



St Catherine's School & College

Specialists in Speech, Language and Communication Needs

St Catherine's
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Isle of Wight
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Website: www.stcatherines.org.uk

Spring Term Week 9

13th March 2026

ACHIEVEMENTS & AWARDS



The Reader of the Week award has been presented to:

Tanner

The Behaviour For Learning award has been presented to:

Jaden Summer Eric
Millie Aaron Branson Class



The Behaviour For Character award has been presented to:

William L Olivia Fenner
Luke Jim Lulu
Jamie Elliot Tim
Megan Toby K



The Principal's Praise award has been presented to:
Kristen

Well done to all students who received awards this week!



ATTENDANCE

6AMD - 100%

6ILP - 98.61%

6JG - 100%

Austen - 88.89%

Bloom - 88.89%

Branson - 93.33%

Burton - 98.61%

Goldberg - 97.78%

Hopkins - 100%

Newton - 98.15%

Oliver - 96.3%

Packham - 84.13%

Radcliffe - 100%

Watson - 95.83%



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

March

- 16th Neurodiversity Celebration Week
- 17th Open Morning for 2027 Day Placements
- 18th Police visiting school students for lunch
- 19th Police visiting college students for lunch

DATES FOR YOUR DIARY

- 19th HTP Open Day 4pm-6pm
- 20th Rock your Socks!
More information included in this newsletter
- 24th RE Day
- 25th Virtual End of Term Consultations
- 27th Coffee Morning, End of Term Assembly and In-Person End of Term Consultations



THE GROVE AFTER SCHOOL CLUB

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

March

17th - Record Bowls and Clocks

April

4th - Easter Activity

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.



BLOOM CLASS

This week in Maths, we continued learning about o'clock and half past, before moving on to counting in 2s, 5s and 10s. In English, we continued our work on Antarctica and wrote a setting description, using a range of conjunctions to extend our sentences. In Geography, we compared the polar regions. The children sorted facts and created Venn diagrams to show what was the same and what was different about each region. In Art, we explored colour mixing, learning how to lighten and darken colours by adding white and black to create tints and shades. In PE, we all really enjoyed tag rugby this week and practised the skill of side-stepping. It was fantastic to see everyone applying this in our games. Well done, Bloom Class!

RADCLIFFE CLASS

Our school trip last Thursday was amazing. The speaker, Huxley, was amazing. The students asked lots of sensible questions and were really engaged by watching the video of Tim Peake at the International Space Station! It is our last week in SRE (sex and relationships). The students completed an assessment of what they have been learning. The results were very good. We continue learning about fractions and are working on sharing an amount into half. We are beginning to look at shapes as quarters. In History, we learnt what a family tree means and made a family tree of King Charles and his family.



HOPKINS CLASS

Last week, we got to go on a trip to the Planetarium and found out lots of facts about our universe, the planets and our galaxy. Some of us were so interested that this week, we've chosen library books around this theme. We are looking at this topic in Science too and we looked at the Sun and how it warms our world. For Maths, we have finished time and begun looking at multiplication using arrays and recognising it as repeated addition plus division from sharing and grouping. In OT, we have been learning about knife skills and learnt that knives have a blade, a heel, a handle and the sharp bit, which is called the point. In Music, we learnt about rounds, unison and ostinato terms. We also sang a round and then tried out a piece with repeating phrases as a group on several different instruments. We also played 'Pirates of the Caribbean' on Boomwhackers.

PACKHAM CLASS

This week in Music, we began a bit of 'Songs of the Sea'. We read about the history of Sea Shanties then practised 'Drunken Sailor'. We also had a go on an accordion. In Maths, we are still working on decimals as well as practising our times tables. We are definitely getting better at them. It was a very wet Forest School session so we worked in the hut, problem solving to build casualty log people, we did lots of problem solving to figure out parts we needed and how to join parts together. We are all looking forward to finishing them next lesson! In English, we have been looking at the features of an information page such as title, sub headings, facts, pictures and captions. Then we started to research information about a rainforest animal so that we can make our own information page. We finished our fact sheet on rainforest habitats in Science, so we have now moved on to starting a fact sheet about another habitat - deserts. Did you know that any place that has less than 10 inches of rain a year is considered a desert?



OLIVER CLASS

This week's Monday Assembly was about International Women's Day, and Mrs Williams spoke about all the different women who fought for girls and women to be treated equally and fairly. In SRE, we did an assessment on all the topics to see what we have learnt over the past few weeks. In English, we have read a new short story called 'The Time-Slip Scarab' and we have been learning and practising our coordinating conjunctions and subordinating conjunctions. In Science, we are continuing to learn about all the different parts of flowers and plants, what their roles are and how bees and other insects help to fertilise them. In Maths, some of us have been learning about percentages and how to work percentages out. In Music, we have selected a part of a song to play with a musical instrument. In ICT, we have been learning how to attach files to emails and how to send the emails to the recipient. In PE, we have continued with cricket. In Speech and Language Therapy, we have been completing activities based on making decisions. In OT, we practised crossing the roads safely, recapped what we do before we cross a road and how we know when it is safe to cross. We had a great Forest School session, we made our favourite outside eat, garlic bread, and explored the properties of materials with our 'Go Find It' game.



AUSTEN CLASS

In PSHE, we looked at what we have learnt over the weeks. In English, we debated about being stuck on a desert island and what we would choose to help us survive. Then we moved on to bullet points and texts about different subjects in a book. During Dungeons and Dragons, we have perceived our imaginations to save the leader of the city. In Maths, we moved onto percentages from fractions. We have achieved some great classification keys of animals with vertebrates. In DT, we are designing our own city out of graphic drawings. In PE, we played touch ball which was very competitive.

GOLDBERG CLASS

In Art, we have been researching ceramic artists who have made models of animals. We then made clay fish using the 'pinch pot method'. In PE, we have continued our cricket topic and worked on our skills. In English, we had a good debate about what two things we would take if we were stuck on a desert island - it was really interesting to hear people's thoughts. In Maths, we are looking at percentages from fractions. In ICT, we have been working on our WJEC Coursework. In PSHE this week, we have been looking at careers and how one career pathway could lead into another which is completely different.

BURTON CLASS

In PSHE, we have been learning how to take care of the environment we live in. In English, we have been creating a story board for 'The Great Kapok Tree' and identifying the reasons that the animals have said the tree should not be chopped down. We have enjoyed choosing an animal and acting out their part in the story. In Humanities, we learnt about the food that the Mayan people ate. We created a Venn diagram to compare it to the food we eat today. We discovered that we still eat lots of the same food! Our favourite discovery was that chocolate came from the Maya people. In Science, we have been learning to classify animals by asking and answering questions. We started this activity verbally and had great fun trying to guess the animals. We realised that it was a little bit like playing the game of 'Guess Who'. We then went on to write this down as a diagram which was a little more challenging!

NEWTON CLASS

We have been finding out which planets have water cycles in Science and investigating the way in which these can affect the planet surfaces. We have also been looking at definitions for eco-systems and looking at eco-systems that are threatened in Humanities. In English, we have been writing letters of complaint about the school uniform... although in reality we quite like it! Circuit training in PE is fun, but we'd prefer better music!

BRANSON CLASS

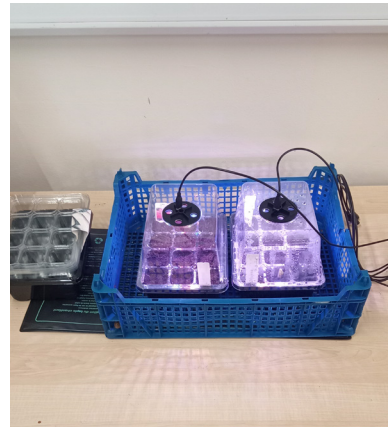
In PSHE, we worked in pairs to find word definitions to help us with our English presentations. In Music, we discussed riffs and Ostinato with the 'Green Onions' piece. We continued adding a blues melody to our lyrics and then we played 'Green Onions' as a group. It was great! In Maths, we are working on learning all about percentages. In Art, we worked on our final pieces for photography using the cameras. We edited our pictures using Pixlr. Then we evaluated our own work.

WATSON CLASS

We have started looking at poetry and its characteristics in English. This week in DT, we have all been working on individual projects, some of us are finishing off our clock projects, and others are building different things for home. Junior is building a bridge and Catlin has been working on building up a cardboard pangolin. In Lifeskills, we have been going into town to develop our independence and walking up to the College and having our cookery lessons there. In PSHE, we discussed boundaries, what they mean to us and how everyone has different ones. Boundaries can be physical, emotional or linked to time.

6JG CLASS

In Music, we continued with our composing coursework and explored African drumming. In Science, we are beginning Unit 4 which is the Biology Unit. The first assignment is all about variation and genetics. In Land Based, we have started our 'Growing Plants Unit', we set up the propagator last week and some of the courgettes and a corn plant have germinated already. This week, we sowed tomatoes and peppers. We have continued discussing ideas for our Listen Up! Film proposal and came up with some excellent plans to take forward. In Food Tech this week, we cooked our first food choices dish for vegetarians of egg fried rice.



6AMD CLASS

In Music, we revised African drumming, Calypso and Samba music. In Science, we are beginning to study our final unit, Unit 1, which covers content from Biology, Chemistry and Physics. This unit is what our in-person exam on Wednesday 20th May will be on. We began this week with Biology - cells, tissues and organs. We have looked at ways to elevate our writing in English, using transition words and semi-colons. We are coming to the end of our sex and relationships topic in PSHE. Next week, we will have some mock exams (Monday-Wednesday). These are nothing to worry about: they are just to help us get used to exam situations, and make sure we have all the right support in place so that we can succeed. In Maths, we have looked at Venn diagrams and their notation, and, as always, have done some past paper practise. Another chip-making competition took place in OT at the end of last week. Hopefully, more potato delights await us this Friday. Finally, in a St Catherine's Newsletter exclusive, we can reveal that we have selected the RNLI as our charity to fundraise for as part of our 'Working with Others' unit in our Vocational Studies BTEC.

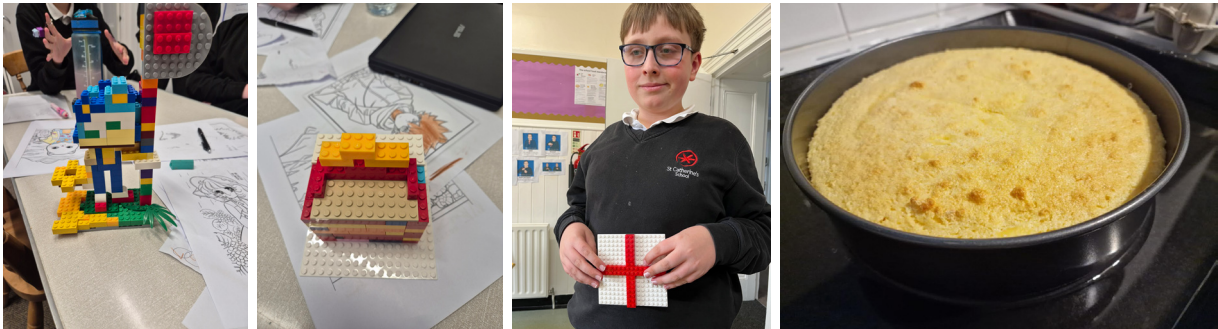
6ILP CLASS

6ILP has been busy this week with a range of challenges. We were able to complete some interesting portrait work during our art sessions. Can you guess who we selected to draw? On Tuesday, we went into Ventnor and discovered that Co-op is cheaper than Tesco for three items selected. We baked some delicious bananas, oats and chocolate for our community unit. We distributed them to staff. We got mixed results as people weren't expecting the strong banana taste. During ICT, we researched what apps are and what they can do for us. We experimented with 'Google Gemini' and asked AI some interesting questions.



AROUND THE WORLD CLUB

During 'Around the World Club', we looked at England and what food and historic features were English. One student built the St George's flag and we had scones with jam and cream. We then went from England to China. We tried sushi and learnt about their culture. This week, we are going to Mexico. It is a joy to be in such a fun club.



SCHOOL MENU

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pasta/Quorn Bolognese or Jacket Potato with choice of filling	Jumbo Sausage/Cheese & Onion Roll or Tomato Pasta	Roast Lamb/ Vegetable Burger or Jacket Potato with choice of filling	Pizza with Wedges or Tomato Pasta	Battered Cod/ Fish Fingers/ Quiche with Chips or Jacket Potato with choice of filling
Salad Bar Tuna or Mackerel	Salad Bar Cheese & Egg or Mackerel	Salad Bar Ham or Mackerel	Salad Bar Tuna or Mackerel	Salad Bar Cheese or Mackerel
Fresh Fruit Platter	Rice Pudding	Fresh Fruit Salad	Fairy Cake	Pudding of the Day

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



ROCK YOUR SOCKS FOR WORLD DOWN SYNDROME DAY

On **Friday 20th March**, we're wearing our wildest, brightest and oddest pair of socks to school. **Why?** Chromosomes actually look like tiny socks under a microscope. Most people have two copies of the 21st chromosome, but people with Down Syndrome have three. This is why World Down Syndrome Day is always on the 21st day of the 3rd month.

The Challenge: Be the one wearing the wildest, brightest and oddest pair of socks. Small prize for the best pair!
Let's get colourful!

**#LotsOfSocks #WorldDownSyndromeDay
#InclusionMatters**



St Catherine's

*Specialists in Speech, Language and
Communication Needs*

School - College - Post 19



Drop-in Sessions For parents of Early years children with emerging



SEND

Please scan the QR code for more information and to book

Come and join us for a friendly and informal drop in session, designed to provide support, advice, and a chance to connect with other parents and carers.

21st April 2026- Newport Family Centre

21st May 2026- Sandown Family Centre

22nd June 2026- Ryde Family Centre

21st July 2026- Newport Family Centre

9.30am - 10.30am or
10.30am - 11.30am





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

0800 0851444

supportenquiries@freedomcare.co.uk

Parent and Caregiver Peer Support Sessions

11 th June 2026 (9am – 11am) Cowes Family Centre
16 th July 2026 (9am – 11am) Carisbrook & Gunville Church
16 th September 2026 (9am – 11am) Ventnor Family Centre
16 th October 2026 (9am – 11am) Sandown Family Centre
18 th November 2026 (9am – 11am) Carisbrook & Gunville Church
13 th January 2027 (9am – 11am) Carisbrook & Gunville Church
10 th February 2027 (9am – 11am) Carisbrook & Gunville Church



Drop in for a chat, a cuppa and shared experiences

No booking needed



Cowes Family Centre –
Love Lane, Cowes PO31 7ET
Carisbrook & Gunville Church
Gunville Road, Newport
PO30 5LS
Ventnor Family Centre
Albert Street, Ventnor PO38 1EZ
Sandown Family Centre
The Fairway, Sandown PO36 9EQ

Isle of Wight
Neurodiversity
Team

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
SMIHT@STCATHERINES.ORG.UK



St Catherine's
School & College
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Communication Needs

Ethel Dares
WINGWALKING



WINGWALK FOR
ST CATHERINE'S

10TH AUGUST 2026

TO REGISTER YOUR INTEREST
EMAIL TANYA
SMIHT@STCATHERINES.ORG.UK



St Catherine's
School & College
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Communication Needs



WE WANT
YOU!



Looking for a friendly &
fun club to play cricket?
Just starting out and
want to give it a go?

Everyone welcome

ECB trained coaches,
equipment & great
opportunities.



For more information please
contact us at
 07368937817
www.facebook.com/arretoncc

- All-stars age 5-8
- Dynamos age 8-11
- U11 teams
- U13 teams
- U15 teams
- Girl's teams
- Men & Women

What Parents & Educators Need to Know about STREAMING SERVICES

WHAT ARE THE RISKS?

Streaming services are platforms that allow users to watch cartoons, documentaries and movies online immediately (often referred to as SVoD: streaming videos on demand). Ofcom reported that children and young adults prefer streaming services to traditional TV. With two-thirds of UK households subscribing to at least one streaming service, parents must understand how to manage screen time, set age restrictions and ensure safe viewing.

COSTLY

Subscription services can be costly. As the main source of entertainment, most households have at least one streaming platform, and each platform has its own monthly subscription fee. Services are charging more for ad-free viewing, and better quality and resolution; however, there is a cheaper option with adverts. Due to price increases, Netflix and Disney+ reported a sharp increase in users subscribing to their ad-supported tier in 2025.

ILLEGAL STREAMING

Sharing passwords or using modified Fire Sticks to access streaming content without permission is illegal. Most streaming services have now put measures in place to detect account sharing. When account sharing is identified, platforms will offer an opportunity to pay for an added member or will ask the user to verify who they are.

AGE-INAPPROPRIATE CONTENT

Most streaming platforms allow users to set up a profile for each family member, with the option of putting specific restrictions in place. These include adding a profile lock or PIN, controlling autoplay of previews and next episodes, and limiting content based on age ratings. Nonetheless, these restrictions aren't foolproof. Content which is rated as suitable for an age group may still include themes, language, or images which children and families find inappropriate.

EXCESSIVE SCREEN TIME

Excessive screen time contributes to sedentary behaviour and can negatively impact physical and mental health. Ofcom found that 4- to 15-year-olds averaged 2.5 hours per day across all video-sharing platforms, not including gaming. The vast range of content available, combined with features such as autoplay, makes it easy for children to watch for extended periods of time.

BINGE WATCHING

Features such as autoplay make it easy for viewers – especially young people – to continue watching episodes without a break. This can foster unhealthy and addictive patterns, such as consuming a vast amount of content in one sitting. With binge watching come a lack of social interaction, lack of physical exercise, and often late nights and sleep disruptions which impact their mental and physical wellbeing.

HARMFUL STEREOTYPES

Many platforms track viewing habits, time consumed, and preferences, and generate recommendations to encourage your child to keep watching. This results in your child being in a 'loop' whereby they think the 'recommended' shows would be something they would enjoy rather than thinking critically for themselves. This can shape their beliefs, values, and understanding of the world from a young age without even realising it.

Advice for Parents & Educators

SET UP INDIVIDUAL PROFILES AND ADD PINS

Almost all streaming services allow users to set up individual profiles where each family member can have age restrictions put in place for the content they can view. Adult profiles can be protected through the use of PIN. Keep this private. Use the options of putting specific restrictions in place such as controlling autoplay of previews and next episodes, and limiting content based on age ratings.

MONITOR AND TALK OFTEN

Discuss with your child what they are watching, find out which programmes are trending, and watch them yourself. Have a little look at their watch history to check the content of what they're watching. Some platforms have been known to recommend or autoplay older or graphic content after a child's movie has been played. While some tv shows or movies may have a suitable age rating, your child may still find the content scary, or it may explore themes you don't want to explore with your child yet.

TALK ABOUT ALGORITHMS

Talk to your child about how streaming services track what they watch, and base adverts and recommended shows/movies on previous viewing. Encourage them to critically think about whether the recommendations are suitable and how they want to spend their time. Discuss stereotypes with your child and challenge them to think about what they watch and how this may influence their beliefs.

SET TIME RESTRICTIONS

Many streaming services offer the opportunity to buy movies, or add additional features to your subscription such as sports channels, as well as play games. This can increase the amount of time young people spend sitting idly in front of the screen. Some platforms (e.g. Apple TV+) allow you to set screen time restrictions. If the streaming service doesn't allow you to set screen time limits, set a family rule and stick to it.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator, and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government, comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



#WakeUpWednesday

The National College

See full reference list on our website

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