



St Catherine's School & College

Specialists in Speech, Language and
Communication Needs

St Catherine's
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Email: general@stcatherines.org.uk

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Summer Term Week 4

8th May 2026

ACHIEVEMENTS & AWARDS



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

The Behaviour For Learning award has been
presented to:

Eric	Apryl
Megan	Branson class
Fletcher	Aaron
Miller	Maddie
Kristen	Liam



The Behaviour For Character award has been
presented to:

Tristan	Final
Jamie	Burton Class
Sam	



The Principal's Praise award has been
presented to:

Sean
Fenner

Well done to all students who received



ATTENDANCE

6AMD - 95.24%
6ILP - 96.43%
6JG - 95.24%
Austen - 94.29%
Bloom - 100%
Branson - 88.71%
Burton - 100%
Goldberg - 100%
Hopkins - 97.96%
Newton - 92.68%
Oliver - 92.86%
Packham - 76.79%
Radcliffe - 100%
Watson - 96.43%



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

DATES FOR YOUR DIARY

May

22nd Students break up for half term
Mufti Day

June

1st School reopens after half term
26th Summer Fair!



THE GROVE AFTER SCHOOL CLUB

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

May

5th - Seaglass
12th - Outdoor Gym
19th - Field Games

June

2nd - Basement Games
9th - Pickleball/Dodgeball
16th - Seaglass
23rd - Field Games
30th - Mini Golf

July

7th - Homemade Lemonade
14th - Ventnor Walk
21st - Summer 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 began our new topic on fractions, focusing on finding half of an amount. We worked hard to understand how to share quantities equally. In PE, we continued developing our football skills. We practised dribbling with control and focused on improving our shooting technique, using the side of our foot for greater accuracy. In English, we continued looking at the story of Jack and the Beanstalk. We adapted the tale by planning our version using story maps with pictures. We then practised retelling the story aloud, building confidence in storytelling and speaking skills. We all really enjoyed our trip to Ventnor Botanical Gardens yesterday! During our visit, we learned about a wide variety of plants that grow there, including some from warmer climates. We learnt how different plants need different conditions to grow, such as sunlight, water, and temperature. We also explored how some of the food we eat comes from plants, linking closely to our current topic. The children were fantastic role models for the school and showed curiosity by asking thoughtful questions throughout the day.

RADCLIFFE CLASS

This week we started to investigate 'capacity'. We have been learning the words 'empty, full, nearly empty and nearly full'. We talked about the capacity of a bath is more than the capacity of a cup. In phonics, we've had fun playing games and reinforcing rhyming words.



HOPKINS CLASS

This week in Science, we've been looking at plant life on our school site. We have used Google lens on our Chrome books and learnt how to use the camera app, upload the image to lens and then copy and paste it into a Google document. With the images displayed, we then wrote a brief description about the plants we found. Miss Cook was so impressed with all of us for our technological skills. On Thursday, we went on a trip to the Botanical gardens to learn about the flora that grows in our local area. This has supported us with our current topic on plants. We represented our school really well and enjoyed the day out with all of lower school!



PACKHAM CLASS

In Maths, we have just begun a topic on money. We are practising working out which notes and coins can be used to make different amounts. In English, we have been working on retrieving information from text and answering comprehension questions about tomatoes and how they are grown and facts about them. In PE, we were excited to start shooting goals in football, we learnt which part of the foot is best to use to get an accurate shot and how to take a run up so we don't stop before we shoot. We focused on time-lines in Humanities this week, looking at just how long the Ancient Egyptians were about. We found out that when the Pyramids were built there were still woolly mammoths roaming about in the United Kingdom! The Ancient Egyptians lasted for just over 3000 years until the Romans invaded.

OLIVER CLASS

In Science, we are discussing how liquid turns to solid and solid to liquid. We are starting to look at reversible and irreversible changes. In DT we are adding onto our vanishing point cubes and cities. Their imagination is amazing and some of the work is very impressive. In Humanities, this week we are getting ready to be tour guides and show other classes what we have learnt about the Ancient Egyptians. We have lots of artefacts displayed and are excited to try out the profession of a curator or historian.

AUSTEN CLASS

In Science, we made our own water cycle and learnt about how it works. In Maths, we looked at percentages and some students flew through this and amazed me. In English, we are finishing our chronological report on our own subject. In Music, we continued our drumming and ukuleles. We got a brilliant demonstration of how we play two sets of notes together. In PE, we are continuing our football and tennis. In Football we began practising our defensive skills ready to play a match.

GOLDBERG CLASS

In English, this week we have been finishing our chronological reports on our own topic. They all look amazing. In Maths, we have been working on percentages. In the Communication Group this week we have been learning all about how we develop a gratitude attitude and how it can help boost our mental health by producing endorphins. In ICT, we continued producing coursework for our WJEC projects.

BURTON CLASS

In Science, this week, we carried out three mini-experiments to help us understand how water can change state from a solid, liquid or gas and back again. We learnt that this is called a 'reversible change.' In English, we have started to plan our advert. We have chosen to advertise a product (floor polish, lipstick, perfume, engine oil etc) that has a magical power. We have been learning to use a possessive apostrophe and persuasive language. We are very excited to be going on a trip during OT to the garden centre. We have started to grow our own plants in school and are taking it in turns to water and look after them.

NEWTON CLASS

In English we are continuing to summarise the poem 'The Highwayman'. In Communication Group we got our robot moving! It was a huge moment as we've worked incredibly hard on it. In Humanities, we are continuing our work on the environment and how to keep it safe. We have been learning about identifying different leaf types in Science.

BRANSON CLASS

In Maths, some of us did a test about Functional Maths and the skills we have been learning this half term, including some tricky fractions. In other Maths groups we practised our fractions e.g adding and multiplying them. In English, we were going over exam practice papers for our exam at the end of this week. We had to answer questions about a passage and answer comprehension questions. In Humanities, we are studying Eco-systems for our WJEC coursework. We are all working on our own projects, looking at different eco systems in the UK and around the world. In PE, we are practicing our tennis skills and in particular our back hand skills. In Science, we are doing leaf I.D we went around the school and different groups had different sizes of leaf to identify. We looked at the height, the width of them and the shape.

WATSON CLASS

We have been working on connections between the characters of Macbeth and recording our speeches for speaking and listening during English. During Art, we have been making stencils for printing and researching different styles of print. In Science, we have been looking at different types of leaves and identifying them. We also recorded the length and width of the leaves and plotted the results on a graph. During Communication Group we have been looking at different possibilities for end of term trips.

6JG CLASS

In Applied Science we have been working on our first assignment in Biology. In particular this week we have been looking at the different characteristics of the organisms in the five different kingdoms. We did some recording of compositions in Music, did more work on our Music project and revisited Samba music with son clave rhythms and a group piece.

6AMD CLASS

This week, we sat our Functional Skills English Level 1 Writing exam! We've also enjoyed extra Maths lessons in lieu of our Photography lessons, as we have now completed all work for this qualification. In our extra time, we have studied area and perimeter problems, and completed past practice papers. In Applied Science, we are continuing with our revision program. We have completed lots of exam questions and are getting better at them! For our Vocational BTEC, we are finishing off our Working with Others unit. For this, we are reflecting on our performance and those of our teammates during our Soak the Teacher fundraising event at the Spring Fair. In Music, we revised texture. We also revised different features of Baroque music in the Concerto through time units.

6ILP CLASS

This week, we sat our Functional Skills English Level 1 Writing exam! We've also enjoyed extra Maths lessons in lieu of our Photography lessons, as we have now completed all work for this qualification. In our extra time, we have studied area and perimeter problems, and completed past paper practice. In Applied Science, we are continuing with our revision program. We have completed lots of exam questions and are getting better at them! For our Vocational BTEC, we are finishing off our Working with Others unit. For this, we are reflecting on our performance and those of our teammates during our Soak the Teacher fundraising event at the Spring Fair. In Music we revised texture. We also revised different features of Baroque music in the Concerto through time units.

FOREST SCHOOL HUT

Thank you so much to Halle's family who donated the materials for our new Forest School Hut. Having the Forest School Hut will enable us to increase the range of activities that can be offered, give our students an area that they can take ownership of and increase the amount of learning time in lessons. It will also ensure the classes can be held in-all- weathers.



BLUE BADGE APPLICATIONS – OT INPUT

We are often asked whether our Occupational Therapy (OT) team can complete Blue Badge application forms.

Our OT service is based within the school and focuses on supporting students to access learning and participate in school life. As a result, our assessments are based on how students function in school rather than at home or in the community.

Blue Badge applications require detailed information about a child's mobility and day-to-day functioning in community settings. As this is outside the scope of our service, the OT team is not able to complete these application forms.

However, we are happy to support applications by providing a letter outlining your child's needs as observed within school.

If you would like to request a supporting letter, please contact the Family Liaison Officer in the first instance: flo@stcatherines.org.uk

HELP YOUR CHILD STAY SAFE ONLINE

Please find below a link to resources and support around online safety for children and what parents/carers can do, which are being shared as part of the government's 'You Won't Know Until You Ask' campaign'
<https://kidsonlineafety.campaign.gov.uk/>

FAMILY RECIPES

Friday 15th May is International Day of Families. To celebrate this, we would like to compile a book of the students favourite family recipes. A blank recipe page has been provided in this newsletter and we hope you can all participate in collecting some yummy recipes that we can recreate at college, school and at home. The recipes could be a starter, main, dessert or snack.

NEW SIGNING SONG

Follow the link to watch and learn our new signing song, 'This is Me' that students will be learning at school this term.

<https://bit.ly/4dYqkau>

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.

COLLEGE FUNDAMENTAL BRITISH VALUES

For the College Fundamental British Values Calendar in April, we celebrated World Health day, students took part in several physical challenges. Megan won the strength challenge, Tim the coordination and James and Charles the stamina challenge. A special mention for Sophia, who put everything into the challenges and showed great resilience and determination. For World Earth day we made a lovely art piece: drawing around our hands and writing ways we can help our world stay healthy. For World Pet day we made jigsaws of funny pet pictures and discussed how to support the health and population of our bees, on World Bee Day.

Nature Photography Day: Monday June 15th

We will be celebrating this day by holding a college photographic competition, with prizes for the winning entries.

- The photographs can be taken anytime from now until the closing date Monday 8th June.
- You can use the May Holiday to take your photographs, whether you are at home or are going away.
- Pictures should be of the natural world, including animals, plants, and sea/landscapes.
- You may want to do closeups of leaves, flowers or shells. Be imaginative and think of different angles.
- Photographs must be taken by the students (not helpful family members!) and not include people
- You can use a camera or your phone to take the pictures.
- Email me the photos (troys@stcatherines.org.uk) or bring them in printed (a copy please as they may not be returned)

Most of all enjoy it and we can't wait to see your entries.





ST CATHERINE'S SCHOOL

SUMMER HAWAIIAN FAIR

LIVE MUSIC - STALLS- RAFFLE- FREE ENTRY

FRIDAY 26TH JUNE

GATES OPEN AT 12:30PM
FAIR CLOSSES AT 2:30PM



ST CATHERINE'S SCHOOL FIELD
GROVE ROAD
VENTNOR

ABILITY DOGS ONLY



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St Catherine's

Specialists in Speech, Language and Communication Needs

School - College - Post 19



Mufti Day



Date: Friday 22nd May

Please bring a donation towards our Summer Fair Tombola Stall



Thank you



Speech &
Language Therapy

Occupational
Therapy

Sign Supported
English

Residential and
Day School

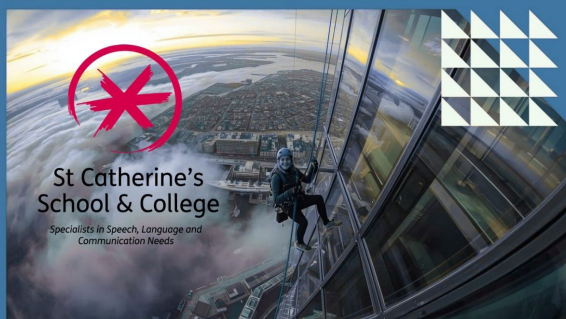
Ofsted
Outstanding
Provider

Residential
School & College

Ofsted
Good
Provider

Education
School & College

Abseil Down The Spinnaker Tower For St Catherine's School and College Abseil Dates available May - June - July - August



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Fundraising Target £300
Please email Tanya
smiht@stcatherines.org.uk
For more information



ISLE OF WIGHT FESTIVAL 2026

FACE PAINTING

IDEA BOOK

St Catherine's
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St Catherine's School and College Summer Fair 2026

**Can you support our Fundraising by
donating a raffle prize for our Summer
Fair?**

Please email smiht@stcatherines.org.uk

Thank You



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



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

ASD/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

10 Top Tips for Parents and Educators

HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

Meet Our Expert

Catrina Lowri is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".



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