

HEADLINES & FOOTNOTES



WELCOME

Hello and a warm welcome to the final edition of Headlines for this academic year.

Summer seemed to have been a long time coming but at last I think we have it!

We have plenty of good news and interesting information to share with you all today, including an opportunity to contribute to our School Improvement Planning process.

As write we are coming to the end of the main exam season and congratulations to all students and families for making it through to the other end! More on this and how to access results inside.

Also included are the arrangements for residential trips and the Family Day on the last day of term.



Our newsletter is organised under 4 headings:

Working With Students
Working With Families
Working With Partners
Working With Resources

We are always happy to include stories, articles and events from our families, and with that in mind our thanks to those who have contributed to this edition!

Best wishes, Rob and Kiran

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Pink Group – Citizenship Action Project 2024

WORKING WITH STUDENTS



On the 28th all students were given a voting card and invited to go to our classroom which is acting as a polling station.

Each person will then be given their ballot slip and go into a booth to place their cross next to the party they wish to support, they will then put their slip into the colourful ballot boxes.

Pink group will count all the anonymous votes and publish the outcome the following week.

This was an exciting afternoon and I am sure full of surprises. Some of our students are eighteen and voting for the first time and so this was an opportunity for them to experience voting before they make their real life choice.

Pink group are looking forward to counting the votes!

As part of the build up to the general election, we are holding an election in school to give our students a voice in which political party they would support.

As part of the Citizenship GCSE qualification students are expected to complete an Action project. This year Pink group have decided to hold a whole school 'mock' election which will take place on the afternoon of the 28th of June.

The whole school community will be included, with younger students given a voice.

Students have discussed what is meant by a general election during Citizenship lessons. Tutors will be asked to share the manifesto from each of the main parties through various sources appropriate to each age group. Pink group have also put up a display board in the corridor for students to read to support their decision making.

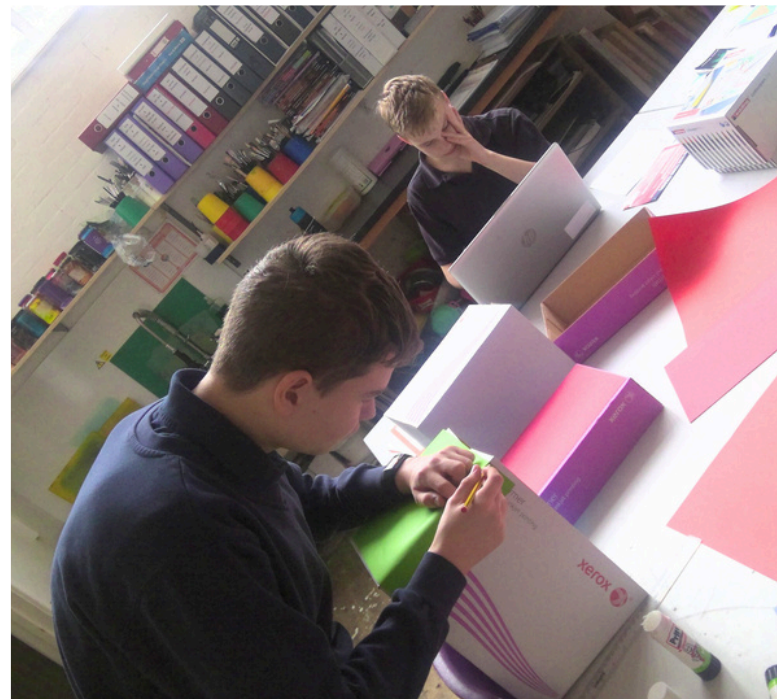
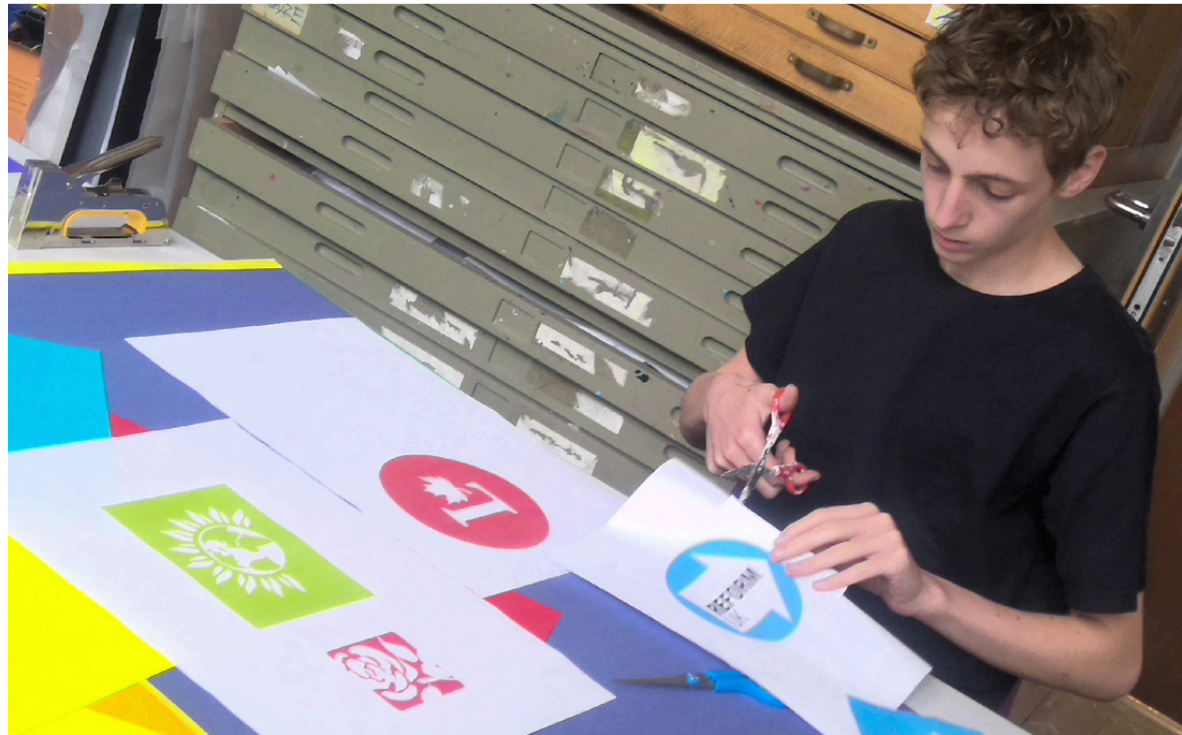
Election preparations 2024



Joel is labelling the ballot boxes (left)

Edward is making the ballot boxes while Sam is working on planning (below left & right)

Meanwhile Joel is starting on the noticeboard. (bottom)





Rail Safety Awareness Day



On Tuesday 21st May, KS3 welcomed the Arcadis group into school. They learnt about staying safe on and around railways, they were able to tolerate watching a film about a boy who lost his life at a railway.

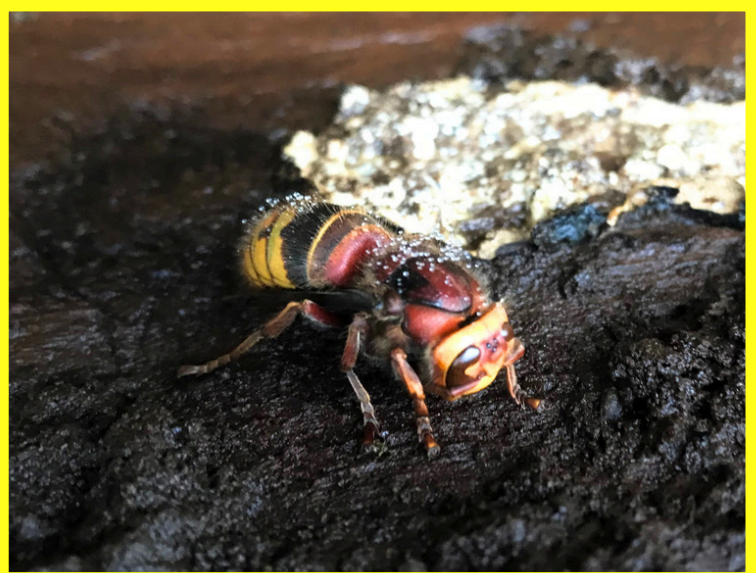
They were able to demonstrate their learning through making posters and powerpoints. At the end of the session, several students presented their work to the rest of the key stage.



Science Week photograph competition

The theme “Transforming Life” was designed to get students to explore the changes occurring across our planet, and how organisms and habitats are responding to environmental changes. We had a range of entries, from plants to tadpoles. Our Key Stage 4 winner was Jack T, who managed to capture a hornet in the SPS woods. We have been seeing the hornets at unseasonal times throughout this academic year, and we were impressed with the colour and detail Jack managed to capture on a phone camera.

‘Hornet’ by Jack T



Our KS3 winner was Alton R, who took a beautiful image of ducks in a man-made pond. We loved the interaction captured between the ducks, and the ripples you can see in the water. Congratulations to our winners. We look forward to more brilliant entries next Science week.

Car Wash



On Tuesday KS3 washed staff cars to raise money for charity. Year 9 students picked their favourite charities and prepared persuasive presentations for the rest of KS3 to vote on. This is part of their transition work preparing for KS4.



So far we have raised more than £60 and it was fantastic to see the boys working in teams and taking real pride in their work.



Rory Smith (Y12) has continued to 'tread the boards' with his recent role in Avenue Q, a musical comedy featuring puppets and human actors with music and lyrics by Robert Lopez and Jeff Marx, and book by Jeff Whitty.

The musical tells the timeless story of a recent college grad, who moves into a shabby New York apartment all the way out on Avenue Q. He soon discovers that, although the residents seem nice, it's clear that this is not your ordinary neighbourhood. Together, he and his new-found friends, struggle to find jobs, dates and their ever-elusive purpose in life.

Rory, puppeteer and voice for the character Trekkie Monster, stepped up to the role from understudy for the live production making the character his own and impressing the audiences and fellow cast members.

Rory's singing and stage presence were memorable and throughout the show he took on multiple supporting roles to the delight of the audience.

Rory is now looking forward to his next role which is in a choral & West End/Broadway musical.





DofE Bronze Practice expedition 7/8th June 24

Over recent weeks the group have been preparing for their summer expedition, which has included working together to plan their route deciding what clothes and food to take as well as how they would work as a team.....





On Friday morning, we set off and walked cross country to reach our destination of Horley Scout Camp. The boys handled the first day well and got to grips with the challenges of navigating the route. We had a nice evening at the campsite setting up tents and cooking dinner and had time to have a campfire and cook some very tasty smores.....we think the photo says it all!



Learning from Day 1 was incorporated into Day 2 in terms of teamwork and planning. we think you will be impressed to hear that the group travelled a total of 24 kilometres over the two days and successfully completed their practice expedition. It was hard work, but great fun...well done boys!
Just look at those smiling faces below!



BRONZE EXPEDITION

So after the practice expedition came the real thing! This time they walked even further covering nearly 30k over the two days!

Now there are just a few more bits to complete and they will have all receive their well-earned their Bronze certificates.



Student Council



The Student Council will be organising some fundraising events for **Family Day on the 19th of July**, so please look out to see if you can help support a good cause.

They will decide which local charity the money raised will go to.

The next council meeting will be held on Wednesday 3rd July @3:15pm.

Many thanks

The student council team



Greenpower

Ford Dunton

What can I say...this was a great, but rather frustrating day! The boys were full of excitement about driving a track with two banked corners and two chicanes to negotiate. So a different challenge for them to drive.

The day started with some minor issues with the cars as always, but the boys managed to sort them out with very little support from staff.

During the race there were lots of red flags due to crashes at the chicanes (not us) so it was hard to keep track of positions and when to bring the boys in for pit stops. But despite all of the disruption they coped very well.

Unfortunately one of their cars was brought into the pits and held as a penalty for failing to stop at a red flag. Another car was hit in the back by another team, so was taken to the pits for a driver health check and vehicle safety check, these all cost laps and positions.



Greenpower

We were competing well, but unfortunately during a pit stop a wire was broken, which meant that the car had to be taken back to the paddock area to fix it. Our other car SPS Swallow snapped a chain which destroyed the cog on the motor (not fixable at the circuit) but thankfully SPS Pigeon had better luck and a relatively clear race finishing in 14th place.

Link to Go Pro track performance: <https://youtu.be/FkwYTDMM0D8>



Ford Pro race developers talking with the team

During the day race developers from Ford Pro, came and spoke to the boys in great detail about what they had done with their car and how they were developing it during the season. As you can see from the photos all the boys got involved in that conversation, and it was lovely to see that they all had the confidence to talk happily with them.

The image features two vertical stacks of books on either side of a central text area. The books are of various colors, including red, green, blue, and brown, and are stacked in a slightly irregular manner, creating a sense of depth and abundance. The background is a solid, light blue-grey color.

LITERACY

This term, we have completed the annual Reading and Spelling Assessments across the school. This will provide us with an up-to-date audit of individual students' progress and highlight areas for improvement.

We are also considering various initiatives for the new school year to promote reading. These will include the purchase of a diverse range of new books for the Library, implementing regular group reading sessions in Tutor Groups, and launching a whole school reading competition.

We look forward to sharing the specific details regarding the competition will be released in September. We hope you thoroughly enjoy the upcoming summer break and engage in joyful reading!

Trigonometry in Action

'Pink' Group

One sunny day in May when we had two maths lessons we decided to put trigonometry to the test. We started out by appointing career roles to each person in the group. We had:



Chief Data Accumulator (CDA)

Role assigned to Eddie A, master of the clipboard



Theodolite Operations Manager (TOM)
A job done exceedingly well by Jenson



Head of Analysis (HA)
A vital role, undertaken by Joel, calculating the results



Navigational Director (ND)
Person in charge of measurements, an integral role, skilfully administered by Henry



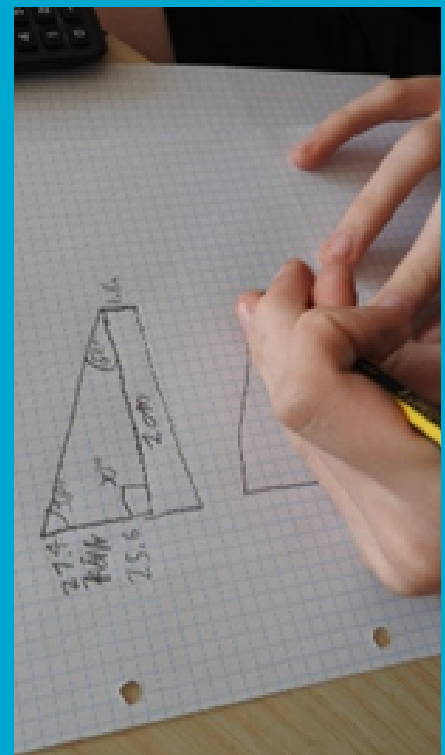
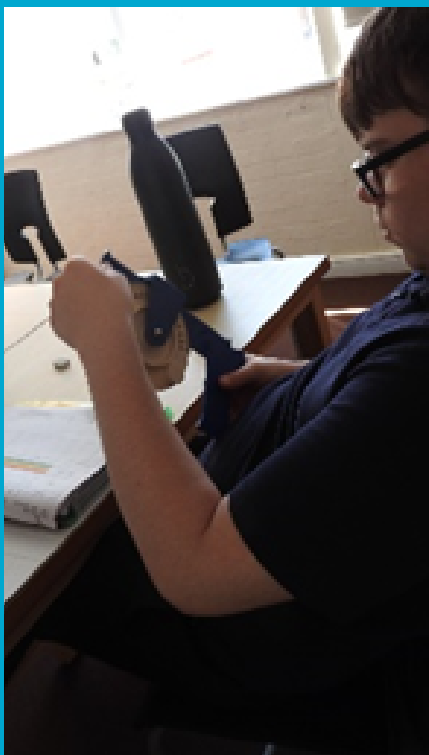
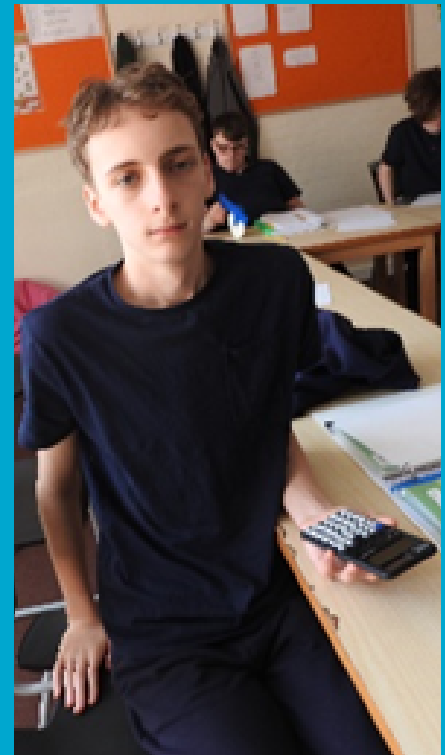
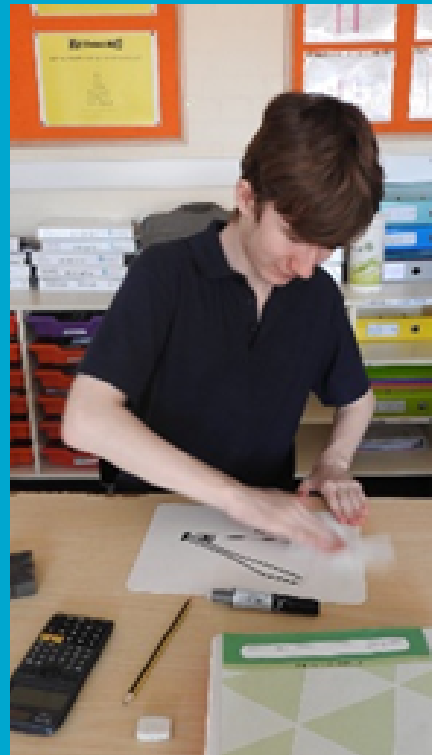
Director of Geometric Insight (DGI)
Edward was this person whose crucial role was to read off the angles



Design Manager (DM)
Sam had this difficult role of drawing pictures representing real-life situations and recording the results

Trigonometry in Action Pink Group cont'd

Having gathered lots of information, we reconvened in the Maths room to do the vital calculations



We discovered, after a lot of trigonometric wizardry, that the Cedar tree was around 28m tall (all 3 readings confirmed this). The main house is around 15m.
A big thank you to Karen Andrews for the wonderful photography and to Ollie Ball for the job titles for the Gatsby benchmarks.

Biology Challenge

A quiz-style competition for 13-15 year-olds.

Pink Group Biology Challenge 2424

This term, Pink group participated in the Biology Challenge. This is an national online competition organised by the Royal Society of Biology.

The two tests assess biological concepts from both the GCSE curriculum and beyond, and the second paper was especially challenging. This year over 45000 students participated, and we had some excellent competition results.

Congratulations to Edward H, achieving a Bronze award and placing in the top 30% nationally. He was closely followed by Henry N, who was awarded Highly Commended, and placed in the top 40% nationally. A special mention should also go to Eddie A, who missed out on a Commended awarded by less than 1%!





Family mentors

WORKING WITH FAMILIES

Hello everyone....Jo (Keats) speaking!

I just wanted to say a few words about my relatively new family mentor role:

At the outset we had a rough idea about what the role might entail, but wanted to let it evolve according to how people wanted to use it. A few months on and it is still evolving, but it we are delighted that a number of people have particularly valued meeting another parent with similar issues.

Some examples of what issues have cropped up include letting people know about the parent Facebook group, and with permission to share their email, have enabled them to join it.

I can also offer advice on claiming Disability Living Allowance (DLA) for boys under 16 or Personal Independence Payment (PIP) for boys over 16 for any parents who haven't made claims: these are non-means tested so definitely worth claiming!

It would be great to know if people would like an informal gathering at the next family day. If there was interest, then I could ask for a time slot and room where I can be available?

If anyone else was thinking of volunteering for this role – happy to talk it through! Just ask Chris, Kiran or Maggie



Working with Students

My QoL

- All about me
- What makes me happy?
- What I want to do



Working with Families

Our Family QoL

- All about us
- What makes us happy?
- What we want to do



A festive banner for 'Family Fun Day' featuring a white rectangular frame on a light blue background. Inside the frame, the words 'Family Fun Day' are written in a playful, rounded font. 'Family' is in red with a white outline, and 'Fun Day' is in yellow with a white outline. The banner is decorated with colorful triangular bunting flags in various patterns and colors (red, yellow, green, blue, orange) hanging from the top and bottom edges of the frame.

Family Fun Day

**More details to follow - please save
the date and bring all the family**

19TH JULY 2024

**Games
Competitions
Barbeque lunch
Prizegiving
Ice cream van
Stalls**

Family Quality of Life.... more good news sharing!

We always like to include some of the comments from the 'Family Quality of Life' section in the Summer Term Annual Review reports. Naturally, these are lovely comments for us to read, but most importantly they are the result of collaborative working between home and school, through a combination of QoL surveys, keyworking and regular communication.

There's now a 'wanting' to do some things by himself. Something seems to have 'clicked' with (Student) e.g., filling his own water bottle from the tap; getting a yoghurt for himself from the fridge and a spoon from the drawer.
Suddenly trying some unfamiliar foods – may not have liked them but he has tried them. Grabbed an onion ring off a plate one day and just ate it – said, "I don't like it, but I tried!"
Started his first steps towards riding a bike – managed a few seconds – and progressed with the balancing. Swimming regularly has been brilliant for him as he loves the water. Also says he enjoys the outdoor curriculum and walking – this was one thing we had hoped for, for (Student) to become more active.
Making new friends but also one 'closer' friendship with a peer.
We can see the funny side when something goes wrong, and it doesn't derail the day.
(Student) can join in conversation at dinner and sometimes talks about the fun things he's doing at school.
(Student) and I went to a play in Oxford with a friend and her family. He coped with meeting and socialising with new adults both before and afterwards. We ate with the whole group afterwards in an extremely busy, noisy restaurant which he also coped with extremely well. He loved the play.
(Student) will sit and watch TV with me in the evening and we talk about the programmes we have watched.
(Student) doesn't express any anxiety about going to school.
(Student) feels happy to socialise with peers outside of school.
(Student) is happy to sit and do extra work in the evening with me without much fuss.
(Student) appears more settled when going out for <u>a period of time</u> (less anxious)
(Student) can make his own toast and marmite with encouragement
(Student) can bathe himself and get his Pyjamas on independently

We will keep sharing Annual Review comments like those above as they are fabulous illustrations of improvements in 'Quality of Life' and provide powerful evidence in Annual Review reports. Thank you for sharing them with us and to all parents who completed their December QoL surveys, your input really helps keyworkers to have a full understanding of how things are at home. The next survey will be in after half term. Please check your emails. Please do not hesitate to contact your keyworker for support if you have any concerns or thoughts about areas of focus for this term or how we might be able to support Family Quality of Life.

STUDY

FOR A BETTER FUTURE

As the summer exam series draws to close, we would like to thank all families for their support and all candidates for their exemplary conduct during examinations. The conduct of candidates has been exceptional including adherence to regulations and punctuality, all of which go a long way to ensuring that the exams run smoothly. We also had a positive inspection from the Joint Council for Qualifications (JCQ) who came to observe our practice and arrangements.

Exams Results in 2024

Exam Series	Results Day	Qualifications	Time released to students (and parents)
June 2024	15/08/2024	GCE A Levels BTEC Nationals Functional Skills English	8:00am
June 2024	22/08/2024	GCSE International GCSE Entry Level Science AQA Level 1 Foundation and Level 2 Higher Projects BTEC Firsts BTEC Technicals	8:00am

Andrew Sears Head of Curriculum, and Dean Moulder, Exams Officer will be available for support and advice on exam results days.

Accessing 'Exams and Qualifications' on the Parent Portal.

We have uploaded all relevant exam and qualification details pertaining to your son on the parent portal. The PowerPoint presentation provided below explains how to access your son's exam and qualification information including exam results via the parent portal: **Exam results 23-24 powerpoint parents.pptx**

Post results services

Following the release of exam results, post-results services become available. These services include a clerical check, marking review, moderation review, or obtaining a copy of marked exam papers from the exam boards. All applications for these services must be made through the school, not directly to the exam boards. For additional information on post-results services, please visit the WJEC, AQA, Pearson, OCR websites (www.wjec.co.uk, www.aqa.org.uk, www.pearson.com, www.ocr.org.uk).

Please contact Dean Moulder and Andy Sears following the issue of results for advice and information on post results services.

College/Warriner results

Please contact the college support team or the Warriner/College directly for information regarding exam results from the Warriner or colleges. Swalcliffe Park School is not responsible for the delivery of exam results from partner schools or colleges.

Support

Exam regulations and results: Dean Moulder (dmoulder@swalcliffepark.co.uk)

Access arrangements: Chris Heslip (cheslip@swalcliffepark.co.uk)

Denise Barstow (dbarstow@swalcliffepark.co.uk)

Exam support and pathways: Andy Sears (asears@swalcliffepark.co.uk)

Transport: Maggie Cowley (mcowley@swalcliffepark.co.uk)



MEDICAL

by Chrissy Stevenson
Health Care Manger

Family guide to student medication in school

Here is your regular reminder about medication in school for anyone new or who might have missed it. This is extremely important as there are strict legal guidelines that we need to adhere to as part of our registration:



1. All prescribed medication must be sent in its original pharmacy-labelled container/packaging, be in date and the label must be clear with the correct directions named for the student. It cannot be sent in strips and sachets without any of the above details. We are sure you will appreciate that staff need to know for legal reasons what they are administering.

2. Medication should not be transferred from one container/box to another, as they may have different expiry dates.

3. We can only accept prescribed medicines supplied by the prescriber i.e., CAMHS/GP/pharmacist.

4. Vitamin supplements are allowed in school these will also be stored and kept safe in the medication cupboard.

5. For those students who take ongoing medication, please make sure we have enough supplies in the school. Staff will check how much we have and contact home when supplies are running low, to allow time to organise repeat prescriptions to be sent in and collected.

6. All medication must come into school in the care of an adult. Family members are welcome to bring medication in personally or with a taxi escort. It is important that someone in school is made aware that your son has brought in medication, so it can be collected and stored safely.



Please note: We are not able to administer any prescribed medication if our procedures are not met. Whilst we appreciate this can be upsetting and frustrating, we hope you can understand that we need to follow best practice medicines guidance alongside the legislative requirements on administering medications safely.



Immunisations

“Childhood Flu Vaccination Programme 2024,” which includes all school children from Year 7 to Year 11 will be happening later in the year, dates and information will be sent out in due course.



Sun Safety

Parents/carers it is extremely important you make sure your son is provided with a water bottle to keep hydrated during school hours and afterschool activities, encouraged to wear a wide brimmed hat, suncream to be applied before attending school, suncream will also be provided in school during the day to reapply if required



Welcome to our new Healthcare Administrator.

We are thrilled to welcome Zoe Hicks to our healthcare team, she takes over from Leila in providing administrative support to Chrissy, our Healthcare Manager, cstevenson@swalcliffepark.co.uk.

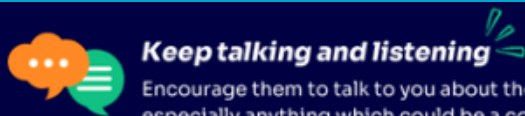
Online Safety Act Consultation



Ofcom has launched their second major consultation as regulators of the Online Safety Act.

This consultation looks at their proposal for how internet and search services should approach their new duties relating to content that is harmful to children. This includes: assessing if a service is likely to be accessed by children; the causes and impacts of harm to children; how services should assess and mitigate risks of harms to children.

Find out more about the consultation and have your say [here](#).



Keep talking and listening

Encourage them to talk to you about their online activity and especially anything which could be a concern.



Use parental controls

These can be found on devices and your WiFi router to manage screen time and block inappropriate websites.



Check your child's 'online age'

Make sure their social media profiles reflect their actual age, to avoid contact with unsuitable content.



Be a good digital role model

Practise healthy screen time habits and be open about it. Educate your children on how to report harmful content online.

3

ways to make gaming safer for your son

1. Talk with your son about gaming, the games they like and the content and features of these. This will help you to understand more about how your he plays games and how appropriate different games are. You can use [NSPCC's online safety hub](#) to find out more information on safer gaming.
2. Learn together. Use our resources to teach your son about safer gaming at all ages. For primary age children you can use our [Jessie & Friends](#) (ages 4-7) and [Play, Like, Share](#) (ages 8-10) resources. Secondary age young people can access advice about gaming through our website.
3. Set boundaries and safety settings. [Internet Matters](#) provides step-by-step [guides](#) for putting safety settings in place for each console or device. Spend time setting these up with your son and make sure they know how to block and report on the games they are playing. You should also talk with him to create an agreement for gaming; think about how much time they can spend, which games they can access, if you will allow in-app purchases and what spaces they can play in.

Residential Week July 15th-18th 2024

We can now confirm the staffing for the trips, and this will be shared with students during their keyworking sessions, along with who they will be sharing bedrooms with on the trip. If any issues come out of these conversations, we will do our best to make sure that all students are listened to and we will look to see if we can change things around.

Staff for KS3 and KS4 trip to Cuffley are: Bill Adkins, Steve Ciballi, Ryan Markham, Rosie Browne, Lorna Galloway, Nicole Clark, A N Other, Louise Brown, Karen Andrews, Jane Varney, Sian Brain, Chloe Gentry, and Hannah Stiles.

Staff for the KS5 trip to Sealyham are: Charlotte Boss, Safina Ahmed, Jess Doidge, Aaron Moore, Fiona Cleverley, Rachel Evans, Oliver Ball, Karen Ruck, and Kinga Rawlings.

The itinerary, kit lists, and consent forms will be sent out as soon as we have heard back from both centres with the itineraries, please read about medication below to avoid delaying trips.

If there are any questions in the meantime, please email: residentialsummertrips@swalcliffepark.co.uk



Medication - Important PLEASE READ

In order for the residential trips to run smoothly, please take the time to read the following guidance below. If your son requires any **prescribed medications they MUST be in their original packaging, clearly labelled** with name and the correct instructions/directions. We will not accept prescribed medications handed in in strips or in unlabelled containers, they will not be administered and will be left behind in school to be collected by parents after the trip. If your son has any allergies make ensure they bring with them their emergency medications, i.e., EpiPens, Inhalers etc, this is not the school's responsibility to provide these.

Please ensure medications are **handed to the school nurse (or reception) the week beginning the 8th of July** in preparation, as they need to be uploaded onto our medication administration system prior to the trip. It is advised that if your son suffers from travel sickness, you must ensure they have taken the appropriate medicine "prior" to leaving home and not when they arrive at school, as this will be too late to take effect. Please make sure travel sickness medicine is handed over to staff that can be administered for their return travel. Suncream and other homely remedies (i.e. Calpol, antihistamines and pain relief) will be provided by the school, if your son has a preferred suncream or sprays again please make sure it is named, packed in their bags and notify the staff on their trip.

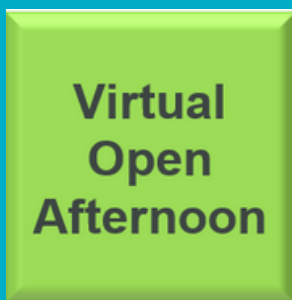
NO medications are to be kept hidden in student's bags, they are expected to be handed over, any unaccounted medications that are found will be confiscated from the student and will be handed back to parents after the trip. All staff are trained to administer medications, so we trust that parents will respect and adhere to the abovementioned expectations.

Safeguarding and school security

To keep our students safe it is important that we know who is on site in school at any time. Can we remind families that if they need to go to their son's room or house when they arrive or collect them, they must report to reception to sign in and be chaperoned throughout their visit. Thank you for your co-operation in this important aspect of our Safeguarding practice.



Thank you to everyone who has attended our Family Forum events this year, we hope you have found them helpful. We are always happy to hear feedback and very open to reviewing the arrangements in terms of frequency, timing, online access and of course content. We will launch a wider consultation about this in due course...so do let us know how we can reach as many people as possible through these events. We try and match the focus of our events with topics you tell us are of interest or concern through your keyworking, QoL surveys and general communication with the school ...so please keep sending us your suggestions to Chris Heslip, Vice Principal: Pastoral and Family Support at cheslip@swalcliffepark.co.uk



Our prospective parent afternoons continue to be well attended and our next event will be held on **Wednesday 10th July at 13:00**, so if you know of anyone who would like to attend, please ask them to contact Rachel at admin@swalcliffepark.co.uk. Please note that as usual, this will be an online event to avoid disruption to the smooth and efficient running of the school.

Class groups and residential houses 2024-25

The information regarding class groups and residential houses for next year was sent out on Friday 28th June. Information regarding residential houses will be shared as soon as this is ready.

Parent governors

We are saying goodbye to one of our parent governors, Michelle White, who has been a dedicated parent governor for much of her son's time at Swalcliffe,, thank you very much Michelle for all your efforts. We will be issuing details for recruitment of a new parent governor between now and the end of term.



We are excited to share the "Summer Sensory Survival Kit," a helpful resource designed to make summer holidays more enjoyable for everyone. Here's a glimpse of what's included:

- **Grab-and-Go Sensory Bag:** Handy tips for assembling a portable sensory toolkit for holidays and day trips.
- **Sun Safety and Keeping Cool:** Strategies to stay comfortable and safe in the heat.
- **Summer Wardrobe Ideas:** Suggestions for clothing that caters to various tactile preferences.
- **Calming Activities:** Relaxation techniques to use at home or on the go.
- **Surviving the School Holidays:** Tips to make the long summer break more manageable.
- **Travel Tips:** Advice for smoother more regulated journeys.
- **Summer Food and Eating Outdoors:** Enjoyable and sensory-friendly dining ideas.
- **Sensory-Friendly Venues:** Recommendations for places that accommodate sensory needs.
- **Swimming Pools:** Tips for making swimming a pleasant experience.
- **At the Beach:** Strategies for a fun and comfortable beach day.
- **Summer Sports and Leisure:** Ideas for inclusive and enjoyable activities.

The OT team wishes you all a lovely summer. We hope this document is helpful with these practical and fun sensory strategies!

Link:

[Summer Sensory Survival Kit](#)

Quality of Life network

WORKING WITH PARTNERS

Our latest 'live' meeting took place on Tuesday and Wednesday of this week, and we had 17 delegates for both days which is very pleasing. We had a wide ranging agenda which included writing QoL training modules and developing resources, working on the QoL network website, discussing possible research opportunities as well as the usual best practice sharing from each of the schools.

We also introduced Green Power into the agenda and Alan and some of the Green Power group chatted about the joys and benefits of being part of this national competition. We have invited the QoL network schools to join an event next term so we can see if we can persuade some of them to join up!



Leavers research project: This week we are starting a new small scale action research project with a focus on QoL issues for students and families who are about to leave, and those who left us at the end of last year. We are very aware that leaving school can be a worrying time as many of the support mechanisms and social circles are disrupted or come to an end. We are keen to learn from the experience of former students and families so that we can think about how we can make that transition easier in the future and consider what potential additional support we can provide in the final year of school.

We were delighted that Meshan, our new Research Associate, was able to join us on Wednesday and will be starting his new role here on Monday.

International research project: We are waiting to hear if our submission for the international conference has been successful and will keep you posted when we hear.



RESEARCH COLLABORATION WITH READING UNIVERSITY

We are delighted to be supporting Dr Cathy Manning again, with her latest research project, the details of which you can see below. Dr Manning is a longstanding friend of the school and we are happy to support her project. Her contact details are included and if this is something that you feel you would like to be involved in please contact her directly. We have also added a link to two documents providing more information about the project to help you get a more detailed understanding. She would greatly appreciate your support.

TAKE PART IN RESEARCH

How do autistic and non-autistic children process visual information? Help us find out!



Researchers at the University of Reading are finding out how autistic children process visual information and make decisions about it, and how this compares to children without a developmental condition. The research will help us understand more about sensory processing in autism.



We are looking for children aged 6 to 14 years, who have either:

- an autism spectrum diagnosis,
OR
- no diagnosed developmental conditions



To take part in a study looking at how they process sensory information

Children will play some fun computer games where they are asked to work out the direction of a set of moving fireflies and the way in which striped beetles are facing. Children will also do some simple language and reasoning tasks, and parents/guardians will be asked to complete some questionnaires. Families will be given a voucher as a thank-you for taking part and we will reimburse travel expenses if you come to the university.

CONTACT

If you are interested in your child participating, or want to find out more, please contact:

Hodo Yusuf
h.yusuf@reading.ac.uk

Dr Cathy Manning
c.a.manning@reading.ac.uk
+44(0)118 378 3454

This project has been reviewed by the University of Reading Research Ethics Committee (Ref: project UREC-2137, end date 28-08-2024)

LINKS TO RESEARCH QUESTIONNAIRES

[Child information sheet:](#)

[Parent / guardian information sheet:](#)



WORKING WITH RESOURCES

Here is an update on our staffing news which includes a number of internal promotions which we are proud to announce

Sorry you're leaving!	Role	Leaving date	Notes
Joe O'Neill	HLTA Transitions	05/06/2024	Promotion
Steph Lella	Admin Support	18/06/2024	Development opportunity
Heather Mathers	Assistant Psychologist	19/07/2024	Assistant Psychologists are only with us for one year in order to progress onto the Doctoral training course required to be a qualified Clinical or Educational Psychologist. They have to demonstrate a range of experience covering diverse settings and client groups.
Chloe Gentry	KS3 Teacher	31/08/2024	Teaching post in Thailand
Seher Sadiq	Band 6 Occupational Therapist	31/08/2024	Family Relocation
Maddisyn English	Band 6 Speech & Language Therapist	31/08/2024	New opportunity
Welcome!	Role	Starting date	Notes
Ann Glover	Learning Support Assistant KS3	03/06/2024	Replacing Maddie Saraceni-Gunner
Some changes.....	Role	Starting date	Notes
Cordelia Brown	KS3 Co-ordinator	02/09/2024	Lucy Baird, Senior Teacher and current Co-ordinator, moving to predominantly KS4 from September
Kinga Rawlings	KS3 Teacher	02/09/2024	Promotion from HLTA/Cover Supervisor to additional capacity in KS3
Louise Brown	HLTA/Cover Supervisor	02/09/2024	Promotion from Learning Support Assistant KS3

Kelsey Brown	Internal promotion from Band 6 to Band 7	01/09/2024	To lead Autism Education Trust Training and to acknowledge her specialist skills within the SaLT team.
Coming to join us soon	Role	Starting date	Notes
Meshan Nanayakkara	Research Associate	01/07/2024	On boarding checks in progress
Emily Holmes	Senior Teacher KS3	02/09/2024	Replacement for Chloe Gentry, KS3 Teacher.
Hattie Cornish	Assistant Psychologist to replace Heather Mathers	02/09/2024	This will also be another 12 month placement as above
Luke Briggs	LSA KS3-4	02/09/2024	Replacing Joe O'Neill
Klara Tebbs	LSA KS3-4	02/09/2024	Replacing Louise Brown
Natalie Forknall	Specialist Band 6 SaLT	06/01/2025	On boarding checks in progress
Recruitment in progress	Band 5/6 Occupational Therapists	08/07/2024	Replacement for Seher Sadiq
Recruitment in progress	Communication Specialist	16/07/2024	New Post

Reception makeover

We are excited to let you know that our reception area will be having a makeover during the summer holidays to give it some much needed TLC. Please let your young person know that it will look different when they arrive back to school in September.



We can send photos to any families who feel it would be helpful to share with their young person to prepare them for the change. If you would like a photo once the works are completed please email Sarah Skelton-James sjames@swalcliffepark.co.uk

NEW! WEBSITES

In addition to developing our new QoL website we are also building a new school website. We are making good progress with this and whilst the majority of the work will be completed by the end of term, we will be adding some new photos at the early next term. The new site will have our animations embedded within it as well as other short films we have made about different aspects of school life.

If you have any ideas, you would like us to consider we would be very interested in hearing from you. We will keep you up to date with progress as we go along and let you know of any new features we will be including....exciting times!!



DIARY DATES

Summer Term 2024	
Family Forum	Wednesday 26th June at 18:30 2024
Residential week	Monday 15th July - Thursday 18th July 2024
Leavers' assembly	Friday 19th July 2024
Family Day	Friday 19th July 2024
Autumn Term 2024	
Start of Autumn term	Wednesday 4th September 2024 at 11:00
Progress Day KS3	Wednesday 23rd October 2024
Family Day	Thursday 24th October
Autumn half term week	Monday 28th October - Friday 1st November 2024
Autumn term 2 starts	Monday 4th November 2024
Progress Day KS5	Wednesday 6th November 2024
Progress Day KS4	Wednesday 13th November 2024
Christmas Show	Wednesday 20th September 2024
End of Term	Wednesday 20th December 2024

Swalcliffe Park School Term Dates 2023-2024 Students

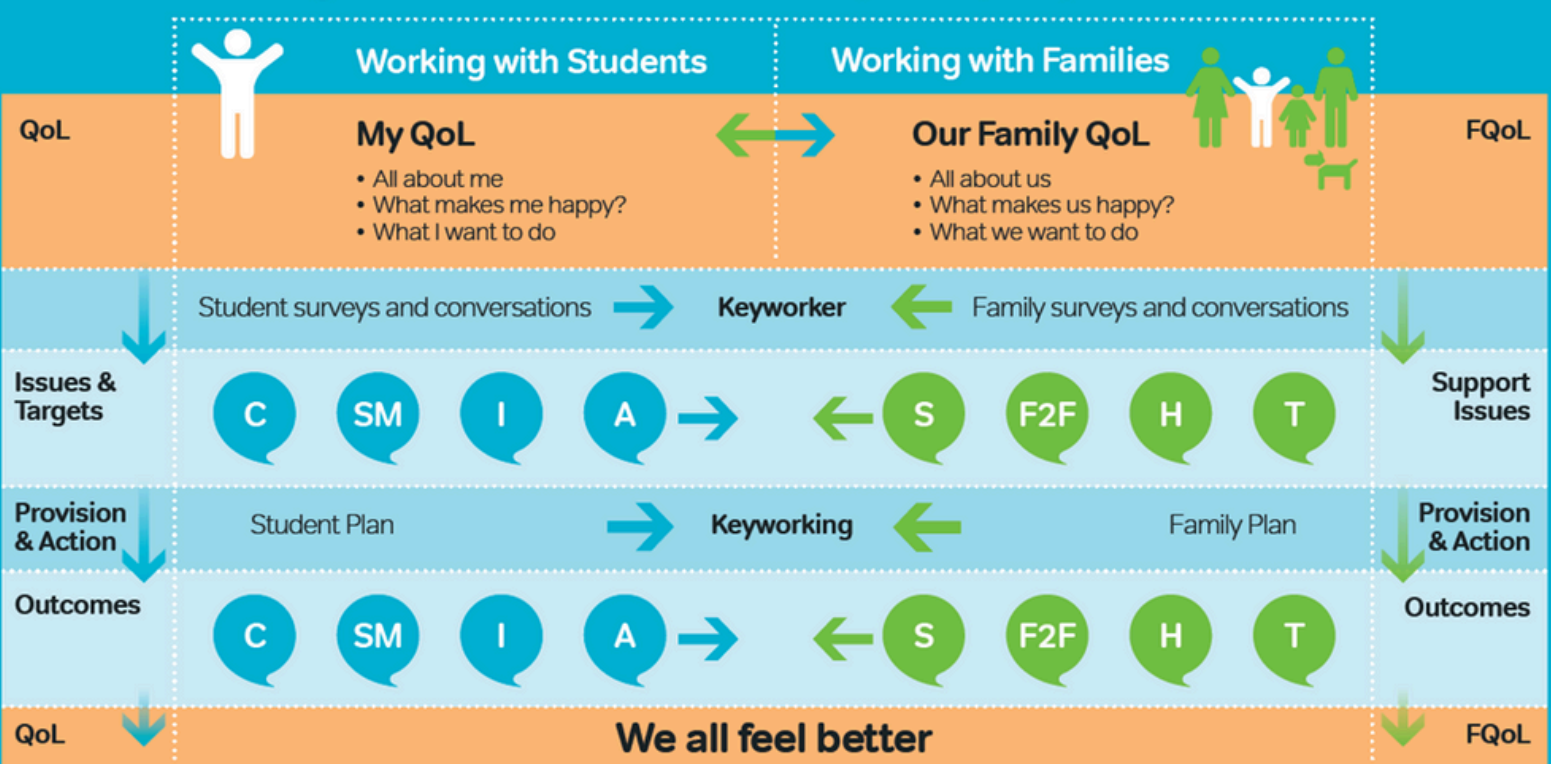
2023-24	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T											
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October							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
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December					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
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Swalcliffe Park School Term Dates 2024-2025 Students

2024-25	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T			
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May			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
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August				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						

Listening to students and their families to improve 'Quality of Life' outcomes

V2



Curriculum, operational and strategic planning

The innovative quality of life framework you have developed has a positive life-changing impact on pupils and their families. Ofsted July 2019