



# St Catherine's School & College

Specialists in Speech, Language and Communication Needs

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Spring Term Week 10

20th March 2026

## ACHIEVEMENTS & AWARDS



The Reader of the Week award has been presented to:

Imogen

The Behaviour For Learning award has been presented to:

Henley Maddie Apryl  
Fletcher Jasmine Tanner  
Ashton Shaun Bentley  
Tristan



The Behaviour For Character award has been presented to:

Liam Sonnie Kayan  
Bailey Halle Fletcher  
Bella E Toby T Eddie  
Charles



The Principal's Praise award has been presented to:

Elliott B William B

Well done to all students who received awards this week!



## ATTENDANCE

6AMD - 100%

6ILP - 95.83%

6JG - 96.3%

Austen - 80%

Bloom - 86.67%

Branson - 82.22%

Burton - 98.61%

Goldberg - 91.11%

Hopkins - 96.83%

Newton - 98.15%

Oliver - 98.15%

Packham - 76.39%

Radcliffe - 90.74%

Watson - 100%

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

## DATES FOR YOUR DIARY

### March

24th RE Day  
25th Virtual End of Term Consultations  
27th Coffee Morning, End of Term  
Assembly and In-Person End of Term  
Consultations

### April

13th Students return to school  
14th Spring Fair (for students only)  
16th Police visiting college for lunch  
17th Police visiting school for lunch



## THE GROVE AFTER SCHOOL CLUB

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

### March

24th - Easter Activity

### April

14th - Basement Games  
21st - Ventnor Park  
28th - Ventnor Walk

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.



## BLOOM CLASS

In Maths, we have continued developing our understanding of multiplication. We have been learning to recognise equal groups and how these can be written as multiplication sentences. In English, we have continued exploring our Antarctica topic. This week, we practised retrieving information from texts to help explain the important work that scientists do in Antarctica. In Art, we have been understanding how to darken or lighten a colour when mixing paint. In Humanities, we continued our learning about the polar regions. We researched and discussed the types of equipment explorers need in order to survive in such extreme environments. See if your child can remember any equipment explorers need and why!



## RADCLIFFE CLASS

In PSHE, we started a new topic, 'Managing Feelings'. We discussed what makes us happy and ways in which we make others happy. In English, we are continuing to use shape coding to support grammar in sentences. We have been working on nouns and adjectives. We are describing space and planet Earth. We have just started to look at a quarter of a shape. We know that there are four equal parts in a whole and one of those equal parts is a quarter. We had fun in our Communication Group, this week it was the sense, 'hearing'. We had to guess the sound. Everyone guessed correctly!

## HOPKINS CLASS

This week is British Sign Language week and after our assembly this Monday, we followed up with a Tutor Time looking at different signs and learning a little clip from a signed version of 'The Gruffalo'. For English, we have been looking at setting descriptions and started by looking at 'What A Good One Looks Like'. After that, we have used shape coding to create a whole class setting description of one of the pictures in our class text 'Lost and Found'. Next, we are going to write our own paragraphs about two different pictures of settings. In PE, we are completing catching skills to build our cricketing technique, and we're also learning evasive manoeuvres in tag rugby. This week in OT, we got to use the knife skills we've been practising to cut up some fruit, and made our own banana and strawberry smoothies! In Music, we discussed a bit about The Beatles and practised 'Yellow Submarine' using instruments and our voices.

## PACKHAM CLASS

In Music this week, we explored unison, rounds and ostinato using 'Row Your Boat' with voice and instruments. In Forest School, we were really excited to carry on making our articulated log men, we hope they will be finished by the end of term. We also foraged wild garlic which grows all around the hut, it made delicious garlic bread. In Science, we have been continuing our studies on animals and habitats. This week we are focussing on a desert habitat. We found out that a desert is a place that has less than 250mm of rain a year, and that makes Antarctica a desert! In Humanities, we looked at Mayan writing and looked at pictures of Mayan artefacts that would give us clues about the Mayan way of life.

## **OLIVER CLASS**

This Monday's assembly was about Sign Language Week and Neurodiversity Week. It is a very important week for some students and staff at St Catherine's. In English, we read a new short story called 'Nightmare Man', we did a comprehension on the story, acted out the story and wrote our own edition of it. In OT, we went out into the community to practise our road crossing skills and go into shops. In Science, we transplanted the vegetables we planted at the beginning of the term into bigger planting pots in order to help them grow more. In Maths, some of us have been learning about diagrams and circumferences of circles and Pi and some of us have been practising our multiplications. In PE, we have continued to work on the skills and knowledge we learnt about cricket. In ICT, we showed how to attach files to an email to a peer and then sent them emails about different holidays. In Speech and Language Therapy, we spoke about Neurodiversity and then drew what our own brains are like and discussed them. In Forest School, we have enjoyed making hot chocolates, garlic bread and going on treasure hunts.

## **AUSTEN CLASS**

In PE, we began to play small sided games of tag rugby. We were able to use the skills we have been practising in a game. In PSHE, we were looking at age restrictions for social media and different video games. We had some really good discussions about this. During English, we looked at some debate questions that we could use if writing a letter to Mrs Thompson about not wearing school uniform. In Maths, we looked at diameter and circumference, then moved onto Pi. During Science, we looked at animals that were becoming endangered and the reasons why. In Art, we continued with our clay art, and one student made a turtle. In DT, we are continuing with our graphic designs.

## **GOLDBERG CLASS**

In PE, we were practising our throwing skills in tag rugby, all of us are really eager to play a match. In Art, we are continuing with our clay work, this week making 'pinch pot' cats. In ICT, we have been creating publications for our WJEC coursework. In PSHE, we have been looking at being safe online and what to look out for that could be a potential risk. In our Communication Group, we have been discussing our pets and how they help us remain calm and focused at home. In English, we have been learning about persuasive letter writing.

## **BURTON CLASS**

In Music, we have been adding lyrics to blues music and adding our own notes. In ICT, we have been creating contacts and creating emails for those contacts. In Humanities, we have been furthering our knowledge of the Mayans and learning about a game they played called the 'pok-ta-pok'. In PE, we have been playing games of handball and continuing our circuit training. In Science, we've talked about how there are dangers to the environment such as pollution and urbanisation, that affect the plants and animals.

## **NEWTON CLASS**

In Music, we continued with blues and learnt a typical walking bassline used in this style of music. We also shared our progress with each other. In Maths, we have been covering rounding of numbers. In English, we have been writing letters of complaint. In PE, we have completed our circuit training unit. In our Communication Group, we have continued building our robot and we will be attending a meeting at BAE in East Cowes on Monday, all linked to our robot building. We will be meeting other schools that are doing the same.

## **BRANSON CLASS**

In English we are practising our speaking and listening skills, talking in front of each other on a range of topics. In Humanities we are looking at eco-systems, and have found out about forests, underwater and deserts. In Science, we are talking about meteors and shooting stars. In PE, we are finishing circuit training, we have improved our stamina and strength in a range of exercises for example, the plank, push-ups, lunges and sit-ups.

## WATSON CLASS

Many of the group have started Sex and Relationship Education this week on a Monday morning, which started with a conversation about a class agreement and confidentiality, and we discussed the programme ahead. We began some work about the human life cycle. In English, we are doing poetry, analysing how poems are put together. In PE, we are doing circuit training, including press-ups, sit-ups, planks and shuttle-runs. In DT, we are making bridges from straws and other individual projects.

## 6JG CLASS

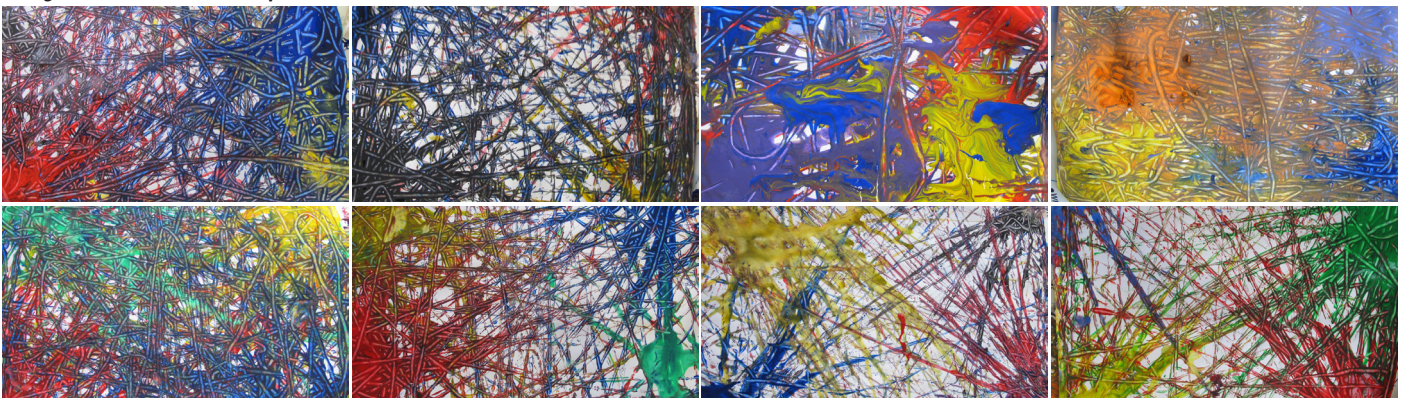
In Music, we continued with our composing coursework and began Calypso music. In Land Based, we potted up some seedlings that had germinated in the propagator, we also planted more seeds and checked everything was well watered. In Maths, we have been continuing our work on bearings. We have been measuring bearings, drawing bearings and completing papers on this subject. In English, we have continued looking at report writing. We have looked at the different components within a report and we are starting to compose our own report on a canteen.

## 6AMD CLASS

We have done very well this week with our mock exams. We also finished our Sex and Relationships Education topic in PSHE. This has been a difficult topic at times, but we have handled it with great maturity and understanding. In Music, we revised for our mock and then sat it on Wednesday morning. In English, we have begun looking at writing reports. This has included learning about the different parts of a report, and planning and writing our own. In Maths, we have continued to focus on past exam questions after finishing our Venn diagrams work. In OT, we continued our potato adventures: having already conquered chips and hash browns, we are now turning to mashed potato.

## 6ILP CLASS

The students have worked hard this week. We have created some very pleasing and colourful marble paintings. We were able to construct our work tray with independence. We then patiently moved the marble around creating different directional marks with a range of colour combinations. We were able to create a survey requesting college staff to tell us about their fast food eating habits. There were some very interesting responses. With these results, we were able to create a number of graphs. We were able to answer specific questions in regard to our findings, this concludes part one of our new data handling unit. We were able to consider the importance of books. Why do we read? We were able to consider ways we can learn from a printed source and why books can help us to understand ourselves and others.



## THE GROVE

This week in The Grove, we made LP bowls and LP clocks. We have spaces if you would like to attend! Please email [the-grove@stcatherines.org.uk](mailto:the-grove@stcatherines.org.uk).



## AROUND THE WORLD CLUB

In Around the World Club, we made loaded nachos. We then made our own piñata and smashed it, revealing sweets celebrating Mexico!



## COLLEGE ASSEMBLY

In assembly at college this week, we had a quiz. The quiz was based on facts about our water system. We found out: 97% of the water on Earth is salty; we need at least 8 beakers of water a day; there is the same amount of water on Earth now as there was when the dinosaurs walked on Earth; and over 2.2 billion people do not have access to clean water.

## 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.

ST CATHERINE'S  
FUNDRAISING GALA DINNER

18<sup>TH</sup> 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  
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WINGWALK FOR  
ST CATHERINE'S

10TH AUGUST 2026  
TO REGISTER YOUR INTEREST  
EMAIL TANYA  
SMIHT@STCATHERINES.ORG.UK



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# ADVERTS FROM OTHER PROVIDERS



## 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

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### 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](http://www.freedomcare.co.uk)

0800 0851444

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

## DRIFT DANCE SCHOOL

To celebrate their launch, Drift Dance School in Ventnor would love to invite students and their families to celebrate with them on Saturday 21st March! To mark the occasion, they're offering a FREE Jazz class at 10:00am for dancers aged 3-8.

They will be at the venue until 3:00pm, so families are welcome to pop in at any time to meet the team, explore the space, and enjoy a few fun treats. There will be cupcakes, tote bags, and balloons to share with visitors throughout the day.

For more information and to book the free Jazz class, please visit their website:

<https://www.driftdanceschool.co.uk/timetable>

# What Parents & Educators Need to Know about ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'seek' it but are shown it through social media feeds or messaging groups. 91% of young people involved in violence have seen violent social media content. Viral trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

## WHAT ARE THE RISKS?

### ALGORITHMIC EXPOSURE

Social media platforms are designed to keep users engaged, meaning dramatic or extreme content can spread widely and quickly. Algorithms often recommend content that reflects users' past interactions. As a result, young people may see more violent material if they have viewed, commented on, or shared it before. Repeated exposure can make violent content appear frequently in their feeds without them fully understanding why.

### WEAPONS AND CRIMINAL RISK

Teens exposed to high levels of real-world violence on social media sometimes report feeling an increased need to carry a weapon for 'self-protection'; however, carrying a weapon increases the risk of victimisation (harm and injury by others) for young people. In addition, carrying a weapon is a serious offence that can lead to police arrest and a criminal record.

### SHARING VIOLENT CONTENT

Encouraging or assisting an offence is a crime in the UK, including via social media, and can lead to arrest. This means sharing, forwarding, or reposting violent content carries a risk for young people too. Showing examples of content to a trusted adult is appropriate, but young people should take care not to further spread violent material by posting it online or sharing it within large messaging groups.

### FEAR, ANXIETY, AND MARGINALISATION

Research shows young people's emotional wellbeing can be negatively impacted by repeated exposure to violent online content, especially when it depicts 'real-world' violence (as opposed to fictional depictions in games or films). Posts featuring weapons, threats, attacks, and fights – or content that appears to glamorise gang activity – can increase feelings of anxiety or fear among young people. Material that encourages violence targeting people because of their identity, such as their nationality or religion, can also create disproportionate harm for children belonging to those groups.

### AVOIDANCE AND ISOLATION

Real-world violence on social media can increase young people's belief that their local communities – or the 'outside world' more generally – are unsafe places. This can result in avoidant and isolating behaviours, which may negatively affect their wellbeing. As well as feeling fearful of others, teens also report feeling judged for spending time together in large groups, which may affect their social interactions and leisure time.

## Advice for Parents & Educators

### STAY INFORMED

Stay alert for updates from police, schools, or local authorities, and follow the advice provided. Be cautious about unofficial accounts, fake content, and misinformation, which can spread quickly online or in chat groups. Ensure you get accurate information from trusted sources and encourage young people to do the same. Remind them never to share violent content online and to speak to a trusted adult instead.

### DISCUSS SOCIAL MEDIA

Encourage young people to talk about the content they see online and the effect it can have. This can be an opportunity to discuss topics such as misinformation, AI-generated material, the attention economy, and algorithms, helping them understand how and why extreme content can spread online. Explore tools available to block, report, and remove harmful content, and signpost where to get support and advice, such as [reportharmfulcontent.com](http://reportharmfulcontent.com).

### TALK CRIME AND SAFETY

In most of the UK, the age of criminal responsibility is 10 (12 in Scotland). This means there can be serious criminal consequences for carrying a weapon, taking part in violence, or filming or sharing violent content. Discuss the law with young people alongside practical safety strategies. Ask questions such as: "What could you do if you feel unsafe?" Work together on action plans and remind them they can contact a trusted adult or the police if they witness or experience violence.

### ENCOURAGE POSITIVE ACTION

Focus on strengthening young people's positive experiences both online and within their local communities. Discuss strategies to reduce negative social media effects, such as time limits, unfollowing certain accounts, or taking breaks from apps. Encourage offline activities such as spending time with friends, visiting local places, and taking part in hobbies that bring them joy, purpose, and connection. Remind them they can seek support with any concerns at any time via [childline.org.uk](http://childline.org.uk).

### Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in media law, online safety, and young people. Her PhD investigates youth understandings of criminal and legal risks in a digital context. She works in schools to provide award-winning education on the criminal, legal, and ethical considerations of rapidly advancing technologies.



See full reference list on our website



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