

Termly

Newsletter



This Term at

Serenity School, Old Palace Croydon

Issue #02

Serenity School Old Palace Croydon

Thank you to all pupils, staff, and parents for your continued support over the past term. As a school in only our second term since opening, we are incredibly proud of how far we have already come together. We pride ourselves on providing a wraparound approach, supporting pupils and their families not only in school but beyond it as well.

In such a short time, this term has shown how our school community is beginning to grow, connect, and flourish. I would like to thank everyone who has taken part in our coffee mornings your involvement has played an important role in building these strong foundations.



As we continue this journey, we are reminded that "a strong community is built on respect, inclusion, and celebrating the uniqueness of every individual together, we grow stronger each day."

I look forward to the term ahead and all that we will continue to achieve together as our school develops. Wishing you all a happy and restful Easter.

Rebecca Hill - Head Teacher



Term Dates:

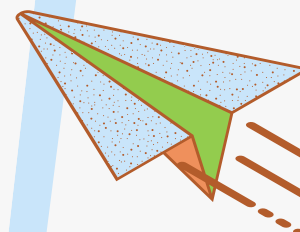
*13th - 17th April Mental Health Awareness Week
Friday 22nd May Annual Review Day (Students not on site)*

*Half term - Monday 25th May to Friday 29th May
Inset Day: Monday 1st June*

*Term time: Tuesday 2nd June to Friday 17th July
Academic Review Day - Tuesday 14th July
(Students not on site)*

HEAD OF PRIMARY

UPDATE



As the days are starting to become longer, the sun a little warmer and signs of Spring emerging around us, our primary school pupils have been enjoying more time outside in the fresh air. As many of you will know, our children benefit greatly from time spent outside and research has indicated that many ASD pupils can more readily access learning when outside.

As part of our good practice that is research led, we have now introduced a rolling playtime so pupils can access the playground more frequently and spend longer out there if it is beneficial to them. During the school day, our outside area now reflects our classrooms with sensory stations, small world play that supports their class book, focus activities as well as the class painting table and singing and dancing.

I would also like to thank the parents and carers who attend our three communication workshops. These sessions not only gave us the opportunity to share our approach to communication but also became an opportunity for us to come together as a school community and share our experiences.

After a busy but enjoyable Spring term I would like to wish all our pupils and their families a restful Easter break.

Mary-Ann Macpherson
Head of Primary



CONTINUE ON...

TO FIND OUT WHAT
YOUR CHILD'S CLASS
HAS BEEN UP TO THIS
TERM

PANDORA CLASS



We are very excited for what the future holds for Pandora Class!

WHAT WE'RE LEARNING...

It has been such a pleasure getting to know the children in Pandora Class and supporting them as they learn, grow and build their confidence each day.

As a nurture class, our focus is on creating a calm, supportive environment where children feel safe, understood and ready to learn. We spend time developing emotional regulation, communication and positive relationships alongside our learning activities.

I am really looking forward to the journey ahead for both myself and the children I teach and seeing all the wonderful progress they will continue to make. Next term we will be moving into more structured, learning based activities while still ensuring that the children feel supported, encouraged and proud of their achievements.



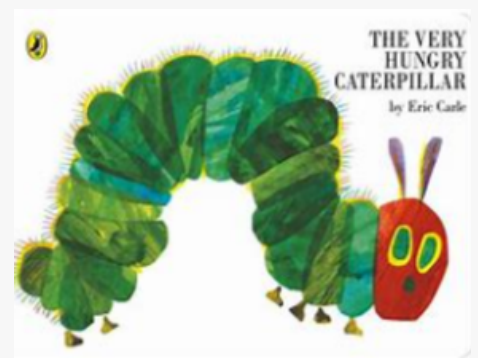
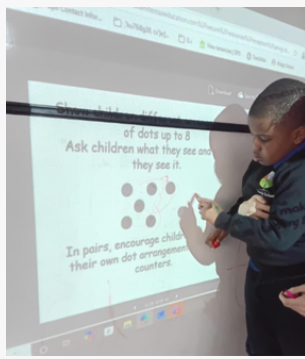
NOTE FROM TEACHER

End of
Term
Message
I'm very excited for what the future holds for Pandora Class!
The Pandora Class Team

UNICORN CLASS



Unicorn Class have had a wonderful term filled with exciting learning opportunities.



WHAT WE'RE LEARNING...

Maths

In maths students continued to develop their counting and grouping skills.

They organised messy piles of toys into groups of cars and playmobile people.

Sorted groups of blocks from smallest to biggest. Or broke up larger groups into two smaller sums.

English

In phonics students continued their development of their SATPIN sounds, they were learning skills about how to pronounce those specific sounds, and for some, how to blend sounds together to make simple words.

Literacy, continuing from last term, had children developing their prewriting shape skill as well as their penmanship for writing SATPIN letters. Huge progress has been made by many as students begin to master their prewriting shapes and start focusing entirely on their letters.



NOTE FROM TEACHER

End of Term Message

This term children took part in themed lessons around the stories 'Dear zoo' and 'Tyrannosaurus Drip'. Next term the books shall be 'The very Hungry Caterpillar and Jack and the Beanstalk.'

*Warm regards,
The Unicorn Class Team*

ELF CLASS



This term has been a real joy, filled with learning, creativity, and fun. The children have taken part in a wide range of activities that have supported their development across all areas. It has been wonderful to see their confidence grow as they try new things, work together with their friends, and express themselves in a variety of ways.



WHAT WE'RE LEARNING...

The pupils have also been introduced to the Zones of Regulation, helping them to begin understanding their emotions and how to manage them effectively.

English

This term in English, the children explored a range of engaging and much-loved stories, including Dinosaurs Love Underpants, Goldilocks and the Three Bears, Tyrannosaurus Drip, and Dear Zoo. They thoroughly enjoyed taking part in activities linked to each story, which helped to bring learning to life.

We have also been supporting the children in recognizing their names, as well as practicing writing them. They have been developing their pencil control and learning how to hold a pencil correctly. During Dear Zoo story sessions, we used visual aids to support understanding and encourage important skills such as turn-taking.

The children took part in a variety of creative activities linked to the stories. For Goldilocks and the Three Bears, they painted bears and decorated them with googly eyes and pom-pom noses. While exploring Dinosaurs Love Underpants, the children enjoyed finger painting dinosaurs. During Tyrannosaurus Drip, they had great fun searching for hidden dinosaurs in the sand, turning the activity into an exciting hands-on experience.

Phonics

In phonics, we introduced activities such as matching rhyming words and practicing forming shapes in the air to support early writing skills. The children are beginning to identify letters, words, and simple sentences, and we are also supporting them in recognizing familiar words as they build their early reading confidence. Through these experiences, they are starting to understand that print carries meaning.

Math's

In Math's this term, the pupils have been developing their understanding of numbers by matching number names to numerals and corresponding quantities. They have also explored the concepts of "one more" and "one less," helping to build a strong foundation in an early sense. The children practiced subitizing different representations of numbers, particularly four and five, and were introduced to the composition of four. Next term, we will extend this learning to include the composition of five.

The pupils took part in a variety of practical and engaging math's activities, including games using beanbags and hula hoops and Math's links to reinforce counting and number recognition. They also explored a 1-5 sorting box to support their understanding of numbers and quantities, as well as shape sorter activities to develop their awareness of different shapes.

Sensory play - World around us

Sensory play this term has been closely linked to our World Around Us theme. The pupils were introduced to a range of engaging experiences, including exploring colorful sand and a variety of natural and everyday textures such as leaves, twigs, playdough, rice, and pasta. These activities helped to develop their sensory awareness and curiosity about the world.

The children also enjoyed water play, which provided further opportunities for exploration and discovery. In addition, they were introduced to the concept of trees and took part in a creative activity where they used handprints to represent leaves, creating their own collaborative artwork.



NOTE FROM TEACHER

End of Term Message

We are incredibly proud of all the children for their hard work, enthusiasm, and positive attitude throughout the term. They've made great progress and shown a genuine love for learning. It's also been lovely to see some of the children in Elf Class becoming more social and engaging with their peers in the classroom. Thank you so much for your continued support. We're really looking forward to another exciting term ahead, full of new experiences and opportunities for the children to grow, develop, and shine!

Best wishes,

Elf Class Team

FAIRY CLASS



We have had a wonderful and exciting term full of learning, creativity, and fun! The children have been actively engaged in a variety of activities that support their development across all areas. It has been lovely to see their confidence grow as they explored new topics, worked together, and expressed themselves in different ways.



WHAT WE'RE LEARNING...

English

This term in English, we explored wonderful stories such as; Dinosaurs love underpants, Goldilocks and the Three Bears, Tyrannosaurus Drip, and Dear Zoo. The children really enjoyed taking part in activities linked to these stories. They had fun making porridge while learning to compare concepts like big and small, and hot and cold. Children role played Dear Zoo in receiving animals and sending them back to the zoo.

During our dinosaur topic, the children explored dinosaurs on ice to find hidden dinosaurs by feeling different textures and discovering ways to break the ice to rescue them. This was an exciting sensory experience!

Phonics

In addition, the children learned about their body parts through songs and rhymes. They practiced sequencing and remembering the correct order. We also explored different emotions and feelings, helping children express themselves better.

Math's

In Maths, children learned about 0-5 focusing on 0. Mass and Capacity, Balancing and exploring the concept of weights by identifying which objects are heavy and light.

Looking at different patterns

They also practiced recognising different patterns and enjoyed following and creating simple sequences.

They also loved role-playing animals by pretending to be different creatures and identifying the animal's prints and patterns using the red aprons with animal pictures on it.

Science

In Science, for the National Science Week, the children created their own volcano models by pasting paper onto bottles and decorating them with colors. They then carried out an exciting experiment to see how a volcano erupts. The children were amazed and thoroughly enjoyed watching the reaction!

History

In History, we learned about dinosaurs. The children explored different types of dinosaurs and identified their features and body parts. They showed great enthusiasm and curiosity during this topic.



NOTE FROM TEACHER

End of Term Message

We are very proud of all the children for their hard work, enthusiasm, and positive attitude throughout the term.

They have made great progress and have shown real love for learning.

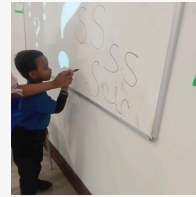
Thank you for your continued support. We look forward to another exciting term ahead filled with new experiences and opportunities for the children to grow and shine!

Warm regards,
The Fairy Class Team

MERMAID CLASS



Mermaid Class have had a busy and joyful term



WHAT WE'RE LEARNING...

As the new Mermaid Class teacher, I have been thrilled by the progress pupils have made so far. I look forward to continuing this journey with families and colleagues as we celebrate each child's next steps.

Mermaid Class have had a busy and joyful term. The pupils have been exploring early number work, with a particular focus on counting to 10 through songs, hands-on games, and practical activities that link numbers to everyday routines. Our English lessons have centered on two books, *Dinosaur Drip* and *Dear Zoo*, which has supported vocabulary development, turn-taking and sensory exploration as children enjoy lifting flaps, naming dinosaurs and animals and learning new makaton signs. Staff have celebrated many small but important achievements: more sustained attention during story time, improved penmanship skills, and growing independence with classroom routines.



NOTE FROM TEACHER

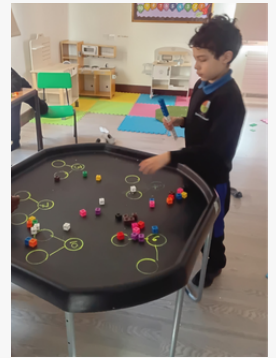
End of Term Message
Looking ahead to next term, Mermaid Class will build on these foundations. We will continue maths work with simple sharing and grouping activities, counting to 20, and continue to use stories like *Jack and the Beanstalk* and *The Hungry Caterpillar* to develop comprehension and expressive language.

Warm regards,
• The Mermaid Class Team

DRAGON CLASS



Dragon Class have had a really positive and engaging term, with a clear focus on developing communication, independence and personal development through a structured and consistent approach.



WHAT WE'RE LEARNING...

Pupils have responded really well to our 'engage, share, practise, review' lessons, which have helped them build confidence, remember key learning and apply their skills throughout the day.

In English, pupils have explored familiar stories, developing their ability to retell events, answer questions and talk about characters with growing independence. In Maths, they have been working on number recognition, counting and early addition and, using practical and visual resources to support their understanding.

A real strength this term has been the progress pupils have made in their communication and emotional regulation. Through sensory and play-based activities, pupils have been supported to express how they feel, make choices and engage more successfully in adult-led learning. Daily routines, clear expectations and opportunities for turn-taking have also supported pupils to become more independent and develop positive learning behaviours.



NOTE FROM TEACHER

We are really proud of the progress Dragon Class have made in their confidence, engagement and readiness to learn.

*Warm regards,
Dragon Class Team*

GENIE CLASS



Genie class has made tremendous progress throughout the Spring term, and we look forward to seeing this continue into the term ahead.



WHAT WE'RE LEARNING...

Spring 1

During the first half of the Spring term, Genie class covered several key areas of learning.

Maths (White Rose Maths): Students explored 2D and 3D shapes, developing their ability to identify a range of shapes and sort them according to the number of sides and faces, with tasks appropriately differentiated to meet individual ability levels.

English: Our English focus centred on the book 'Anna Hibiscus', which follows a young girl growing up in modern, urban West Africa. Through this text, students used visuals and flashcards to explore and express themes of empathy, kindness, and support for others.

Phonics (Phonics Shed): Students worked through Chapter 2, Set 2, focusing on the letters 'i'/I, 'n'/N, 'm'/M and 'd'/D, alongside their corresponding uppercase graphemes.

Spring 2

Maths: Students explored the concepts of length and height, engaging in comparison activities, working with models, and creating their own designs to deepen their understanding of measurement.

English: Our English focus this half term was the book 'Between Tick and Tock', which tells the story of a young girl named Liesel who pauses time in a busy city to carry out small acts of kindness. The text was used to explore the importance of slowing down and noticing the world around us, with students developing their use of adjectives and sentence stems.

Phonics (Phonics Shed): Students continued with Chapter 2, Set 2, covering the letters 'g'/G, 'o'/O, 'c'/C and 'k'/K, their corresponding uppercase graphemes, and the concept of /k/ 'Best Fit'.

Topic Subjects (Geography, History, Music and Art): Across the Spring term, topic learning encompassed the environment, comparative studies, colour, texture, size, and city soundscapes.



NOTE FROM TEACHER

End of Term Message

Next term:

Maths (White Rose Maths): Students will be developing their understanding of sharing and grouping.

Phonics (Ed Shed): Students will be progressing to Chapter 2, Set 8, with a focus on additional doubles.

**Warm regards,
The Genie Class
Team**

GNOME CLASS



This Spring, Gnome Class enjoyed stories such as The Colour Monster, Dear Zoo, and We're Going on a Bear Hunt. Pupils explored feelings, animals, and joined in with repeated words and actions. They also enjoyed Easter arts and crafts, helping them explore colours and be creative. These activities supported communication and confidence.



WHAT WE'RE LEARNING...

This Spring, Gnome Class practiced counting and sorting objects. Pupils also explored big and small hands-on activities, helping them develop early number skills and understanding of size.

Across Topic subjects, including Music, Art, Cooking and PE, Gnome Class explored colour, size, animals, and feelings and emotions throughout the Spring term. Pupils took part in outdoor learning in the school garden, where they explored their environment and collected natural materials such as leaves and twigs to create nature-inspired artwork, supporting their sensory exploration and creativity. Pupils also enjoyed cooking activities, including making a fruit salad, where they practiced chopping soft fruits safely, explored different textures and tastes, and developed their independence and fine motor skills.



NOTE FROM TEACHER

End of Term Message
Gnome Class has shown positive progress this term, with pupils becoming more engaged in activities and developing their ability to take part with increasing independence. We look forward to continuing to support their learning and development next term.

Warm regards,
The Gnome Class Team

LEPRECHAUN CLASS



Leprechaun Class has shown positive progress this term.



WHAT WE'RE LEARNING...

In English, this Spring, Leprechaun Class explored a range of engaging stories including *The Colour Monster*, *Dear Zoo*, and *We're Going on a Bear Hunt*. These stories supported students in developing their understanding of emotions and feelings, learning about different animals, and joining in with repetitive language and sensory experiences. Through these activities, students built their communication skills, emotional awareness, and confidence in group participation.

In Maths, students focused on counting and sorting objects, as well as exploring the concepts of big and small. Practical, hands-on activities helped to develop early number skills and an understanding of size and comparison.

Across Topic subjects, including Music, Art, Cooking and PE, learning throughout the Spring term focused on colour, size, animals, and feelings and emotions. As part of this, students took part in outdoor learning in the school garden, where they explored their environment and collected natural materials such as leaves and twigs to create nature-inspired artwork, supporting their sensory exploration and creativity. Students also participated in a cooking activity where they made a fruit salad, practicing chopping soft fruits safely, exploring different textures and tastes, and developing their independence and fine motor skills.



NOTE FROM TEACHER

End of Term Message
Leprechaun Class has shown positive progress this term, with students becoming more engaged in activities and developing their ability to take part with increasing independence. We look forward to continuing to support their learning and development next term.

Warm regards,
The Leprechaun
Class Team

PIXIE CLASS



Pixie Class have had a wonderful Spring Term full of rich and engaging learning across all subjects.



WHAT WE'RE LEARNING...

In English, we explored two key stories this term. In Spring 1, we enjoyed reading Anna Hibiscus, where children learned to sequence events, describe characters and settings, and express feelings using simple, clear sentences. In Spring 2, our focus text was *Between Tick and Tock*. Pupils created story maps, acted out scenes, sequenced events and used timewords such as first, next, then and finally to retell the story. These stories helped the children develop confidence in retelling, writing and vocabulary building.

In Maths, pupils explored repeating patterns, shape sorting, simple subtraction and understanding place value using tens and ones. Children used practical resources to support their learning and confidently explained their thinking during activities.

Our Science, Geography and History lessons included learning about living and nonliving things, animal groups, the five senses, local features, simple maps, routes, directions and changes over time.

In Art and Music, children experimented with textures, line work, collage, rhythm, pulse and tempo, developing creativity and expression.

Pixie Class have shown fantastic enthusiasm and progress throughout the term.



NOTE FROM TEACHER

End of Term Message
What Pupils Will Be Learning Next Term
Phonics

We will continue with the Phonics Shed programme - Chapter 3, introducing new sounds, tricky words and blending activities to strengthen reading fluency.

Maths

Children will follow the White Rose Education programme, building further confidence in number, addition and subtraction, counting in steps, early measures, shape and simple reasoning tasks.

English

Pupils will explore new stories and nonfiction texts to develop sentence structure, vocabulary, writing stamina and editing skills.

Warm regards,
The Pixie Class Team

SPRITE CLASS



This term in Sprite Class, learning has been supported in a holistic way, helping pupils develop not just academically but also socially, emotionally, and in their communication.



WHAT WE'RE LEARNING...



We've been working on bigger and smaller in maths and enjoying stories like Dear Zoo and We're Going on a Bear Hunt, with lots of hands-on activities and play.



NOTE FROM TEACHER

End of Term Message

It's been so nice to see the pupils settling in, building confidence, and starting to really come into their own. I can't wait to see how they continue to grow and develop.

Warm regards,

The Sprite Class Team

PRIMARY BEHAVIOUR LEAD

UPDATE

At Serenity School, we are very proud of the progress pupils in Primary have made with their behaviour this term.

Pupils have worked hard to follow routines, make positive choices, and show kindness to their peers. It has been great to see them using their strategies to support themselves throughout the school day. Many pupils are now confidently asking for help using choice boards, Makaton, and verbal communication.

We have also seen pupils celebrating their successes, both big and small. This is helping to build confidence and create a positive learning environment where everyone feels supported.

Every step of progress matters, and it is clear that pupils are trying their best each day. They are helping to make the school a calm, supportive, and encouraging place for everyone.

Our top five positive point earners in Primary are:

- Tyrelle – Unicorn Class – 7827
- George – Unicorn Class – 7790
- Nafis – Unicorn Class – 7390
- Edwin – Pixie Class – 6785
- Elijah – Elf Class – 6775

Chloe-Louise Catley
Primary Behaviour Lead

EMOTION OF THE TERM: HAPPINESS

Supporting wellbeing across our school community

For my newsletter piece this term, I'm focusing on happiness, not as a goal we must achieve every day, but as a collection of small, meaningful moments that help our children feel safe, connected and content. Happiness can look different for every child, especially within our diverse SEN community. It might be a sensory experience, a predictable routine, a favourite activity, a familiar adult or a moment of shared connection.

Below are some ideas for nurturing happiness at home, with suggestions tailored for both our primary and secondary families.



For Our Primary Children

1. Follow their joy signals
Younger children often show happiness through movement, sound, or sensory play. Notice what lights them up, bubbles, water play, music, spinning, cuddles and build tiny "joy moments" into the day.

2. Celebrate effort, not outcomes
Happiness grows when children feel safe to try. Simple phrases like:

- "You worked so hard on that."
- "I love how you kept going."

help children feel proud and connected.

3. Shared silliness
A 20-second burst of playfulness, pulling a funny face, a gentle tickle, a pretend game, can reset the whole atmosphere. These micro-moments strengthen the bond that underpins emotional wellbeing.

For Our Secondary Children

1. Happiness through autonomy
Many older pupils feel happiest when they have some control. Offering small choices, what to listen to, where to sit, which activity to do first, can boost confidence and reduce stress.

2. Protecting "joy time"
After a school day, many students need space to decompress. Encouraging a short period of a preferred activity (gaming, music, art, movement, quiet time) isn't indulgent, it's regulation.

3. Noticing the quiet positives
Some young people don't express happiness loudly. You might see it in:

- a relaxed posture
- a small smile
- choosing to sit near you
- engaging in a favourite routine

Naming these moments gently ("You look really settled right now") helps them recognise what happiness feels like in their own body.

For Parents & Carers: Finding Your Own Happiness

Your wellbeing matters. Truly. Happiness for adults doesn't need to be big or time-consuming. It might be:

- a warm drink in peace
- a short walk
- a favourite song
- a moment of stillness before the next task
- connecting with someone who "gets it"

When we feel even a little more grounded, children often feel it too. Here's to an Easter break filled with small sparks of happiness, however they show up for you and your child. See you next term!

Bubble Breathing



1. Imagine you have a wand to blow bubbles.
2. Take a deep breath in through your nose.
3. Slowly breathe out through your mouth as if you are blowing a bubble through a wand.
4. Repeat as many times as necessary.



OCCUPATIONAL THERAPIST AT SERENITY, CROYDON

My name is Shreeya Tank, Occupational Therapist at Serenity, Croydon. This term has been full of meaningful moments, growing confidence, and steady progress. Through playful, purposeful, and child-centered sessions, I've been working closely with our children to strengthen the everyday skills that help them participate more independently at school, at home, and in their wider community.

Building Everyday Foundations: What We've Focused on This Term

This term, our Occupational Therapy sessions have centered around developing the practical skills children rely on throughout their day. These include:

- Strengthening fine motor and hand skills
- Supporting sensory processing and emotional regulation
- Improving attention, organization, and body awareness
- Encouraging independence in daily routines
- Developing confidence in classroom and play activities

1. Fine Motor Development & Hand Function

Therapy Focus This Term

Fine motor development has been a key area of intervention, with sessions designed to strengthen hand muscles, improve dexterity, and support the coordination required for writing, tool use, and self-care tasks. Activities have included:

- Precision tasks such as threading, pegboards, and bead manipulation
- Hand-strengthening exercises using resistance materials
- Early handwriting patterns and pre-writing shapes
- Bilateral coordination tasks to support hand dominance and stability

These activities help children participate more confidently in classroom tasks, manage clothing fastenings, and use cutlery effectively.

2 Independence in Daily Living Skills

Therapy Focus This Term

Promoting independence remains a central component of Occupational Therapy. This term, we have supported children in developing the skills required for everyday routines, including:

- Dressing and undressing sequences
- Managing personal hygiene
- Using cutlery and supporting feeding skills
- Following structured routines with reduced adult prompting

3 Sensory Processing & Regulation

Therapy Focus This Term

Many children benefit from sensory-based strategies to help them feel calm, alert, and ready to learn. This term, we've explored:

- Movement breaks
- Deep pressure activities
- Tactile exploration
- Breathing and calming routines
- Sensory circuits

These supports help children understand their bodies, manage big feelings, and participate more comfortably in daily activities.

4 Attention, Organization & Body Awareness

Therapy Focus This Term

Children have been practicing skills that help them stay focused, follow routines, and understand how their bodies move in space. Activities have included:

- Obstacle courses
- Turn-taking games
- Sequencing tasks
- Visual schedules
- Movement-based attention games

These skills support learning, social interaction, and participation in structured and unstructured activities.

Celebrating Progress

This term, we have seen steady and meaningful progress across all areas of Occupational Therapy. Each child has demonstrated growth in ways that reflect their individual strengths, goals, and learning styles. Progress may look different for every child, but every achievement—whether large or small—represents an important step forward in their development. We have observed improvements such as increased confidence when approaching new tasks, greater independence in daily routines, stronger engagement during learning activities, and enhanced ability to regulate emotions and attention.

These developments highlight the children's hard work, the supportive environment created by staff, and the valuable partnership with families. We remain committed to celebrating each child's unique journey and continuing to build on these foundations in the coming term.

SALT AT SERENITY CROYDON

This term has been full of engaging, fun, and meaningful learning experiences for pupils at Serenity

- Younger pupils have developed early communication skills through play-based activities such as role play, story time, and interactive games, helping them build vocabulary and understanding.
- Older pupils have focused on developing expressive language, including building longer sentences, describing events, and improving storytelling skills.
- Across all age groups, we have supported social communication skills such as turn-taking, listening, and initiating conversations.
- Targeted speech sound work has supported pupils in improving clarity and confidence when speaking.



Key Highlights:

- It has been fantastic to see pupils growing in confidence—many who were initially hesitant are now actively joining in and expressing themselves more independently.
- A lovely highlight has been pupils using new vocabulary during play and classroom activities, showing real carryover of skills.
- One particularly proud moment was seeing a pupil independently initiate a conversation with a peer using strategies we had practiced in sessions.
- Another highlight has been pupils becoming more confident in sharing their ideas during storytelling and discussion activities.

Focus for Next Term:

- Continue to build on expressive and Receptive language and expand vocabulary across all age groups.
- Further develop social communication skills, especially in natural settings such as the classroom and playground.
- Support pupils in generalizing their communication skills more independently.
- Introduce more personalized targets to maximize individual progress and outcomes.

It has been a pleasure working with the pupils this term—their progress, enthusiasm, and growing confidence have been truly rewarding to see. I am really looking forward to continuing this journey next term.

HEAD OF SECONDARY

UPDATE



As we come to the end of the Spring Term, I want to take a moment to celebrate the incredible dedication, resilience, and enthusiasm our students have shown over the past several months. Their attitude toward learning has been exceptional. Across the Secondary phase we have seen students take greater ownership of their progress, engage deeply in their subjects, and support one another in and beyond the classroom. It has been inspiring to watch them grow - not only academically, but as confident, thoughtful young people.

This term has been full of achievements, memorable moments, and sustained hard work. It is remarkable to think that four terms have already passed so quickly. Time moves fast when you are part of a community as vibrant and committed as ours, and I am continually grateful for the warmth, energy, and strong sense of purpose that defines our school.

Looking ahead, the Summer Term promises even more opportunities for students to broaden their experiences. We have a number of external trips planned; alongside new enrichment activities and events designed to challenge, motivate, and excite our learners. We can't wait to see students take advantage of these opportunities and continue to push themselves further.

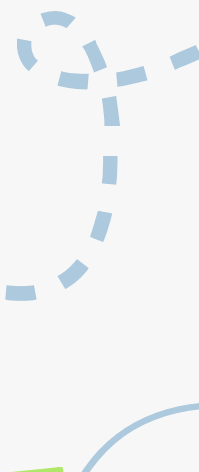
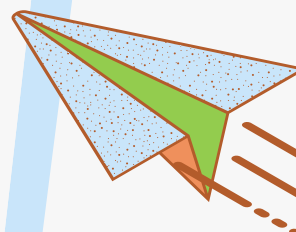
Thank you all for your continued support and partnership.
Wishing everyone a restful and refreshing break.

Chelsey Leighton
Head of Secondary



CONTINUE ON...

TO FIND OUT WHAT
YOUR CHILD'S CLASS
HAS BEEN UP TO THIS
TERM



MINOTAUR CLASS



Pupils' quotes

I like Serenity school because they let me play football during break time – ED

I like to come to school because I like all my teachers – AM

I like to come to serenity school because I like my friends - EA

WHAT WE'RE LEARNING...

My communication

This term, our pupils have explored communication through emotions and self-advocacy. They have been learning to recognise a range of feelings in themselves and others, using symbols, visuals, and modelling to label emotions and talk about what those feelings mean.

We have also focused on asking for what they need—whether it is a break, help, a preferred activity, or reassurance. Pupils practised using their communication systems confidently and consistently, becoming more aware of the strategies that help them feel understood.

By gaining the tools to express emotions and needs safely and clearly, students are building essential skills for their wellbeing, relationships, and independence.

My independence

In My Independence, pupils worked on real-life skills linked to shopping. They learned the steps involved in preparing to shop, such as making simple lists, identifying what items they need, and following a sequence of actions when visiting a shop role-play area.

We also introduced early money skills: recognising coins and notes, matching prices to the correct amount, and practising simple payments during structured activities. These experiences help pupils feel more confident in everyday community routines and support their long-term independence.

My thinking and problem solving

This term, students strengthened their ability to think flexibly and apply problem-solving strategies in practical situations. They practiced completing multi-step activities, noticing when something was missing, and choosing what to do next.

Pupils explored different ways of solving small problems—such as when an item wasn't available; a tool didn't work as expected, or a step needed to repeat. They were encouraged to try again, adapt, ask appropriately for help, and feel proud of their perseverance.

These skills support resilience, confidence, and independence across all areas of learning.



NOTE FROM TEACHER

End of Term Message

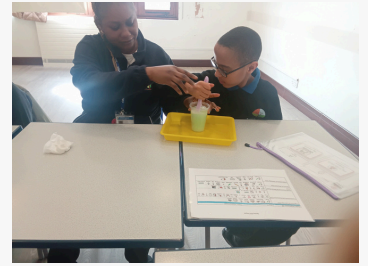
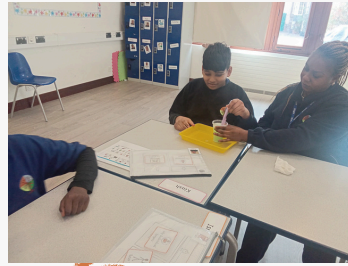
As I look back on this Spring Term, I am truly proud of every single child in Minotaur Class. Each day, they show dedication, curiosity, and courage—often in small ways that build into remarkable progress. Their efforts are beautiful to witness and incredibly motivating for all of us who work with them. I want to reassure families that your children are growing, learning, and shining in their own unique ways. Their achievements this term, big and small, show just how capable they are. It is a privilege to see their confidence grow day by day, and I look forward to seeing all the wonderful steps they will continue to take.

Minotaur Class Team

GRIFFIN CLASS



We are pleased to share our Newsletter for Spring term. It has been a vibrant and productive term, filled with wonderful learning experiences and fantastic student achievements in Griffin class.



WHAT WE'RE LEARNING...



Term Highlights: Exploring, Creating, and Discovering in Science!
This term has been filled with curiosity, creativity, and hands-on learning as our students embarked on a range of exciting lessons across the curriculum. One of the major highlights has been Science Week, where our young scientists truly shone.

Science Week: A Celebration of Curiosity
Science Week gave students the chance to dive deeper into scientific thinking through practical investigations and engaging experiments. Their enthusiasm, teamwork, and sense of wonder were wonderful to see.

Two standout activities were:

Volcano Eruptions!
Students had the opportunity to create their very own miniature volcanoes and observe them "erupt" right before their eyes. Using simple materials, they explored:

- Chemical reactions
- Cause and effect
- Predicting and observing changes

The excitement in the classroom was electric as the colourful lava bubbled over. Students proudly talked about what they noticed, what surprised them, and how real volcanoes behave in nature.

*** Grow a Rainbow Experiment**

This colourful investigation was a favourite!** Students used felt-tip pens, paper towels, and water to explore how capillary action works. As the colours travelled upward, they created beautiful "rainbows" and gained a hands-on understanding of:

- Absorption
- Colour mixing
- How water moves through materials

The activity sparked lots of thoughtful conversation, and students were eager to predict how their rainbow would look before the experiment began.



NOTE FROM TEACHER

A Term Full of Learning Beyond Science Week, students have continued to grow in confidence and independence across all subjects. They have shown curiosity, creativity, and resilience—skills that will support them in every aspect of their learning journey. We are incredibly proud of their achievements so far this term and look forward to even more exciting learning ahead!



Griffin Class Team

PHEONIX CLASS



We are pleased to share our Newsletter for Spring term. It has been a vibrant and productive term, filled with wonderful learning experiences and fantastic student achievements in Phoenix class.



WHAT WE'RE LEARNING...

In My Communication we have been looking at Traditional tales. In Speaking and Listening the children enjoyed listening to the stories and portraying the different characters using props. They looked at 'The Three Billy Goats Gruff', 'The Gingerbread Man', 'Goldilocks and The Three Bears', 'The Enormous Turnip' and 'Little Red Riding Hood'.

We celebrated World Book Day reading our favourite books and stories. We practiced handwriting, various texts in guided reading and we worked on core word of each week.

In My Independence we looked at, caring for our bodies, naming different parts of our bodies, different ways to keep our bodies clean, when to wash our hands, when to brush our teeth and when to shower.

The students looked forward to and enjoyed preparing gifts and cards for Mother's Day.

In My Problem Solving we worked on Position and Direction. We looked at positional language including in, on, under, behind, in front of, next to, between, above, below, and beside. We looked at following simple instructions like, "Put the toy under the table, etc

In RSE we looked at How the internet is used and Assessing information online. We looked at Internet safety, using the internet positively for leisure e.g. to search for

for a new game/toy. We also identified how people in school and other jobs in the community use the internet for their work.

In World About me we have been looking at different types of transportation and recycling.

In My Creativity we have been doing drama games, sensory play, actions to songs and cooling down after dancing.

We have been playing board games, jigsaw puzzles, Jenga, making shapes with play dough and did bricks building.



NOTE FROM TEACHER

Our children in Phoenix Class have settled well into school. They have made good progress from the start of the academic year to date. They have made good effort in engaging in their learning. They have cooperated well with support provided by staff in and out of the classroom. They have all enjoyed and achieved this term. It has been pleasure working with all our students. What a fun - filled term it has been! I do hope our students keep up with the progress they are currently making. We all look forward to a summery summer term!

Phoenix Class Team

CENTAUR CLASS



WHAT WE'RE LEARNING



English

In English, pupils explored engaging texts including Kojo's journey in *One Hen*, as well as other stories such as *Chains*. Through these texts, pupils developed their reading comprehension, vocabulary, and ability to answer questions about what they had read. They enjoyed retelling parts of the story, completing fill-in-the-blank activities, and identifying key events and characters. Pupils also began working on grammar skills, including identifying nouns, pronouns, verbs, and punctuation. It was lovely to see the class becoming more confident in discussing stories and sharing their understanding.



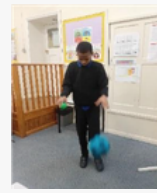
Mathematics

In Maths, pupils explored a wide range of skills through practical and engaging activities. They worked on multiplication, division, area, perimeter, and algebra. Practical resources and visual methods helped pupils understand mathematical concepts in a more hands-on way. Many pupils particularly enjoyed solving multiplication problems and investigating simple algebra, such as finding the value of unknown numbers. Maths lessons were filled with discussion, problem-solving, and opportunities for pupils to explain their thinking.



Science

Science lessons were exciting and full of exploration this term. Pupils learned about materials and their properties, understanding what objects are made from and why certain materials are chosen for specific purposes. They also explored forces, including push and pull, through practical demonstrations and classroom experiments. Pupils were encouraged to observe, discuss, and record their learning, and they enjoyed linking science to real-life examples around them. It was wonderful to see their curiosity grow as they investigated how the world works.



CONTINUED...



Humanities

In Humanities, pupils explored topics such as freedom and justice, rights and responsibilities, and world trade. They learned about export and import and how countries trade goods with one another across the world. Pupils also developed their map skills, locating countries and understanding trade routes globally. These lessons encouraged them to think about the wider world, communities, and how people and countries are connected.



Digital Skills

This term, pupils developed their confidence in using digital learning platforms such as MyON and Freckle Maths. They enjoyed reading online books, completing quizzes, and practising their maths skills independently. Pupils also explored important aspects of digital safety, including how to stay safe online and how to protect personal information. It was encouraging to see many pupils becoming more confident and independent when using technology for learning.

Life Coaching

In Life Coaching, we focused on healthy habits, wellbeing, and practical life skills. Pupils discussed the difference between healthy and unhealthy choices, the importance of physical and emotional wellbeing, and how healthy routines can support a balanced life. They also enjoyed practical life-skill activities, such as discussing what they would need to pack for a trip. These sessions provided valuable opportunities for pupils to reflect on themselves, make responsible choices, and build independence.

PSD (Personal and Social Development)

In PSD, pupils explored relationships, communication, and social understanding. They discussed topics such as family, friendships, supportive people in our lives, healthy and unhealthy relationships, and communication in different social situations. These sessions supported pupils to think about how they relate to others and how they can develop positive, respectful interactions both in and outside of school.



NOTE FROM TEACHER

We are also excited about the learning that will take place in the Summer Term. Pupils will be exploring new and engaging topics including Citizenship - Diversity and Tolerance, Living Things and Habitats, and many more exciting areas across the curriculum. We look forward to continuing to build pupils' knowledge, curiosity, independence, and enjoyment of learning through a range of creative and meaningful experiences.

We are very proud of all that Centaur Class has achieved this term and would like to thank parents and carers for your continued support. We look forward to another exciting term of learning ahead.

Centaur Class Team

PEGASUS CLASS



WHAT WE'RE LEARNING



English

Pegasus have been reading the book *One Hen: 'How one small loan made a big difference'* by Katie Smith Milway. The focus has been on Microfinance and how perseverance and support work hand in hand to promote progress.



Mathematics

The focus this term has been on following the theme of entrepreneurship. To that end all lessons are interconnected with the aim of enhancing the learning experience by enabling learners to use familiar examples to help them problem solve. The current topic in Maths is algebra where learners will solve the unknown quantity.



Science

This term has been on types of Materials, their uses and recognizing sustainability. They have also been identifying materials and their properties and identifying which materials help the environment. This has also given students the opportunity to practice their writing skills by describing material properties in short paragraphs.



CONTINUED...



Humanities

Pegasus Class have been covering topics such as globalization and poverty and community support along with Microfinance. The students have been learning to understand how poverty affects local services and then suggest community actions to help. The students have also made their own suggestions about how they could help, such as donating food and their time.



Digital Skills

Pegasus Class are using Myon, Freckle, and Accelerated Reader in the digital skills sessions. This has enhanced their recall and helped them make progress in problem solving. Their success in these areas has also served to boost their confidence and their interest in supporting their continued progression in using unfamiliar learning platforms.



Personal, Social & Life Skills

Pegasus students have been learning about healthy habits such as walking daily, reading books, drinking plenty of water, and eating vegetables. They have also been identifying unhealthy habits such as procrastinating, smoking, being rude, and poor posture. They have also been looking at the meaning of perseverance and what it means to keep trying not to give up. Students shared moments in their lives that they have shown perseverance and named a current goal that they are trying to achieve.



NOTE FROM TEACHER

The role of any Teacher is to facilitate learning and if one is a teacher they are also a student guiding future Teachers. Pegasus Class is an ecosystem that allows for growth, nurturing, and the opportunity to see the outcome of both areas in real time. This term Pegasus Class has embodied all aspects of British Values. This is evident in the effort they put into their work and the unending focus they have had on giving their very best in all subject areas. If a teacher dares to dream, then Pegasus Class is that beautiful reality!

- Pegasus Class Team

SECONDARY BEHAVIOUR LEAD

UPDATE

At Serenity School, we are extremely proud of the progress students in Secondary have made with their behaviour this term.

Students have shown strong development in managing their emotions, maintaining focus, and showing respect to others. Many have been using the tools and support available to them to overcome challenges and stay engaged in their learning.

It has been particularly encouraging to see students take pride in their achievements and show resilience when things feel difficult. These positive choices are making a real difference in their progress and the wider school environment.

Every step forward is important, and students should feel proud of the effort they are putting in each day. Their commitment is helping to create a positive and supportive community across the school.

Our top five positive point earners in Secondary are:

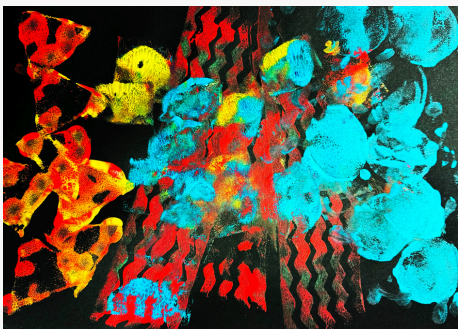
- Mustafa – Pegasus Class – 13425 points
- Summer – Pegasus Class – 11550 points
- Maxwell – Pegasus Class – 11213 points
- Darnell – Phoenix Class – 11189 points
- Dylan – Pegasus Class – 11100 points

Tayeon Johnson
Secondary Behaviour Lead

ART DEPARTMENT



This term the art department practice has foregrounded student autonomy: fostering learners' ownership of process, outcomes and pacing to reduce anxiety and build confidence. Pupils are encouraged to select materials and direct compositional choices, scaffolding reflective decision-making rather than prescribing outcomes. This learner centred approach supports emotional regulation and intrinsic motivation, allowing creativity to function as both expression and therapeutic regulation.



WHAT WE'RE LEARNING...

Serenity's youngest artists in reception have been developing fine-motor control and early mark-making conventions by tracing and drawing simple shapes, while practising expressive colour choices through their preferred communication methods. I continue to integrate art-themed PECS to reinforce choice-making and vocabulary for non-verbal pupils. Using PECS alongside tactile and pictorial prompts has improved participation and enabled clearer feedback loops between pupil intent and finished work.

Key Stage 1 students successfully transitioned to the art room this term for the first time, experiencing an expanded school environment. Building on last term's colour-mixing exploration, they have been producing tactile mixed-media colour wheels. These tactile colour studies consolidate colour recipes through multi-sensory learning, combining textured papers and layered media to support memory retention and deepen conceptual understanding of hue relationships

Our year 7 nurture classes have engaged in constructive printmaking processes, designing their own printing plates from cardboard and string. This low-tech approach enabled hands-on investigation of surface, texture and mark transfer. Pupils practiced relief printing, experimenting with colour layering and the interplay of positive and negative shapes to develop visual contrast and compositional clarity.

Our Year 7 semi-formal classes Pegasus and Centaur studied Surrealism with a focus on tactile collage practices inspired by artists such as Max Ernst and Salvador Dalí. Working from personalised briefs, students produced tactile surrealist collages that incorporated personal symbolic motifs. Emphasis was placed on narrative association, imaginative juxtaposition and material tactility, allowing each learner to articulate personal meaning through layered imagery and collage techniques.

CREDITS:
LEFT TO RIGHT -
RONALDO YR 7, TILLIE YR 7, AVA
YR 3



NOTE FROM TEACHER

Looking Ahead.
Over the summer term we will continue to prioritise student-led briefs and sensory-rich processes, extending opportunities for independent planning, peer critique and hopefully an exhibition of work. As always, please contact me if you would like guidance on supporting your child's creative development at home. Some people dream of meeting their favourite artists but I teach mine,

Mx Nash
Teacher of Art

PE DEPARTMENT



WHAT WE'RE LEARNING...



Since the beginning of 2026 our children have been enjoying PE in Early Years, Key Stage 1 and Key Stage 3.

Early years: Working with a dinosaur theme, the classes have been enjoying learning dinosaur movements. This was consolidated through the use of movement videos and pictures. We also focused on balance, jumping, hopping, and catching for our gross motor skills.

Key stage 1: During PE lessons, our KS1 children have been learning the dinosaur movement song as part of their warm up. Whilst focusing on their gross motor skill development of jumping, hopping, balance and running, the children have been using different equipment like spot cones, mini hurdles, scarves, mini balance planks, stilts, hoops and balls. An important life skill that these children are learning is the art of patience and waiting for their turn to use equipment.

High School Nurture: These classes have been encouraged to move their bodies in different ways and try new things. We have a familiar warm up routine usually with a video assistant. The skills and movements we have worked on have been catching and throwing, balancing, jumping, tag, rolling a ball, passing and moving. WE have worked on standing in line and waiting for our turn.

Key stage 3: Semi formal - Focus has been on Invasion games. The intention was to recognize and use space, understand what is meant by attacking and defending, supporting your teammate, communicating and controlling a ball whilst moving. During activities, the players have been practicing their throwing and catching skills and trying to put sports leadership behaviours and values into place. 7 learners took the opportunity to take part in an Inter-Serenity football festival in February. They played in teams with people from the other serenity schools and adapted well to unfamiliar faces and places.



NOTE FROM TEACHER

Something for the whole family - home | parkrun UK

Parkrun is every Saturday at 9am at a venue near you. Walk it, jog it, run it, or a bit of everything to get to the end. Its 5km. Get your personal barcode and keep track of your events and better your time. The best thing is, you can run any parkrun anywhere in the world with your barcode. Happy days!!

Mr Lydall
● *Teacher of PE*

FOOD TECH DEPARTMENT



This term in Food Studies, we've continued to focus on hands-on, sensory experiences that help build students' independence, communication, and confidence. It's been really rewarding to see how much the students have grown in confidence and how engaged they've been during practical sessions.

Reception and Key Stage 1

Our youngest learners have been exploring food through a range of sensory activities. They've enjoyed rolling, shaping, and making dough, which has helped develop their fine motor skills while also allowing them to experience different textures through touch and movement. Many students showed curiosity, especially when making their own dough from scratch.

They've also been practising cutting and slicing fruits, learning about different textures and beginning to develop early food preparation skills. Students have been exploring tasting and are developing confidence, each at their own pace, in expressing what they like and don't like.

A real highlight this term has been introducing pupils to the main food classroom. One of the highlights for staff was seeing how excited students were when entering the food classroom for the first time. They showed lots of curiosity and enthusiasm. We've been working on routines such as sitting appropriately, listening to instructions, and watching demonstrations, and students are beginning to follow these with support.

They've put these skills into practice by making simple recipes like sandwiches, choosing their own ingredients and building them step by step. It's been lovely to see them take ownership of their choices and feel proud of what they've made. They also had great fun baking and decorating gingerbread figures, showing creativity when choosing decorations.

CONTINUED...



KS3 Nurture

Students in our nurture groups have taken part in supported cooking activities, helping them build confidence with equipment, follow simple recipes, and work safely. Students showed improved focus during practical tasks and responded well to clear structure and support. They've been learning how to measure and prepare ingredients, while also working on early independence skills such as responding to prompts, selecting equipment, and joining in with tasks. Cooking together has also supported communication, and students are developing confidence, each at their own pace, in expressing their food preferences.

KS3 Semi Formal

Students in these classes have been developing their understanding of healthy eating, alongside building more independent cooking skills. They've been practising how to choose the right equipment, measure ingredients accurately, and work safely in the kitchen, with growing confidence. Working together on shared cooking tasks has helped them develop teamwork and communication skills, as they support each other and take on different roles. They've made a range of dishes, including carrot cake, where they practised weighing ingredients and enjoyed decorating with coloured icing. Students took pride in how their work looked. They also made pizzas from scratch, preparing the dough and safely slicing toppings. It's been great to see confidence continuing to develop when handling equipment and making their own choices.



NOTE FROM TEACHER

Looking ahead, we'll continue building on these skills and supporting students to grow in confidence, engagement, and enjoyment in Food Studies.

In our classroom, we're not just making food – we're helping students develop confidence, independence, and a genuine enjoyment of cooking.

- Ms Ofori - Teacher of Food Tech

ATTENDANCE CELEBRATION



We are proud of the dedication many of our pupils have shown during Term 3 and Term 4. Strong attendance helps your child settle, learn, and make steady progress. Your support has made a real difference, and we want to recognise the students who reached 100 percent attendance across both terms.

WHAT WE ARE CELEBRATING



100 Percent Attendance
We celebrate every pupil who achieved full attendance in Term 3 and Term 4. Each name reflects real effort from families and students. Thank you for your commitment.

Term 3:

Sebastian, Mustafa, Caleb, Lana, Elham, Aidan, Nikita, Daniel, Israelle, Tenylah, Adam, Ace, Matias, Joshua, Theodore, Nafis, Jesmariya, Isaiah, Shamaila Abdu, Mason, Israel, Harun, Ella Rose, Mikael, Arham, Sohrab, Hadi, Zahccai, Summer, Madina, Nimi, Muhammad Momin, Mahmood, Kashai, Stanley, Sakina, Edwin, Dylan, David, Devonte, Tillie, Naisha, Yousuf, Keonna.

Term 4:

Sebastian, Mustafa, Maxwell, Jayson, Elham, Yacob, Rowan, Daniel, Paulo, Tenylah, Grace, Ethan, Theodore, Darnell, Nafis, Mason, Israel, Peter, Samuel, Astemir, Zahccai, Kez-Ron, Nimi, Jude, Nicolas, Randy, Kashai, Stanley, David, Naisha.

Weekly Attendance Rewards
Students who attend every day for a full week receive a certificate to recognise their consistency. In Secondary, all pupils who achieve 100 percent attendance for that week are placed on the prize wheel. One winner is selected to receive an Amazon voucher. This has created real excitement and friendly competition.

End of Term Prizes
Primary and Secondary Nurture students with full attendance are entered into a draw for a large box of fidget toys that contains more than 50 items.

Secondary Semi Formal students with full attendance have the chance to win a smart watch. These rewards celebrate positive habits and encourage students to keep aiming high.

Term 3 Winners:
Primary winner was Kashai.

We congratulate each of them for their amazing effort.

Term 4 Winners:
Primary Winner was Zahccai
Secondary Nurture Winner was Elham
Secondary Semi Formal Winner was Stanley
We congratulate of them for their amazing effort.



NOTE FROM EWO

Understanding Illness and School Attendance

Across Serenity School Croydon, illness is the main reason for absence. Many of these absences can be avoided with clear guidance on when a child should stay at home.

The key point is this. Not every illness means a child needs to miss school.

Children should stay at home if they have a high temperature, sickness or diarrhoea, or a contagious illness such as chicken pox or measles. These require a short period away from school to recover and prevent spread.

Children can usually attend with mild symptoms such as a cough, sore throat without a temperature, or minor conditions like head lice. If they are well enough to take part in the day, they should be in school.

Getting this balance right supports your child's learning and reduces unnecessary absence.

For further guidance, please visit:

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

- Mr Fox, Education Welfare Officer and DSL.



Should I keep my child off school?

Yes, until...	No, but inform your child's class teacher of...
<ul style="list-style-type: none"> • Chicken Pox (until all blisters have crusted over) • Vomiting and Diarrhoea (Return 48 hours from last episode) • Flu-like temperature (until they no longer have a high temperature) • Impetigo (until their sores have crusted and healed, or 48 hours after they started antibiotics) • Measles (4 days after the rash first appeared) • Mumps (5 days after the swelling started) • Scarlet Fever (until they've had their first treatment) • Scarlet Fever (24 hours after they started taking antibiotics) • Whooping Cough (48 hours after they started taking antibiotics) 	<ul style="list-style-type: none"> • Cough • Sore throat (keep off school if accompanied by high temperature) • Earache • Head lice • Head, foot and mouth • Thrush/diarrhoea • Stomach Flu • Stopped Chalk • Tiredness • Conjunctivitis • Cold Sores

SAFEGUARDING UPDATE FOR FAMILIES SERENITY SCHOOL OLD PALACE CROYDON MARCH 2026



This article outlines how the school responded to a recent online safety concern and the steps taken to protect pupils. It also highlights our proactive work around Safer Internet Day, where pupils learned how to stay safe online, including understanding AI, recognising risks, and knowing where to get help.

Our Safeguarding Team



DSL : Ms R Hill



DSL : Mr A Fox



DDSL : Ms C Leighton



DDSL : Ms M Macpherson



DDSL : Ms J Johnson

KEEPING UP WITH SAFEGUARDING ISSUES IN CROYDON

Over recent weeks, the school community was affected by the online "Red vs Blue" trend. This caused understandable concern among pupils, families, and staff. We acted quickly to ensure safety and reassurance across the school.

We put the following measures in place:

- All staff were briefed on guidance shared by Superintendent Luke Dillon and reminded to stay vigilant
- Additional staff were placed on gates at the start and end of the day to increase supervision
- Pupil behaviour was closely monitored, with clear messages given about not sharing harmful or worrying content
- Ongoing contact was maintained with the Police and Local Authority to ensure our response remained appropriate

This situation has now come to an end. We will continue to work closely with the Local Authority and partner agencies to share important updates and respond quickly to any future concerns.

Safer Internet Day

As part of our ongoing safeguarding work, Mr Andrew Fox, Designated Safeguarding Lead, delivered Safer Internet Day sessions across the school. These sessions focused on helping pupils understand how to stay safe online, with a clear focus on the safe and responsible use of technology.

This year's theme focused on artificial intelligence and making safe choices online. Pupils explored:

- What AI is and how it is used in everyday life
- How AI can support learning, but should not replace thinking
- The risks of misinformation and how to question what they see online
- How to spot content that may be AI generated
- Where to go for help if something online worries them

Pupils engaged well in these sessions and showed a strong understanding of how to stay safe. Staff reinforced key messages throughout the week to ensure learning was embedded.

Safeguarding remains a priority. We will continue to educate, monitor, and respond to keep every pupil safe both in school and online.



We offer flexible support to meet your family's needs, including telephone advice, office consultations, home visits and attendance at meetings with school or with other SEN professionals.

Our CROYDON SENDIAS service offer independent support for parents and families who have children and young people with Special Educational Needs and/or Disability (SEND).

Our experienced team of local advisors offers impartial, confidential, free advice and support on all matters relating to SEND. Our aim is to enable you to make informed decisions.

We can also support parents, children and young people at school meetings, annual reviews and tribunals.

“KIDS has opened our eyes to the whole system, how it works and what help there is for us. We now know we don't have to struggle alone”

About KIDS

KIDS is a national charity supporting disabled children, young people and their families. Established in 1970, we work with thousands of families across the country each year, providing a wide range of services. Our vision is a world in which all disabled children and young people realise their aspirations and their right to an inclusive community which supports them and their families.

Contact us

Croydon

t 020 8663 5630

e Croydon@kids.org.uk

a Carers Support Centre, 24 George Street, Croydon, CR0 1PB

Head office

a 7-9 Elliotts Place, London, N1 8HX

e info@kids.org.uk

f KIDScharity

Donate

Help us do more to support disabled children. Donate at kids.org.uk



Charity No. 275936
Company No. 1346252
www.kids.org.uk



We provide:

- Impartial & confidential advice and information for families on SEND around Education, Health and Care.
- We offer support with Education, Health and Care plans, personal budgets, person centred planning and how to use the Local Offer.
- Support with writing letters and completing forms, and assistance with discussions and meetings with schools, the Local Authority SEN team and SEND professionals.
- Support with resolving disagreements helping you to consider and determine the best way forward.
- Information and signposting to support services in your area.
- Support with Transition and preparing for Adulthood.
- Support with and signposting to our specialist mediation team.
- Offer weekly SEND Drop In Sessions.
- FREE monthly workshops for parents on SEND subjects.



Delivering independent support

SEND Information, Advice, Support (SENDIAS) Service

Croydon



For support and advice call 020 8663 563

How can I start using the service?

Our free and impartial service is available for children, young people and their families with a special educational need and or disability that are resident in Croydon.

We are based at the KIDS, Carers' Information Service, however we are also happy to meet at a venue convenient to you.

Address: KIDS, Carers' Information Service, Carers Support Centre, 24 George Street, Croydon, CR0 1PB



Opening times

Monday to Friday 10am - 5pm

Contact a local advisor

You can contact an advisor on 020 8663 5630 / 5631 or by emailing Croydon@Kids.org.uk

SEND drop-in session

Every Friday 10am - 12pm

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 unearth 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 confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.



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 shows interest in what is being said. If your child feels listened to in 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. <https://www.time-to-change.org.uk/support-ask-twice-campaign>. Be tenacious about your child's wellbeing. Children instinctively know when 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 having to share information or talk about a difficult subject. For example, you may be talking about death or loss; 'It's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about a 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 they having 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 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt 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 see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.



8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel 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 arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.



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 green paper.



Sources of Information and Support

Your GP
Young Minds <https://youngminds.org.uk/v>
<https://www.nhs.uk/conditions/stress-anxiety-depression/>
<https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2016/november/a-simple-guide-to-active-listening-for-parents/>
<https://www.themix.org.uk/mental-health>

