



The Wandle Weekly

TOGETHER EVERYONE ACHIEVES MORE

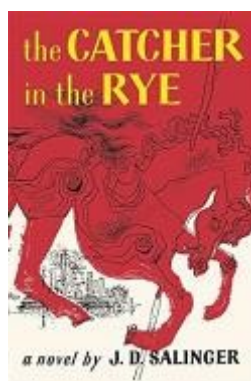


Lisa's Inspirational Quote

"It is our choices that show what we truly are,
far more than our abilities."

J K Rowling

Favourite Book



The Catcher in the Rye, novel by J.D. Salinger published in 1951. The novel details **two days in the life of 16-year-old Holden Caulfield after he has been expelled from prep school**. Confused and disillusioned, Holden searches for truth and rails against the "phoniness" of the adult world.

Mr Lomath

Mathletics

TOP 3 THIS WEEK

1st - Nicholas - 2200

2nd - Justin - 1530

3rd - Jayden - 1340

What Can We Do?

Battersea Power Station

Light Festival 2023



From places to eat, drink, shop, and play, there's something for everyone!

Leisure and entertainment venues

plus a year

round calendar of events, you'll never be short of things to do or places to visit!



Firstly may I apologise for any inconvenience the strike action caused this week.

On a different note what a fabulous World Book Day.

Please see further into the Bulletin for photos of how well pupils and staff did with their costumes.

Miss Harris





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Boxing at Wandle



On Saturday 11 February, Wandle Valley Academy was the venue for an amateur boxing competition. Many of the local young people and families attended, and it was a really positive day.



Please keep an eye out in this Bulletin for information on when we will hold another competition. Maybe your child will be involved through their Boxing club.



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Creative Arts in action



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'In Blue Class this half term we have been continuing some fantastic learning about Rocks, Relics and Rumbles. The children have identified and explored the earth's layers, continental drift, the movement and effect of tectonic plates and the Ring of Fire! On Thursday we awoke to a disaster earthquake and volcanic eruption in blue class! However, we luckily had journalists on hand to investigate and report the events!'



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SEMH Lessons

In SEMH this week Mr Lomath and the team carried out command tasks, working on communication. The boys did a fantastic job giving verbal instructions to guide each other around the room and dodging any hazards. We've come along way in half a term and they should all be proud of the progress they have made.



03.03.2023



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*"Empowering Young People
To Make Positive Change"*



THE
DIANA
AWARD



03.03.2023



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**World Book Day comes to Wandle:
Friday 3 March 2023**



CELEBRATE STORIES.

LOVE READING.



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**CELEBRATE STORIES.
LOVE READING.**

A row of colorful books with faces and limbs, standing and holding hands. The books are in various colors: red, blue, purple, yellow, orange, green, pink, and blue. They have simple faces with eyes and mouths, and some have limbs. They are all holding hands in a line.

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Nothing beats a game of Monopoly



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A message from SaLT

Dear Parents/Carers

It has been lovely welcoming back the SaLT pupils after a well-deserved half-term break!

This term we will be continuing with our 1:1 sessions, but I will also be starting to conduct more classroom observations for identified pupils. The aim will be to start generalizing some of our SaLT targets to the classroom environment to help pupils access the curriculum at Wandle.

As we move to the classroom, where social communication demands differ to our 1:1 sessions, I wanted to share some Top Tips to support pupils' social communication skills with you:

PARENTS OF CHILDREN AGED 6 – 12 YEARS: 11 PRACTICAL IDEAS TO INCREASE YOUR CHILD'S PARTICIPATION AND COMMUNICATION SKILLS

1. Learning new things (but not to be helpless): Increase opportunities for learning to occur through independent or supported completion of self-care tasks (e.g. getting dressed, brushing teeth), chores (e.g. making beds, setting the table, cleaning rooms), routines (e.g. for homework and bedtimes), and activities in real life situations.



2. More unstructured play: Encourage your child to play with siblings, cousins, neighbours' children, including older and younger children, and extended family members. You can read more about play: <http://bit.ly/PlayOpps>.



3. More inclusion: Increase opportunities for your child to befriend and interact with peers by attending the local school, and taking part in after-school and vacation programs.



4. More participation: Involve your child in age-appropriate family, cultural and religious practices, and expect your child to fulfil obligations that are part of such practices.



5. More teamwork: Encourage your child to join local sports teams (e.g. soccer, basketball, netball) and interest groups (e.g. drama, art, chess, bushwalking, music, Scouts, technology, computer-game, or youth groups).



6. More choice-making: Encourage your child to make their own choices (e.g. between chores, about topics for speeches,



MORE

characters for Book Week, extracurricular activities, and to make difficult ethical decisions and trade-offs).

7. More initiative: Encourage your child to take action to achieve their wants and goals (e.g. by making enquiries at local shops, researching gifts for others, self-study, extra training for sports).



8. More accountability: Support your child to understand the consequences of their decisions and actions, setting clear boundaries, with proportionate and consistent consequences for breaking rules and letting others down.



9. Adjust when necessary: Some services/activities may need to be adjusted so that tasks are in line with your child's skills. Keep materials age-appropriate. Remember, finding a way for your child to finish the task is more important than whether it is done "normally" or with 100% accuracy.



10. Expect more for others: Give your child lots of opportunities to help others at home and in the local community (e.g. in community gardens, charity drives and works). Set high expectations!



11. Strengthen social and relationship skills: If needed, access intervention, e.g. speech pathology and occupational therapy, to help your child to understand others' perspectives, to communicate their wants and needs, understand personal boundaries, and to reflect on emotions and interactions.



banter
speech and language

Key source: National Disability Insurance Scheme (2014). Report of the Independent Advisory Council to the National Disability Insurance Scheme: Reasonable and Necessary Support across the Lifespan: An Ordinary Life for People with Disability. Examples our own.

FOR MORE INFOGRAPHICS AND RESOURCES, GO TO BANTERSPEECH.COM.AU


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A message from SaLT

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SPEECH & LANGUAGE

PARENTS OF TEENAGERS AGED 13-15 YEARS: 10 IDEAS TO INCREASE PARTICIPATION AND COMMUNICATION SKILLS




INDEPENDENCE

Support your teenager to participate in activities without direct parent/carer supervision (e.g. public transport, movies, bowling, Laser Tag, video arcade, park days).




DECISION-MAKING

Encourage teenagers to make hard decisions and trade-offs (e.g. about school subjects, assignments topics, extra-curricular activities and social groups).



HIGH EXPECTATIONS, MORE RESPONSIBILITY

"Raise the bar" in what you expect (using support where needed), e.g. with home chores, self-study, sports, classroom tasks, community services to others.




ADJUST FAMILY RELATIONSHIPS

Respect your teenager's natural desire for more independence, encourage friendships with siblings and extended family members, address concerns that may hinder positive family relationships.




REFRAME SUPPORT

Recast 'babysitter' supports to age-appropriate, informal oversight, opinion sharing and mentoring.



ENCOURAGE FRIENDSHIPS


e.g. peers they enjoy spending unstructured time with, and interest-based groups (e.g. games, sports, movies, music).



SOCIAL AND RECREATIONAL ACTIVITIES

Keep teenagers busy with:

- ★ local sports (soccer, football, netball);
- ★ before- and after-school programs; and
- ★ community groups (e.g. computer and technology clubs, gaming clubs, dance troupes).




SELF-CARE

The teenage years can be challenging! Don't be shy in seeking practical, emotional, counselling, and care support when required. Make time to have your own life!



PROFESSIONAL SUPPORT

If required, access services and programs to target specific goals that are functional and important to your teenager (e.g. with talking to new people, sending messages/texts to friends, posting on forums, social media, and independent shopping).



STAY POSITIVE

Understand your teenager's strengths, abilities and needs; encourage your teenager to use and extend their skills, and to persevere through challenges, and connect with networks/families who share similar needs.

Key source: National Disability Insurance Scheme (2014). Report of the Independent Advisory Council to the National Disability Insurance Scheme: Reasonable and Necessary Support across the Lifespan: An Ordinary Life for People with Disability. Examples our own.

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I hope these strategies will be useful, and I look forward to the term ahead for SaLT!

Warm regards,

Chevonne