



# St Catherine's School & College

Specialists in Speech, Language and Communication Needs

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Autumn Term Week 6

10th October 2025

## ACHIEVEMENTS & AWARDS



The Reader of the Week award has been presented to:

Junior

The Behaviour For Learning award has been presented to:

Jim  
Apryl  
Sophia  
Alex  
Max N



The Behaviour For Character award has been presented to:

Toby R  
Elliot W  
Kristen



Bloom, Radcliffe & Hopkins Class

The Principal's Praise award has been presented to:

Maisey  
Imogen  
Bridget



Well done to all students who received awards this week!

## ATTENDANCE



6AMD - 94.44%  
6ILP - 100%  
6JG - 100%  
Austen - 82.22%  
Bloom - 90.74%  
Branson - 97.53%  
Burton - 83.33%  
Goldberg - 91.11%  
**Hopkins - 100%**  
Newton - 92.06%  
Oliver - 87.04%  
Packham - 92.59%  
**Radcliffe - 100%**  
Watson - 93.06%



Well done to all classes who were here everyday this week!

## DATES FOR YOUR DIARY

### October

17<sup>th</sup> Mufti Day for DLD Day  
17<sup>th</sup> Students break up for half term

### November

3<sup>rd</sup> Student return to school  
15<sup>th</sup> Isle of Wight College Open Day  
10am-1pm



## THE GROVE AFTER SCHOOL CLUB

We are holding 'The Grove' after school club every Tuesday 3:30pm - 5:00pm.

### October

14th - Pumpkin Carving

### November

4th - Basement Games  
11th - Seaglass Art  
18th - New Age Curling  
25th - Air Dry Clay Decs

All activities are weather dependent. If the weather is not suitable for an outside activity, an indoor alternative will be arranged. Sessions have to be booked in advance and parents/carers are able to book block sessions. If you have any queries or would like to book, please contact The Grove Team on: [the-grove@stcatherines.org.uk](mailto:the-grove@stcatherines.org.uk)  
Transport must be arranged by parents. £2 per week.



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## BLOOM CLASS

In PSHE this week, we looked at keeping safe on the roads. We talked about how to cross the road safely and what to do if we aren't crossing on a pedestrian crossing. In Maths, we continued with place value and counting in 2s, 5s and 10s. We are really enjoying studying 'Superworm' in English! This week, we focused on looking at words within the book that rhyme. In PE, we played basketball and focused on different types of passing. We played a game at the end which was really great fun! In Art, we looked at art within the environment and made some wonderful minibeasts out of materials we found outside. We really enjoyed the mental health workshop we went to on Tuesday. See if your child can remember what they made and learnt!



## RADCLIFFE CLASS

We spent a long time discussing the meaning of 'Trust' and who the people are that we can trust. Students talked about staff at work, family members and friends being people they feel safe with. In Maths, we continue to work on addition using part-whole models and 10 frames. Some students are working with playdough to physically make up a whole and parts! Art was fun as we painted our portraits. We are entering the portrait competition at Osborne House. We have been checking in on our wormery. The worms are starting to make tunnels which we can see through the sand and soil.

## HOPKINS CLASS

In PSHE this week, we looked at safety outside after thinking about school safety last week. We were thinking about road safety and revised the Green Cross Code. In Art, we are making minibeasts out of clay and we are going to paint them when they have dried next week. For English, we have worked really hard on sequencing the text and describing the characters. It's World Mental Health Day this Friday, so on Tuesday we got to go to a mental health workshop where we looked at Dance Movement Therapy and Art Therapy. It was really interesting. In Maths, we are wowing Miss Cook with our multiplication knowledge and are continuing our work on place value, but this week, we have been rounding to the nearest 100! In Music, we explored pitch and took turns conducting the C scale. We also tried a piece and then played Pirates of the Caribbean on boomwhackers.



## PACKHAM CLASS

In Music, we recapped on the three different djembe drum sounds and tried some rhythm patterns. We also made our own 12 box grid patterns and revised the names of six different African instruments. In English, we are reading about the adventures of Ernest Shackleton - the famous Arctic explorer, and 'Gulliver's Travels'. We have been writing diary entries from the point of view of these characters. In Science, we have begun to learn about magnets and magnetism. In Humanities, we have learnt about lines of longitude and latitude and that depending where a place is on the globe, it has a certain time zone. We looked at different countries and calculated the time difference between UK time and theirs. We found out that New York is behind us in time by 4 hours, and the time in Australia is 8 hours ahead of us!

### **OLIVER CLASS**

This week, English Group C are looking closely at the layout devices that are used mainly in non-fiction, so we can improve the leaflet we are creating to promote one of the islands that Gulliver visited. In Science, we have looked at how to find the added iron in cereal with a magnet. In PSHE, we have been discussing how to turn negative thoughts into positive ones and how positive thoughts affect how we feel. In Humanities, we are completing our world mapping skills by looking at what longitude and latitude is.

### **AUSTEN CLASS**

In our Communication Group, we looked into a mirror and then described our faces and distinguishing features. During English we wrote our diary entry for day 1, 2 and 3 on the boat, for the boat sinking and then finding land. This was all from the perspective of our chosen character. During Maths, we are looking at how to find the answer to numerous maths puzzles. We used some problem solving techniques to practise these. In Science, we extended our knowledge of magnets and looked at the north and south of a magnet and did an escape room quiz to work out the clues. In PE, we played volleyball in the hall with a beach ball to show how it was easier to keep this ball in the air and not worry about the ball coming towards us. We had an art therapy session this week and Austen class were interested in how art can help us to focus and relax.

### **GOLDBERG CLASS**

In PSHE this week, we looked at what healthy eating looks like and how we can use this daily. In English, we have been writing diary entries. In Maths, we have been looking at decimals. In PE, we have been learning how to play volleyball. In ICT, we have been working on producing evidence for our WJEC coursework which is for our DTP and Spreadsheet projects. In Science, we have been conducting an experiment on air resistance. In Tutor, we have been completing workshops on PSHE topics and working through our 'My Happy Mind' exercises.

### **BURTON CLASS**

During Humanities, we looked at compass coordinates and placed zoo animals in different spots on a map. In Science, we tested magnets to see which was the strongest and how many paperclips they could hold. We all showed our results in different ways, keeping the same paperclips to make it a fair test. In group therapy, we talked decision making, concluding in a great game of UNO. In Music, we did more work on our ternary pieces and a group piece.

### **NEWTON CLASS**

On Monday during PSHE, we spoke about risk assessments, why they're important as well as completed risk assessments for different activities. In English, we are reading through and editing our diary entries. In SaLT, we worked in pairs to build our own Marble Run using paper, cellotape, paper plates, paper cups, cotton wool pads and cotton wool balls. In Music, we practised our ternary forms on the keyboards and some of us recorded them. We also began a group piece. We had a group creative therapy session which we enjoyed. In Humanities, we have been comparing old and new photos of St Catherine's.

### **BRANSON CLASS**

In English, we began to plan our diary entries using our book Ice Trap. We used expanded noun phrases and similes. In Music, we worked on ternary compositions. We finished off our movement clock designs ready to make our manufacturing plans next week and carry out a risk assessment. In PE, we played basketball as a team.

### **WATSON CLASS**

In Music, many of us finished and recorded our ternary compositions. ICT students have been working on BTEC coursework. This unit is called Developing a Digital Product. Students have needed to create two news stories that will be recorded. One as a video and one as an audio recording. To date, students have created the draft news stories and produced storyboards to explain how they will be recorded. They have identified target audiences and produced a plan detailing what is needed to create each recording.

## 6JG CLASS

In Land Based this week, we continued our practical guinea pig care, learning how to check the animals for signs of illness. In Science, we have been looking at group 1 and group 7 elements and their properties. We did a practical on ionic and covalent bonds in different substances. In Music, we studied The Beatles and their impact on modern music. We also did a listening activity and began learning 'Twist & Shout' in a group.

## 6AMD CLASS

In Land Based, learnt how to check guinea pigs for signs of illness. We also went to the allotment to pick some fresh veg for the guinea pigs salad. In Music, we have been learning about baroque music words, instruments of the orchestra and did group performance rehearsals. In Science, we have been looking at group 1 and group 7 elements and their properties. We did a practical on ionic and covalent bonds in different substances.

## 6ILP CLASS

In Art this week, we are making scary spiders as Halloween crawls into view. We continued with our novelty display shapes with string and newspaper, next is the painting process. With our community work, we went to town and bought ingredients to make dog treats. We opted for porridge oats, coconut oil, bananas and eggs. We followed a detailed process, demonstrating our independence. We presented the final product to staff in order to test them with their own dogs, who thought they were great. In Mathematics, we are focusing upon measuring and estimation. We considered how far we could throw a ball, then measured the actual distance. Our estimates were spot on.

## SCHOOL FLEECES

We will be placing an order for school fleeces on Monday 13th October. If you would like to order a fleece, please email Kieran on [waltersk@stcatherines.org.uk](mailto:waltersk@stcatherines.org.uk)

## SCHOOL MENU

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Sweet & Sour Chicken/Quorn or Tomato Pasta	Meatballs/ Quorn Balls or Jacket Potato with choice of fillings	Roast Pork/ Vegetable Burger or Tomato Pasta	Lasagne/ Quorn Lasagne or Jacket Potato with choice of fillings	Battered Cod/ Fish Fingers/ Vegetable Burger with Chips or Jacket Potato with choice of fillings
Salad Bar Tuna or Mackerel	Salad Bar Egg & Cheese or Mackerel	Salad Bar Ham or Mackerel	Salad Bar Tuna or Mackerel	Salad Bar Cheese or Mackerel
Fruit Platter	Jelly	Fresh Fruit Salad	Tray Bake	Pudding of the Day

Fresh vegetables and salad are available with all main meals. Fresh fruit and yoghurt are always options for dessert.

## COOKING CLUB

In the cookery club we have created some amazing cookies, cheese scones and muffins. We are all working well as a team and loving every moment.



ST CATHERINE'S ARE SUPPORTING AND RAISING  
AWARENESS FOR

# DEVELOPMENTAL LANGUAGE DISORDER DAY

ON FRIDAY 17TH OCTOBER 2025

We are inviting staff and students to join in a free mufti day for DLD day.

This year's theme is 'You can't see DLD'. Staff and students are encouraged to wear purple and yellow which represent the colour of this awareness day or camouflage reflecting DLD being a 'hidden' disability.



# CREATIVE PSYCHOTHERAPY UPDATE

In the run-up to World Mental Health Day on Friday 10th October, all students at St Catherine's School and College took part in a series of creative psychotherapy workshops. Students were invited to join sessions in their tutor groups, exploring a taster session of Art Therapy and Dance Movement Therapy as ways to support emotional expression and wellbeing.

We were also joined by Dougal, our school therapy dog for some sessions, who brought a calm and comforting presence. Students had the opportunity to express themselves creatively if they wished, learning that communication and self-understanding can take many forms beyond words.

During the workshops, students discovered the different types of mental health support available at St Catherine's — including Art Psychotherapy, Dance Movement Psychotherapy, and Wellbeing Check-ins. School students can request this support through any staff member, and college students are also able to self-refer.

It was wonderful to see so many students engaging enthusiastically, learning more about the mental health services available, and expressing themselves in creative and meaningful ways.



# CAN YOU SUPPORT OUR CHAPEL PROJECT?

Our school chapel has a special place in the heart of our community. Over the years it has been the hub of school celebrations as well as a place of reflection and contemplation. We are looking to raise £10,000 to improve the space, retaining the chapel's original features but adapting it to ensure it can best meet the needs of our students. In particular, the aspects that we would like to improve are:

- Replace the current pews with more comfortable seating, which are more suited to our students' needs
- Install a sound loop to support our students with hearing impairments
- Restore the chapel to its original glory by cleaning the stained glass windows and redecorating the floors and walls

If you are able to support this project then please visit our fundraising page:

[https://www.justgiving.com/campaign/stcatherinesschoolchapel?utm\\_medium=CA&utm\\_source=CL](https://www.justgiving.com/campaign/stcatherinesschoolchapel?utm_medium=CA&utm_source=CL)

Any donations over £100 will feature on our thank you wall in the chapel.

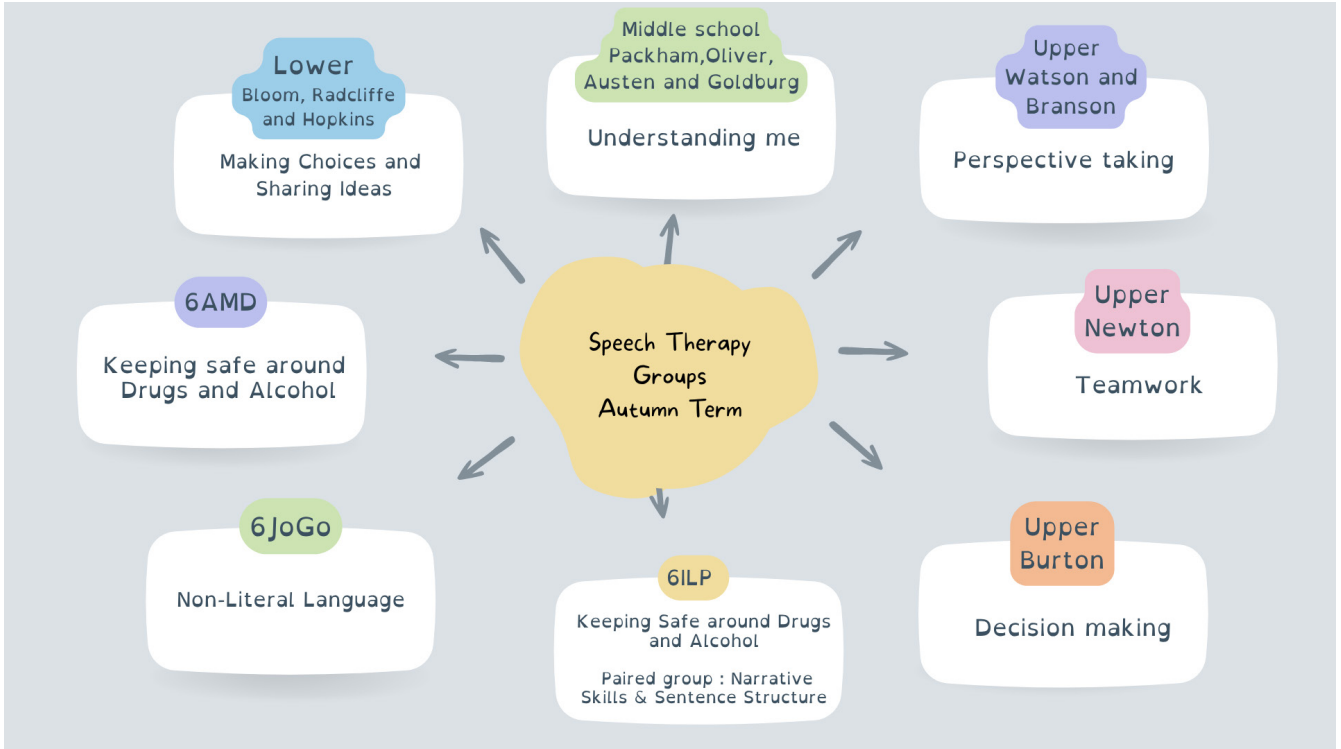


**Thank you to everyone who has donated so far!**

# SPEECH AND LANGUAGE THERAPY

It's been great to see our therapy groups settle into the groove this term. We've seen students sharing ideas, working together, and showing care for their classmates. Our group topics vary across the ages and needs of each class. We revisit core themes over the years, all with the aim of facilitating social development, class cohesion, and self-esteem.

Got questions or suggestions for the SaLT team? Email [speechtherapy@stcatherines.org.uk](mailto:speechtherapy@stcatherines.org.uk)



@drawnto aac



## SPEAKING WITH SOMEONE WHO USES AAC

Click the link below to read Communication Matters leaflet, 'Focus on... Speaking with someone who uses AAC'.

This leaflet has been designed by people who use AAC to offer advice on how to alleviate concerns and help you to enjoy your interaction with them.

<https://bit.ly/48sdWgh>



# October Awareness Months

October is Selective Mutism Awareness Month and AAC Awareness Month!

Selective Mutism is defined as 'an anxiety-based mental health disorder which usually commences in early childhood. Those with SM speak fluently in some situations but remain consistently silent in others. They may have a blank expression, or appear 'frozen' when expected to speak. With early intervention the prognosis for recovery is good, but in some cases it may persist and last right through a child's school life and even into adulthood. It's important to understand that those with SM want to speak, but find themselves physically unable to do so due to their anxiety.' (SMIRA)

Here are some podcasts and YouTube videos that provide a little more insight, awareness and information about Selective Mutism:

<https://www.youtube.com/watch?v=PID-tVOAa80>  
<https://www.youtube.com/watch?v=q3GQe7WCgsQ>

This year's AAC Awareness Month theme is "Innovation, Inclusion and Advocacy in AAC". It is a great time to consider and celebrate all of the different ways our young people communicate, and the ways we support them to explore what works for them!



# You can't see DLD

Developmental Language Disorder (DLD)  
affects 1 in 14 people.



STARTED TO TALK LATER  
THAN HIS SIBLINGS

HAS DIFFICULTIES  
LEARNING NEW WORDS

NEEDS LOTS OF REPETITIONS  
TO FOLLOW INSTRUCTIONS

STRUGGLES TO JOIN  
ACTIVITIES & DISCUSSIONS

**Support #DLDday on  
Friday 17th October 2025**



**St Catherine's**

Specialists in Speech, Language and  
Communication Needs  
School - College - Post 19

**Learn more at RADLD.ORG**



As part of our efforts to raise awareness of Developmental Language Disorder (DLD), a number of island businesses are kindly displaying DLD awareness posters. If you are able to support this initiative by displaying a poster, you are welcome to print one directly, or alternatively contact [hayden@stcatherines.org.uk](mailto:hayden@stcatherines.org.uk) to request a digital version.

# St Catherine's Half Term Holiday Club October 2025

For young  
people aged  
9 - 16  
with additional  
needs

Crafts Fun and  
Games

10:30am  
Till  
3:00pm

Dates:  
30<sup>th</sup> October  
31<sup>st</sup> October

St Catherine's  
School,  
Grove Road,  
Ventnor

£15  
a Day



St Catherine's  
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To book please call 01983-852722 or  
email [holidayclubbooking@stcatherines.org.uk](mailto:holidayclubbooking@stcatherines.org.uk)

The deadline for bookings is Tuesday 14th October 2025

## ST CATHERINE'S SCHOOL CHRISTMAS MARKET

SATURDAY 13<sup>TH</sup> DECEMBER

10:30am till 4pm

St Catherine's Church  
Church Street, Ventnor

LOCAL CHRISTMAS STALLS  
SPIDERMAN, ELSA AND THE GRINCH  
REFRESHMENTS, RAFFLE  
LIVE MUSIC THROUGHOUT THE DAY



St Catherine's  
School & College  
Specialists in Speech, Language and  
Communication Needs

Our personalised care  
addresses your child's  
specific needs while building  
practical life skills,  
communication abilities, and  
independence.



Professional, caring support  
tailored to children with  
additional needs. Our  
experienced Personal  
Assistants help develop  
skills, build confidence, and  
enjoy life to the fullest.

### Specialist Support for Children with Additional Needs

Over 20 years of trusted care for children and young people up to age 25 with  
ASC/ASD, ADHD, PDA, SEMH, LD and other complex needs.



**Personal Assistant Services**  
Dedicated one-to-one support and  
respite care



**Building Independence**  
Developing confidence and life skills in  
line with EHCP and other desired  
outcomes



**Tailored Family Support**  
Coaching, mentoring and buddy  
schemes, Respite



**Experienced and Trained**  
Our staff are all experienced and  
trained to our mandatory standard,  
additional training can be sought as  
necessary.



**Matched Support**  
Personal Assistants carefully selected  
to meet your child's specific needs and  
interests



**Professional Team**  
Experienced consultants supporting  
families in Hampshire, Surrey, West  
Sussex, Dorset & Isle of Wight

Ready to learn more?

Freedom Care Support for Your Child Attending a Special Needs School

See our detailed brochure [HERE](https://www.freedomcare.co.uk)  
[www.freedomcare.co.uk](https://www.freedomcare.co.uk)

0800 0851444

[supportenquiries@freedomcare.co.uk](mailto:supportenquiries@freedomcare.co.uk)

# 10 Top Tips for Parents and Educators

## DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

### 1 A PREDICTABLE ENVIRONMENT

Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.

### 2 USE LANGUAGE THAT MATCHES THEIR AGE

Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.

### 3 TRAUMA AND THE BODY

Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.

### 4 AVOID RETELLING OR RELIVING TRAUMA

Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for detail unless safeguarding procedures require it.

### 5 AVOID DISMISSING OR MINIMISING FEELINGS

Seemingly well-meaning comments like "It's not that bad" or "You're okay" may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.

### 6 UNDERSTAND HOW THEY'RE FEELING

Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or storytelling can help externalise feelings in a safe, manageable way.

### 7 BE AWARE OF YOUR OWN RESPONSES

Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.

### 8 SEEK PROFESSIONAL SUPPORT

While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their daily life, consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.

### 9 MAINTAIN CONNECTION

Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.

### 10 BE PATIENT – HEALING TAKES TIME

There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

## Meet Our Expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school by integrating mental wellbeing within the curriculum, school culture, and systems. She has been a member of the advisory group for the Department for Education, advising them on their mental health green paper.



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