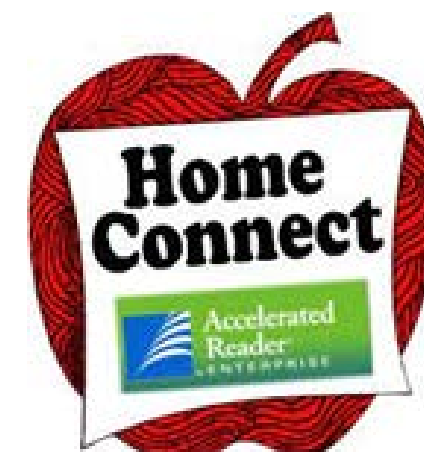
Tiny actions can have a huge impact. Here are our suggestions for making someone smile online!



## Literacy Update



Firstly, could I say a big thank you to all those parents and carers who attended the reading coffee morning last month. It was well attended and we received some excellent feedback. It was lovely to meet you all and be able to give you an insight into what your child is reading and how they complete a quiz on the Accelerated Reader programme.



To enable us as a community to support your child's reading at home and school, we have activated the Accelerated Reader Home Connect programme. You can now monitor the books your child is reading and check whether they are on track to reach their personalised target, set for the end of each term. A letter has been sent out with your child's login details on how to access the new programme.

The school reading competitions have been hugely successful this term bringing some friendly rivalry with the weekly reading cup. Every class has been proud to display it in their classroom at least once, and it brings out the competitive edge of staff and pupils alike. To be an inclusive reading school we have introduced the gold, silver and bronze awards, where students must read and quiz on a certain amount of books or words to achieve their star award. Currently, we have eight students who have received their bronze and two students have gone on to receive their silver. Many students are very close to being presented with their bronze next term, so please encourage your young person to read over the Easter holidays.



During the Summer term, we are delighted to be organising an outside library for break and lunchtime. Students will be able to read for pleasure different kinds of literature. Newspapers, comics, annuals and graphic novels will be available to read every day from inside the potting shed.

Finally, could I ask that you encourage your young person to participate in our Easter Challenge during the school holidays, where they will have the chance of winning a £10 Amazon voucher on their return to school?

Happy Holidays & Happy Reading!

Mrs T Simmonds, Literacy Champion & The Intervention Team



## Easter Reading 'Bookshelf' Challenge

Students will receive a copy of the Easter Book Shelf Challenge to complete during the holidays.

Activities include - **Reading a Comic / Reading a Newspaper article / read a book on Getepic.com / Listening to an Audio book**

Please colour in every challenge you complete and get your parent/carer to sign at the bottom of the page. All entries will be included in the raffle to win a £10 Amazon voucher when you return to school.

We look forward to announcing the winners in the next Newsletter!







Coaches (Billy and Steve) from Charlton Athletic Community Trust continue to work with our students during football enrichment sessions. It is impressive to see how much our students have improved their ball skills and their level of team-work.

Earlier this term some of our students actually went to watch a professional match with their families at Charlton's stadium. It turned out to be a tense scoreless draw between Charlton and Sunderland. Despite the lack of goals, all students who attended commented on what an enjoyable day it was and they are looking forward to attending more matches in the future. If any parents/carers are interested in taking their children to future Charlton matches please let the school office know. We keep you in mind for the next time when the school is allocated tickets.



## Action Your Potential

It was great to welcome back Andrew Wright from Action Your Potential to work with the students with some practical learning and fun activities. Students learnt about the power of daily practice and its impact on developing neural pathways in the brain as part of the AYP program which focuses on developing good habits for wellbeing and learning.

Students learnt how to build up skills in juggling using scarves practice. We have now purchased our own material so that students can have a go each day.

### **Why not have a go at home and see what you can do?**

Please also see below details of the next podcast which can be seen in video format on the NuroNinja Learning Hub.

A webinar for parents, carers and students all about ASC and how to live in an ASC brain in balance.

To sign up to the webinar click [here](#)

Recordings are available on the **NeuroNinja Learning Hub** within about 3 days, plus 200 hours of other brain related content to help improve well-being, mind management and unleash learning everyday.

To sign up to the hub click [here](#).



## Speech and Language

This term, the focus of the Whole School Speech and Language Intervention Programme has been developing the students' ability understand narratives/stories and multi-level questioning and then to able to generate a simple story/narrative.

### **The aim of the sessions:**

By the end of the block of interventions, to be able to answer a range of WH questions (examples - who, where, when, what happened) about a story that they have heard, seen or read so that they develop their understanding of narratives or stories.

To be able to create a short story including all 4 story elements (character, setting, problem and solution) using a story/narrative planner on at least 2 occasions, by the end of the block of sessions. Next term, the focus of the Speech and Language interventions will be **Lego therapy**.

### **Some ideas to support your child's narrative/storytelling outside of school.**

#### **Asking and answering questions**

- As you read familiar books or watch a favourite movie with your child, ask them who is in the story, who is feeling happy, who is sleeping.
- As you read familiar books with your child ask them where characters in the story are. For example, in Dog-Man - "where is Dog-Man?"
- Collect together a range of objects from different times of year and ask them "when do we use/ see this?" e.g. Summer- shorts, sunhat, suntan cream Spring-chicks, Easter eggs, Winter- hat, scarf, snowman Birthdays- birthday candles, party hats, balloons, Christmas- Santa, Christmas cards.

#### **Sequencing Skills**

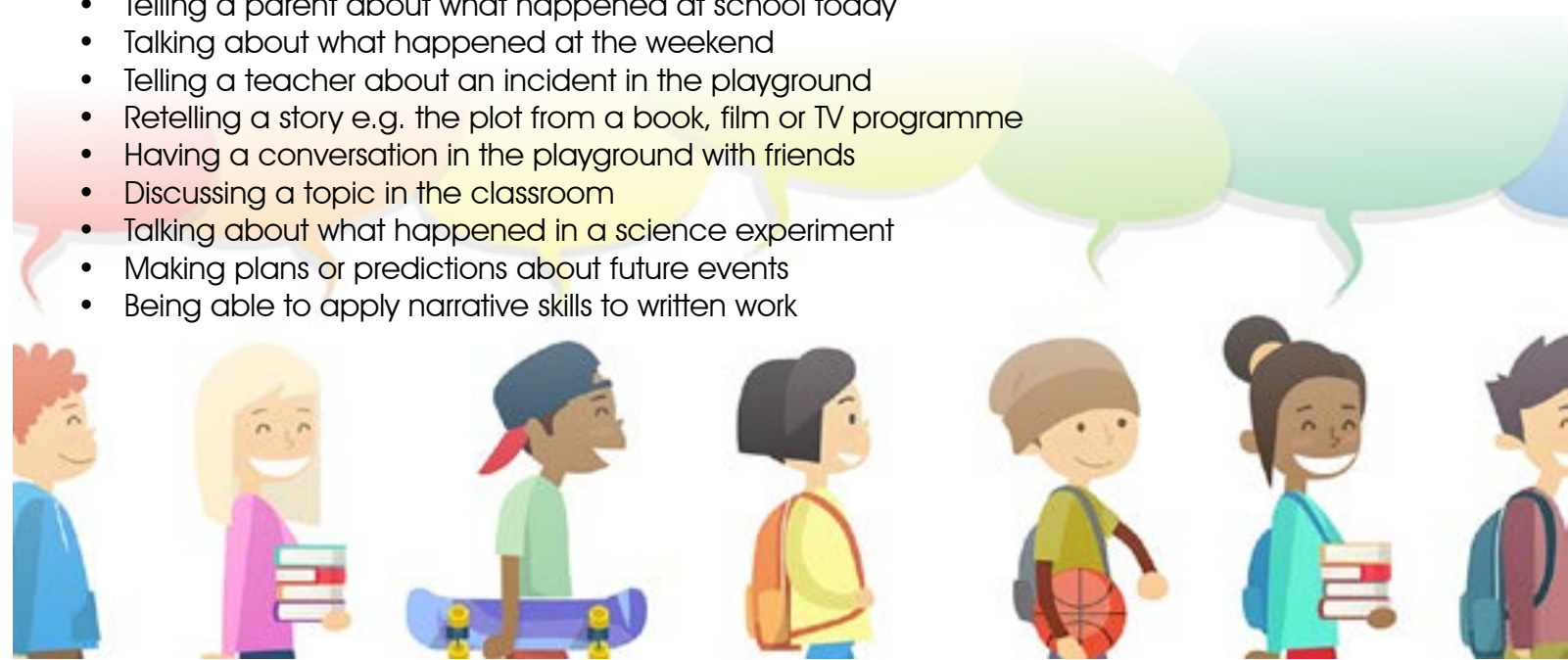
Helps the child to organise their own thoughts and ideas; helps organise and order events – first, next, last – so listener can follow; Cause and effect – linking events together

#### **Suggested Events to Use For Sequencing:**

- How to make a drink/sandwich etc.
- Sequence of getting out of bed in a morning and getting ready for school
- Getting changed for PE
- Instructions and sequence for a task already carried out in class e.g. how to make a simple model, art project or cookery task.
- Re-telling events from a story in a reading book or from home, trips out at the weekend or a mishap from home or school e.g. an accident

#### **How to use narratives in everyday situations**

- Telling a parent about what happened at school today
- Talking about what happened at the weekend
- Telling a teacher about an incident in the playground
- Retelling a story e.g. the plot from a book, film or TV programme
- Having a conversation in the playground with friends
- Discussing a topic in the classroom
- Talking about what happened in a science experiment
- Making plans or predictions about future events
- Being able to apply narrative skills to written work





# Arts & Crafts Club

This half term in art and craft club students were busy making bright coloured friendship bracelets. They also had lots of fun modelling air-dry clay, that doesn't require any baking, to make pencil holders and jewellery dishes for mother's day.

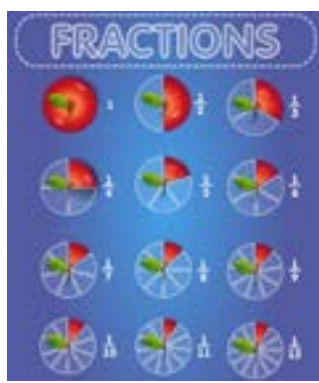
Mrs K Hurmiz, TA



# Maths News

This term Cleeve Meadow students have been working hard in improving their maths skills in statistics, fractions, number and measure. The structure of the lessons consists of learning through concrete (practical objects), pictorial (using pictures) and abstract (formal written methods) methods to ensure the students develop a deep conceptual understanding of maths. Activities are carefully selected to deepen learning, encouraging, justifying and explaining.

Ms Alison Palmer  
Maths Teacher





# Update from the Eco-Committee



## We have been awarded Level 3 in the RHS School Gardening Awards!

To achieve this level, we had to answer Yes to the following statements:

- Our Leadership Team or local community support our gardening project
- We have built on our practical skills and can prepare areas ready for planting
- We grow a simple range of fruits, vegetables and flowers
- We encourage wildlife to the garden by providing homes and habitats
- We re-use as many things as we can and understand composting

A big thank you to all the staff and students who work hard to make our gardens and school grounds a wonderful place to be, both for the school community as well as for wildlife! A huge well done to everyone!

With continued efforts, hopefully, we'll be able to tell you that we have achieved Level 4 and 5 (the highest level) soon!

Mrs Southby



Malala class have been learning first aid in PSHE this term, and they have really enjoyed the sessions and have developed some excellent skills.

They have learned how to carry out a primary survey of a casualty, using the DR ABC technique (Danger, Response, Airway, Breathing & Circulation) and also how to put a casualty into the recovery position. The students also learned how to call an ambulance,

as well as having a class discussion on when they wouldn't call the emergency services.

Mrs Nobbs

The types of medical emergencies that you should call and ambulance for:

**loss of consciousness - an acute confused state - fits that aren't stopping - chest pain - breathing difficulties - severe bleeding that can't be stopped - severe allergic reactions - severe burns or scalds - Call 999 immediately if you or someone else is having a heart attack or stroke.**





# SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

## A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From the continuing impact of COVID-19 to the war in Ukraine, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

### FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they have seen.

### RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.

### KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what is happening – but again, do stay aware of their emotional state.

### EMPHASISE HOPE

Upsetting content can make us feel angry, scared. Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.

### MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.

### CONSIDER YOUR EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.

### SET LIMITS

Managing screen time and content can be difficult at the best of times, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try and at least limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen time limits.

### TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once. Instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.

### ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.

### FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.

### BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.

### IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.

### Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



**NOS** National Online Safety  
#WakeUpWednesday



## Drama Club

The drama club is up and running and the students are having lots of fun. So far we have played lots of theatre games to encourage self-esteem and confidence.

We have also explored techniques around voice work, movement and characterisation.

After Easter the students will be putting all their creative ideas together to create a small performance which will be performed to a selective audience. Watch this space! **Mrs Hughes, Wellbeing Lead**

## Women, girls and autism

Many Autistic girls get overlooked because they don't fit autism stereotypes and they mask symptoms better than boys do.

As a school we hope to learn more about all the students we work with and how we can best support them in understanding and working with their diagnosis.

For some advice on girls and autism check out this link - <https://www.autism.org.uk/advice-and-guidance/what-is-autism/autistic-women-and-girls>

In May, Autistic campaigner Emma Dalmyne will be joining us at a coffee morning for parents and carers sharing her experiences of being autistic and finally getting a diagnosis in later life. More details to follow soon.

**Mrs Hughes, Wellbeing Lead**



## 11 Signs of Autism in Girls



Relies heavily on other children to guide and speak for her



Passionate, restricted, and specific interests



Unusual sensitivity to sensory challenges



Conversation is restricted to limited topics of interest



Difficulty moderating feelings when frustrated



Unusual depression, anxiety, and moodiness



Difficulty making and keeping friends



Often described as quiet or shy



Unusual passivity



Difficulty with social communication increases with age



Epileptic seizures



## What Parents & Carers Need to Know about

# WHATSAPP

UK AND EUROPE  
16+  
REST OF THE WORLD

WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents, as well as making voice and video calls. Its end-to-end encryption means messages can only be viewed by the sender and any recipients: not even WhatsApp can read them. Updates to its privacy policy in 2021 (involving sharing data with parent company Facebook) caused millions to leave the app, but the new policy was widely misinterpreted – it only related to WhatsApp's business features, not to personal messages.

### WHAT ARE THE RISKS?

#### SCAMS

Fraudsters occasionally send WhatsApp messages pretending to offer prizes – encouraging the user to click on a link to win. Other common scams involve warning someone that their WhatsApp subscription has run out (aiming to dupe them into disclosing payment details) or impersonating a friend or relative and asking for money to be transferred to help with an emergency.

#### DISAPPEARING MESSAGES

Users can set WhatsApp messages to disappear in 24 hours, 7 days or 90 days by default. Photos and videos can also be instructed to disappear after the recipient has viewed them. These files can't be saved or forwarded – so if your child was sent an inappropriate message, it would be difficult to prove any wrongdoing. However, the receiver can take a screenshot and save that as evidence.

#### ENABLING FAKE NEWS

WhatsApp has unfortunately been linked to accelerating the spread of dangerous rumours. In India in 2018, some outbreaks of mob violence appear to have been sparked by false allegations being shared on the app. WhatsApp itself took steps to prevent its users circulating hazardous theories and speculation in the early weeks of the Covid-19 pandemic.

#### POTENTIAL CYBERBULLYING

Group chat and video calls are great for connecting with multiple people in WhatsApp, but there is always the potential for someone's feelings to be hurt by an unkind comment or joke. The 'only admins' feature gives the admin(s) of a group control over who can send messages. They can, for example, block people from posting in a chat, which could make a child feel excluded and upset.

#### CONTACT FROM STRANGERS

To start a WhatsApp chat, you only need the mobile number of the person you want to message (the other person also needs to have the app). WhatsApp can access the address book on someone's device and recognise which of their contacts also use the app. So if your child has ever given their phone number to someone they don't know, that person could use it to contact them via WhatsApp.

#### LOCATION SHARING

The 'live location' feature lets users share their current whereabouts, allowing friends to see their movements. WhatsApp describes it as a "simple and secure way to let people know where you are." It is a useful method for a young person to let loved ones know they're safe – but if they used it in a chat with people they don't know, they would be exposing their location to them, too.

## Advice for Parents & Carers

CLICK HERE

#### CREATE A SAFE PROFILE

Even though someone would need a child's phone number to add them as a contact, it's also worth altering a young person's profile settings to restrict who can see their photo and status. The options are 'everyone', 'my contacts' and 'nobody' – choosing one of the latter two ensures that your child's profile is better protected.

#### EXPLAIN ABOUT BLOCKING

If your child receives spam or offensive messages, calls or files from a contact, they should block them using 'settings' in the chat. Communication from a blocked contact won't show up on their device and stays undelivered. Blocking someone does not remove them from your child's contact list – so they also need to be deleted from the address book.

#### REPORT POTENTIAL SCAMS

Young people shouldn't engage with any message that looks suspicious or too good to be true. When your child receives a message from an unknown number for the first time, they'll be given the option to report it as spam. If the sender claims to be a friend or relative, call that person on their usual number to verify it really is them, or if it's someone trying to trick your child.

#### LEAVE A GROUP

If your child is in a group chat that is making them feel uncomfortable, or has been added to a group that they don't want to be part of, they can use WhatsApp's group settings to leave. If someone exits a group, the admin can add them back in once; if they leave a second time, it is permanent.

#### THINK ABOUT LOCATION

If your child needs to use the 'live location' function to show you or one of their friends where they are, advise them to share their location only for as long as they need to. WhatsApp gives a range of 'live location' options, and your child should manually stop sharing their position as soon as it is no longer needed.

#### DELETE ACCIDENTAL MESSAGES

If your child posts a message they want to delete, WhatsApp allows the user seven minutes to erase a message. Tap and hold on the message, choose 'delete' and then 'delete for everyone.' However, it's important to remember that recipients may have seen (and taken a screenshot of) a message before it was deleted.

#### CHECK THE FACTS

You can now fact-check WhatsApp messages that have been forwarded at least five times, by double-tapping the magnifying glass icon to the right of the message. From there, your child can launch a Google search and decide for themselves whether the message was true or not.

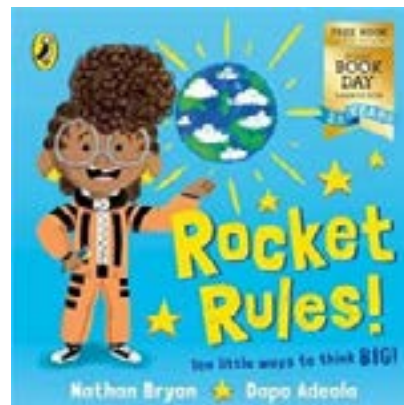
### Meet Our Expert

Farven Kour is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience in the social media arena and is the founder of Kids N Click, a web resource that helps parents and children thrive in a digital world.



NOS  
National Online Safety  
#WakeUpWednesday

# Celebrate World Book Day



We started our world book day by thinking of '5 things I can do to make the world a better place', making posters and slides inspired by Nathan Bryon and Dapo Adeola's super positive book - **Rocket Rules** and a fun video workshop from the author and illustrator.

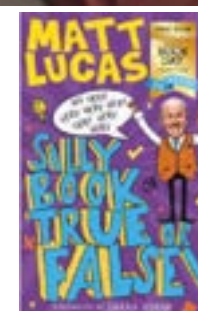
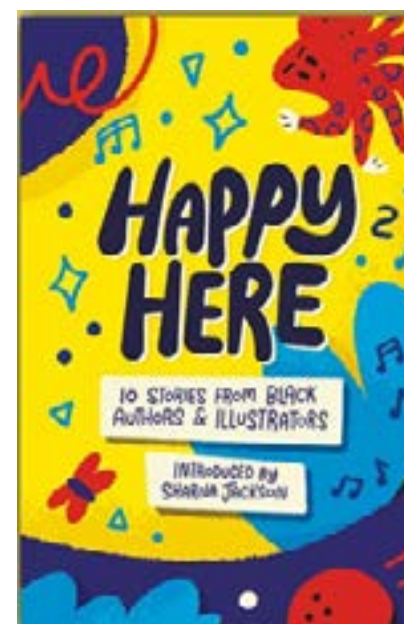
Mrs Simmons and Ms Hawkins took us on a **Brilliant Books Treasure Hunt** and wrapped up a pass the book parcel.



Mr Mountain gave us some wonderfully read extracts from this year's book day book offers at the **Bag Yourself a Book** sessions in the library where every student got a book to take home with them.

Mr Harris ran a **short story workshop** with a fantastic read from a new collection of short stories: **Happy Here**. E.L. Norry's **You're the boss** is a story where the reader gets to choose what happens next ... **3 different readings** and **3 different stories** created from the choices we made ...

We ended our day with a **great big read**: students, and staff all taking the chance to enjoy a book. World Book Day was fun; **every day can be a book day!**





# MEDIA CLUB

This term the media club has been getting to grips with the digital drawing tablets we have recently purchased. Some of the members have discovered a real natural talent for digital drawing, using clever shading techniques. Others have been learning how to trace an image and then digitally manipulate the results. The students made some uniquely 'Cleeve Meadow' Easter Cards as a starter project.



## Animating and creating GIFs

The students are working in Adobe Photoshop Pro and are starting to master the various functions such as the selection tool and image layers. They have now moved on to creating simple animations by using the layer tool - you can see some of them on the website here (click the name to view) -

Jack

Logan

Chloe.



## Mental Health First Aid at Cleeve Meadow School

Wellbeing



One in ten young people experience a mental health issue at any one time. Suicide is the **leading cause of death** for those aged 5-19. In an **average group of 30 15-year-olds**:

- **Seven are likely to have been bullied**
- **Six may be self-harming**
- **One could have experienced the death of a parent**



Record levels of young people are struggling. Academic pressure, social media, bullying, poverty, lack of availability of professional mental health support – all have been named by various sources as contributing to this epidemic of poor

mental health in our young people.

It's clear that young people are not getting the support they need. Key figures in a young person's life – parents, family members, teachers, tutors, carers, youth workers – can often spot when a young person is struggling but may not know how best to help..

At Cleeve Meadow we want our staff to be able to show young people that mental ill health is a part of life in just the same way as physical ill health, that it's OK to talk about and it's OK to ask for help. We hope that by giving our staff the tools to open up these conversations, we can empower them to create mentally healthy, supportive environments at Cleeve Meadow school.

At Cleeve Meadow, we have 5 staff who are Mental Health First Aiders trained under the Youth Mental Health First Aid Training England Programme.



Cherie Hughes



Pauline Parry



Jo Flockhart



Magda Garczarczyk



Chloe Mills

These staff are available during the week for any of our students to speak too. We are planning to send more staff for mental health first aid training over the next academic year.

Please do speak to your child and encourage them to speak to our staff about any worries or concerns they may have.

We are always here to listen!

Cherie Hughes. Wellbeing Lead



Please check out the below link to access information about the brilliant Slade Green Food Bank organisation which enables families to a range of services including toy and clothes swaps as well as essential food provision for people living and working within the Bexley and Kent area.

[www.sladegreenfoodbank.com](http://www.sladegreenfoodbank.com)



Students return to school after Easter on **Tuesday 19<sup>th</sup> April 2022**

**Monday 2<sup>nd</sup> May 2022** - Bank Holiday (School Closed)

**Monday 30<sup>th</sup> May to Friday 3<sup>rd</sup> June 2022** - Half Term

**Wednesday 20<sup>th</sup> July 2022** - Last day of Summer Term



# MAKE A NOTE!

## WORKSHOPS & COFFEE MORNING SCHEDULE

The following workshops are scheduled for the Summer Terms and invites will be sent out nearer the time.

<b>Monday</b> 25th April 2022	<b>Wednesday</b> 11th May 2022
Occupational Therapy Hosted by Jo Lillis (invite already sent)	Autistic & Amazing Q&A Hosted by Cherie Hughes & Emma Dalmayne
<b>Thursday</b> 19th May 2022	<b>Friday</b> 10th June 2022
Online Safety Hosted by Paul Mansbridge	Numeracy and Dyspraxia Hosted by Kirsty Hawkins



**Cleeve Meadow School**

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