

Summer 2026



What we've been up to...

- ✓ Our year 11's completed their GCSE examinations
- ✓ We celebrated Numeracy Day
- ✓ Our animal care group welcomed 5 little ducklings into the world
- ✓ We successfully completed Bronze and Silver DofE expeditions
- ✓ Our students are preparing for our fantastic end of year celebrations



Coming up...

- SEP** Welcoming new students & staff
- SEP** Opening our brand new post-16 provision
- OCT** Our Y11 students begin their new post-16 provisions
- OCT** Trip to London - The Houses of Parliament

A Message from our Head

After another busy, rewarding term, I congratulate all students for the maturity, resilience and positivity demonstrated during the examination period. Our exam students approached this milestone with determination and a positive attitude; we are incredibly proud of their effort and perseverance. These successes were complemented by students completing Duke of Edinburgh's Award activities, building confidence and independence. A particular highlight was welcoming our ducklings, who brought excitement and enjoyment to everyone.



Finally, thank you to students, staff, parents and carers for your ongoing support. I wish everyone a restful summer break.



ADAPTABILITY



COMMUNICATION



INDEPENDENCE



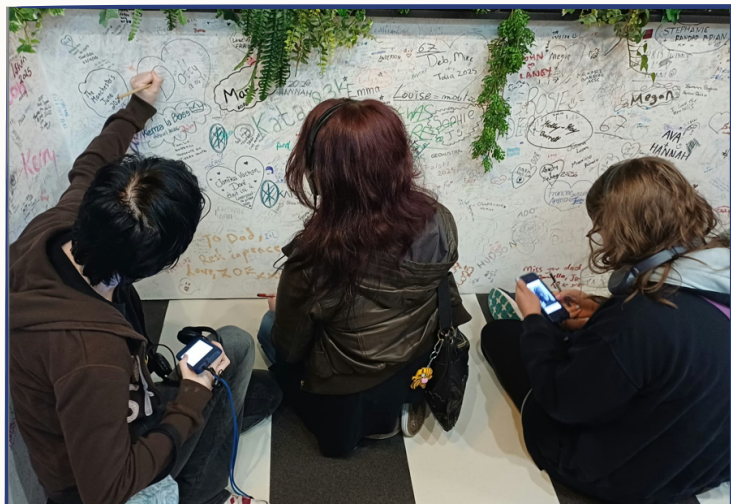
MOTIVATION



PROBLEM SOLVING



TEAMWORK



Trip Review - Beatles Museum

Our art trip to the Beatles Story Museum at the Albert Dock was brilliant. We got audio headphones that talked us through the band's history, which was amazing because we're both massive fans.

We learned exactly how the group formed in the early days and even got to write our names on the famous 'Fan Wall.' The best part by far was the *Yellow Submarine* model—it has a real fish tank inside so you can look out like you're actually underwater!

We also saw the famous Magical Mystery Tour bus, which was really cool!

Karben and Abi - Y11



Celebrating our neurodiversity

'NEURODIVERSE'

The term you're given to make you feel that you're not from a different universe.

Once again, tears run down my face like rain.

Every day I put on a mask, desperately trying to complete each task.

Trying to fit in is a battle you'll never win.

Sometimes you feel so shy you could literally just cry. My family are my rock, like when my confidence takes a knock. They're there for me and that's the way it will always be.

Poem by Lottie - Y10, written for the Young Writers' Competition.



Rosie asks Freya...

1. Why did you want to teach animal care?

I've always loved animals, since I was tiny. My grandparents were farmers and everyone in my family loves being around animals. We've always had pets in the house too, so being able to work with animals while I do my job teaching seemed like a dream!

2. What is the most difficult part of teaching animal care?

Getting animals to cooperate for pupils during assessments! Sometimes things don't go according to plan and the animals make things a little chaotic!

3. What is your favourite animal and why?

My favourite animal is an hourglass dolphin, I think marine animals are fascinating and the hourglass dolphin is the most beautiful of them all, in my opinion.

4. Which careers can animal care lead to?

There are loads! Things like farming and agriculture jobs, becoming a vet, a vet nurse or a veterinary surgeon, working as a zookeeper or as a conservationist!

5. Which of the key skills are used in animal care?

Motivation - You have to love working with animals and be really motivated to provide them with top quality care!

Teamwork - some animals require a team to safely work with them, you have to trust your team to keep yourselves and the animals safe!

Communication - absolutely vital, being able to work with others and quickly communicate during activities is a huge skill we use all the time.

Adaptability and problem solving - we are constantly changing the plan as we go and problem solving, working with animals keeps you on your toes!

SEND Spotlight

For many families, the summer holidays are a welcome opportunity to slow down, relax and enjoy some well-earned time together. However, for neurodivergent young people, the long break from school can also bring significant challenges.

The sudden change in routine, reduced structure and predictability, and the sensory demands of hot, humid weather can all combine to make the summer months feel overwhelming.

Don't forget, support is still available locally throughout the holidays: The Drop In is a local service where our young people can access support on demand.

Summer Support



The Drop In



This term, the Y10 students studied climate change and created designed, made and painted their own clay plates to represent the theme.



Essential skills in action...

Our students have shown phenomenal motivation for their GCSE exams by consistently attending extra revision sessions, forming productive study groups and independently tackling past papers.



Independence

Ben has shown incredible independence in learning and managing his new journey to and from school, which takes him just over 2hrs. "I leave between 7am-7:30am and I enjoy to my morning."

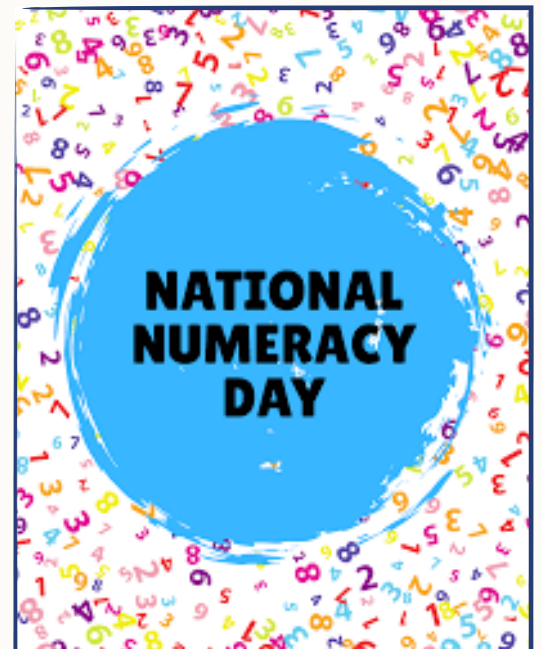


SMSC

This year's theme for National Numeracy Day was 'Count on your community - How do people use numbers in your neighbourhood, club or community?' Students each created a mini-scene of somewhere they spend a lot of time to show how numbers are all around us. We had miniature train stations, hair salons, race tracks and kitchens to name a few.

“It was wonderful to get a glimpse into each person's life and we saw that numbers really are everywhere!”

Lauren - Maths Lead



School values in action...



As the first to volunteer, Casey is incredibly handy around the school. Whether they are fixing bikes, helping repair the washing machine, doing the washing up, or putting up pictures, their selfless spirit makes everyone's day easier.

“I'm just always happy to help others”.

Casey - Y11



Supports hall is a fantastic space for students to off energy, regulate their emotions, and stay active during break times. A special shout-out goes to Karben, who sets a brilliant example by listening carefully to staff and treating his peers with outstanding respect and fairness.

“It's important to treat people the way you want to be treated.”

Karben - Y11

Responsibility



Students explored future goals and personal responsibility for their education and careers as well as painting leaves of accountability.

“Responsibility means taking pride in what you do. For responsibility day, we went litter picking to show our responsibility for the community.”

Ezmee - Y10

Resilience



determination and resilience has paid off, as he's not only improved his biking skills but also gained newfound confidence in exploring the park. He is looking forward to taking longer rides and discovering new trails, excited about the adventures that await him.

“I'm relieved I can finally ride a bike and move faster!”

Josh - Y10