



St Catherine's School & College

Specialists in Speech, Language and Communication Needs

St Catherine's
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Spring Term Week 4

30th January 2026

ACHIEVEMENTS & AWARDS

The Reader of the Week award has been presented to:
Tristan



The Behaviour For Learning award has been presented to:

Isabella R Eli
Roaa Darcy
Harri Imogen
Brooke Kristen
Cameron James
Charlotte Charles
Gwehona Francesco
Sharlene



The Behaviour For Character award has been presented to:

Max
Seth
Final
Levi
Mia
Jacob
Ashton
Sam



Well done to all students who received awards this week!

ATTENDANCE

6AMD - 96.3%
6ILP - 98.61%
6JG - 96.23%
Austen - 73.33%
Bloom - 96.3%
Branson - 83.33%
Burton - 93.06%
Goldberg - 93.33%
Hopkins - 93.65%
Newton - 79.63%
Oliver - 96.3%
Packham - 82.26%
Radcliffe - 100%
Watson - 81.48%



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

DATES FOR YOUR DIARY

February

2nd National Storytelling Week
10th Safer Internet Day
13th Last day of half term
22nd Residential students return
23rd School reopens after half term



March

5th World Book Day

THE GROVE AFTER SCHOOL CLUB

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

February

3rd - Clay Crafts
10th - Painting Crafts
24th - Basement Games

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

Transport must be arranged by parents. £2 per week.



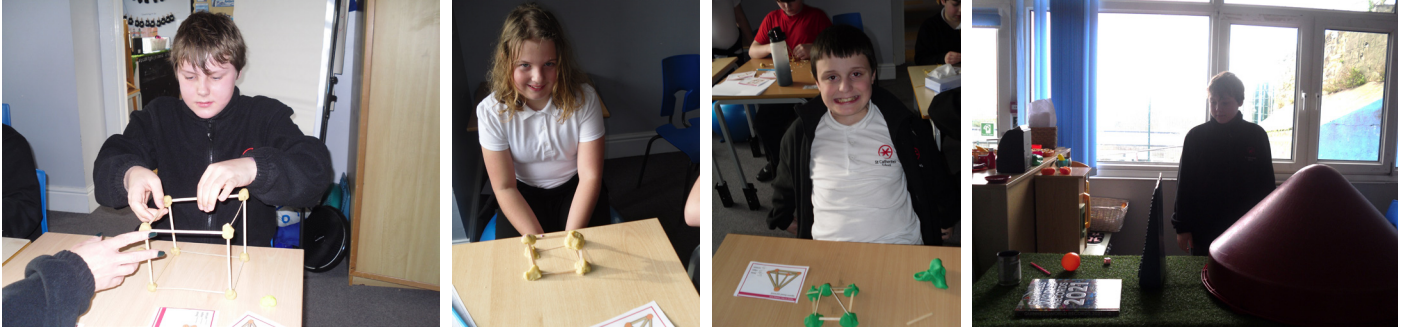
Artsmark
Silver Award
Awarded by Arts
Council England

Registered Charity No. 288148
Company Limited by Guarantee No. 1757474



BLOOM CLASS

This week in SRE, we discussed what babies need and what they do not need. In Maths, we continued our learning on 3D shapes and had great fun creating them using sticks and playdough. We also enjoyed spotting 3D shapes in our environment and learning about their properties. In Science, we carried on our topic on the Arctic, investigating the features of Arctic animals and exploring what they need in order to survive in such a cold environment. In English, we have been continuing our 'Lost and Found' text, with a focus on sequencing the story and understanding the order of events.



RADCLIFFE CLASS

In SRE this week, we discussed what makes a good friend and the qualities of friendship. As part of our Internet Safety week, we looked at a PowerPoint which discussed the use of AI and when asking Alexa for information, a voice assistant answers. Our English lessons are working on nouns and adjectives. We are learning that a noun can be a person/animal, place or thing. We are practising writing sentences using Shape Coding! In Maths, we continue to find out 'more' than and 'less' than. We had great fun printing using polystyrene tiles. We drew our designs of nature onto our tiles and printed using rollers.



HOPKINS CLASS

In Art, we are looking at different types of lines and how they are used in art work. We studied Vincent van Gogh's 'View from the Wheatfields' before experimenting with drawing our own different lines. Following on from our comma work in English, we are now looking at plurals; changing singular nouns to plural and looking at irregular pluralisation e.g. foot/feet. For Science, we have reviewed our understanding of carnivores, omnivores and herbivores and many of us wowed Miss Cook with our prior knowledge. For PE this week, we have started circuit training. It was hard work, but fun to do.



PACKHAM CLASS

In Maths, we have started to look at how to read coordinates on a graph. We have learnt that we first need to plot vertical along the X axis before we plot horizontally up the Y axis. In English, we are continuing to learn key words from 'The Great Kapok Tree' book. We are using dictionaries to help us understand what the words mean and then we are using the word to write our own sentences. In Science, we are continuing to classify animals into reptile, amphibian, mammal and birds. We are also looking at vertebrates and invertebrates.

OLIVER CLASS

In PE, we are continuing to learn how to play handball, following the rules of play. In Science, we are looking at the classification of habitats. In ICT, we are designing holiday information sheets.

AUSTEN CLASS

This week, we have learnt about factors of numbers in Maths, and finished our diary entry in English about the book 'Holes'. In Science, we went on a minibeast hunt and looked at where worms, woodlice and other insects lived. We were very interested in a worms home. In Speech and Language Therapy, we designed our board for a D and D game, we worked as a team incorporating everyone's ideas. In PE, we continued our handball tactics, ready to play the game. Music has been interesting, fact finding our chosen music artists and their backgrounds. In Forest School, we played some games using the outside materials and had a really good morning using our imagination.

GOLDBERG CLASS

In ICT this week, we have been editing some publications that we created last week. This is to make sure we can demonstrate our editing and formatting skills to the exam board. In our Communication Group, we were discussing important events that have happened in our lives, or events that we are looking forward to. In English, we are continuing to read the book 'Holes'. We have been working on recognising speech in a text and changing reported speech into direct speech. In Maths, we have been learning number factors.

BURTON CLASS

This week, we have continued to work on our information leaflet in English. We have completed our draft writing and will now be editing and publishing our work. In Humanities, we have continued to use the atlases, locating and plotting where different foods come from. In Science, we have been learning how plants and animals adapt to their habitats. In PSHE, we looked at photographs so that we could identify how people are feeling, what they could do to help themselves and how we could help them. In Maths, we have been looking at our timetables.

NEWTON CLASS

In our Communication Group, we have been using our teamwork skills to build robots. It has been challenging in a fun way! We have been enjoying breaktime and lunchtime. In Science, we had fun imploding a drinks can in our Space topic. ICT has been about designing our holiday brochures. Basketball has been really fun in PE. We are happy to have finished our angles topic in Maths.

BRANSON CLASS

In Maths, we are looking at the language of position (for example, a quarter turn anticlockwise). We are also brushing up our long multiplication skills. In English, we did work on direct and reported speech. In Science, we did an experiment about Space being a jar of nothingness. In DT, we have been continuing to work on our clock projects and getting these made and finished.

WATSON CLASS

In PSHE, we continued research of courses and qualifications by looking at the Isle of Wight College courses, learning how to navigate the website for information. In our Communication Group, we watched parts of a documentary about the alcohol problem in the UK and further information about calculating units of alcohol. We had a discussion about alcohol addiction and the problems it can cause to your health and life, and support for people with this addiction. The class have all been enjoying team games in PE, playing badminton and developing new skills, impressing the staff with teamwork and maturity. In Science, we are looking at the galaxy, stars and moons and aspects of astronomy. In ICT, we are working on individual elements of the ICT BTEC course.

6JG CLASS

In PSHE, we have been researching and comparing the price of a basket of shopping at four of the major supermarkets. We have then also compared items and weighed up how far we might have to travel. In Photography, we have been continuing our Rag and Bone projects and have begun to explore different artists and photographers. In Applied Science, we are finishing up Assignment C, which is all about what affects the rates of reactions. We have done all the practicals and we are now applying what we learnt during them.

6AMD CLASS

In Music, we have just finished studying the Romantic period (1810–1900). It includes two famous composers, Mozart and Tchaikovsky. In English, we have been practising for our mock exams. In Science, we have done all our practicals and we are now finishing up our work on rates of chemical reactions. We will soon move on to look at environmental chemistry, including climate change. For our Vocational Studies BTEC, we have begun filming the stories we created, with fun characters like Bill the Hacker, Tea Bag Man and the Evil Head of Sixth Form, Sally Pole! In Maths, we have continued with circles, including area and circumference. As always, we will finish the week with exam question practice. In Photography, we are all working on our individually selected exam questions.

6ILP CLASS

6ILP have been very busy this week. We travelled to Newport to witness the very exciting 'Rag and Bone' exhibition at the Quay Art Centre. The students were able to wonder around the strange figurative sculptures and asked very purposeful questions. We were very lucky to be invited for a short chat with the curator who told us more about the different artists exhibiting their traditional arts. Back at College, we worked hard upon our Maths unit, considering what labelled and unlabelled divisions are. We added to our pipe project in Art, with some new vibrant colours as well as considering new ways we might further our print project. Alex made a particularly good, totally independent piece of work this week, a lovely alphabet sheet.

PARENT HUB

We are no longer using Parent Hub. If you still have the app or an account, you can now safely uninstall and delete them, as the system is no longer in use by the school.

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.

Isle of Wight
Parent
Carer Forum



We want to hear from you – please provide your honest feedback

Scan me



Your Voice Matters

- 1 Are you a parent carer?
- 2 Do you have a child or young person aged 0–25 with additional needs or SEND?
- 3 We want to hear your lived experience.

Together, we can build a future where children and young people with SEND are understood, supported, and able to thrive.

isleofwightpcf@gmail.com
 Isle of Wight Parent Carer Forum
 @IW_PCF

SHORT BREAKS

needs you to join fun activities

- and also to become a Young Inspector!

For children and young people with disabilities and/or additional needs

Find out more at our new season event

- Tuesday 10 February 2026 from 4.30pm to 6pm
- Council Chamber, County Hall, High Street, Newport PO30 1UD
- Free refreshments available

www.iow.gov.uk/younginspectors

younginspectors@iow.gov.uk

Isle of Wight Council

Participants Needed



Can your child help?

This research is being carried out as part of a DClinPsy training course

Does your child (aged 11-21) have experience of receiving therapy support for their mental health?

Do they have communication difficulties or suspected/diagnosed language disorder?

If yes, I would like to interview them about their experiences of having therapy to learn more about how to support young people with communication needs.

As a thank you for taking part they'll receive a £10 voucher!

The interview would take about 30-60mins and could be online or at your home/school, wherever you prefer!

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If you're interested...

please fill out this brief form and we'll be in touch:

SCAN HERE

[Click Here to Register your Interest](#)

Any Questions?
 My email address: emily.parker.23@ucl.ac.uk
 Lead researcher email address: sarah.griffiths@ucl.ac.uk

Ethics approval obtained via UCL REC.
 ID number: 28577/001
 Data Protection Number:
 Z6364106/2024/10/07



Specialist Support for Children with Additional 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.

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](#)

www.freedomcare.co.uk

0800 0851444

supportenquiries@freedomcare.co.uk

ST CATHERINE'S FUNDRAISING GALA DINNER

18TH APRIL 2026

NORTHWOOD HOUSE

COWES

TICKET PRICE £60

INCLUDES WELCOME DRINK AND 3-COURSE MEAL

6:30PM DOORS OPEN

12AM CARRIAGES

DINNER-DANCING-AUCTION

TO BOOK PLEASE EMAIL

SMITHT@STCATHERINES.ORG.UK



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WINGWALK FOR ST CATHERINE'S

10TH AUGUST 2026

TO REGISTER YOUR INTEREST

EMAIL TANYA

SMITHT@STCATHERINES.ORG.UK



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SKYDIVE FOR ST CATHERINE'S

18TH AUGUST 2026

TO REGISTER YOUR INTEREST

EMAIL TANYA

SMITHT@STCATHERINES.ORG.UK



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What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

WHAT ARE THE RISKS?

A research study by Ofcom revealed that children aged 9–15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

POPULAR ONLINE SOURCES

Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers, contributing to misinformation, myths, and oversimplifications. While appealing to young audiences, this unverified content can distort perceptions, and create unrealistic expectations and misunderstandings about mental health conditions.

RISK OF SELF-DIAGNOSIS

Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnosis can exacerbate anxiety, cause unnecessary worry, or delay essential professional intervention. This has the potential to escalate manageable conditions into more significant mental health issues requiring comprehensive clinical support.

LACK OF FILTERS

Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young viewers may not discern fact from fiction, potentially internalising inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

IMPACTFUL PAST TRENDS

Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or sensationalised symptoms. For example, past TikTok trends on self-harm or anxiety 'hacks' have spread damaging advice, underscoring the risk when misinformation is not promptly addressed or corrected by knowledgeable adults.

MISLEADING CLINICAL TERMS

Online trends often include the misuse of clinical terms, such as 'trauma' or 'OCD', making serious conditions seem trivial or inaccurately understood. Such misinformation can diminish empathy, and lead young people to misunderstand mental health complexities, potentially preventing them from identifying real mental health issues in themselves or others.

REPLACING PROFESSIONAL HELP

Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unverified online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

Advice for Parents & Educators

MONITOR ONLINE ENGAGEMENT

Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

IDENTIFY RELIABLE SOURCES

Teach young people to critically evaluate mental health content by checking credentials, source authenticity, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

SCHOOL-HOME COLLABORATION

Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

ENCOURAGE OPEN DIALOGUE

Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly talking about their online experiences and perceived mental health concerns helps clarify misunderstandings, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.



The National College