

## Spring Term 2024

Dear Parent/Carer,

It has been a privilege to be the Head Teacher here at Cambridge School for nine years. Reading this newsletter, makes me immensely proud of every student and colleague. The amount of hard work and commitment shown by every member of our community is evident on every page. The school really is thriving at the moment and the strength of purpose, motivation and determination to succeed is inspiring.

What a term it has been! We have had dedicated days devoted to English, Maths and Science where students have taken part in curriculum enrichment activities to enhance their knowledge and skills. Upper school students have gained insights into relationships and sex education, as well as having tasters of different colleges and workplaces. Our careers programme has grown hugely and students have had experiences of CV writing and interview skills. We are really helping them get ready for adulthood.

We have worked with the Royal College of Art to produce a pop up exhibition where the work blew me away. Our students have been experimenting with their creativity and finding their voices. Our School Council and Ambassadors are learning to express their views powerfully and persuasively.

We have received our best ever Challenge Partners report which can be read on our website and to cap it all, 100% of you who responded to the parent survey said you would recommend us as a school. That is the best feedback we could hope for, so a big thank you to all who took the time to complete the survey.

Yours sincerely,

Alan Campbell, Head Teacher



## School returns Tuesday 16th April 2024



Children aged 11-15 can get free and discounted travel on all tfl transport services with a Zip Oyster photocard:

<https://tfl.gov.uk/fares/free-and-discounted-travel/11-15-zip-oyster-photocard?intcmp=55575>

# Wilberforce Class



## Media Exhibition

This term Wilberforce class has been taking part in a media workshop for an exhibition. The artwork was on display on the 19th of March and it was shown to other students for them to see. The point of this exhibition was to show the creativity of Wilberforce class and how creative they can be. By Ilias

We volunteered to do the workshops as creative opportunities don't come around that often so we took it, as it is better than Maths and English. We also experimented with zoetropes and polaroid pictures.

I thought it was pretty fun. I did some funny poses and it spiked my creative side as I'm not really a creative person, but it was fun and weaving was really good and relaxing as I am a very hyperactive person.

By Ridwan



For my experience with the Royal College of Arts exhibition, I choose my side of animation and filming, I decided to make a move script about a devil smiling and becoming sad and the horns moving quickly in one way and kind of slower the over way depending on the way you put your sheet of paper which looks like a movie scripted in zoetrope, The zoetrope is a old historical moving thing that makes thing move by turning it each way. By Maisy-Jayne

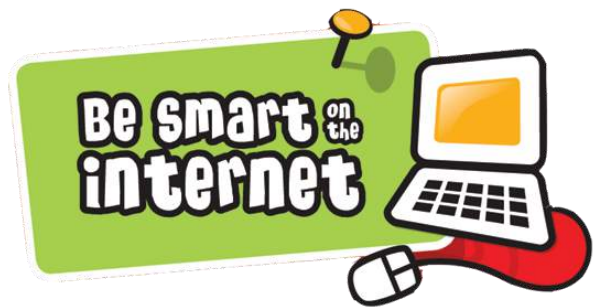
I think the exhibition was cool and seeing all the different work that we have done is amazing. By Horatio

# Obama Class



This term Obama class have been doing different science experiments like dancing raisins which the student really liked. Jack said it was fun. Another one they did was to see what would happen when you mix bicarbonate soda and vinegar together. Jessica said it was great.

They have also learned about learned about advertising and what is Social Media as well as how to use math's tally charts and doubling and halving. They also did a presentation on online safety in assembly



# Occupational Therapy

Occupational Therapy sessions this term have been ongoing through direct one to one interventions, classroom support and group interventions!

Most of the classes have been engaging in groups which were focused on refining handwriting skills. This included a range of fine motor activities and handwriting practice which, going forward, will be embedded within the classroom setting.

Other intervention goals have included:

- Encouraging the development of gross and fine motor skills to improve independence at school and home
  - Engaging in a range of sensory experiences to aid in sensory processing and regulation difficulties
- Improving emotional regulation through the support of the Zones of Regulation

If any parents/carers would like to hear more about occupational therapy input at Cambridge School, please contact the school directly or email [a.rebelo@cambridge.lbhf.sch.uk](mailto:a.rebelo@cambridge.lbhf.sch.uk)

I have just celebrated my one year anniversary at wonderful Cambridge School and I look forward to working with the amazing students next term to continue achieving their goals!

**Andrea Rebelo**, *Occupational Therapist*



# Boomer!



Each day Franklin students read for 15 minutes after break. This week the students read to our therapy dog Boomer. If I say so myself, it's pretty cute and a great way to get our young people to practice reading out loud and improve their confidence. Boomer seems to be pretty chilled and enjoys it too. Ashley Summercorn.



Miles: "He's really good, I have a dog too. He helps children learn about dogs."

Kyah "He actually calms me down and he's really cute"

Krish "Boomer makes me calm and I like reading to him"

Charlie "Amazing 5 star review. Helps kids understand dogs better and makes them more comfortable around dogs if they are scared".

Freya "He's cute and makes me want to come to school every day".

THERAPY  
dog



# Jack Petchey Achievement Award



**Sanjay**



**Aiden**

Congratulations to Sanjay and Aiden for winning the Jack Petchey Achievement Award this term.



**Jack Petchey Achievement Awards Presentation Evening  
29th February 2024  
St John Smith's Square**



**Bhavleer, Asandra, Levi & Felipe receiving their medallions from The Lord Mayor of the City of Westminster, Patricia McAllister.**

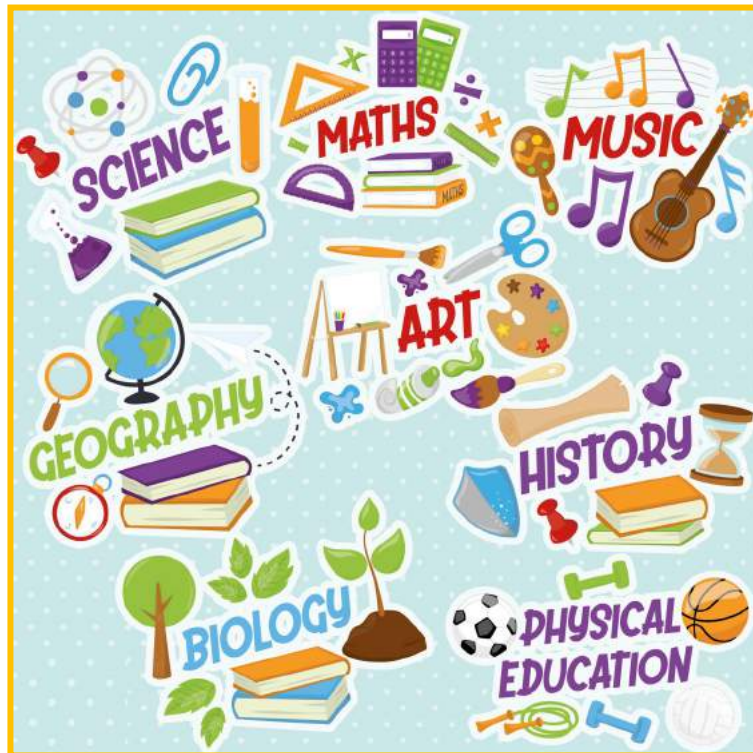
# Rowling Class

Rowling class has had a busy term as per usual. Despite the changes during the term, Rowling students have remained positive, resilient and hardworking.

In English, they have used their reading and writing skills and applied this to a variety of texts. In Maths, they have used a wide range of number, measure and data handling skills and applied this to multi-step word problems.

In Science, they have started exploring the world of chemistry, including energy changes, chemical reactions, and the pH scale. Students particularly enjoyed a VR workshop exploring the human body.

As always, students have shown lots of enthusiasm and effort for both their academic exam subjects and practical subjects, including cooking a wide range of healthy recipes for food technology lessons and taking part in a wide range of sports for PE lessons.



As Rowling students head into the summer term, it will be an even busier term ahead, preparing for their last round of exams for the year!

## ParentMail



### Attention all parents!

Download the ParentMail App  
for the best way to pick up school messages

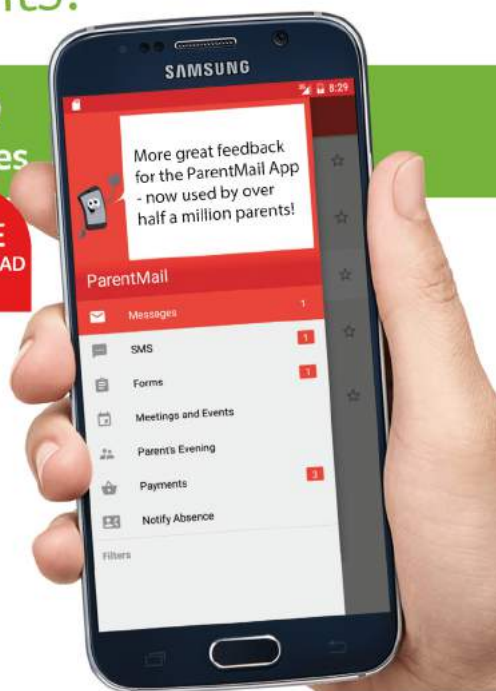
*"Great App to compliment the web!  
It's so convenient to have all the  
ParentMail services in my pocket!"*



*"Works perfectly! Texts, emails & newsletters all  
come through. I can even make appointments  
for parents' evening. Fantastic!"*



FREE  
DOWNLOAD



Please note: If you are not already registered, you will need to register online on the ParentMail website before trying to access the App. Please ask the school office to send you a registration message

# Angelou Class

During English lessons, the students in Angelou class made their own microphones and also a news piece which they then read out in front of the whole class pretending they were TV presenters.



During our P.E lesson we have been working on teamwork and also healthy living which joined in with our AQA Life Skills units.

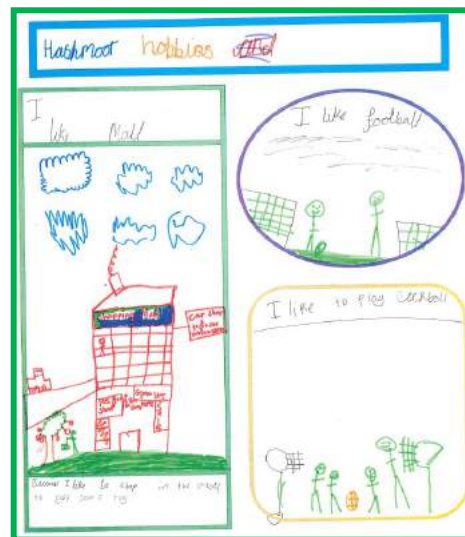
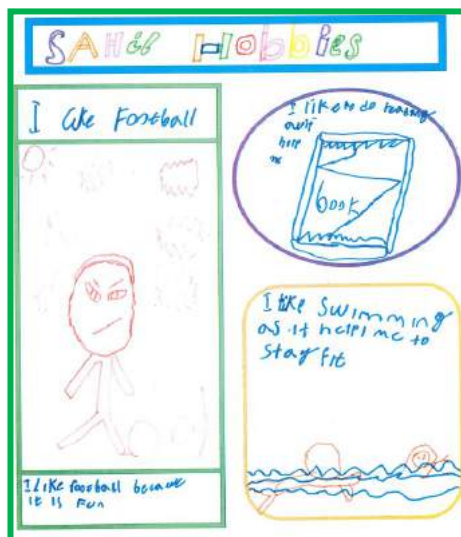
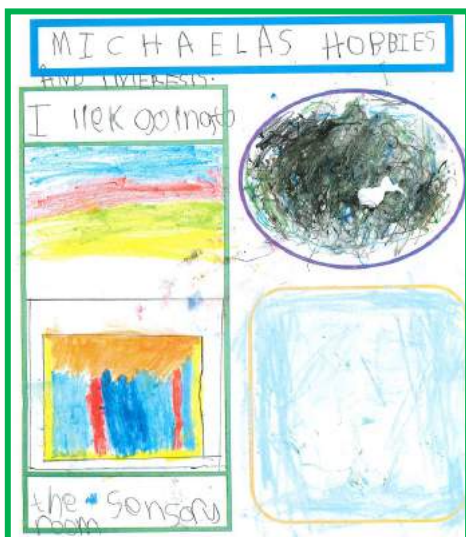


The students in Angelou class enjoyed joining in with the board games, they worked together in different teams to explore them.

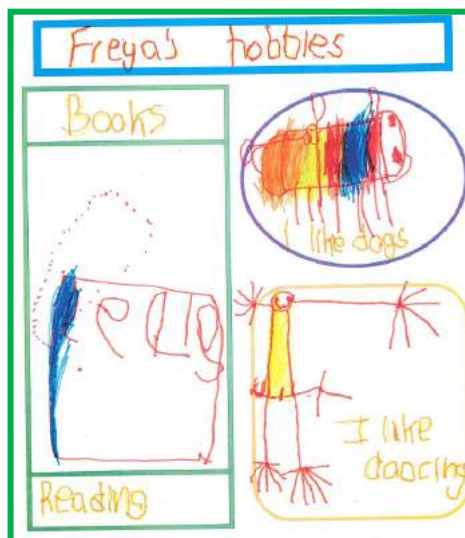
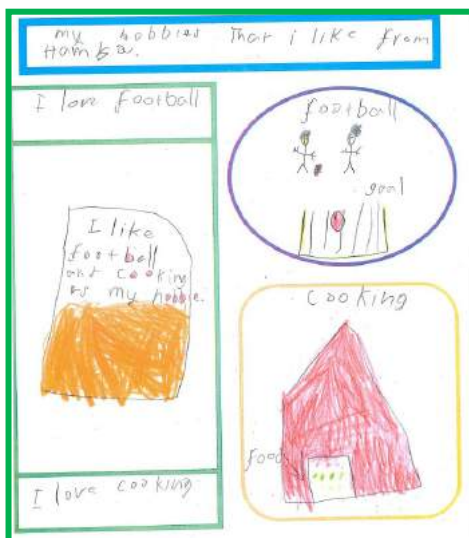




In Art we have done some class magazines where the students had to write about their hobbies and interests. This goes alongside our Media theme this term.



# MY HOBBY IS



# English Day

On the 20<sup>th</sup> of February Cambridge School had an English Day. The theme of English Day was “Self-Expression” and exploring expression and self through different media, such as writing, listening, discussing, moving, and creating. Self-expression enables students to articulate and express their cultural identities, beliefs, values, and experiences. There were four Workshops going around school, and the students did many different activities all about expressing and exploring yourself.

Farah Class did great in a lesson called “My Voice” where they explored dialects, sociolects, and idiolects. It was great fun seeing them have a closer look on how they speak and why, and exploring the difference in the way they speak and write!

Bevan Class did really well in a lesson about “Music & Poetry”, and made great observations about lyrics and what they mean. Their work was neat, the students were engaged and it was a joy to see!

Another fun thing to see was Oliwia and Franciscka’s, our Learning Mentors, Workshop focusing on self-expression through journaling. The students had fun exploring diary as a medium to self-regulate, be mindful, and share experiences.

It was great seeing all of Cambridge engaged in the same theme, excited to show their work and exploring their own opinions, voice and identity.

The students also took part in a Reading Race. Here are the winners:

1. Franklin - £25 voucher for the Bookfair!
2. Armstrong - A range of books!
3. Einstein - Set of Phonics books.

Congratulations to the winners! Great job.

Asandra Kamonen, English Lead



# Word Search



- APRIL
- BLOSSOM
- BREEZE
- BUD
- BULBS
- BUNNY
- BUTTERFLY
- CHICK
- DAFFODIL
- EASTER
- EGGS
- GRASS
- GREEN
- HATCH
- JUNE
- MARCH
- MAY
- NEST
- PUDDLE
- RAINBOW
- ROBIN
- SEASON
- SHOWERS
- SUNSHINE
- THAW
- TULIP
- UMBRELLA

**DIRECTIONS:** Find and circle the vocabulary words in the grid. Look for them in all directions including backwards and diagonally.

F	T	L	Y	T	O	I	B	R	J	K	V	S	B	G	M	U	M	M
A	A	E	J	F	D	L	O	F	U	M	S	O	T	A	F	V	Z	H
U	L	H	P	U	D	D	L	E	P	A	E	E	Y	S	D	T	B	E
S	B	L	U	B	Q	L	F	R	R	Z	T	G	Y	T	H	A	W	U
L	X	Z	B	U	N	N	Y	G	K	Q	B	W	G	F	R	Q	X	M
W	M	S	H	O	W	E	R	S	G	B	L	O	S	S	O	M	C	B
P	W	U	M	P	N	V	A	R	Q	T	G	E	F	G	D	X	Z	R
F	T	N	K	A	K	H	V	H	E	K	P	B	R	E	T	S	A	E
G	E	S	W	O	R	O	B	I	N	C	O	F	R	J	M	P	J	L
M	Y	H	M	L	Y	C	L	L	J	I	Z	B	H	E	D	U	Z	L
N	N	I	Q	Q	I	U	H	I	T	H	R	U	T	Z	E	T	W	A
L	E	N	U	H	S	X	Z	D	U	C	Z	T	P	S	N	Z	Q	A
R	Y	E	Y	N	N	M	O	L	H	N	T	Z	B	E	X	E	F	
O	A	U	R	I	U	O	D	F	I	G	E	E	H	G	A	N	Q	T
W	P	I	J	G	G	K	S	F	P	P	J	R	J	I	A	S	A	M
K	R	J	N	Z	B	E	X	A	Y	B	C	F	J	H	A	T	C	H
B	I	S	U	B	U	X	M	D	E	B	F	L	Y	W	M	B	B	H
X	L	M	B	N	O	A	C	T	J	S	U	Y	H	B	H	G	Y	F
X	X	I	J	W	E	W	R	D	V	E	D	D	K	A	A	W	H	M

# BTEC Performing Arts

## Developing A Personal Progression Plan:

Students have been working extremely well throughout their BTEC qualification and coursework. They have been researching and developing their skills within the Arts industry.

Students have researched different jobs in the Performing Arts and courses they could do. They have been working well to have a clear understanding of what they need to do to achieve this and how this will be beneficial for them when they are looking into different courses and colleges in the future.

They had to plan a Personal Progression Plan independently using SMART Goals to achieve realistically and connect to a role they are passionate about within the Performing Arts.



## Using A Stimulus For Performance:

Students have started their new unit working toward a performance using a Stimulus to achieve this with their peers and team.

Students have been learning that all drama scenes have their own stimulus. A stimulus is a starting point or trigger to generate ideas. Usually, actors or performers work from the stimulus of a script which is a blueprint for making a play or performance.

There are many different starting points for creating original work like photographs, props, music, artefacts, and art etc.

A script is an excellent starting point for the development of new ideas as the groundwork or story is already there for you to build on.

Students have been learning that there's different plots, established characters, relationships, and themes running throughout any play. All of these can be explored in depth or from alternative angles to create original and exciting drama.

I am extremely proud of each student trying their best!

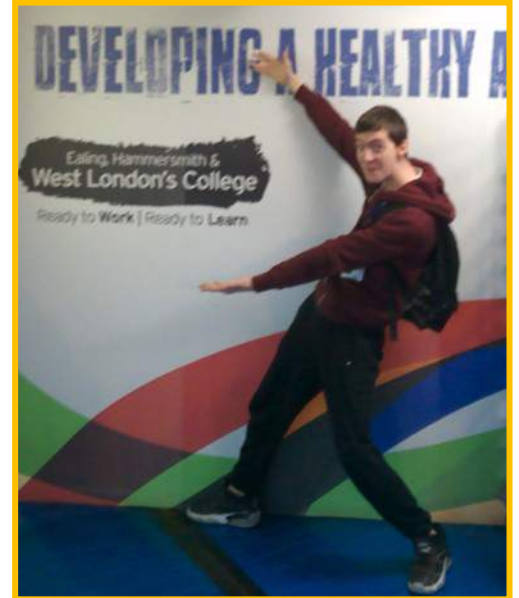
**BTEC Performing Arts Lead/Tutor:** Miss Hayley



# Farah Class

This term Farah class having been visiting Hammersmith College to gain some experience of what College will be like. Keiran kindly wrote the following report on our weekly trip:

"Last Thursday our class embarked on an exciting journey to college. On Thursdays we had the wonderful opportunity to visit Hammersmith and Fulham college. This week we had the privilege of exploring different things to do around the college including the cafe where we had delicious food. During the trip we went on the 283 bus to Hammersmith bus station and it took about 20 minutes to get there depending on the traffic. The one memorable moment was when we did our CV writing. A CV is when you are writing about your skills for work. As we walked through the college, we noticed people playing snooker."



# Speech & Language Therapy

Speech and Language Therapy was in full swing this term which focused on many areas during the Spring Term. Following on from assessing all the Year 9s and 8s, sessions were either 1:1 or small groups. We had fun targeting:

- Speech and Articulation
- Narratives
- Social Communication
- Social Thinking
- Semantic Links
- Auditory Memory

These skills were targeted through motivating games and programmes such as:

## Story Cubes:

This game offers a great opportunity for students to learn the important components involved in story telling such as: planning, creating the setting, imaginative language, sentence structure, sequencing events, narrative development and higher level skills such as discussing feelings, understanding actions/ consequences/ creating resolutions. Students can also understand and use “wh” questions words (what, who, where, when and why).

## Colourful Semantics:

Semantic sentences are a great way to introduce the topic of sentence structure in a hand on, visual and colourful way! The activity can be differentiated based on the sentence template targeting on subject and verb or including in the place. We have also introduced this to Akala Class this term.

## Lego Therapy:

1:1 sessions and groups have thoroughly enjoyed Lego Therapy. Lego therapy is so invaluable as it supports self-esteem by allowing the students to demonstrated their skills in a social situation. It also sets up a positive opportunity for guided social problem solving to help develop social skills that can be used in other students. We have also introduced Legp Therapy in Turing Class which takes place every Friday morning. Students have had fun being the builder, supplier, engineer and architect.

## Dynamic Temporal and Tactile Cueing (DTTC):

DTTC is so effective because it helps me as the Speech and Language Therapist teach students the accurate movement of speech by using motor learning principles. Students and I have had fun making sounds they have never felt they could and using my large mouth model!

## Use of animals and toy world:

I use an array of toys and resources in my sessions. Toys such as Animals and small dolls are brilliant when working on pretend play, following directions and sequencing. Sessions have also targeted working on concepts, speech and phonological awareness e.g. S- Blends: stir, snack, small, spoon etc and syllable segmentation. To make sessions more challenging, I have also introduced with these toys and games: superlatives/ comparatives and caterogising. Of course we always implement visuals, visuals, visuals!!!

All these fun activities can also be carried out at home. For more fun activities to generalise Speech and Language Development in the home setting, or you will like to discuss your child's progress further please contact me on: [c.cano@cambridge.lbhf.sch.uk](mailto:c.cano@cambridge.lbhf.sch.uk)

I look forward to supporting and working with you all more in the Summer Term!

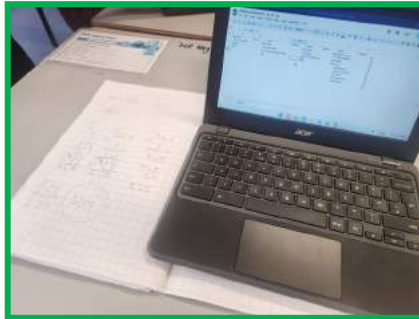
Christine Caño, Senior Speech and Language Therapist



# Franklin Class

Group one were working on counting calories and working out their Sunday calorie intake. First they created a list of food and drinks from Sunday. They then looked online to find out how many calories each item was. They first worked out on paper how many calories they consumed before transferring the information to a spreadsheet. Of course, we did not tell them that the spreadsheet would add up all the calories and we made them work it out on paper. Aren't we mean!!!

This is Harry's working out and spreadsheet:



And here is Adnan's very thorough calorie spreadsheet:

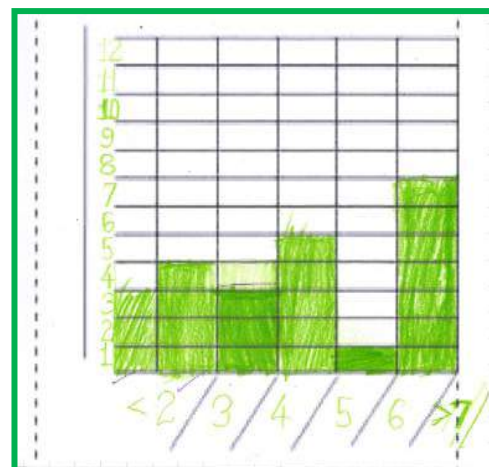
	A	B	C	D	E	F	G	H	I	J
1	<b>Breakfast</b>	<b>Calories</b>	<b>Lunch</b>	<b>Calories</b>	<b>Sanck</b>	<b>Calories</b>	<b>Dinner</b>	<b>Calories</b>	<b>Drinks</b>	<b>Calories</b>
2	pancakes	81	Chicken Curry	210	Crisps	129	Burger	145	Milkshake	189
3	Cereal	115	Rice	117	Biscults	71	Chips	19	orange juice	50
4	Milk	49	pasta	169	Smoothie	51	peas	164		<b>239</b>
5		<b>245</b>		496	KitKat	104	Roast dinner	<b>328</b>		
6				<b>992</b>		<b>355</b>				
7										
8										
9										
10	<b>Total calories</b>	<b>2,159</b>								

Group 2 were working on collecting health data in tally charts and then creating bar graphs showing their results. Students gathered data on snacks eaten by other students and staff.

① Every  
call

Wow! Dylan was 100% focused during the lesson and answered all of the questions 😊

SNACKS	Tally Marks	Total
2		3
3		4
4		2
5		5
6		1
7		7



Franklin Class decided students and teachers are eating far too many snacks!



# Akala Class

The students in Akala class have been learning the purpose of using persuasive language in advertisements. The students, researched and analysed different techniques, implemented to understand how persuasive language is a very powerful tool used by the media to convince the consumer to purchase goods and services. Through the application of 'appeals', the students learnt that Ethos (was about building trust), Pathos (appealed to emotions of others) and Logos (was aimed at using logic or evidence).



**Ethos**



**Pathos**



**Logos**

During our English lesson Mr Campbell, our head teacher, and a visitor from Challenge Partners, Mr Ross, came to observe Akala's lesson. I (Bailee) lead the lesson on persuasive language, explaining the purpose of the 3 appeals (Ethos, Pathos, and Logos). I posed questions to our guests and students to gauge their knowledge and understanding of the use of the appeals. The lesson was well received.

Written by Bailee Kent with support from Miss Jennifer



## Join us at our monthly evening webinars!

We support parents, carers and school staff to feel confident when supporting children and young people with their **mental health and emotional wellbeing.**

**The last Wednesday of every month**  
(starting 25<sup>th</sup> October 2023 – July 2024)  
**7pm – 8pm**

[Click here for Zoom registration](#)

Or use the QR code on the right



### Topics we will be discussing include...

Managing Difficult Emotions

Healthy Relationships & Communication

Impact of Prejudice

Managing Stress & Anxiety

Using Social Media

Self-harm

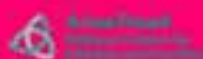
How to Access Support

**Minds Matter: You Matter**

For better mental health visit

[www.hfehmind.org.uk](http://www.hfehmind.org.uk)

Registered Charity No. 801259



 **mind**  
Hammersmith,  
Fulham, Ealing  
and Hounslow

# **We need you!** **Join the PTA**

**SCAN THE QR CODE WITH YOUR  
WHATSAPP CAMERA TO BE ADDED  
TO THE WHATSAPP GROUP:**



**WE HOLD MEETINGS EVERY 3RD  
TUESDAY OF THE MONTH FROM 2-3 PM.  
YOU CAN JOIN US IN PERSON OR ONLINE.**

**WE WOULD LOVE TO SEE YOU THERE!**

**FOR MORE INFORMATION EMAIL  
F.RIEGER@CAMBRIDGE.LBHF.SCH.UK**

# Book Fair & World Book Day



Cambridge School hosted a Scholastic Book Fair in conjunction with dressing up for World Book Day. It was a great experience for the students and staff alike. It was great to see so many amazing outfits! Book sales were in excess of £400! This is great as our commission will be used to update classroom libraries. Many thanks to all the parents that were able to give their children money to spend.

Here are some reviews from our students:

"I enjoyed helping out at the Book Fair." Aya

"It was amazing and lovely; I bought a lot of things." Charlie

"It gives you a chance to see different genres." Ridwan

"Book Fair was fun. I bought two books and one had an accessory." Horatio

"I was able to get the books that I liked." Dwayne D



"I thought there was a good variety of books." Santana

"We would have liked a wider selection." Paige & Paris

"I thought the prices were very fare. I bought a 'prank' book so that I can 'prank' people. Jacob

"I bought four football books; I think the prices could have been a bit lower." Thomas

"The book I bought was amazing and engaging." Sameeha



The next Scholastic Book Fair at Cambridge School will be in November 2024.

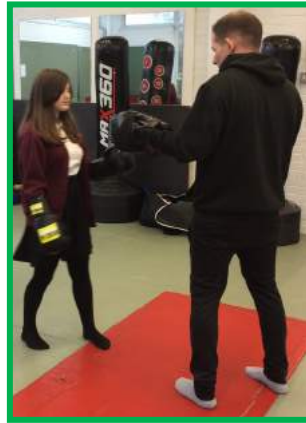


# Rashford Class

Rashford Class have been enjoying their enrichment this term. Every week, the students get to attend a boxing session outside of school. The students have really enjoyed learning new skills with professionals and building their fitness. We have all noticed how much their team work has improved as a result of the sessions

Phoebe said, "They have good games, and they don't give up on getting people to join in." We have all noticed how much more confident Phoebe seems after attending these sessions. Well done Phoebe!

Tommy is very enthusiastic about attending boxing, he said "I like the environment and I like to box!"



# The Space

The Space is a monthly, online forum for parents/ carers

- a reflective, informal and non-judgemental space
- a way of coming together to meet and talk with other parents and carers about the challenges and rewards of having a child in a SEN school
- the place to share experiences, ideas and thoughts with others about what you find helpful

a way to feel part of the school community

THE SPACE will continue monthly from March - July

PLEASE JOIN US ONLINE @ 11.00 – 11.45am

**THURSDAY 18 APRIL**

**THURSDAY 16 MAY**

**THURSDAY 20 JUNE**

**THURSDAY 18 JULY**

Microsoft Teams:

Meeting ID: 399 641 081 894

Passcode: xpX5qf

See you soon,

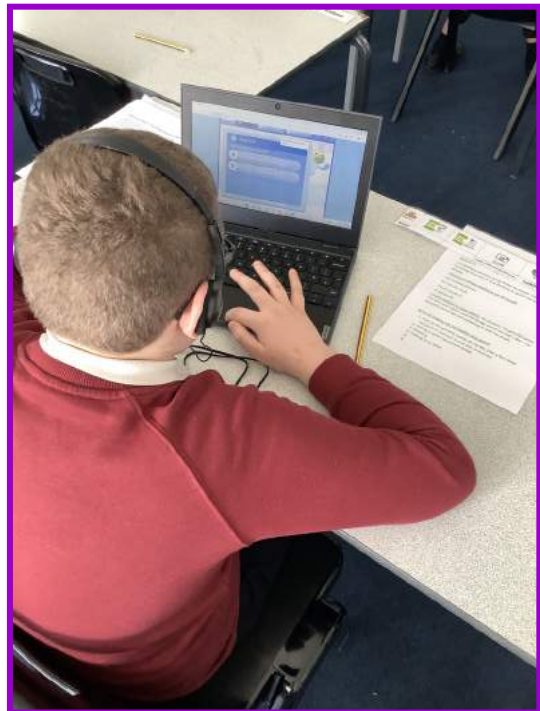
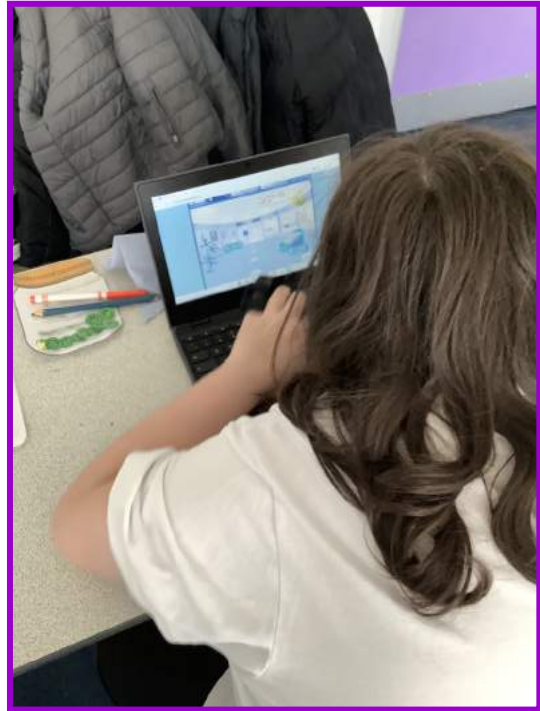
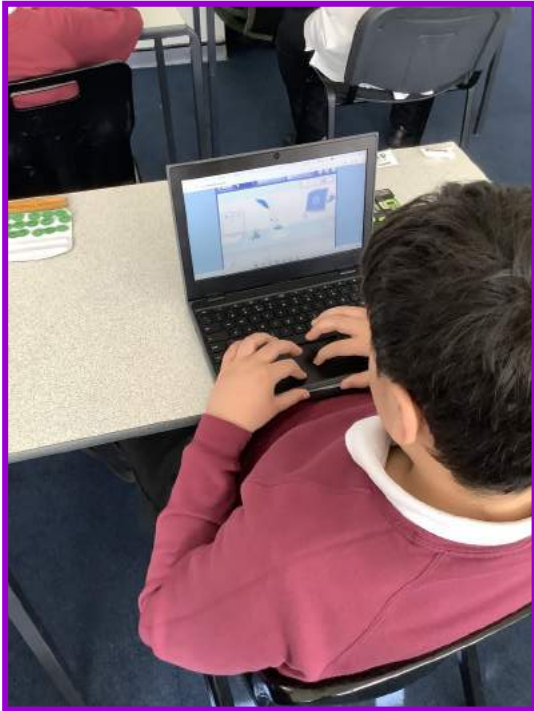
Lana Selby

HCPC Registered Arts Therapist - Drama therapist



# Nightingale Class

We have been exploring chemistry experiments through the use of a science Laboratory.

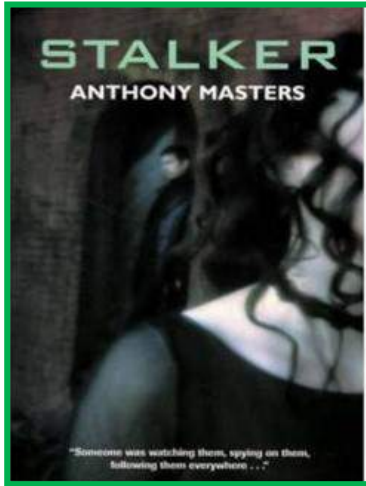


Kacper: This lesson is the best ever, I like doing science on the computer and putting my information on a sheet of paper

Emre: I am enjoying playing a science game, i get to learn different equipment in science playing a game

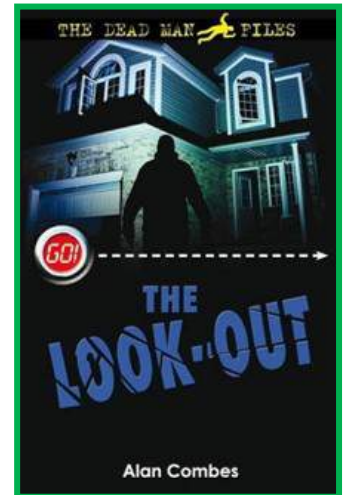
# Armstrong Class

As a class, we've been participating in the Reading Challenge and it has been amazing to see how much it has helped us improve our comprehension skills and expand our vocabulary. Some of us have been reading books such as "The Look Out" while others have been diving into books like "Stalker", such as Ibrahim.



Through our reading, we have been transported to different worlds and have learned about various people and their experiences. For example, Ibrahim's book "Stalker" has taken him on an emotional journey, exploring the life of a person who is being stalked and the impact it has on their mental health.

Meanwhile, "The Look Out" has allowed us to experience the thrill of adventure and mystery. The Reading Challenge has not only helped us improve our reading skills, but it has also sparked our curiosity and encouraged us to explore new genres and authors. It's amazing to see how a simple challenge can have such a positive impact on our learning.



## Book Review

Book review by: Ibrahim El-Amrani  
 Title: Stalker  
 Author: Anthony Masters  
 Non fiction  Fiction

Would you/would you not recommend the book? Why?

I would recommend the book to anyone who likes action, suspense and drama.



What is the book about?

It's about a girl that's being stalked no matter where she is.

## Book Illustration



Who would this book be suitable for? Age/interests

For anyone who likes this book it's suitable for 17 years old because it has action and it's exciting.

A book review by Olivia

Title Desirable

Author Frank Cottrell Boyce

Who are the main characters? What are they like?  
Daniella, others are George and Paula. Some of them are rude and disrespectful.

What happens in the story?  
There are some people that bullied the boy and they started to be nice to the quiet boy.

Why do you like the story?  
I like this story because it is interesting and shows that being nice to someone can change your day.





# BTEC Art & Design

This term BTEC Art & Design have been exploring the work of Leonardo Da Vinci. Students completed research into his work, which they then used as inspiration to develop their own inspired piece. Learners have been able to develop their research, refinement and reflection skills through their portfolio building of which the final pieces can be seen decorating classrooms and offices across the school.



## Bevan Class

This term Bevan class have begun working towards their Prince's Trust qualification. In their current unit, learners are exploring diversity and inclusion. Each student has picked a social issue they are interested in, completing research to inform others about their issue and what can be done to help. Students will be preparing a presentation that will be shown to their peers to spread awareness of their social issue. Bevan class have been prioritising their independent work this term, with learners beginning to complete 'independent study' on Friday afternoons, reflective of future college study. Learners have risen to the challenge and have been producing some fantastic work!

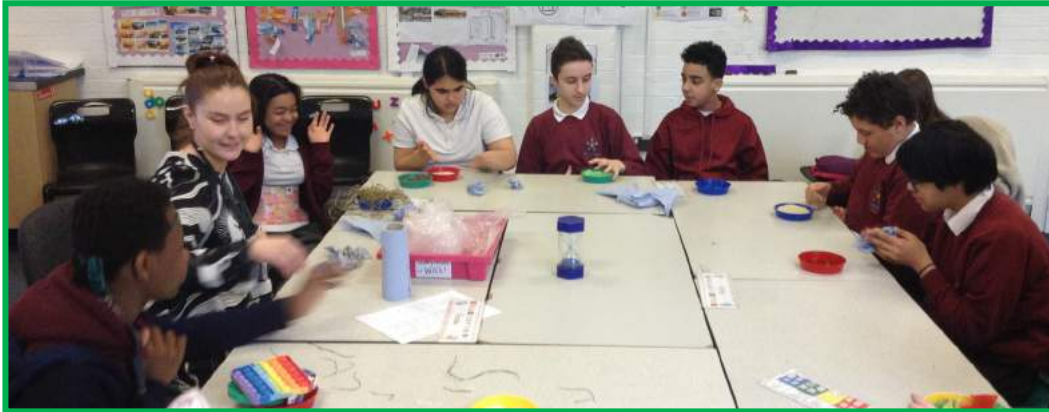


# Einstein Class

## The Brain: Our Senses

In Science this term, Einstein has learned about the brain. They have explored the names of different parts of the brain, what different parts of our brain does and how our brain affects us! Einstein was the most engaged in the Sensory lesson about our 5 senses, where we looked at optical illusions to trick our brain, smelled and guessed what we are smelling, and made balloon speakers. Einstein has really enjoyed learning about the brain, and has showed understanding of how the brain helps us in everyday life.

“My brain helps me think, and learn. It can play tricks, but it is good. Growth mindset is healthy for me”  
– Callum



## Math & Art Cross Curricular Activity

In Math Einstein has worked on colours, shapes, sequencing, and patterns. A small station work activity ended up being favoured by all students during the lessons. The students explored colour theory, by adding two different colours and seeing what it would equal. The students worked eagerly to be the first one to discover what the coloured turned into!

“Colour and pluses, we find what colours turns into! It is great! Thumbs up!” – Pietro



## Road Safety

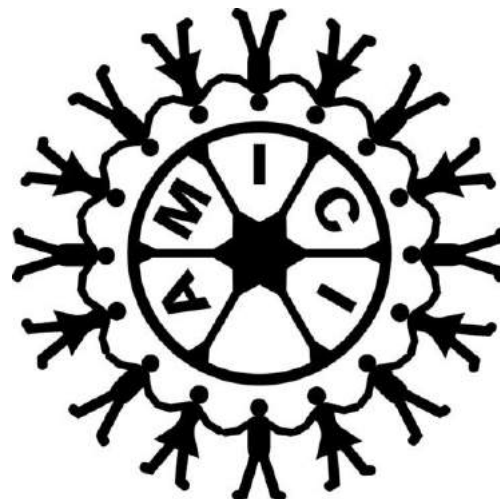
In Life Skills Einstein has looked at Road Safety, and what a better way to show what they have learned than building their own road, pick cars and people and show how to be safe while walking close to a road. We also had ambulances and hospitals to discuss what happens if we are not safe and who can help us.



## Creative Arts Workshop with Amici Dance Company

On Thursday afternoons Einstein has participated in workshop with the Amici Dance Company. They have created interactive sessions, that engages the students and allow them to express themselves through movements and dance. The big finale will be on the 19<sup>th</sup> of April, when we show what we have learned with other schools and classes doing the same! We are all very excited.

“We make animals, like horse and snakes, with dance moves. It’s so much fun. I like dancing and music. I really like the dance moves” – Aleesha



## Work Experience

Einstein’s own Aleesa and Doni worked in the Kitchen with our chef Jo during Careers Week. They helped preparing food for school lunch for the whole school, and was ready to support the kitchen workers with anything they needed. Aleesa even asked if she could help serve Pacific Pod, instead of having her own Lunch Club! It was a pleasure seeing her serve with confidence and precision.

“Amazing! I made tuna sandwiches. I washed up. I served people. It was good!” – Aleesa, when asked what she thought of the Work experience in the kitchen.



# Wiltshire Class

On the 4<sup>th</sup> of March students from Wiltshire class carried out work experience in the school, they took on different jobs around and performed well as a group. Thomas assisting Rebecca Dent in a cooking lesson. Adam and Amber helped Jo, the chef, by preparing and serving the food at lunchtime for the students.

*This is how the students felt during the work experience:*

**Adam** – during my time in work experience I felt very happy 10/10 because it was very fun and I had a good time. I also prepared the salad, helped with the potatoes and cleaned up.

**Amber** – during my time on my work experience I felt happy because I liked making the food and serving them. I also liked baking cakes and I also helped with the decoration of the cake.

**Thomas** – during the work experience I was happy because I was doing something that I liked doing and I was working with a class that I enjoyed working with. I also like cooking and this was a good experience as I had never done it before. I learned new skills during this time.



# House Competition

House Competition. Points are awarded for good work and good behaviour, and can be earned for winning competitions.

Dream Team are this term's winners! Congratulations!



1272



1107



1281



1239



1126



1274

## Ambassadors

### Ambassadors PGL Trip:

The Cambridge Ambassadors recently returned from a 5 day adventure to Marchants Hill in Surrey for a week of challenge and bravery. Learners were able to conquer their fears as they worked together to develop teamwork and strategy in a multitude of activities including problem solving, ambush and orienteering. Learners were able to support and encourage each other to take part in climbing, abseiling, giant swings and ziplines. We were also able to work on our attention to detail and patience in archery, axe throwing, fencing and air rifle shooting.



Everyone represented Cambridge School well and our learners were commended by our hosts for their excellent engagement and manner.

Lazaro "I was excited to go to PGL. Next year I'll choose to go again because it was very fun and I did a lot of activities like zip lining, rock climbing and ambush".

# Multi-Disciplinary Team

It is the aspiration of every education system to meet the educational needs of all children so that each has the best start in life. It is the ambition of Cambridge School that every student, regardless of their learning difficulty, reaches their full potential in school and makes a successful transition to adulthood and the world of further and higher education, training or work.

Further information of our MDT can be found on the website. <https://cambridge.lbhf.sch.uk/learning-and-support/specialist-support/>

## Service Delivery Model

Therapy services can be delivered through the Universal-Targeted-Specialist Model

## Specialist services include:

- Assessment/specialist investigation
- Direct therapy
- Team Around Child meetings

## Targeted services include:

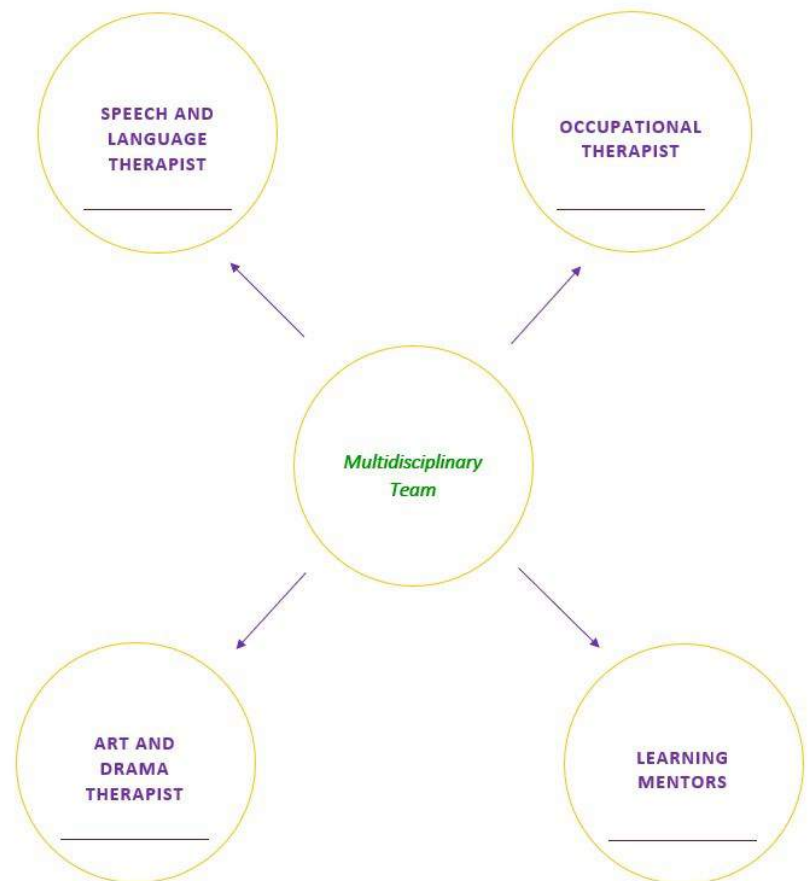
- Intervention groups i.e. by SLT, OT
- Intervention groups by
- Learning Mentors
- Annual Reviews

## Universal services include:

- Whole school training/ INSETs
- Teacher/class observations

If you will like to make a referral to the Multidisciplinary Team, please contact: Christine Caño Senior Speech and Language Therapist [c.cano@cambridge.lbhf.sch.uk](mailto:c.cano@cambridge.lbhf.sch.uk)

We look forward hearing from you!



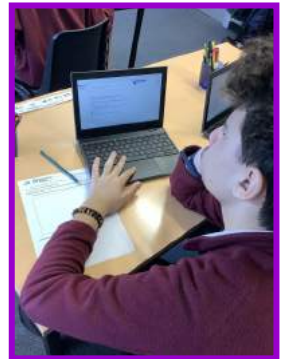
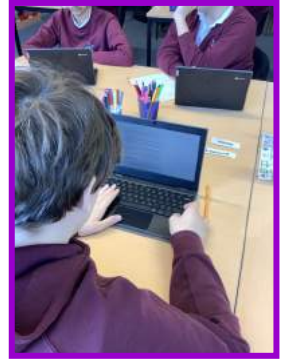
# Turing Class

## Knowing what to take and how to plan a holiday

This term the students in Turing class have been learning about what they need to go on holiday whether it be hot or cold and how to plan one.

They have learnt what items they should take with them depending on how hot or cold the holiday destination is and how to book a hotel, what sites they can use to book a flight, compare different sites to get the best deals, the documentation they would need and how to find and locate the different countries around Europe depending on where they would want to travel to.

The students have done well in learning and telling us about the necessary items they would take on holiday e.g. sun cream, swimwear, hats, sun glasses, etc. They have gained useful skills that would be a great benefit to them in the future such as planning, booking and comparing etc.



## Trip to college

On Wednesday 28<sup>th</sup> February, Turing class went on a trip to Hammersmith and Fulham College to learn about the different apprenticeships and what people had to offer in terms of courses. The students sat down in a hall and listened to other special needs students talk about their experience in these jobs and how it has helped them gain confidence and useful skills. At the end they went around the different workshops and asked questions about the various courses and what they could apply for once they left secondary school. They were all absolutely fantastic on the trip, asking questions and showing interests in the workshops.



## Spain

This term the students have been learning about the culture of various countries. They had a vote to learn about one country and they went with Spain. For the last few weeks and last term they have learnt about where Spain is, the culture, its landmarks, activities to do, the local foods of Spain and translate some Spanish words into English.



## School Assembly

This term Turing class led an assembly on Holocaust Memorial Day where they talked about the history of the holocaust, important dates and how we honour those who lost their lives. They all did an amazing job of reading the presentation!!



# P.E

This term in PE, we have had a great time learning and competing in and outside of school. In our PE lessons we have been focusing on our movement skills such as balancing, jumping and landing and becoming more familiar with our bodies and how we move through play and PE. We have also looked at our dodgeball and basketball skills in our more games focused PE lessons. Students have looked at how to become more effective with throwing and catching the dodgeballs, and understanding what double dribble is and how to use the foot pivot to their advantage in basketball. PE has slowly been transitioning since September and students have been learning not only practical elements of PE but other theoretical elements too, and all students have been a great pleasure to teach and have adapted to this year's change very well!

Outside of school we have competed in two fixtures so far including the Panthalon Games (First Time Ever!) of which 8 selected students competed very well and made the school very proud. On the other hand, in the last year we have created an annual fixture with Jack Tizard school, which involves Football and Boccia, after the disappointing loss last year in Boccia, a new batch of keen Boccia players went to Jack Tizard school and came back victorious after a 15-6 win!



Looking forward after Easter we have another Panthalon event for an U13s and U16s teams whereby the winners will have a chance to play at Wembley (Goals) against other winners from around London. With this, we also are very excited to be entering the London Youth Games athletics competition after last year's success of having 9 students from Cambridge school represent not only the school, but the borough and coming home with 13 medals. Sport is a very exciting time at Cambridge School and we hope your support for your child continues as it has been an amazing success so far!

*Harrison Slater*

*PE & BTEC Sports Lead*





# CAMBRIDGE SCHOOL WEEKLY MENU

## WEEK 1

Week Commencing: 19<sup>th</sup> Feb, 11<sup>th</sup> Mar, 15<sup>th</sup> Apr, 6<sup>th</sup> May, 24<sup>th</sup> Jun, 13<sup>th</sup> Jul

DAY	MAIN	SIDES	VEGETABLE /SALAD	DESSERT/FRUIT
MONDAY	Meat Balls GF Quorn Served In Pasta Sauce G	Spaghetti G/V	Sweetcorn V Roasted Vegetables V Selection of Salads	Rice Pudding & Jam D Yogurt D Fresh Fruit
TUESDAY	Sweet & Sour Chicken Sweet & Sour Vegetables V	Noodles V/G	Garlic Soya V Green Beans V Selection of Salad	Marble Cake & Custard D/E Yogurt D Fruit
WEDNESDAY	Beef Burger G Falafel & Spinach Burger GF	Sweet Potato Fries V	Red Cabbage V Peas V Selection of Salads	Fruit Salad Yogurt D Fresh Fruit
THURSDAY	Vegetable Pasta Bake V/G Macaroni Cheese V/D	Garlic Bread G	Broccoli V Selection of Salads	Cookie Bar G/E Yogurt D Fresh Fruit
FRIDAY	Fish Fingers V/G Cheese & Pepper Quiche V/G/E/D	Chips V/GF	Mushy Peas V Baked Beans V Selection of Salads	Jelly Yogurt D Fresh Fruit

## Week 2

Week Commencing: 26<sup>th</sup> Feb, 18<sup>th</sup> Mar, 22<sup>nd</sup> Apr, 13<sup>th</sup> May, 10<sup>th</sup> Jun, 1<sup>st</sup> Jul, 22<sup>nd</sup> Jul

DAY	MAIN	SIDES	VEGETABLE/SALAD	DESSERT/FRUIT
MONDAY	Keema Curry Chick Pea & Sweet Potato Curry V	Rice GF Naan Bread G	Roasted Cauliflower V Seasonal Vegetables V Selection of Salad	Pineapple Greek Yogurt D Yogurt D Fresh Fruit
TUESDAY	BBQ Chicken BBQ Quorn V	Paprika Wedges V	Sweetcorn V Seasonal Vegetables V Selection of Salad	Apple Pie & Custard E/G/D Yogurt D Fresh Fruit
WEDNESDAY	Chicken Pie Vegetable Pie V	New Potato V	Red Cabbage V Peas V Selection of Salad	Carrot Cake & Custard E/G/D/V Yogurt D Fresh Fruit
THURSDAY	Stuffed Cheesy Jacket Potato V Cheese & Chives	Baked Beans V	Green Beans V Carrots V Selection of Salad	Fruit Platter Yogurt D Fresh Fruit
FRIDAY	Fish G Feta Spinach Fritters D/V	Chips V/GF	Mushy Peas V Baked Beans V Selection of Salad	Raisin Flapjack V Yogurt D Fresh Fruit

## week 3

Week Commencing: 4<sup>th</sup> Mar, 25<sup>th</sup> Mar, 29<sup>th</sup> Apr, 20<sup>th</sup> May, 17<sup>th</sup> Jun, 8<sup>th</sup> Jul

DAY	MAIN	SIDES	VEGETABLE /SALAD	DESSERT/FRUIT
MONDAY	Chilli Con Carne Veggie Con Carne V	Rice GF/V Nachos G/V/D	Roasted Vegetables V Seasonal Vegetables V Selection of Salads	Jam Tart G Yogurt D Fruit
TUESDAY	Chicken Fajitas Quorn Fajitas V	Wraps G Spicy Rice GF	Roasted Peppers & Onion V Seasonal Vegetables V Selection of Salad	Lemon Drizzle & Custard E/G/D Yogurt D Fruit
WEDNESDAY	Turkey Cheese & Onion Pasties V/D/G	Roasted Potatoes GF Gravy GF	Savoy Cabbage V Carrots V Peas V Selection of Salad	Fruit Salad Yogurt D Fruit
THURSDAY	Pasta Bar G Roasted Peppers Sauce V Cheese Sauce D/V	Pasta & Cheese V/D	Sweetcorn V Green Beans V Selection of Salad	Brownie G Yogurt D Fruit
FRIDAY	Fish Cakes V/G Mediterranean Pasta Bake V/G	Chips V/GF	Baked Beans V Peas V Selection of Salad	Ice Cream D Yogurt D Fruit

G=Gluten GF= Gluten Free D=Dairy V=Vegetarian VE= Vegan E= Egg



# Summer Term 2024

## Summer Term 2024

Staff Inset: Monday 15<sup>th</sup> April

School Opens: Tuesday 16<sup>th</sup> April

May Bank Holiday: Monday 6<sup>th</sup> May

Last day of halfterm: Friday 24<sup>th</sup> May

Half term: Monday 27<sup>th</sup> May to Friday 31<sup>st</sup> May

School Opens: Monday 3<sup>rd</sup> June

Staff Inset: Monday 1<sup>st</sup> July

Last day of term: Thursday 25<sup>th</sup> July



Term dates for 2024-25 are on the back of this Newsletter

<https://www.gov.uk/cost-of-living>



GOV.UK

| Cost of living support

Help with the  
cost of living

# Spot The Difference



Find 10 differences.  
 Найди десять отличий.  
 Finden Sie die zehn Unterschiede.  
 Trouvez les dix différences.  
 Encontrar las diez diferencias.

ANSWER:



# BTEC Hospitality

The BTEC Hospitality Students had a day to prepare and cook a Vegan Meal and members of SLT tasted their results and gave feedback. Aaron Avles made Bean Sweet Potato Chill, Faheem Rahman made cream tomato Soup, Nicole Smith made Vegan Spaghetti Bolognese, John Osazuwa made Oriental Salad, Kieran Farinham made Vegetable Curry with Rice, Ridwan Mohammed made Veggie Fajitas, Shaniyah Narayan made Vegan Carbonara, and Ilias Bendaylia made Ratatouille, Markle Constantine-Franco and Kian Koukouras made Vegan Bean Meatballs in Tomato Sauce. The students did this on their own and with hardly any help from staff.

Well done to all the Students, you should all be proud.

“Good Texture, good flavour,  
but needs more colour.”

**Vegan Stuffed Mushrooms.**



“A tasty, flavoursome dish.”

**Vegan Spaghetti Bolognese.**



“The flavours of the Mediterra-  
nean were strong-brought out a  
sunny smile on my face.”

**Ratatouille.**



# Internet Safety Tips For Parents

Ask your children to tell you what websites, social networks and apps they use and what they like doing online.

Ask them about how they stay safe online. What tips do they have for you and where did they learn them? What is OK and not OK to share?

Ask them if they know where to go for help, where to find safety advice, privacy settings and how to report and put a block on the services they use.

Encourage them to help you! Perhaps they can show you how to do something online. Explore the internet together. Are there activities you could enjoy as a family?

## Internet Safety Tips for Parents

### DON'T BLOCK

Avoiding technology is not a practical solution.

### COLLABORATE

Take an interest in your child's digital interests and favourite apps or sites. Consider co-viewing or co-creating at times.

### BE THE PARENT

You're in charge. Set boundaries and consider filtering software.

### YAPPY

Teach privacy: Your full name, Address, Phone number, Passwords, Your plans



## Digital Citizenship & Internet Safety TIPS FOR PARENTS

### RULES

Create a family media agreement with tech free zones such as cars, bedrooms and meals.

### CRITICAL THINKING

Help children filter information and navigate fact from fiction.

### LEARN

Explore reliable resources for parents so you can educate yourself.

### UNPLUG

Balance green time and screen time. Focus on basic developmental needs.

### COMMUNICATE

Work with your child to navigate digital dilemmas. Encourage open communication and avoid using devices as rewards/punishments.

### 13 +

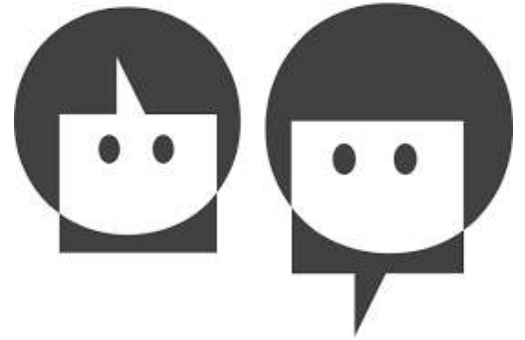
Don't support your child to sign up for 13+ sites if they're underage.

*Don't forget*  
**YOU ARE A ROLE MODEL**

# Counselling and Well Being Support Service

## KOOTH, free online only Counselling and Well Being Support Service

KOOTH can provide presentations on this service and how it can help, to young people, staff and/or parents. **All FREE.**



KOOTH.com is a FREE, Online only Counselling and Well being Support Service :

- Providing online only, anonymous, confidential counselling and support service, for 11-19 year olds in Kensington, Chelsea, Westminster, Hammersmith and Fulham.
  - The site can be accessed 24-7, for counselling, advice, information, self-help tools and static forums (message boards).
  - Counsellors are available FREE from 12-10pm Monday to Friday and 6-10pm Saturday & Sunday 365 days a year.
  - There are live peer lead discussion forums Monday, Wednesday and Friday 19.30-21.00. All of which are monitored by a practitioner, to ensure best practice.
  - All Counsellors are experienced and registered accredited by BACP or equivalent.
  - There is no waiting time for support
  - It can be accessed FREE through mobile phone, tablet, or laptop/computer
  - Young People can be linked to specialist local services if this is required.
- Safeguarding is paramount, and all staff are dedicated to ensuring best practice.

Access <https://kooth.com/> to register.

Please feel welcome to contact Gilli Hawdon if you have any queries, to arrange a meeting, or if you would like resources at [ghawdon@xenzone.com](mailto:ghawdon@xenzone.com) or ring on her mobile: 07983556071

**KOOTH<sup>®</sup>.com**  
**FREE ONLINE ADVICE FOR YOUNG PEOPLE**

# Attendance Award

HUGE congratulations to Turing Class for winning  
this term's Attendance Award!

Franklin Class was second and Einstein, Wilberforce & Wiltshire tied for third place.



Akala Class

86%



Angelou Class

83%



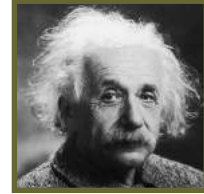
Armstrong Class

71%



Bevan Class

86%



Einstein Class

91%



Farah Class

82%



Franklin Class

93%



Nightingale Class

86%



Obama Class

85%



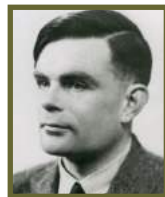
Rashford Class

88%



Rowling Class

81%



Turing Class

97%



Wilberforce Class

91%



Wiltshire Class

91%



**Turing  
Class!**

(Percentages shown are averages for the term)

## School Matters!



# School Uniform

Please donate to the school any unwanted items of school uniform in a good condition. Trainers of all sizes are also welcome. Thank you!



# Term Dates 2024-25

## Autumn Term 2024

Staff Inset: Monday 2<sup>nd</sup> & Tuesday 3<sup>rd</sup> September

School Opens: Wednesday 4<sup>th</sup> September

Last day of half term: Friday 25<sup>th</sup> October

**Half Term: Monday 28<sup>th</sup> October to Friday 1<sup>st</sup> November**

School Opens: Monday 4<sup>th</sup> November

Last day of term: Friday 20<sup>th</sup> December

**Christmas break: Monday 23<sup>rd</sup> December 2024 and ends on Friday 3 January 2025.**



## Spring Term 2025

School Opens: Monday 6<sup>th</sup> January

Last day of half term: Friday 14<sup>th</sup> February

School Opens: Monday 24<sup>th</sup> February

Last day of term: Friday 4<sup>th</sup> April

**Easter Break: Monday 7<sup>th</sup> – Monday 21<sup>st</sup> April**

## Summer Term 2025

School Opens: Tuesday 22<sup>nd</sup> April

May Bank Holiday: Monday 5<sup>th</sup> May

Last day of half term: Friday 23<sup>rd</sup> May

**Half term: Monday 26<sup>th</sup> May to Friday 30<sup>th</sup> May**

School Opens: Monday 2<sup>nd</sup> June

Staff Inset: Monday 7<sup>th</sup> July

Last day of term: Friday 18<sup>th</sup> July

