

# Termly Newsletter



**This Term at**

*Serenity School, Old Palace Croydon*

*Issue #01*

## **Serenity School Old Palace Croydon**

*As we reach the end of term and look ahead to the Christmas break, I would like to take this opportunity to send my warmest wishes to you all. Although I have only been in post for a short time, I have already seen the care, patience and dedication that underpin everything we do as a school. Supporting children and young people with additional needs is both a privilege and a responsibility, and I am incredibly proud of the way our staff work tirelessly to ensure pupils feel safe, understood and valued.*



*I would also like to thank our parents and carers for the trust you place in us. Your partnership is vital, and I am grateful for the openness and support I have experienced since joining the school. I am very much looking forward to the year ahead and to continuing to build strong relationships as we work together to help every pupil thrive, develop independence and achieve their full potential. I wish you all a peaceful and restful Christmas and a happy New Year.*

*Kind regards,  
Rebecca Hill  
Headteacher*



# CHRISTMAS DISCO BRINGS FESTIVE CHEER TO SERENITY SCHOOL CROYDON

Serenity School recently hosted its annual Christmas Disco, and this year marked a special milestone as we celebrated our very first Christmas Disco at our Croydon site. The event welcomed both Primary and Secondary pupils and was a fantastic success.

The disco was filled with music, dancing and festive cheer, creating a joyful atmosphere for students and staff alike. Pupils thoroughly enjoyed the opportunity to celebrate together, showing confidence, enthusiasm and wonderful social interaction throughout the event. Staff also joined in, helping to make the day inclusive, lively and memorable for everyone involved. We would like to extend a special thank you to Ms Godhania, our Office Manager, for the hard work and dedication that went into preparing the venue and ensuring the event ran smoothly. Her efforts played a key role in making the day such a success.



We are incredibly proud to have hosted such a positive and enjoyable event in our first year at Croydon and look forward to many more celebrations in the years to come.

# HEAD OF PRIMARY

UPDATE

This September we proudly opened our Primary phase with four Reception classes and three KS1 classes. The start of the year brought many emotions, with tears from both our youngest pupils and their parents as everyone faced the uncertainty of a new building, new adults and new peers. I am delighted to say that the children have come such a long way in a very short time. They are now familiar with school routines and are confidently developing new ways to communicate, including the use of Makaton and PECS (picture communication).

Across the classrooms, children have enjoyed sharing the stories Owl Babies and Stick Man, while in maths they have been comparing quantities using 'more than' and 'less than', and exploring numbers up to five and beyond. In topic work, pupils have learned about people who help us in the community and, with the change in seasons, they have observed and talked about the weather, supported by well-known nursery rhymes and sensory play. In PE, they have been developing their gross motor skills through jumping and balancing and some have practised ball skills in the playground. However, my personal favourite takeaway from our first term has been watching our children tentatively form friendships and discovering the joy and comfort in peer companionship.

I would like to thank our parents for their trust, patience and continued support, and our dedicated staff for their hard work, care and commitment in ensuring such a positive start for our pupils.

Mary-Ann Macpherson  
Head of Primary



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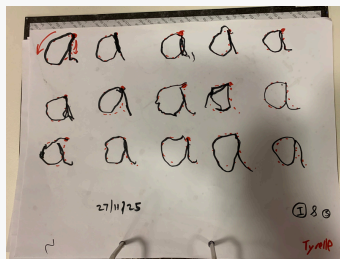
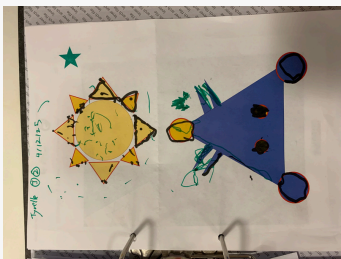
TO FIND OUT WHAT  
YOUR CHILD'S CLASS  
HAS BEEN UP TO THIS  
TERM



# UNICORN CLASS



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



## WHAT WE'RE LEARNING...

In literacy, the children have continued to develop their writing skills, progressing to drawing more complex shapes or refining their control of simpler ones, with some even beginning to form letters. In maths, we have been focusing on counting numbers from 1-5 and deepening the children's understanding of what those numbers represent, as well as starting to explore basic geometry. We have also thoroughly enjoyed sharing stories such as Stick Man and Owl Babies, which have supported the children's listening, communication and comprehension skills.



## NOTE FROM TEACHER

End of Term Message  
Next term, our new topic will be *Dinosaurs Love Underpants*, which will spark lots of fun and creative learning across the curriculum. The children are close to finishing their real-world phonics sounds and will soon be moving on to learn additional sounds as we continue to build early auditory recognition skills. Some children may even begin practising their SATPIN letters or start blending.

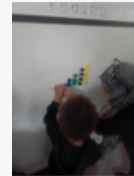
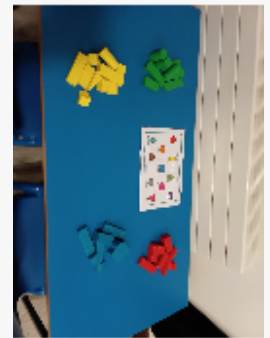
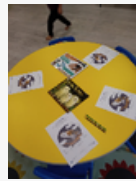
Warm regards,  
The Unicorn Class Team



# FAIRY CLASS



As we come to the end of another joyful and successful term, we would like to thank our parents and caregivers for their continued support and encouragement. This term has been filled with exciting learning experiences, creativity and growth for our children. We are proud of the progress they have made and are delighted to share some highlights from our classroom.



## WHAT WE'RE LEARNING...

### Mathematics

The Fairy Class has been very busy exploring early numeracy and shape recognition through fun, hands-on activities. The children learned numbers from 1 to 10 by counting on their fingers and using real objects, giving them practical experience with numbers. They also enjoyed counting similar objects to strengthen their understanding of quantity. In addition, the children learned about different shapes by using shaped cutters with play dough and sand, making learning both interactive and enjoyable.

### English

In English, the Fairy Class focused on the stories Owl Babies and Stick Man. The children developed their understanding of the characters through role play and engaging mark-making activities. They explored the characters and events in the stories and learned to retell them in the correct sequence, building their early storytelling and comprehension skills.

### Phonics

In Phonics, the Fairy Class used EdShed to learn about different sounds. The children enjoyed listening to the story Peace at Last, which helped them to identify and recognise a variety of sounds. They also took part in a fun, hands-on activity where they created different weather sounds using concrete materials, developing their listening skills and sound awareness.



## NOTE FROM TEACHER

### End of Term Message

As we come to the end of this term, we would like to thank all our parents and carers for their continued support and cooperation. It has been a wonderful term filled with learning, creativity and happy moments. We are very proud of the progress the children have made and the enthusiasm they have shown in all activities. We wish everyone a safe, restful and enjoyable break and look forward to welcoming you back next term.

Warm regards,  
The Fairy Class Team

# MERMAID CLASS



As we come to the end of this term, we would like to thank our parents and carers for their continued support. The children in Mermaid Class have taken part in a range of structured and practical learning activities, and we are proud of the progress they have made in their own individual ways.



## WHAT WE'RE LEARNING...

This term, children explored early maths through a combination of hands-on activities and supported worksheet tasks. Learning included sorting, matching, and building with blocks, shapes and colours, as well as comparing amounts using more than, fewer than and the same.

Counting activities focused on repetition and visual support, with pupils engaging through touching, pointing, moving objects or indicating choices, rather than spoken responses.

Children will continue with repeating patterns, exploring position and space, and developing early number awareness through subitising and counting up to 3, using objects, visuals and worksheets with adult support.

In phonics and literacy, children focused on listening, attention and sound awareness through structured activities, sensory resources and worksheets. Learning included exploring environmental sounds, supported by repetition and visual cues.

Guided hand-over-hand support was provided during mark-making and worksheet tasks to help develop motor skills and early writing movements.

Children will explore instrumental sounds, using their voices, and enjoy stories, rhymes and rhythm, supported through listening, movement, gesture, repetition and adult modelling.

During Bucket Time, children took part in adult-led attention sessions using surprise toys, supporting listening, shared attention and engagement.



## NOTE FROM TEACHER

### End of Term Message

*We are very proud of the children's efforts and progress this term. Thank you for your continued support, and we look forward to welcoming everyone back next term.*

*Warm regards,*

• *The Mermaid Class Team*

# DRAGON CLASS



Dragon Class have had a brilliant term full of exciting learning.



## WHAT WE'RE LEARNING...

In science, the children enjoyed mixing materials to create a volcano, showing lots of curiosity and enthusiasm. In maths, we have been working on recognising and counting numbers from 0-20. We have also loved sharing stories together, including Stick Man and Owl Babies, which supported listening, communication and understanding.



## NOTE FROM TEACHER

Next term, our new topic will be *Dinosaurs Love Underpants*, which will inspire lots of fun, creative learning across the curriculum. The children have completed the s-a-t-p-i-n phonics sounds and will be moving on to learning more sounds as we continue to build early reading skills.

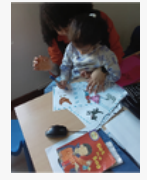
Warm regards,  
Dragon Class Team



# GENIE CLASS



Dear Parents and Carers, we are delighted to share the wonderful learning that has taken place in Genie Class this term. The pupils have shown enthusiasm, resilience and continuous curiosity across all areas of the curriculum. We are very proud of their progress and the positive learning behaviours they bring to school each day. Please look at the photos attached to see the rich variety of activities the children have engaged in this term.



## WHAT WE'RE LEARNING...

### Mathematics

In maths, the children have been exploring numbers 1-10 through practical, hands-on activities. They have been recognising numerals, counting objects, matching quantities and ordering numbers within 10. They have also engaged in shape-sorting and pattern-making activities to strengthen their early mathematical understanding.

### English

This term in English, we have focused on developing early comprehension and engagement through storytelling. The pupils have enjoyed exploring *We're Going on a Bear Hunt*, *Stick Man* and *Owl Babies*. Through sensory play, role-play and guided mark-making, the children have developed their ability to engage with characters and story sequences.

### Phonics

In phonics, we have been using EdShed to work within Chapter 1 and Chapter 2, focusing on the foundational sounds s, a, t, p, i, n. The children have been developing sound recognition, practising oral blending and taking part in adult-supported writing tasks.



## NOTE FROM TEACHER

### End of Term Message

As we reach the end of this term, we are extremely proud of each child in Genie Class. They have shown wonderful growth in confidence, communication and independence. Thank you for your continued support. We look forward to another term of exciting learning and progress.

Warm regards,  
The Genie Class  
Team

# PIXIE CLASS



Dear Parents and Carers,

What a fantastic autumn term it has been. Our little learners have settled beautifully into school and have made wonderful progress in their learning, confidence and friendships. It has been lovely to see them laugh together, support one another and grow into a happy classroom community.



## WHAT WE'RE LEARNING...

Every morning, the children gather for circle time, where they share stories, sing songs, and talk about their day. This routine has helped them:

- ✓ Build communication skills
- ✓ Gain confidence speaking in a group
- ✓ Feel secure and connected
- ✓ Strengthen friendships

### English Adventures

This term, we explored exciting stories including:

- Stick Man
- Owl Babies
- We're Going on a Bear Hunt

Through role-play, sensory trays and creative activities, the children brought each story to life. They explored real leaves, soil, cotton wool and natural textures to help them understand the settings and characters.

### Phonics Focus This Term

We've had an amazing phonics journey using the Ed Shed programme to make learning engaging and interactive.

We covered:

Set 1, Chapter 1:

s, a, t, p

Set 1, Chapter 2:

i, n, m, d

The children have been practising both CV (consonant-vowel) and CVC (consonant-vowel-consonant) blending. Each group worked on tailored activities to build confidence and ensure steady progress. It's been wonderful to see how far they've come in recognising, reading and writing their sounds.

### Maths Through Play

Maths has been hands-on and fun. Children have been:

- Counting with blocks
- Sorting shapes and colours
- Building towers
- Comparing sizes
- Exploring numbers through sensory trays

These playful activities help develop problem-solving, early reasoning and fine motor skills.

- Child building a tall tower of blocks.



## NOTE FROM TEACHER

### End of Term Message

We're excited to build on this term's progress with some engaging new topics, supported by our trusted programmes.

For phonics (using Ed Shed), we'll move into Set 1, Chapter 3 to learn the sounds g, o, k and h. We'll expand our CVC word skills, start putting words into simple sentences, and introduce high frequency words like I, it, is, in and and to boost reading confidence.

For maths (using White Rose Education), we'll focus on place value first within 20, then up to 50, alongside addition and subtraction. In measurement, we'll explore length, height, mass and value through hands-on, practical activities. We can't wait to see the children thrive as they take on these new challenges.

We are incredibly proud of how much the children have grown emotionally, socially and academically. Their enthusiasm and kindness have made our classroom a joyful place every day.

Thank you for your continued support. We look forward to even more exciting learning adventures in the spring term. Wishing you a lovely holiday and a restful break.

Warm regards,  
The Pixie Class Team

# PRIMARY BEHAVIOUR LEAD

UPDATE

At Serenity School Croydon, we have had a great term celebrating positive behaviour and recognising the fantastic efforts of our pupils. All of the children in Primary love collecting their rewards at the end of the week, and the excitement is clear as they enjoy the journey to the office proudly carrying their reward star charts. They return to class thrilled and happy, smiling as they walk back with their chosen prize for good behaviour, which reinforces our positive culture and encourages everyone to keep making good choices.

Across the whole of Primary this winter term, we had a total of 15,727 positive events recorded, which totalled 219,615 positive points. We did have a few pupils who have stood out and set the standard for the rest of the school:

Tyrelle: 395 positive events = 5,062 points  
Nafis: 367 positive events = 4,870 points  
George: 379 positive events = 4,855 points

Chloe-Louise Catley  
Primary Behaviour Lead



# MEET THE MDT TEAM

Hi. My name is Aalia and I am the School Counsellor at Serenity Croydon. I support children's emotional and social wellbeing through play-based therapy and gentle guidance. Play is how children express themselves and make sense of their world. It is their language. My goal is to help every child feel safe, understood and confident to learn and grow. It has been a pleasure to get to know your children over the past few months and I look forward to seeing how they continue to flourish in the new year. Try this simple breathing technique with your child.



Hello. My name is Samuel Hopwood. I am a Therapy Assistant at Serenity School Croydon. I work in 1:1 intervention with students and in group sessions as well. I deliver both Speech and Language Therapy and Occupational Therapy sessions, and I also work with students on their emotional literacy via the Safe Space sessions I co-facilitate with our school counsellor, Aalia Sheikh.

My role involves delivering targeted interventions that are overseen by our therapists and SENDCOs and are tracked on a session-by-session basis. The goal is always to help give students an extra boost beyond their day-to-day lessons, so that they can thrive both inside and outside the school environment.

My background is in both secondary and primary settings, and above all I love supporting children to reach their fullest potential. It is my personal belief that special educational needs do not need to be a limitation for a child when they are provided with the right care and attention.



# MEET THE MDT TEAM

Hello everyone,

My name is Archa Vikraman, and I am the Speech and Language Therapist at Serenity. I work closely with our children to support the development of their communication, understanding and interaction skills. Through individualised, play-based and structured therapy sessions, I help pupils work towards their targets and make meaningful progress at their own pace.

What I Have Been Working On

This term, Speech and Language Therapy sessions at Serenity have focused on supporting children to develop their communication skills in meaningful and functional ways. Targets have included understanding and following instructions, developing early communication skills, improving attention and play skills, and supporting children to express their needs and wants using speech, gestures or alternative communication methods.

How Therapy Supports Your Child

Therapy sessions are individualised to meet each child's needs and are delivered through structured activities and play-based learning. Children are supported to work towards their targets at their own pace, with a focus on building confidence, engagement and independence. Visual support, modelling, repetition and consistent routines are used to help children understand and communicate more effectively.



**Celebrating Progress**

**Every small step is important. We continue to see children making progress in areas such as increased engagement, improved attention, emerging communication attempts and greater participation in shared activities. These achievements are celebrated and used as building blocks for further development.**

Hello, my name is Pooja Khamparia, and I am the Therapy Assistant at Serenity Croydon. I support children across the school by planning and delivering indirect therapy sessions, both one-to-one and in small groups, for Speech and Language Therapy and Occupational Therapy. I create therapy plans tailored to each child's needs, helping them practise skills that can be used in the classroom and everyday routines.

Children are making great progress in communication, listening, emotional regulation, attention and independence. Many pupils are becoming more confident in expressing their needs, following instructions, managing their emotions and joining in classroom activities. Improvements in fine motor skills and sensory regulation are helping children feel calmer and more ready to learn.

My focus is always on making therapy practical, engaging and transferable. This means children are not just practising skills in sessions, but are able to use them across classrooms, playgrounds and everyday routines. Therapy works best when it is consistent and supported across school and home. I encourage parents and staff to celebrate progress, reinforce strategies and notice small successes each day. Together, we can help children build confidence, independence and lifelong skills, ensuring they feel supported, successful and ready to engage fully in school life.



# MEET THE MDT TEAM

Hello. My name is Shreeya Tank, and I am an Occupational Therapist at Serenity, Croydon. I work closely with our children to support the development of essential everyday skills that help them participate more independently in school and daily life. Through individualised, structured and play-based therapy sessions, I support children to build confidence, develop independence and engage meaningfully in their activities at their own pace.

## What I Have Been Working On

This term, Occupational Therapy sessions at Serenity have focused on helping children develop functional skills that support learning, play and self-care. Targets have included improving fine motor skills, developing hand strength and coordination, supporting sensory processing and regulation, improving attention and body awareness, and encouraging independence in daily routines such as dressing, feeding and classroom participation.

## How Does Occupational Therapy Support Everyday Skills?

Occupational Therapy focuses on helping children develop the practical skills they need to take part in daily life at school and at home. This includes skills such as using hands effectively for play and learning, maintaining attention, coordinating movements, managing personal care routines and participating in classroom activities. Therapy supports children to develop these abilities in meaningful contexts, helping them feel more capable and confident in their everyday environments.

## Why Is Encouraging Independence an Important Part of Occupational Therapy?

Independence helps children build self-confidence, resilience and a sense of achievement. In Occupational Therapy sessions, children are encouraged to attempt tasks independently before support is offered. Activities are carefully graded so that children experience success while still being gently challenged. This approach helps children learn problem-solving skills, develop persistence and feel proud of what they can do for themselves.



## How Does Occupational Therapy Support Children With Sensory and Regulation Needs?

Occupational Therapy helps children identify and respond to their sensory needs through movement, tactile activities, calming strategies and structured routines. These supports help children feel more regulated, comfortable and ready to participate in learning and social interactions.

## Celebrating Progress

Progress looks different for every child, and each step forward is valued. We are seeing positive developments such as longer periods of focus, improved self-regulation, growing independence, developing motor abilities and increased confidence when taking part in everyday activities. These moments of progress are recognised, celebrated and used to support continued learning and development.

Hello everyone. My name is Eashan, and I am a Therapy Assistant supporting Speech and Language Therapy and Occupational Therapy across the school. I work closely with pupils, primarily through 1:1 interventions, to support the development of communication, sensory regulation, fine and gross motor skills and independence within the school environment.

My role involves delivering targeted therapy activities, supporting individual programmes, and working collaboratively with teachers, therapists and support staff to ensure strategies are carried over consistently throughout the day. I also help monitor progress and adapt activities to meet each child's individual needs.

I am really enjoying working with the pupils and supporting their progress, and I look forward to continuing to collaborate with staff and families to help our children thrive.





# HEAD OF SECONDARY

UPDATE

As we reach the end of term, it has been wonderful to see how positively students have transitioned and settled into school life. Getting to know our community has been a real pleasure, and we are proud of the strong sense of integration and support among students. This term has been filled with celebrations and rewards, with many students earning points for their hard work and effort in the classroom. The politeness and respect shown around school, alongside a culture of helping one another, truly reflects the values we hold dear. Well done to all for a fantastic start, and we look forward to continuing this into the new year.

Chelsey Leighton  
Head of Secondary



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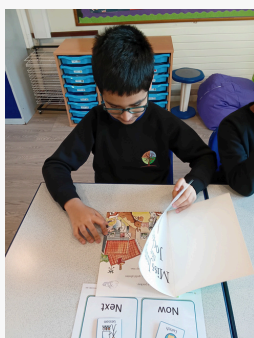
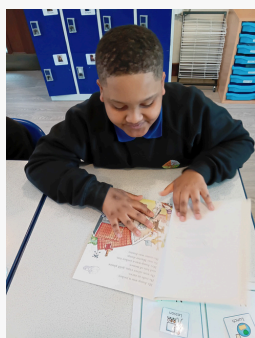
TO FIND OUT WHAT  
YOUR CHILD'S CLASS  
HAS BEEN UP TO THIS  
TERM

# MINOTAUR CLASS



## Student Quotes:

- "I love my friends in Minotaur class because they are nice to me!" Ethan - Student
- "I like that all the students are talking to me and I feel like they understand me" Samantha - Student



## WHAT WE'RE LEARNING...

### My communication

This term, our students have been developing their communication and decision-making skills. They have practised showing what they want or do not want, making clear choices between two options, and expressing no or dislike in a kind and respectful way. They have also worked on building lists of things they like and dislike, getting someone's attention when needed, and using signs, symbols or words to ask for the things they enjoy. Importantly, they are learning to use their communication systems, whether signs, symbols or voice.

### My independence

This term, our students have been focusing on the vital role of play and social interaction in everyday life. Through exploring different toys, games and activities, they have practised making choices about what they want to play with, taking turns, and sharing equipment kindly. They have also learned to talk about the things they enjoy, try new activities, and use equipment safely. By following simple rules during play, students are building essential social skills such as cooperation, communication and problem-solving, which support friendships and lifelong learning.

### My thinking and problem solving

This term, our students have been developing important life skills that promote independence and confidence. They have practised trying tasks on their own before asking for help, remembering what they need to do, and noticing when something is missing or not quite right. They have worked on making choices, showing what they want to do, and having a go at fixing problems, even if they need support later. By keeping on trying when things go wrong and feeling proud of solving problems by themselves, students are building resilience and self-belief, which are essential for success in everyday life.



## NOTE FROM TEACHER

### End of Term Message

As we reflect on this term, I am incredibly proud of how hard our pupils have worked. Not only have they engaged in a wide range of learning experiences, but they have also shown resilience and adaptability in coping with big changes, a brand-new school, a brand-new team, and many new faces. Despite these challenges, they embraced every opportunity with enthusiasm and positivity. Their courage and determination have been truly inspiring, and they have done an amazing job settling in and thriving in their new environment.

Minator Class Team

# GRIFFIN CLASS



## WHAT WE'RE LEARNING...

### My Communication

This term, My Communication focused on developing functional communication skills within everyday classroom routines. Teaching included understanding and following simple instructions, making choices, and expressing needs and preferences using spoken language, symbols and visual supports. Pupils were supported to develop attention and listening skills, respond to questions, and take turns in communication activities. Work also focused on using appropriate ways to gain attention, recognising and responding to others, and developing social communication skills through structured interactions, group activities and adult-led support.

### My Independence

This term, My Independence focused on developing practical life skills and increasing independence within daily school routines. Teaching included following routines, making simple choices, and completing tasks with decreasing levels of adult support. Pupils were supported to develop self-care skills such as managing personal belongings, personal hygiene where appropriate, and transitioning between activities. Work also focused on understanding expectations, developing confidence in trying new tasks, and using strategies to manage changes and challenges. Emphasis was placed on encouraging independence, responsibility and self-help skills across a range of familiar and structured activities.

### Problem Solving

This term, Problem Solving focused on developing thinking skills and strategies to overcome simple challenges in both structured activities and everyday situations. Teaching included making choices, matching and sorting, identifying cause and effect, and finding solutions to simple problems with adult support. Pupils were encouraged to try different approaches, persist with tasks, and ask for help when needed. Activities supported the development of attention, flexibility and reasoning skills, with opportunities to practise problem solving through practical tasks, games and real-life scenarios.

### RSE

This term, RSE focused on developing an age-appropriate understanding of relationships, personal boundaries and self-awareness. Teaching included recognising emotions, understanding friendships, and identifying trusted adults. Pupils were supported to learn about personal space, consent, and how to keep themselves safe, using clear language, visuals and structured activities. Lessons also explored understanding body awareness, respecting differences, and learning appropriate behaviours in different social situations. All content was delivered in a sensitive, inclusive and developmentally appropriate way, tailored to individual needs.

### World About Me

This term, The World About Me focused on exploring the environment, people and events in pupils' immediate surroundings and the wider community. Teaching included learning about seasonal changes, celebrations, local places, and key events, helping pupils to develop awareness of the world around them. Pupils were supported to observe, describe and compare, as well as to ask and answer simple questions about their environment. Activities encouraged curiosity, understanding of routines, and recognition of patterns and differences in daily life, fostering both knowledge and engagement with the wider world.

### My Creativity

This term, My Creativity focused on developing self-expression and imaginative skills through a variety of art, music, and creative activities. Teaching included experimenting with different materials, textures, colours, and sounds, as well as exploring patterns, shapes, and simple design concepts. Pupils were encouraged to express ideas, feelings, and stories through art, movement, and role-play, working both independently and collaboratively. Activities also supported fine motor skills, concentration, and confidence in trying new techniques, fostering creativity and enjoyment in expressing themselves in diverse ways.

### My Individual Targets

This term, My Individual Targets focused on personalised learning goals tailored to each pupil's strengths and areas for development. Teaching included targeted activities to support progress in cognition and learning, communication and interaction, social, emotional and mental health, and physical and sensory skills, depending on each pupil's IEP. Pupils were supported to practise skills in structured tasks and real-life contexts, develop independence, and build confidence. Regular assessment and feedback helped guide learning, ensuring that activities remained appropriate, challenging, and focused on achieving meaningful progress towards each individual's targets.

### Play & Leisure

This term, Play & Leisure focused on developing social, cognitive, and physical skills through structured and free play activities. Teaching included opportunities for imaginative play, turn-taking, cooperative games, and exploring a variety of toys, resources, and sensory materials. Pupils were encouraged to make choices, solve problems, and interact positively with peers and adults. Activities supported communication, creativity, and confidence, while also promoting relaxation, enjoyment, and engagement in leisure activities both independently and collaboratively.



## NOTE FROM TEACHER

*This term, students have made steady progress across a range of learning areas, demonstrating increased confidence and engagement in both individual and group activities. Many pupils have shown notable development in communication, independence, and problem-solving skills, responding positively to targeted support and structured learning opportunities. In social and emotional learning, students have continued to develop awareness of others, turn-taking, and strategies for managing emotions and behaviours. While some challenges remain, particularly in sustaining attention and consistent engagement for certain pupils, overall achievements have been encouraging. The focus on personalised learning through individual targets has supported meaningful progress, and pupils have shown resilience and curiosity when encountering new tasks. Planning and teaching have been adapted to meet diverse needs, and the varied approaches—ranging from practical tasks and play-based learning to structured skill development—have promoted both academic and personal growth this term.*

Griffin Class Team



# PHEONIX CLASS



## Our work in Phoenix

We have been listening to festive songs for Christmas, participating in action songs, singing familiar songs with others, choosing songs, and holding and playing classroom instruments in an appropriate way. We have also been using lights and bells to enhance sensory experiences.

We have taken part in drama games, interactive games, sensory play, actions to songs, and cooling down activities after dancing.

We have enjoyed playing board games, Jenga, brick building, and whole class games.



## WHAT WE'RE LEARNING...

### Communication

This term in Communication, speaking and listening activities have included discussing the different colours we can see when fireworks explode and learning about Remembrance Day, with a focus on remembering. We talked about winter celebrations around the world, how we celebrate our birthdays, how Christmas is celebrated in the UK, and Christmas around the world. We also looked at what we might get for Christmas and explored Christmas decorations.

We practised handwriting and worked on various texts through guided reading and storytelling.

### Independence

This term in Independence, we have been learning about dressing for the weather, choosing appropriate clothing and accessories, and putting on and taking off different items of clothing. We explored keeping our bodies safe, knowing who a safe adult is, understanding personal space, keeping our bodies clean, and washing our hands thoroughly.

We also learned about what medicines are and who should give them to us, understanding that medicines are not sweets, and naming items around the house that could be dangerous. We discussed how it feels to be well or unwell, what it means to be healthy, and basic hygiene routines such as showering, brushing teeth, and daily routines. We learned about people who can help us stay safe and healthy.

To round off the term, we have been helping with festive preparations.

### Problem Solving

In Problem Solving, we have been exploring 2D shapes through art and construction, creating simple patterns using colours and objects, recognising shapes in the environment, and making shape-based crafts for Christmas.

### RSE

In RSE, we have been learning about families and people who care for us. We explored who is special to us, named the people in our families, talked about things we like about our families, identified important people in our lives, and developed an understanding of belonging.

### World About Me

In World About Me, we have been learning about light and dark, cold weather, colder temperatures, shorter daylight hours, and what the weather is like in winter.

We also learned about shopping, making a shopping list, and how to identify coins.

# CENTAUR CLASS

## WHAT WE'RE LEARNING



### English

Pupils completed their study of *The Breadwinner*, developing a secure understanding of character, themes and context. Through structured discussions, inference-based questioning and comprehension activities, pupils explored Parvana's bravery, resilience and role within her family. Seasonal reading and inference tasks further supported language development and deeper understanding of texts.



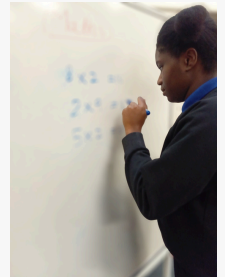
### Mathematics

In mathematics, pupils strengthened their understanding of multiplication through times tables practice, square multiplication, multiplication wheels and skip-counting strategies. Creative approaches, including art-based multiplication activities, supported engagement and reinforced conceptual understanding.



### Science

Science learning focused on the states of matter and the water cycle. Pupils learned and applied key scientific vocabulary related to evaporation, condensation, precipitation and collection. Regular recap tasks and worksheets ensured knowledge retention and supported accurate scientific explanation.



## CONTINUED...



### Humanities

In geography, pupils explored UK geography, identifying physical and human features and developing locational knowledge. Learning was enhanced through the use of videos, quizzes and practical cut-and-paste activities, promoting engagement and recall. Pupils also gained an understanding of the British Parliament, supporting their knowledge of civic structures and democratic processes.



### Digital Skills

Digital learning supported reading and technological confidence through regular use of the myON app, alongside structured exploration of digital applications using worksheets. Pupils demonstrated improved digital literacy and responsible use of technology.



## NOTE FROM TEACHER

*This term, Centaur Class have shown consistent growth not only academically, but also socially and emotionally. Pupils have engaged positively with a broad and balanced curriculum, responding well to structured routines, practical learning opportunities and creative challenges. I am particularly proud of their developing confidence, resilience and willingness to try new approaches. The progress seen this term reflects their hard work and commitment, and I look forward to building on these strong foundations in the coming term.*

*Centaur Class Team*

# PEGASUS CLASS

## WHAT WE'RE LEARNING



### English

In English, we looked at the characters in the book *The Breadwinner* and gave feedback on how we could empathise with their individual struggles. Pegasus Class made comparisons between their own lives and that of the main character. Next term, Pegasus Class will be studying the book *Chains*, with a focus on slavery and the impact of freedom, identity, loyalty, resistance, injustice, courage and hope.



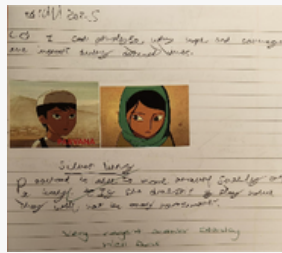
### Mathematics

In maths, we focused on addition and subtraction, with an emphasis on mastering the number line. Members of the class who use number lines were able to do so independently. Next term, the class will be exploring shape and space.



### Science

In science, the class worked on states of matter. The aim of this learning was to ensure that learners were able to independently identify each state and understand how this is evident in the water cycle. Pegasus pupils drew their own versions of the water cycle to support their understanding of the process. This ties neatly into the topic we will be studying in the spring term, which will be forces and motion. An example of the water cycle by a Pegasus student is shown below. The class also worked on making oobleck.

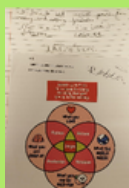


## CONTINUED...



### Humanities

In humanities, we explored medieval village life and even created one of our own. Pegasus learned about medieval class systems, hygiene, and religious beliefs. Next term, Pegasus Class will be studying religious education, freedom and justice. Each student drew an example of a medieval village and labelled the different areas that supported life within the village.



### Digital Skills

In digital skills, Pegasus Class focused on online safety. This included discussing examples of inappropriate usage and the potentially detrimental outcomes of not using protective methods online. Next term, Pegasus will be learning about navigating the web and storage.



### Personal, Social & Life Skills

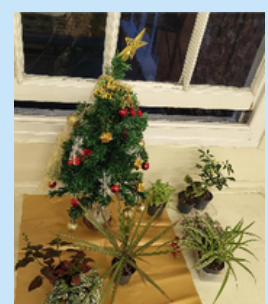
In life coaching, learners completed their own individual IKIGAI charts. They were all independently able to identify how they would like to contribute positively to the world. In the spring term, Pegasus will be focusing on independent living.



## NOTE FROM TEACHER

As a collective, the aim is for Pegasus Class to grow and learn ways of seeing that promote positive outcomes for all members of our class family. We also share this with nature by nurturing plants that link to personal and social development. Next term, Pegasus Class will be learning about environmental awareness.

- Pegasus Class Team





# SECONDARY BEHAVIOUR LEAD

UPDATE

At Serenity School, we pride ourselves on promoting positive behaviour both inside and outside of the classroom, amongst peers and staff, and at home. We encourage students to take responsibility for their behaviour by rewarding them for making the right choices and acting in line with the school's code of conduct. Some of the things our students may have been rewarded for include:

- Honesty – 5 points
- Full completion of work – 10 points
- Supportive attitude towards others – 15 points
- Attendance of 95% – 50 points

Across the whole of Secondary this winter term, we had a total of 12,047 positive events recorded, which totalled 159,403 positive points. A number of students have stood out and set an excellent standard for the rest of the school.

Ethan (Minotaur Class): 489 positive events = 5,270 positive points  
Alfie (Minotaur Class): 422 positive events = 5,050 positive points  
Samantha (Minotaur Class): 353 positive events = 5,036 positive points

Maxwell (Pegasus Class): 311 positive events = 4,748 positive points  
Dylan (Pegasus Class): 321 positive events = 4,645 positive points  
Summer (Pegasus Class): 314 positive events = 4,515 positive points

Tayeon Johnson  
Secondary Behaviour Lead

# ART DEPARTMENT



This term has been a vibrant and rewarding journey across all of our art groups, with each class demonstrating remarkable growth artistically, socially and emotionally. Using a trauma-informed approach and supportive SEMH ethos in my classroom, I have seen students strengthen not only their creative skills but also their confidence, communication and independence.



## WHAT WE'RE LEARNING...

### Reception

Our youngest learners have explored colour mixing, using hands-on activities to support both verbal and non-verbal communication skills. Through choosing colours, experimenting with combinations, and sharing their discoveries, pupils have been developing expressive language and the ability to make choices, which are essential steps in learning to communicate their feelings and ideas.

### Key Stage One

KS1 students have embraced a wide range of creative challenges. They have been learning to draw and identify shapes, practising fine motor control through careful cutting, and using the results to build imaginative sculptures. Their enthusiasm and perseverance have been inspiring, and the artwork produced has been both thoughtful and joyful.

### Secondary Nurture

Our three nurture classes have focused on patterns, first learning to copy and recreate them and then moving on to designing their own using selected colours and shapes. Alongside this, they have developed fine motor skills through weaving with paper and wool, showing patience and increasing precision in their work.

### Secondary Semi-Formal

Students in the semi-formal pathway have explored expressive mark making, studying the work of influential artists Cy Twombly and Jean-Michel Basquiat. They have experimented with gesture, texture and emotion in their artwork, connecting with the expressive freedom these artists demonstrate. The semi-formal classes have absolutely blown me away this term with how willing they are to take on challenges. Every student has shown dedication, resilience and a readiness to explore new creative approaches. I am extremely proud of each and every one of them. They are beginning to understand that there are no mistakes in art and no wrong answers.

## CREDITS:

LEFT TO RIGHT -  
MAXWELL YR 7, DYLAN YR 7,  
MUSTAFA YR 7.



## NOTE FROM TEACHER

### Looking Ahead.

Next term, pupils will be delving into colour theory, tactile art making and collage. My aim is to continue nurturing their growing autonomy, encouraging them to take ownership of their ideas and creative decisions as they further develop as young artists. Every artist dreams of meeting their favourite artists, but I have ended up teaching mine. I am very excited for the year ahead and wish you all a happy holiday.

Mx Nash  
Teacher of Art



# PE DEPARTMENT



## WHAT WE'RE LEARNING...

The Reception and Year 1 children have been participating in PE within their classrooms. The goal for the autumn term was to get to know the students and what they like and do not like. This is a work in progress. Our children have taken part in fun warm-up songs and actions and have been invited to use a range of equipment, including different balls, scarves, hurdles, beanbags and cones. In doing so, they have jumped, hopped, skipped and stomped around. They have caught, thrown and rolled balls, and they have used a peanut yoga ball for balance and bouncy fun.

**Nurture**  
Our Year 7 pupils have generally bought into PE well. They appear keen and eager to get moving and learn new skills. PE for the nurture classes has focused on having fun and doing our best, using warm-up routine videos and engaging activities to encourage movement and develop gross motor skills.

**Semi-Formal**  
Our semi-formal classes have enjoyed PE lessons in the classroom, outdoors and in the sports hall. These sessions have provided opportunities to play team games and take part in individual challenges. Pupils have learned about bodyweight exercises, heart rates and circuits, as well as warming up and stretching. They have also learned about setting goals, honesty, and supporting and encouraging others.



## NOTE FROM TEACHER

**Looking Ahead**  
Next term will be similar for Reception and Year 1, continuing to build basic skills with the introduction of additional "I can" statements such as different ways of moving, turn-taking, sharing and striking a ball. Year 7 and 8 will continue next term in a similar way, with opportunities to express themselves in a fun and safe environment through physical activity.

Mr Lydall  
• Teacher of PE



# FOOD TECH DEPARTMENT



## WHAT WE'RE LEARNING...



### Primary Food and Practical Learning

Primary pupils made strong progress this term through hands on food activities. You could see focus improve week by week. Pupils developed fine motor skills by threading string through pasta to make necklaces and bracelets. They wove uncooked spaghetti through colanders and used funnels to push pasta through with control. They rolled pastry into twists and spread sweet and savoury toppings onto rice cakes. Tasting different toppings built confidence and curiosity. Playdough sessions were a highlight. Pupils used cutters to create clear shapes and patterns. Engagement increased steadily. More pupils joined in each session and stayed focused for longer.

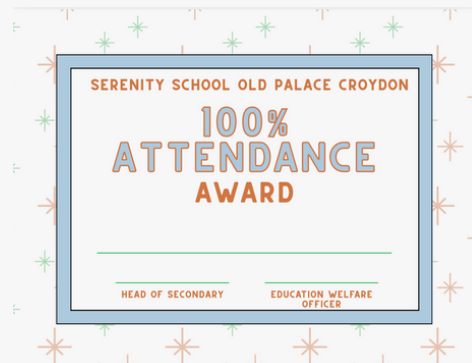
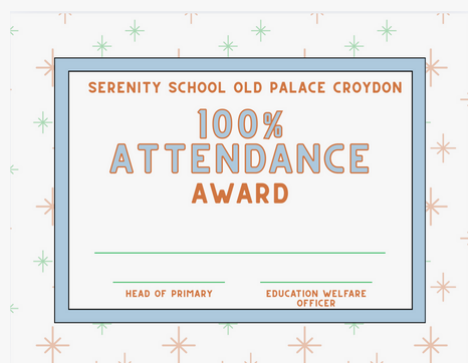
### Secondary Food and Cooking Skills

Secondary classes showed clear progress across the term. Pupils learned essential health and safety rules and followed them well in lessons. They practiced new cooking methods and applied them carefully. This led to a range of well prepared dishes. Confidence in the kitchen improved and routines became more consistent. Skills developed this term will support independence and safe cooking going forward.

# ATTENDANCE CELEBRATION



We are proud of the dedication many of our pupils have shown during Term 1 and Term 2. 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 1 and Term 2. Each name reflects real effort from families and students. Thank you for your commitment.

#### Term 1:

Elham, Bennett, Yacob, Keonna, Shamiiah, Ethan, Israelle, Tenylah, George, Elijah, Grace, Ethan, Alan, Matias, Samantha, Lucius-Antonio, Joshua, James, Deborah, Theodore, Shamaila, Abdu, Kiash, Foday, Mason, Israel, Peter, Mateo, Ryan, Harun, Mikael, Nathan, Ashar, Arham, Sohrab, Yahya, Hadi, Alfie, Kez-Ron, Summer, Maurice, Jude, Muhammad Momin, Isis, Aswin, Raiden, Stanley, Sakina, Edwin, Dylan, David, Neha, Rose, Ariana, Subiksha, Tyler, Yousuf, Meilani, Robin, Asiya

#### Term 2:

Aaliyah, Sanah, Yacob, Nikita, Ethan, Tenylah, Samantha, Joshua, Theodore, Darnell, Ezri, Mason, Samuel, Ryan, Yahya, Hadi, Alfie, Summer, Daudkhan, Muhammad Momin, Stanley, Edwin

### 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 1 Winners:

Primary winner was Kez Ron.

Secondary Nurture winner was Samantha.

Secondary Semi Formal winner was Ryan.

We congratulate each of them for their amazing effort.

#### Term 2 Winners:

Primary Winner was Theodore

Secondary Nurture Winner was Alfie

Secondary Semi Formal Winner was Summer

We congratulate of them for their amazing effort.



## NOTE FROM EWO

We understand that illness happens. Parents are expected to contact the school by 9:20am on every day of absence and update us with clear reasons for illness as outlined in the Attendance Policy.

For sickness that involves vomiting or diarrhoea, pupils should remain off school for 48 hours after the last episode. This prevents the spread of illness and supports pupil wellbeing. When absence extends beyond two days, the policy requires ongoing calls to priority contacts, and patterns of illness are monitored so early support can be offered. Evidence may be requested if illness becomes frequent or reaches the termly illness trigger points identified in the policy.

Thank you for working with us to keep attendance strong. Together we help pupils feel secure, make progress, and enjoy their school experience.

- Mr Fox, Education Welfare Officer and DSL.

# SAFEGUARDING UPDATE FOR FAMILIES SERENITY SCHOOL OLD PALACE CROYDON DECEMBER 2025



As DSL, I want to share important information about safeguarding issues currently affecting young people in Croydon. We have not seen these concerns in school, but awareness helps families stay prepared. Some of these risks may not apply to primary pupils yet, but early understanding supports prevention.

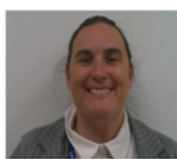
## Our Safeguarding Team



DSL : Ms R Hill



DSL : Mr A Fox



DDSL : Ms C Leighton



DDSL : Ms M Macpherson



DDSL : Ms J Johnson



DDSL : Ms V Collman

## KEY SAFEGUARDING ISSUES IN CROYDON

Local Croydon agencies report several concerns:

- Online grooming through Snapchat, Instagram, TikTok, Roblox, and Discord.
- County Lines recruitment attempts made through social media or peers.
- Knife-related or violent content shared online.
- Pressure to share explicit images, including adults posing as young people.
- Bullying or harmful messages in WhatsApp, Snapchat, and gaming chats.
- Harmful influencers promoting misogyny, extremism, or violence.
- Missing episodes linked to online contact with unknown individuals.

Signs to Look Out For

You may notice:

- Secrecy around devices or accounts.
- New online contacts your child cannot explain.
- Anxiety, withdrawal, or changes in mood.
- Accessing violent or harmful content.
- Language or attitudes influenced by unsafe online trends.

How You Can Support Your Child

- Talk openly about their online life.
- Review privacy settings and parental controls.
- Agree simple family rules for safe online use.
- Encourage your child to report anything that worries them.
- Contact the school for guidance if needed.

Where to Report Concerns

- Emergency: 999
- CEOP for online exploitation concerns
- Croydon MASH for safeguarding worries
- School DSL for advice or support

Useful Support Links

- UK Safer Internet Centre
- NSPCC
- Croydon Safeguarding Children Partnership



## NOTE FROM DSL

Meet the Safeguarding Team  
Your safeguarding team at Serenity School Old Palace Croydon is here to support every child and family.

- Andrew Fox - Designated Safeguarding Lead (DSL) and Education Welfare Officer (EWO)
- Rebecca Hill - Headteacher and Designated Safeguarding Lead (DSL)
- Mary-Ann Macpherson Head of Primary and Deputy Designated Safeguarding Lead (DDSL)
- Chelsey Leighton - Head of Secondary and Deputy Designated Safeguarding Lead (DDSL)
- Joanne Johnson - Primary SENDCo and Deputy Designated Safeguarding Lead (DDSL)
- Victoria Collman - Secondary SENDCo and Deputy Designated Safeguarding Lead (DDSL)

You can speak to any member of the team if you have a concern about a child's safety or wellbeing.

Thank you for continuing to support the safety and wellbeing of our students. Staying informed helps us work together to keep children safe both online and offline.

Wishing all families a safe and peaceful Christmas.

Andrew Fox  
Designated Safeguarding Lead



# What Parents & Carers Need to Know about AGE-INAPPROPRIATE CONTENT

"Inappropriate" means different things to different people. What's acceptable for one age group, for example, may be unsuitable for a slightly younger audience. Online, young people can chance upon inappropriate content in various ways – from pop-up ads to TikTok videos. The increasingly young age at which children become active in the digital world heightens the risk of them innocently running into something that they find upsetting or frightening. Trusted adults need to be able to help children be aware of what to do if they're exposed to age-inappropriate content.

## WHERE IS IT FOUND?

### SOCIAL MEDIA

Age-inappropriate content is easily accessible through many social media platforms. TikTok, for instance, is hugely popular with young people but is arguably best known for clips featuring sexualised dancing or profanity. Some social media users also express hate speech or promote eating disorders and self-harm, which could cause lasting damage to a child's emotional and mental health.

### GAMING

Gaming is an enjoyable source of entertainment, but many popular titles can expose children to inappropriate material such as violence, horror, gambling or sexually explicit content. Playing games unsuitable for their age risks normalising to children what they are seeing. Some games also include in-game chat, where other (usually older) online players often use language that you probably wouldn't want your child to hear or repeat.

### STREAMING

The range of video streaming services available online means that users can find almost anything they want to watch on demand. Children are therefore at risk of viewing TV shows and movies which contain nudity, drug and alcohol abuse, explicit language and extreme violence. Unfortunately, these streaming platforms can't always determine that it's not an adult who's watching.

### ADVERTS

Online adverts frequently include age-inappropriate content: usually gambling and nudity or partial nudity, although adverts for alcohol or e-cigarettes are also common. Some search engines also feature adverts that are responsive to your search history: so if you've recently looked up a new horror movie, shopped for lingerie or ordered alcohol online, then the ads appearing on screen could reflect this the next time your child borrows your device.

## Advice for Parents & Carers

### TALK IT THROUGH

Embarrassment or fear of getting into trouble can make it difficult for children to talk openly about age-inappropriate content they've watched. Remind your child they can always come to you if they're troubled by something they've seen online, without worrying about consequences. Before offering advice, discuss what they saw, how they felt and how they came to find the content in question.

### CONNECT, DON'T CORRECT

If your child's been particularly distressed by exposure to content that wasn't suitable for their age, it's important to offer guidance to prevent them from repeating the same mistake – but it's equally vital to help them deal with the emotions that the situation has raised. You could tell them about any similar experiences you might have had at their age, and how you dealt with it.

### BLOCK, REPORT, CONTROL

After discussing the problem, you and your child can take action together. This could include blocking any inappropriate sites and reporting any content which violates a platform's rules. To further safeguard your child online, set up parental controls on internet-enabled devices that they use. This will significantly reduce the chances of your child being exposed to age-inappropriate content in future.

### GET SPECIALIST HELP

Age-inappropriate content can potentially have a negative impact on a child's mental health, which is sometimes displayed through changes in their behaviour. If the problem becomes more severe, you might consider reaching out to a mental health professional or an expert in this field who can provide you and your child with the proper support.

### STAY CALM

Even though it is obviously difficult to stay rational in a situation where your child has been put at risk, it's essential to think before you react. Your child may well have hesitated to open up to you about watching inappropriate content for fear of the consequences, so being calm and supportive will reinforce the notion that it would be easy to talk to you about similar issues in the future.

## Meet Our Expert

Cayley Jorgensen is a Registered Counsellor with The Health Professions Council of South Africa, and she runs a private practice offering counselling to children, teenagers and families. Her main focus is creating awareness and educating the community on the mental health pressures of today's world, as well as resources and techniques to understand and cope better.



Sources: <https://www.education.gov.au/documents/about/programs/bullying-prevention/age-inappropriate-content> | <https://www.education.gov.au/education/training-professionals/professional-learning-program/teachers/inappropriate-content-fact-sheet> | <https://www.wednesday.co.uk/wp-content/uploads/2020/04/childrens-media-takes-year-2.pdf>

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