

Wallace Fields Junior School Newsletter

29th September 2023



KEY DATES NEXT WEEK

- **Monday 2nd October 2023**
 - Harvest food donations start coming into classrooms
 - Ambassador presentations
- **Tuesday 3rd October 2023 10.30am-4.20pm** - Music Festival at Epsom College. Selected Choir Members invited and to wear the winter (shirt and tie) uniform.
- **Tuesday 3rd October 2023 9.30am - 11.30am** - Positive Parenting Workshop. Parents welcome. Sign up on link
- **Wednesday 4th October 2023**

- A team football fixture 3.30-5.10pm. Players have been invited on SPOND. Supporters via the alleyway.
- No netball training today.
- **Thursday 5th October 2023** - 3.30-4.30pm - Football training starts for A, B and Girls squad.

[Click Here¹ for Upcoming Events](#)

[Click here² for School Calendar and to Subscribe to Calendar](#)

HEAD'S UPDATE



Looking at Secondary Schools?: The dates are out for open days at many local schools. For Years 5 and 6 this is often the time your child gets to see the schools in person and you can get a feel for the school first hand. Please make sure you let the school know as we will mark them as offsite/educational and this is an authorised morning or afternoon.

Cross Country: Another exciting cross country event this afternoon and the children were very excited. Well done to all those children who did so well and completed the course. Details below. My thanks to Mr Sellars (Sports coach) and Miss Day (PE/Games lead) for organising this popular autumn event.

Safer Routes Top School- Removal of Dead Trees: As part of making the route to school safer I have been working with our WFJS Residents' Group to campaign to get the dead and dying trees removed from the verges beside the foot paths. We have discussed and worked with local councillors to identify and plan removal of the dead trees so that they are no longer a danger. In addition to this, we are looking to offer new trees for residents to replace them via a group called the Tree Advisory Board. There is still currently a £25 admin charge and it all gets very technical, however, it is looking hopeful to be a free and simpler process in the near future. Details to follow.

¹<https://wallacefields-jun.surrey.sch.uk/events>

²<https://wallacefields-jun.surrey.sch.uk/calendar>

Parent Questionnaire Feedback and Response:

Children Enjoying School: The parent questionnaire asked if children enjoyed coming to school. The response was positive with 81.1% agreeing/strongly agreeing to this - although we would like this to be higher. Many education researchers state Covid times may have effected attitudes to school however if your child is genuinely unhappy in school then please do let your child's teacher know via an email to the office. The lessons are lively and fun and with more drama and outdoor learning lessons continue to be exciting and interactive. we also have significant levels of pastoral support in place including ELSA, Rufus the Reading Dog and our therapy guinea pigs.

Children Feeling Safe in School: A very strong 96.2% of parents said their children feel safe in school with 2% indifferent and 2% disagreeing. I would strongly recommend talking to us if you believe your child ever reports feeling unsafe in school. We still have a plethora of school systems in place to ensure safety and safeguarding with Ofsted described our safeguarding as "top notch". Please continue to encourage your child to use the school systems to ensure their safety and happiness including taking to an adult, posting in the mood Box, using Peer mentors if support is needed. Our Anti-Bullying Weeks and Wellbeing Weeks have had an excellent impact on how the children feel and with helping the children developing the strategies to cope with low level conflict and any repeated incidents of unkindness

THIS WEEK

Inter-House Cross Country Competition

Congratulations to all those who took part in the Inter-House Cross Country and thank you to all the parents/carers who came along to give their support and encouragement.

The results were as follows:-

- Lower School Girls - 1st - Peggy K, 2nd Alma C, 3rd Alice M, and 4th Annabel H
- Lower School Boys - 1st Lucas E, 2nd Louis L, 3rd Lockie, 4th Louis H
- Upper School Girls - 1st Edie K, 2nd Heidi L, 3rd Naomi Wr, and 4th Ivy MR
- Upper School Boys - 1st Kasper & Ben (with an exciting photo finish joint first), 2nd James K and 3rd Edgar C

The top 4 boys and 4 girls in the upper school (Year 5 or 6) have been selected to attend the District Cross Country Tournament at Sutton Grammar Sports Ground on the 11th October from 3.30pm to 4.45pm. Parents will need to collect their participating children up early and arrange their own transport to and from the event. An email with Google form link has been sent out to all those chosen to take part.



Celebrating World Languages

Fantastic to see so many children in their traditional costumes to celebrate their language and heritage. Thanks so much to the parents/carers who came in to talk about their country of origin and explain a little bit about their language and their culture - Mrs Cohen, Mrs Watanbe, Mrs Hernandez, Mr Cadieu and Mrs Hu.





Wallace Fields Junior Football Teams Selected

Mr Sellars was very impressed with the turn out for football team trials and the competition was very tough. He will keep a note of those who missed out and will let them know if a Development team is possible in the future and year 5 children will get a chance to try out again in year 6.

In the meantime only team A, B & the girls team can attend squad training and parents have been contacted with a link to sign up to Spond for team communications.

Click here ³for our Football team page on our website which lists the whole team lists and match reports.

We have an **A Team friendly home match fixture with Cuddington Croft on Wednesday 4th October 2023** 15:30 get changed and warm up with kick off at 16:00 and finished by 17:10. It is being held at WFJS top field so please could spectators enter via the gate in the alley way. Please let Mr Sellars know if you are able to attend by responding to the invite as soon as possible.

WFJS Netball Team Selected

All those who attended the netball trial will be able to attend training on Wednesdays and Mr Sellars will decide on an A and B team. Next week there is no netball training due to a football fixture. A SPOND link will be sent out for Mr Sellars to communicate with players on fixtures and cancellations due to weather etc. We will also confirm when netball training will start via SPOND.

³<https://wallacefields-jun.surrey.sch.uk/sports/football-team>

Stars of the Week

<http://twitter.com/statuses/1707692767311278559>

NEXT WEEK

Need Some Parenting Support and Ideas? Come to the Positive Parenting Workshop.

Lesley Lane is our Senior Family Co-ordinator from Home Start who has kindly agreed to come back into Wallace Fields Junior School to hold another popular parenting workshop on positive parenting. It is on **Tuesday 3rd October from 9.30am to 11.30am**. All parents and carers are welcome. If you are unable to attend then we will publish information and handouts in the Wallace Fields Junior School Newsletter. Please click here⁴ to sign up so we know how many will be attending,

Harvest at WFJS



Harvest Festival is a celebration of the food grown on the land. Food donations enable us to give back to those most in need in our local community and we all can play a part in fighting food inequality. Last year, we raised a whole car load full of food donations thanks to our kind and generous community! We were so impressed and grateful.

Please do not include perishables and please ensure the "use by" dates are up to Spring 2024. How about items such as small tea, tinned salmon, pickles, chutney, small jars of jam or honey, biscuits or crackers?

Starting Monday 2nd October 2023, we will encourage children to collect food donations in their classes **until Monday 16th October 2023**. (This is the closing date for donations). The class with the most donations will get a special treat (some Golden time).

See the video below for more details;

⁴<https://forms.gle/kYU4CtFpX3DKFBnw5>



<https://youtu.be/P9mo3wHnKIU>

Epsom College Music Festival - Tuesday 3rd October 2023

The Wallace Fields Junior School Years 4, 5 and 6 choir members have been invited to Epsom College on Tuesday 3rd October to join other local schools for their annual Music Festival, led by the Director of Music, Mr Paul Johnson-Hyde. I know it will be a lovely day, the children will be taught some songs and how to be part of a large choir. There will then be a short concert for parents at the end of the day (please see invite below from Epsom College).

On the day, children will be expected to come to school as normal but will just need to bring a water bottle and raincoat as Epsom College will be providing lunch. Thank you to all those parents who have volunteered to help walk to Epsom College and those who have agreed to stay for the day.

So that we look smart for the concert **please can all children wear winter uniform (with a shirt and tie) to school on this occasion.**

All those attending will have already completed a Google form confirming their child's attendance and confirming pick up arrangements either from the main entrance of Epsom College at 4.20pm or after watching the final performance (refreshments and show from 3.30pm).

IMPORTANT

Would You Like the Newsletter in a Different Language?

We published the Wallace Fields Junior School Newsletter in Traditional Chinese to those parents who we have identified as being Chinese speaking. If you would like to be included in this cohort, excluded from this or you would like us to translate into other languages please email the School Office on Office1@wallacefields-jun.surrey.sch.uk⁵ confirming your name, child and which language. We will also produce the reports in the languages you have requested. Thank you.

⁵<mailto:Office1@wallacefields-jun.surrey.sch.uk>

500 Word Story competition



500 Words, the UK's most successful children's writing competition is now open for submissions and will run till Friday 10th November. We would love for some of our amazing children to enter the competition and let us see some of their entries. The two age categories are 5-7 year olds and 8-11 year olds and children of all abilities are encouraged to enter. There are some amazing judges this year and it is once again supported by Her Majesty, The Queen.

All the stories must be:

- 500 words or less (the title is not included in the number)
- be written by an individual not a group
- be a child's original idea
- be narrative - not rap or poetry
- The stories must not:
 - give any personal data or details about the child
 - recount a historical event

The stories are judged on the following criteria:

- characterisation
- plot
- originality
- language
- enjoyment

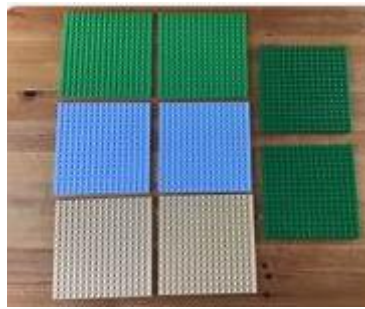
If you click here,⁶ you will find far more details, hints and tips about entering the competition - and we would love to see and read some - so please send in some entries to our English Lead, Mrs Crabb so that they can be displayed and celebrated in school. Good Luck!

Lego Donations Requested

Do you have any clean Lego in good condition that they no longer need or wish to tread on? We are looking to possibly set up a Lego club and are looking for donations, particularly base boards, wheels,

⁶<https://www.bbc.co.uk/teach/500-words/about-500-words/zctk7v4>

axles and characters. It is very expensive to buy new, so the children would be really grateful for any donations? We really hope we can start this club soon and showcase our creations.





Interested in a Teaching Assistant Role at Wallace Fields Junior School?

We have a need to increase our support team in our active and happy school. Do you have an interest in helping children develop their skills and abilities? Would you like some experience prior to applying for a teaching qualification? Are you looking to expand your skills working with children? Click [here](#)⁷ to see the vacancy for a Teaching Assistant Role at WFJS and apply via Eteach.

PTA

WALLACE FIELDS INFANT AND NURSERY SCHOOL AND
WALLACE FIELDS JUNIOR SCHOOL PRESENT

FIREWORKS NIGHT

SUNDAY 5TH NOVEMBER 2023
FROM 4:30PM
AT WALLACE FIELDS INFANT SCHOOL

- Priority tickets will be released for volunteers via email at: 8pm on Tuesday 3rd October
- General tickets will be released at 8pm on Tuesday 10th October via www.pta-events.co.uk/wfispta

HOT DOG & CHILLI STATION – BAR
CANDY FLOSS – GLOW STALL

TICKETS: ADULTS £10 – KIDS 4-16YRS £6
UNDER 4S FREE

The PERSONAL Agent

⁷<https://www.eteach.com/careers/wallacefields-jun-surrey/job/teaching-assistant-1371134/?lang=en-GB>





❄️❄️❄️ FIREWORKS NIGHT ❄️❄️❄️

Fireworks Night on Sunday 5th November 2023 to be held on the Wallace Fields Juniors Top Field with access via the infant school from 4.30pm. Every year tickets sell out unbelievably quickly. General tickets are released at 8pm on Tuesday 10th October so set your alarm so you do not miss out.

www.pta-events.co.uk/wfispta⁸

We look forward to seeing you back on the field for another great night!

WFIS & WFJS PTA 🧨🧨🧨🧨

⁸<http://www.pta-events.co.uk/wfispta>

PTA Annual General Meeting - Wednesday 11th October 2.45pm-3.00pm

WALLACE FIELDS JUNIOR SCHOOL
PARENT AND TEACHER ASSOCIATION

AGM

ANNUAL GENERAL MEETING

WEDNESDAY 11TH OCTOBER
IN THE SCHOOL HALL
2:45 - 3:00PM
(STRAIGHT AFTER YEAR 3 TEA PARTY)

EVERYONE IS WELCOME



YOU HAVE
THE POWER
TO HELP

Parentkind
Member Association

www.wallacefieldspta.com

YEAR 3



New Year 3 Science Club Launching

Science Club will take place in 3D on Tuesday after school, 15:30 to 16:30, for 8 weeks starting 10th October; if the weather allows us, we will also have outdoor/messy/fun experiments. To cover the cost, a voluntary contribution of £15.00 per child will be used to buy the materials needed for the experiments. If your child would like to join, please email Mrs Hernandez by Tuesday 3rd October. The club will run if we have enough children joining the club; please note there are only 15 places available. If you have any questions please do not hesitate to contact the club leader Lorena Hernandez Hernándezspanish.science@pobroadband.co.uk⁹

⁹<mailto:Hernándezspanish.science@pobroadband.co.uk>

YEAR 4

WALLACE FIELDS
JUNIOR SCHOOL PTA

YEAR 4 TEA PARTY

Thursday 12th October
2.00 - 3.00pm

Meet the Head Teacher, Deputy Head
and Teachers

View your child's work and listen to them sing!

Have Tea & Cake

Siblings and grandparents welcome

We kindly ask for baked or brought cake donations
Please deliver to school on the morning of the event

REMEMBER- We are a strictly No Nuts School.
Please provide a list of ingredients

YEAR 5



YEAR 6

Do you plan to attend any Secondary School Open Mornings?

Please email the School Office at if your child is attending any secondary school open mornings with plenty of notice and return them to school after the visit. Thank you.



School Ambassadors

Thank you to all the pupils who applied to be a school ambassador. The Senior Leadership Team are looking through all the responses and will announce the short listed pupils shortly. The School Ambassador short listed pupils will present to all staff on Monday 2nd October 2023.

The two ambassadors will hold high levels of responsibility and the pupils appointed will represent the school on public occasions.

- They will lead and represent the student body at school wide functions, such as Open Days and Parents' Evenings, meeting with and talking to adults and students
- They will be expected to lead school wide tours for visitors and to answer questions as well as share the schools vision with visitors.
- They will be required to chair one of the School Council meetings, expected to lead on meetings within this committee and liaise with the relevant members of SLT to discuss the ideas presented.

- They will be expected to speak in front of parents and members of SLT, discussing your experiences and sharing the ideas of students in a formal manner.

ONLINE SAFETY

All children have now been given access to their Google Classrooms alongside a reminder of their Spelling Shed, TTRS and Mathletics passwords. Any new children to the school have been given new passwords and children in Year 4, 5 and 6 have the same passwords as previous years. In school, we often access these sites as well as use Kiddle as a child friendly internet search engine in our lessons.

In our Computing lessons this half term, each class will discuss our Online Safety theme of Online Privacy. Year 3 have discussed why we have passwords, Year 4 have been describing strategies to keep information safe, Year 5 discussed what information should be kept private and how to do this safely and Year 6 have created action plans to guide us on how to keep information private and safe. We will be reinforcing this subject

What Parents & Carers Need to Know about WHATSAPP

With more than two billion active users exchanging texts, photos, videos and documents, as well as making voice and video calls, WhatsApp is the world's most popular messaging service. Its end-to-end encryption only allows messages to be viewed by the sender and any recipients: not even WhatsApp itself can read them. This privacy issue has been in the spotlight recently as the UK's Online Safety Bill proposes to end such encryption on private messaging; WhatsApp is unwilling to do so and has reportedly considered withdrawing its service in the UK should this legislation go ahead.

...MSG ME...

WHAT ARE THE RISKS?

EVOLVING SCAMS

WhatsApp's popularity makes it a lucrative hunting ground for scammers. Recent examples include posing as the target's child, requesting a money transfer because of a spurious 'emergency'. Plus a scam where fraudsters trigger a verification message by attempting to log in to your account, then (posing as WhatsApp) call or text to ask you to repeat the code back to them, giving them access.

CONTACT FROM STRANGERS

To start a chat, someone only needs the mobile number of the WhatsApp user that they want to message. If your child has ever given their number out to someone they don't know, that person could then contact them via WhatsApp. It's also possible that your child might be added to a group chat (by one of their friends, for example) containing other people that they don't know.

FAKE NEWS

WhatsApp's connectivity and ease of use allows news to be shared rapidly – whether it's true or not. To combat the spread of misinformation, messages forwarded more than five times on the app now display a 'forwarded many times' label and a double arrow icon. This makes users aware that the message they've just received is far from an original – and might not be entirely factual, either.

ONLINE

'VIEW ONCE' CONTENT

The facility to send images or messages that can only be viewed once has led to some WhatsApp users sharing inappropriate images or abusive texts, knowing that the recipient can't re-open them later to use as evidence of misconduct. People used to be able to screenshot this 'disappearing' content – but a recently added WhatsApp feature now blocks this, citing increased privacy.

CHAT LOCK

Another new option allows users to store certain messages or chats in a separate 'locked chats' folder, saved behind a passcode, fingerprint or face ID authentication. The risk here is that this function creates the potential for young people to hide conversations and content that they suspect their parents wouldn't approve of (such as age-inappropriate material).

VISIBLE LOCATION

WhatsApp's 'live location' feature lets users share their current whereabouts, which can be helpful for friends meeting up or parents checking that their child's safety on the way home, for example. However, anyone in your child's contacts list or in a mutual group chat can also track their location – potentially letting strangers identify a child's home address or journeys that they make regularly.

Advice for Parents & Carers ...TYPING...

EMPHASISE CAUTION

Encourage your child to treat unexpected messages with caution: get them to consider, for example, whether the message sounds like something a friend or relative would really send them. Make sure they know never to share personal details over WhatsApp, and to be wary of clicking on any links in messages. Setting up two-step verification adds a further layer of protection to their WhatsApp account.

THINKING BEFORE SHARING

Help your child to understand why it's important to stop and think before posting or forwarding something on WhatsApp. It's easy – and all too common – for content to then be shared more widely (even publicly on social media). Encourage your child to consider how an ill-judged message might damage their reputation or upset a friend who sent something to them in confidence.

ADJUST THE SETTINGS

It's wise to change your child's WhatsApp settings (go to 'Privacy', then 'Groups') to specify which of their contacts can add them to group chats without needing approval; you can give permission to 'My Contacts' or 'My Contacts Except...'. Additionally, if your child needs to use 'live location', emphasise that they should enable this function for only as long as they need – and then turn it off.

CHAT ABOUT PRIVACY

Some parents like to check in with their child about how they're using WhatsApp, explaining that it will help to keep them safe. If you spot a 'locked chats' folder, you might want to talk about the sort of chats that are in there, who they're with and why your child wants to keep them hidden. Also, if your child has sent any 'view once' content, you could discuss their reasons for using this feature.

Meet Our Expert

Dr Claire Rutherford 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 eating behaviour of young people in the UK and Australia.

...HEY OSCAR...

National Online Safety
#WakeUpWednesday

Source: <https://blog.whatsapp.com/for-open-letter> | <https://faq.whatsapp.com/02736839582332> | http://faq.whatsapp.com/3500984089240/?help=faq_intro | <https://www.whatsapp.com/privacy> | <https://blog.whatsapp.com/chat-lock-making-your-most-important-conversations-more-private> | <https://www.csa.com/learn/whatsapp-scams>

@natonlinesafety /NationalOnlineSafety @nationalonlinesafety @national_online_safety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 20.09.2023

In the know Surrey and Sussex



Join our free webinar - Cyber Security for humans, staying safe in a digital world.

We can help you feel confident using the internet no matter your age or prior experience. Sick of asking relatives or friends to help show you how to do something online? This training input could leave you feeling so experienced, they'll be coming to you for tips!

We hope you will join us in this exciting opportunity to hear directly from the Cyber Protect Officer for Surrey Police and Sussex Police. Learn from the expert about the most common types of Cyber-Crime affecting people in your community, and how you can massively reduce your chance of being a victim.

There will be an opportunity to ask questions relating to Cyber Security at the end of each session.

For your convenience, we're hosting these webinars on the following dates – Just click the link below to register and be ready to join when the event starts. You can join Microsoft Teams meetings as a guest if you don't have an account.

16th October – 6PM-7PM – [Cyber Security for Humans, Easy tips to stay safe in a Digital World, Tickets, Mon 16 Oct 2023 at 18:00 | Eventbrite](#)

18th October – 1PM-2PM – [Cyber Security for Humans, Easy tips to stay safe in a Digital World, Tickets, Wed 18 Oct 2023 at 13:00 | Eventbrite](#)

20th October – 5PM-6PM – [Cyber Security for Humans, Easy tips to stay safe in a Digital World, Tickets, Fri 20 Oct 2023 at 17:00 | Eventbrite](#)

WELLBEING

The Right Secondary School for SEN and Disabilities

Are you having difficulty understanding Surrey's secondary schools? Are you trying to find the right secondary school in Surrey for a child with special educational needs and disabilities in Surrey. Please see the newsletter below.

Finding the right secondary school in Surrey



Your guide to schools for children with special educational needs and disabilities in Surrey



Contents

Foreword from LEO Mills, Director for Education, Lifelong Learning and Culture, Surrey County Council	Page 1
Introduction: schools in Surrey	Page 2
Introduction to specialist centres and special schools	Page 3
Special schools and specialist centres: a glossary of terms and acronyms	Page 4
History of SEND	Page 5
Surrey's SEND local offer	Page 6
Specialist centres	Page 10
SEND Culture Centres	Page 14
Specialist centres for social communication and interaction needs including Autism Spectrum Condition (High CISC) Specialist centres for speech and language needs	Page 18
Specialist centres for speech and language needs (Low CISC)	Page 20
Specialist centres for sensory impairment (SI)	Page 21
Special schools	Page 22
Schools for social, emotional and mental health needs (SEMH)	Page 22
Schools for severe learning and development difficulties (SLD)	Page 24
Schools for learning and additional needs (LAN)	Page 24
Schools for complex and social communication needs (CSCN)	Page 25
Centres	Page 26
Other information	Page 27
Surrey's SEND local offer	Page 22
List of specialist centres and special schools	Page 24



Our vision is that children and young people in Surrey are happy, healthy, safe and confident about their future.



Foreword

As the heart of our vision is the belief that all young people have a right to equal learning opportunities, whether in mainstream schools, specialist centres or special schools.

That means we aim to enable every young person in Surrey with special educational needs or disabilities to realise their ambitions in life, as we would with any other child or young person.

Our schools play a vital role in the support available to Surrey children and young people from birth to adulthood. They are designed to empower them to achieve their goals through a broad, accessible curriculum aimed at different needs.

Every young person is different, of course, and all our schools are very aware that young people may not fit neatly within one category. They require a mix of support and learning activities and environments, rather than a one-size-fits-all approach.

Putting young people first

So our schools put the needs of the young person first. The support arrangements and personal learning programmes that fit it around them. That's the way we do things in Surrey to give young people with additional needs the very best opportunity to achieve their potential and lead fulfilled and happy lives.

Because parents know their children best, our schools also encourage parents and carers to be as involved as possible in the life of the school, and their young person's learning programme. Indeed parental support is crucial in helping them achieve their potential – in your full participation in parents' evenings, school meetings, special assemblies and other events in most schools.

I hope you find the information in this booklet useful. We would love to hear your views so please give your feedback by emailing us at send330@surrey.gov.uk

Leo Mills
Director for Education, Lifelong Learning and Culture
Surrey County Council
June 2023

Mainstream schools in Surrey

Choosing the right secondary school is one of the biggest decisions affecting a young person's life.

There are critical years as a child moves towards adulthood, so it is essential that they feel secure and comfortable in their school environment. It is also important to choose a school with committed and highly skilled staff to care for them, while providing the level of challenge and support to enable them to achieve their potential.

The majority of school aged children with special educational needs or disabilities attend a mainstream school in their local community where they get the support they need. School staff and professionals all work together to ensure progress against children's outcomes in line with their academic potential.

All secondary schools are expected to provide a range of support for young people with identified additional needs. You have a right to find a place for your child in a mainstream

school, and to know what extra support the school will provide for your child.

Of course, the transition from primary to secondary education needs to be carefully managed, and the schools work together to support young people and their families to ensure this is achieved.

The Government provides funding to schools so that if your child needs additional support, that mainstream school can provide this. Level of support from some schools may differ from others, so it is important to find out what you would expect a mainstream school to provide, and to identify whether this is the case for the school you are considering. The school will carry out an assessment to determine whether an education, health and care plan (EHCP) is needed to provide additional support within its or her mainstream school.



Introduction to specialist centres and specialist schools in Surrey

Across the county we have a range of special schools and specialist centres which are located within mainstream schools.

There are more schools for a smaller group of children who benefit from learning and teaching part of the time in a mainstream school, but who are unable to progress satisfactorily without the more personalised teaching and learning in small groups provided in a specialist centre or a specialist school.

Person-centred approach

A minority of young people have such high levels of need that they can only properly be met in a specialist school that focuses only on pupils with special needs.

In contrast with many of our mainstream schools, our specialist schools and specialist centres are small, highly independent, child-centred environments. They meet a wide range of learning needs, in addition to subjects in the core curriculum up to Key Stage 4 (GCSE), the curriculum for students up to 16 is structured to help them acquire personal, social and vocational skills for later life.

Schools and specialist centres, with their links to businesses and charities in the community, are well placed to support students who are looking for work experience or new ways to explore apprenticeship, traineeships and other work-related learning opportunities.

All of our schools use a person-centred approach that addresses specific needs and promotes enjoyment of learning by focusing to the extent of the young person and their family about each student's interests, motivations, strengths and experiences, and planning their individual targets accordingly.

Specialist centres also work alongside our special schools and specialist centres to provide speech and language assessments and draw up programmes to meet individual communication needs.

Taking the whole person's needs into account, encourages young people to be confident, well-adjusted and independent. Careful attention is given to making sure young people receive the necessary help and support outside the classroom as well as inside. This includes structured periods, such as lunchtimes and after-school activities.

Parents and carers have an important role and are encouraged to meet with teachers and therapists in part of their involvement in their children's education.



Introduction to specialist centres and special schools in Surrey (continued)

How your child's needs will be met

We want you to have as much information as possible before deciding on your preference of school. As a starting point, we would in most cases look for all mainstream schools to cater for your child's needs with appropriate support. If there are specific needs that are not met in the way that the main system is likely to be in a specialist centre within a mainstream school or there is a need for a specialist centre then it may be appropriate to consider a specialist school.

To find out more about mainstream schools, it is best to visit the schools, arrange visits and speak to their Special Educational Needs Co-ordinator.

This booklet is designed to give a broad view of additional provision that is available in the specialist centres and special schools we have in Surrey, and what they can offer your child.

"To find out more about mainstream schools visit their websites, arrange visits and speak to their SENCOs"

Types of specialist centres in Surrey mainstream schools

Specialist centres based in mainstream schools cater for secondary students with the following types of needs:

- Culture specialist centres - partnership with National Theatre, Surrey County
- Specialist centres for social communication and interaction needs including autism Spectrum Condition (High CQNs)
- Specialist centres for speech and language needs (Low CQNs)
- Specialist centres for sensory impairment (SI)

Types of specialist schools

There are five main categories of special schools in Surrey to cater for secondary students with the following types of needs:

- Schools for social, emotional and mental health needs (SEMH)
- Schools for severe learning and development difficulties (SLDD)
- Schools for learning and additional needs (LAIN)
- Schools for complex social communication needs (SCSN)
- Schools for communication and interaction needs including Autism Spectrum Condition (High CQNs)
- Specialist centres for Learning and Additional Needs (LAIN)



Specialist centres

NAS Cullum specialist centres – partnership with National Autistic Society (NAS)

NAS Cullum centres are designed to meet the needs of secondary students with autism who benefit from a broad mainstream curriculum but find it too challenging to be there full time. They generally require more support than students in a specialist centre for social communication and interaction needs specific to ASC. NAS Cullum centres use personalised support and work in small groups and one-to-one situations to build independence and participation in mainstream school life in preparation for adulthood.

What do NAS Cullum centres offer young people?

- Personalised curriculum for students working broadly at age-appropriate levels
- Small groups and one-to-one teaching in the specialist centre as well as mainstream classes
- Highly structured, predictable and calm environment
- Personally assigned autism strategies
- Language enrichment
- Students take a broad range of GCSEs in Key Stage 4
- Visual supports
- Individual sensory needs met, with advice from Occupational Therapists
- Emphasis on social communication and achieving independence
- Experienced and well-trained staff, including therapists
- Sense of belonging within the whole school community



Post 16 and transition arrangements

Specialist schools support students in their Cullum centres in preparation for adulthood. Students are encouraged in their transition planning to explore the outcomes they wish to achieve in the next stage of their lives, think about learning, employment or the curriculum, as appropriate, so that students can learn to apply their skills to the world of work.

Parents, carers and teachers work together with the young people in transition planning, which may include teaching for the final school year or visits to other post 16 education or training provision.

NAS Cullum centres support students with:

- An Autism diagnosis (ASC) and possible high levels of anxiety
- Speech, language and communication needs relating to social communication needs
- A need for a higher staffing ratio
- A need for autism-specific intervention to be able to spend the majority of their time in mainstream lessons
- Access to a broader range of subjects and maximum opportunities for that at a special school
- Potential to achieve at least five GCSEs

Specialist centres (continued)

Specialist centres for communication and interaction needs including Autism Spectrum Condition (High COIN) and Specialist centres for speech and language needs (Low COIN)

COIN specialist centres are designed to meet the needs of young people with communication and interaction needs who may have moderate learning difficulties. Generally they will have speech, language and communication issues (Low COIN) and social communication and interaction needs including ASC (High COIN). They are likely to benefit from attending mainstream classes but will require some regular additional specialist support to achieve their academic potential.

What do COIN specialist centres offer young people?

- A personalised curriculum enabling students to make the most of their GCSEs
- Small group work in both mainstream classes and the specialist centre
- Individually recognised strategies to support speech, language and communication needs
- Targeted specialist interventions to enrich vocabulary and language acquisition
- Staff trained in meeting the needs of students with speech, language and communication needs (SLCN) specific learning difficulties (SLD) and autism
- Clear liaison between specialist centre, speech and language therapy and mainstream teaching staff
- Visual timetables, prompts and supports where necessary
- Support to manage transitions between activities and changes to the school day

16



Post 16 and transition arrangements
Students in COIN specialist centres will have an Education, Health and Care (EHC) Plan arranged through Surrey County Council (SCC) SEN service. Specialist advisors support preparation for adulthood, and students are encouraged to consider where they would like to achieve in the next stage of their lives.

COIN specialist centres support young people with:

- Autism (HSD) and possible high levels of anxiety (High COIN)
- Speech, language and communication needs (SLCN) or a specific learning difficulty (SLD) but not a general learning difficulty (Low COIN)
- A need for high mainstream learning and a few hours a week of specialist support
- A need for sensory rooms
- Potential to achieve at least five GCSEs

17

Specialist centres (continued)

Specialist centres for sensory impairment (SI)

Specialist centres for sensory impairment are located within mainstream schools. This includes Hearing Impairment (HI) and Visual Impairment (VI). They operate as distinct units but also participate in key areas of the life and organisation of the mainstream school. Specialist centres are designed to meet the needs of young people who benefit from the breadth of the mainstream curriculum, but because of their sensory impairment would not achieve adequate progress without additional support to a mainstream school. By attending a specialist centre they can get the enhanced support to enable them to make the same progress as their peers.

What do SI specialist centres offer young people?

- An inclusive approach so that young people with a sensory impairment are an integral part of the mainstream school
- Highly structured teaching and learning in small classes, with an emphasis on language enrichment and developing social skills
- A mixed curriculum of specialist centre and mainstream class-based teaching (including specific skills, such as braille and tactile instruction)
- Use of specialist equipment
- All students working towards GCSE courses in Key Stage 4
- Support available from a range of health professionals, including physiotherapists and occupational therapists
- Experienced and highly trained staff, all with appropriate qualifications, to support and respond to the needs of students with sensory impairments
- Preparation for adulthood through a focus on developing independence

18



Post 16 and transition arrangements
Students in SI specialist centres will have an Education, Health and Care (EHC) Plan arranged through Surrey County Council's SEN service. Specialist advisors support preparation for adulthood, and students are encouraged to consider where they would like to achieve in the next stage of their lives.

SI specialist centres support young people with:

- A disability that is a barrier to their learning at school
- A need for specialist support or equipment because of vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) as a multi-sensory impairment (MSI) as they have equal access to learning
- A physical disability (PD) that requires additional ongoing support and equipment to give them access to all the opportunities available to their peers

List of SI specialist centres to borrow
Surrey's SI specialist centres operate and are managed according to national standards for young people with sight, hearing or multi-sensory impairment. The standards can be found at the following address:
www.gov.uk/government/uploads/system/uploads/attachment_data/file/300000
Young people with hearing impairment: www.hi.org.uk
Young people with visual impairment: www.vi.org.uk
Young people with multi-sensory impairment: www.msi.org.uk

19

Special schools

Schools for social, emotional and mental health needs (SEMH)

These schools are designed to meet the needs of students working significantly below peers of a similar age. In addition, they will have additional barriers to learning, such as autism, medical needs or speech, language and communication needs. Such multi-layered profiles of need cannot be met in a mainstream school or specialist centre.

These schools help students who may have, or are likely to have:

- Difficulties getting on with others
- Poor school attendance
- Disturbed family relationships
- Difficulty obeying rules
- Disruptive behaviour
- Attachment issues
- Possible serious trauma
- Learning difficulties
- Speech, language and communication needs

What do SEMH schools offer young people?

- Small class sizes (up to five students)
- One-to-one teaching and peer-to-peer learning during lessons
- A varied curriculum adapted to different learning styles
- Opportunities to follow academic and vocational pathways
- A safe and nurturing environment
- Support for emotional health and wellbeing
- Speech and language therapies
- Clear boundaries and expertise in behaviour management
- High quality staff (trained adults) for one-on-one support for each student

20



Post 16 and transition arrangements
Students in SEMH schools will have an Education, Health and Care (EHC) Plan arranged through Surrey County Council's SEN service. This plan sets out what support services are available for the young person so they can achieve their potential subject to their own year to the next.

The EHC plan will be reviewed regularly up to the end of Year 14, when parents and carers will contribute to a review meeting with a group of professionals to draw up a plan for the young person when they leave school for college or move other training or employment opportunity.

SEMH special schools support young people with:

- A wide range of social and emotional difficulties
- Challenging, disruptive or disturbing behaviour
- Underlying mental health difficulties, such as depression, self-harm, substance misuse
- Possible attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

"Ultimately, we know that you are the expert on your child. The most important factor is that they are happy and secure in their school."

21

Special schools (continued)

Schools for severe learning and development difficulties (SLDD)

These schools support young people with severe needs, both physical and cognitive. Although all will have severe learning difficulties, they may vary from those who cannot speak to those with good communication skills, some will need constant support for their physical needs while others are physically independent. Their overall combination of needs means that they cannot be met in a mainstream school or specialist centre.

In addition, the young people may have:

- Medical issues
- Autism
- Speech, language and communication needs

What do SLDD schools offer young people?

- Personalised teaching and learning in small classes (up to eight students), including one-to-one
- A stimulating curriculum using audio, visual, kinaesthetic and multi-sensory activities to enhance learning
- High quality speech, language and occupational therapies built into the school day
- Medical needs managed by trained staff, overseen by health professionals
- Students supported to develop independence skills to prepare for the next stage of their education
- Self-advocacy by involving students in decisions about their learning and wellbeing needs
- Autism strategies
- High quality staff to support the needs of all students
- Experienced staff and trained in meeting the needs of learners with autism

22



Post 16 and transition arrangements
Students in SLDD schools will have an Education, Health and Care (EHC) Plan arranged through Surrey County Council's SEN service. Specialist advisors support preparation for adulthood, and students are encouraged to consider where they would like to achieve in the next stage of their lives.

SLDD special schools support young people with:

- Severe learning difficulties (SLD)
- A need for support in all areas of the curriculum
- Possible mobility and communication difficulties, including profound and multiple learning difficulties (PMLD)
- Severe and complex learning difficulties as well as a physical disability or sensory impairment
- Possible autism and speech and language difficulties

"Our schools are very aware that young people may not fit neatly within one category of need."

23

Special schools (continued)

Schools for learning and additional needs (LAN)

These schools are designed to meet the needs of students working significantly below level of a similar age. In addition, they will have additional barriers to learning, such as autism, medical issues or speech, language and communication needs. Such multi-layered profiles of need cannot be met in a mainstream school or specialist centre.

What do LAN schools offer young people?

- Personalised teaching and learning in small classes (around 10 students), including one-to-one.
- A stimulating curriculum, using audio, visual, kinaesthetic, and multi-sensory activities to reinforce learning.
- Access to visual systems (such as picture symbols and stories) to support verbal and social understanding.
- Access to specialist equipment for physical and sensory needs.
- Learning aimed at a broad range of nationally accredited qualifications from entry level to GCSEs.

Special schools (continued)

Schools for complex social communication needs (CSCN)

These schools are designed to meet the needs of students with autism and related conditions who typically also have general learning difficulties. They are likely to have a wide range of challenging behaviours associated with their condition. The complexity of their needs cannot be fully met in a mainstream school or specialist centre.

What do CSCN schools offer young people?

- Personalised teaching and learning in small classes (around 10 to 15 students), including one-to-one, in a structured and low-distraction environment.
- A stimulating curriculum, using audio, visual, kinaesthetic, and multi-sensory activities to reinforce learning.
- Visual systems consistently used to support understanding and aid transition between activities.
- Lessons are highly structured but with flexibility to meet individual learning needs.

Special schools (continued)

Schools for social, communication and interaction needs including ASC (High COIN)

These schools are designed to meet the needs of young people who are working broadly at the expected age level in at least some areas of attainment. Due to their autism or associated learning difficulties, they are unable to manage in a mainstream school, even with the additional support available at a specialist centre. They require a calm, secure and well-regulated environment where teachers can intervene as necessary to keep learning on track and guide them through different activities.

What do COIN schools offer young people?

- Personalised teaching and learning in small classes in an inclusive environment.
- An emphasis on language enrichment and achieving independence.
- A stimulating curriculum, using audio, visual, kinaesthetic, and multi-sensory activities to reinforce learning.

Glossary of terms

- ADD – Attention deficit disorder
- ADHD – Attention deficit hyperactivity disorder
- AEN – Additional educational needs
- AS – Asperger syndrome
- ASC – Autistic spectrum condition
- COIN – Communication and interaction needs
- High COIN – Social, communication and interaction needs – including Autism Spectrum Condition
- Low COIN – Speech and Language needs
- CSCN – Complex social and communication needs
- EHCP – Education, health and care plan
- HI – Hearing impaired
- MLD – Moderate learning difficulty
- OT – Occupational therapist
- SLT – Speech and language therapy
- SEMH – Social, emotional and mental health needs
- SEN – Special educational needs
- SENCO – Special educational needs coordinator
- SEND – Special educational needs and disability
- SLCN – Speech, language and communication needs
- SLDD – Severe learning difficulty and disability
- SpLD – Specific learning difficulty



Post 16 and transition arrangements

Students in LAN schools will have an Education, Health and Care (EHC) Plan arranged through Surrey County Council's SEND service. Specialist advisers support preparation for adulthood at Year 9, and students are encouraged to consider what they would like to achieve in the next stage of their lives.

Work-related learning is introduced to the curriculum where appropriate so that students can learn to apply their skills to the workplace. Students are actively supported in transition planning, which may include visits to other post-16 providers.

"We aim to enable every child with special educational needs or disabilities to realise their ambitions in life, as we would with any child."



Post 16 and transition arrangements

Students in CSCN schools will have an Education, Health and Care (EHC) Plan arranged through Surrey County Council's SEND service. Specialist advisers support preparation for adulthood at Year 9, and students are encouraged to consider what they would like to achieve in the next stage of their lives.

Work-related learning is introduced to the curriculum where appropriate so that students can learn to apply their skills to the workplace. Students are actively supported in transition planning, which may include visits to other post-16 providers.



Post 16 and transition arrangements

Students in High COIN schools will have an Education, Health and Care (EHC) Plan arranged through Surrey County Council's SEND service. Specialist advisers support preparation for adulthood at Year 9, and students are encouraged to consider what they would like to achieve in the next stage of their lives.

Work-related learning is introduced to the curriculum where appropriate so that students can learn to apply their skills to the workplace. Students are actively supported in transition planning, which may include visits to other post-16 providers.

LAN schools support young people with:

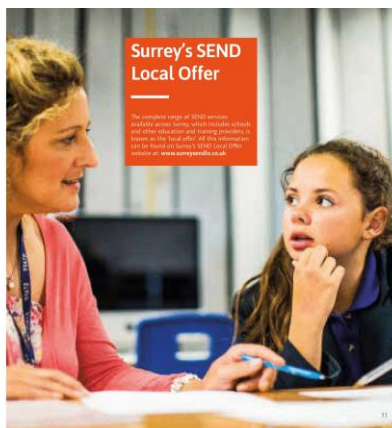
- More moderate learning difficulties (MLD) who have a slower pace, working significantly below their peers.
- Additional needs, such as a physical disability or sensory impairment, autism and communication needs.
- Needs that cannot be met in mainstream teaching alongside their peers.

CSCN schools support people with:

- Autism and learning difficulties who require a very high level and frequency of autism-specific support.
- A need for closer paced lessons, pre-learning of vocabulary and overlearning of subject material.
- A need for more intense and frequent support than young people with LAN.

High COIN schools support young people with:

- Autism (ASC) and probable high levels of anxiety.
- Speech, language and communication needs, relating to social communication needs, a need for a totally specialised environment because they are rare.
- A need for sensory rooms and other specialist facilities.
- An expectation to achieve at least four GCSEs.



Secondary specialist centres					
Centre	Code	Lat	Long	Website	Telephone
Braintree	COM	51.50	0.60	www.braintreehospital.nuffieldtrust.nhs.uk	01473 514121
Cardiff	COM	51.50	3.00	www.cardiffandvalleyhealthboard.nhs.uk	0300 300 0000
Exeter	HE	51.50	0.40	www.exeterhospitals.nhs.uk	01392 567378
Gloucester	COM	51.50	2.00	www.gloucestershirehospitals.nhs.uk	01452 794 000
Great Ormond Street	GE	51.50	0.10	www.gro.orst.nhs.uk	020 7628 0000
Leeds	COM	53.70	1.00	www.leedshealthcare.nhs.uk	0113 276 0000
Leicester	COM	52.60	1.00	www.leicesterhospitals.nhs.uk	01533 434000
London	COM	51.50	0.00	www.nhs.uk	020 7628 0000
Manchester	COM	53.40	2.20	www.manchesterhospitals.nhs.uk	0161 275 0000
Nottingham	COM	52.90	1.00	www.nottinghamhospitals.nhs.uk	0115 924 0000
Sheffield	COM	53.30	1.00	www.sheffieldhospitals.nhs.uk	0114 276 0000
Southampton	COM	50.90	1.00	www.southamptonhospitals.nhs.uk	023 805 0000
Stoke Newington	COM	52.30	0.00	www.stoke-newingtonhospitals.nhs.uk	020 7628 0000
Walsley	COM	52.30	0.00	www.walsleyhospitals.nhs.uk	01924 600000
Walsingham	COM	52.30	0.00	www.walsinghamhospitals.nhs.uk	01924 600000

NAS Cullum Centres (secondary)						
School	Type	Age Range	Notes	Website	Contact	Phone
Hinchley Wood	COFH	12-16	Salter	www.hinchleywoodschool.co.uk/2020/nas-cullum-centre	info@hinchleywoodschool.co.uk	020 829 7161
Redborough	COFH	12-16	Godalming	www.redborough.surrey.sch.uk/P465-Cullum-Centre	info@redborough.surrey.sch.uk	01483 411300
Salfesian	COFH	12-16	Charteray	www.salfesian.surrey.sch.uk/teaching-and-learning/nas-cullum-centre	info@salfesian.surrey.sch.uk	01932 580252

[illegible]

Secondary special schools (including Year 3, 4, 5 and 6)						
School	Type	Age range	Address	Contact	Phone	Website
Graham Grange	SEN	10-19	Guildford	www.grahamgrange.co.uk	schoolinfo@grahamgrange.co.uk	01483 812211
St Dominic's School	Catholic (High/Mid)	7-18	Gatling	www.stdominicsschool.org	office@stdominicsschool.org	01428 684015
Unified Academy	SEN	9-16	Donkirk	www.unifiedacademy.org	info@unifiedacademy.org	01737 225450
Whimrose Cross Academy	SEN	9-16	Chubham	www.whimrosecrossacademy.org	contact@whimrosecrossacademy.org	01776 812719

All-through special schools (including nursery, primary, secondary and post-16)

School	Type	Age Range	Team	Website	Contact	Phone
Fox Grove	CSJN	4-19	Leatherhead	www.foxgroveschools.co.uk	info@foxgrove.sjps.org.uk	01752 301770
Freemantles	CSJN	4-19	Woking	www.freemantles.surrey.sch.uk	info@freemantles.surrey.sch.uk	01483 543885
Godwin House	LAM	4-16	Cardiff	www.godwinhouse.surrey.sch.uk	info@godwin-house.surrey.sch.uk	01483 850208
Linden Bridge	CSJN	4-19	Woking	www.lindenbridge.surrey.sch.uk	info@lindenbridge.surrey.sch.uk	020 833 3000
Pond Meadow	SJ20	2-19	Cardiff	www.pondmeadow.surrey.sch.uk	info@pondmeadow.surrey.sch.uk	01483 932239
Portbury	SJ20	2-19	Deepcut	www.portbury.surrey.sch.uk	info@portbury.surrey.sch.uk	01253 800000

11 <mailto:globokidzcamp@outlook.com>

a Wallace Fields Club and then join JAG at 4.30pm at the reduced price. This is from September 2023 and available to juniors only.

It would be very helpful if all parents could register on JAG

<https://www.junioradventuresgroup.co.uk/term-time/after-school-club/> even if they never use JAG during their time at WFJS. This would allow a late pick up in an emergency. JAG cannot take unregistered children due to them being under a different Ofsted registration. The office cannot look after a child beyond school day and those children who are regularly picked up late must register with JAG.



Action-Packed Breakfast & After School Clubs

SUPER SPORTS • POWER TEAMS • GLOBAL KIDS
CREATIVE INVENTORS • BRAIN BOOSTERS • ZEN MASTERS

Fun packed multi-activity clubs for every child!

- ✓ A BIG DOSE OF FUN BEYOND THE SCHOOL DAY
- ✓ MAKE NEW FRIENDS ACROSS ALL AGE GROUPS
- ✓ DELIVERED BY A TEAM OF EXPERTLY TRAINED PROFESSIONALS
- ✓ KEEP ACTIVE AND IMPROVE WELLBEING
- ✓ EXPLORE CREATIVITY AND A RANGE OF INTERESTS
- ✓ HEALTHY BREAKFAST & NUTRITIOUS AFTER SCHOOL SNACK AVAILABLE EACH DAY

**SCAN HERE TO
FIND OUT MORE &
BOOK NOW!**



0333 577 1533
[junioradventuresgroup.co.uk](https://www.junioradventuresgroup.co.uk)



General Reminders and News

Making the Roads Safer

If possible, please walk to school. Mr Findlay is always on duty to ensure the traffic remains calm and controlled. Drive slowly and respectfully and please park on one side of the road and not over the resident's drives. Obviously, do not park on double yellow lines and please give way to avoid gridlock. Use the turning circle at the bottom of Dorling Drive to maintain the flow of traffic. Avoid three point turns in the road as this blocks and is dangerous to children and other pedestrians. Thank you for putting the children's safety first.

What Do I Wear On PE or Games Days?

On the days children do PE or games, they must come in wearing their PE kit and remain in it all day. PE kit is red shorts with the school logo, white t-shirt with the school logo, white socks and trainers. When the weather is cold Winter PE kit includes black tracksuit bottoms and the school logo red sweatshirt as children will be too cold in shorts and t-shirt. Shorts can be worn underneath. They must have plimsolls in school, as well as wearing their trainers in case they get wet or muddy feet in the day and need to change.

The days are as follows:-

Year 3 – Monday and Tuesday

Year 4 – Tuesday and Thursday

Year 5 – Wednesday and Friday

Year 6 – Monday and Thursday

Please note that our uniform is not gender specific and the wearing of PE uniform on PE/games days means time saved from changing in and out of kit and there is more time to do sports, games and PE.

Unauthorised Holiday

If you take your children out of school without authority for 5 or more days (which do not have to be consecutive) , you are liable to receive a penalty notice. Currently the amount payable under a penalty notice is £60.00 per parent/carer per child if paid within 21 days. Thereafter the amount increases to £120.00 if paid between 21 and 28 days. If the penalty notice remains unpaid after 28 days, the Local Authority will consider a prosecution in the Magistrates Court. Please note that penalty notices are issued per parent/carer per child so a family of two parents and two children will receive 4 penalty notices.

Surrey County Council is not responsible for authorising pupil absence and therefore cannot withdraw any Penalty Notice requests without the written permission of the Headteacher

Stationery Reminder

Your child must have the right stationery in class and if not this impacts on everyone, disturbing them! Please ask your child to check if they need stationery. Class teachers may send your child home with a slip indicating which stationery they need. Parents may provide their child with a little cash so that they can buy replacement stationery as necessary. Children may purchase replacement whiteboard pens, glue sticks, pens and pencils at our stationery shop run by Year 6 prefects on Tuesday and Thursday break times (at the 4J window).



Stationery Shop
*Open to all children - Tuesday and Thursday playtimes in the playground.
 Shop run by Year 6 Prefects.*

Purple pen.....	15p
Pencil	15p
Staedtler Pen	60p
Classmate Ruler	30p
Pritt Stick	£1.25
Berol Pen	30p
Barrel Sharpeners	90p
Whiteboard Pen.....	70p
Erasers	40p

S:\Office\Everyone\Admin - Non Curriculum\Forms, Flyers, Notices, Headed paper, Logos & Signs\Stationery Shop price list

COMMUNITY NEWS



GIRLS ONLY SATURDAY SKILLS CLUBS




**SATURDAY MORNING FOOTBALL FOR GIRLS
 AGED 3 TO 12 IN HAMMERSMITH & FULHAM,
 WIMBLEDON & KINGSTON**

BOOK NOW VIA FULHAMSOCBERSCHOOLS.COM



SATURDAY SKILLS CLUBS



SATURDAY MORNING FOOTBALL FOR BOYS AND GIRLS AGED 3 TO 12 IN HAMMERSMITH & FULHAM, WIMBLEDON, KINGSTON, & EPSOM

BOOK NOW VIA FULHAMSOCBERSCHOOLS.COM



Discover Dad's Army Saturday 7 October 1pm to 2.30pm



On Friday 10 May 1940, the Germans had started their attack on Belgium and the Netherlands, using soldiers dropped by parachutes. British troops in mainland Europe were pushed back to the Channel ports and many people feared that the Germans would soon invade. To protect Britain, a new part-time force was to be set up, the Local Defence Volunteers. The Government made an urgent appeal on the radio to all men aged between 17 and 65 to become part-time soldiers. Within 24 hours of the radio broadcast a quarter of a million men had volunteered. Many men who joined the Home Guard when they could not join the regular army because their day-time jobs were necessary to keep the country running.

Further information available from David Brooks, Bourne Hall Museum,
Spring Street, Ewell, Surrey KT17 1UF. Tel 020 8394 1734. £5 per child
Email dbrooks@epsom-ewell.gov.uk

CAVE PAINTING

Tuesday 24 October

11am-12pm & 2pm-3pm

Bourne Hall Museum
Kids Club
bringing history alive



In the deep time of prehistory early men crawled down into the darkest caves and used light from primitive candles to paint pictures of themselves and the animals they hunted.

They left behind a vivid record of their way of life and some clues of what they believed in. Discover how and why these paintings were created.

Then by flickering light try to create your own cave painting in our very own 'caves'

Cost £5 per child. Two identical sessions will be run, please book to reserve your place; maximum 16 children.

Contact: David Brooks, Bourne Hall Museum, Spring Street, Ewell, Surrey, KT17 1UF. Tel 020 8394 1734.

Email dbrooks@epsom-ewell.gov.uk