

Percy Hedley School's

Whole School Blog

News, Stars, Voting for the School Council, World Food in Grainger Market – from John & the PHS Team

Friday 25th September,

Hello again everyone!

September is racing along, and we're well underway now. I hope that you see it that way too, and that you know what's happening, and your son or daughter is settled and enjoying life in their new class. Do reach out to someone and let us know what you need, or about anything that isn't clear

There is loads to enjoy in this blog this week, as well as Eileen's and all the other Percy Hedley stuff, so I hope you find what you're looking for. Please do have a look at the Grainger Market or all the wellbeing things. And if you want something a little more serious, the safeguarding, BfL and PfA articles this week and pretty solid too!

The School Council are getting going again now too, and it's such a lovely thing that 25 pupils want to be on it. Amanda & co have their work cut out but I think they'll find a way. The council are helping with and suggesting lots of good things

I thought it would be good to keep people updated on attendance, which a lot of people work hard on. At the moment it stands like this:

WEEKLY PERCENTAGE 92.65

WEEKLY YEAR TO DATE 91.46

Which is pretty amazing, and I wanted to thank you all for your support in us getting to this figure. We really want the children to be in school, so let's hope we can keep this going all year!!!! Seriously, though, it's a great example of partnership...

Anyway, have a great weekend, thanks for your support and all the best. Hopefully see you soon. Take care

John S

😊 from John & the PHS Team 😊

OUR SCHOOL VALUES:

Respect,

Teamwork

& Resilience

HOW THE CURRICULUM WORKS & WHAT'S IMPORTANT TO US:

3 Super-Steering Groups deliver our Key Drivers through our curriculum.

The Key Drivers are Communication, Wellbeing and Independence

The Groups are Literacy, Physical Development & Personal Development

School Council News

"We meet every two weeks & discuss all sorts of important projects. We listen to what the students want & try our best to make this happen"

The Student Council makes a difference in our school!

*It's great to have such a good School Council, who are actually making a difference!
It really fits in with our ethos and the vibe of the school too. Thanks to them!*

VOTING!!!

We have been busy this week collecting names from students who have shown an interest in becoming a member of the Student Council this year. We have approximately 25 names, which is great. Voting will happen soon!

We have had some suggestions already about some projects the students would like to carry out, including some adjustments to the outside yard



Our School Council Board!



Literacy

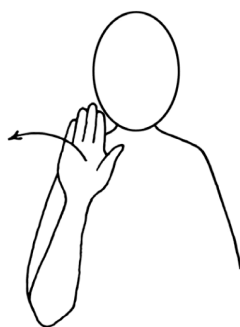
Becky, our Literacy Specialist Lead, leads a team that improve all aspects of literacy, including writing, oracy, reading, phonics, books & the library! Let's catch up with what the latest is, with Russell as well!



National
Year of
Reading
2026



Literacy



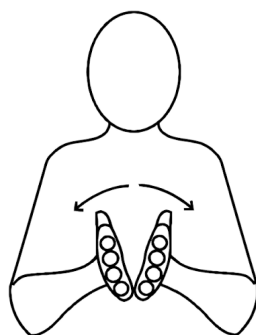
hello

The International Day of Sign Languages is celebrated every year on 23rd September. This week in school, we are celebrating sign languages and the many ways our pupils communicate including Makaton, Tactile Signs for Sensory Learners (TaSSeLS) and Canaan Barrie sensory signs

Makaton is an important part of communication for many of our pupils. It uses signs and symbols alongside speech, providing additional visual support to help pupils to understand language and express themselves.

At school, Makaton is incorporated into stories, songs, learning activities and everyday routines.

Our school library offers a range of Makaton-supported books, where signs and symbols help to bring familiar stories and texts to life. These accessible resources support understanding, communication and participation, while developing key vocabulary and comprehension skills. They enable pupils to engage actively with reading materials, express their ideas and make choices, helping to build confidence, independence and enjoyment of reading.



book

See below to links to further related information

[BBC – celebrating sign languages](#)

[BBC – Singing Hands](#)

Happy Reading!



Healthy Living



Everything that is in the world of Healthy Living: physical development, including physio, hydro, MOVE, PE, HI, VI, OT & other key areas for us, including Outdoor Learning & many other aspects. Steph oversees this & it's always a priority!



Personal Development & Wellbeing

One of the best things about the school and one of the most important for our pupils, PDW covers PSHE, Careers, Social Moral Spiritual & Cultural Issues, Online Safety, Behaviour, Wellbeing & similar areas. Jo pulls it all together

Jo Ferguson
Personal Development Lead

j.ferguson@percyhedley.org.uk

Thank you for your continued support. By working together, we can help our young people develop the confidence, resilience and independence they need to achieve their full potential

If you have any questions or would like more information, please feel free to contact me at j.ferguson@percyhedley.org.uk, or speak to your child's class teacher



Wellbeing!



“Connect, Keep Learning, Be Active, Take Notice, Give”

Wellbeing is a Key Driver at PHS. This year we've increased both the size of the team and the space they have for the children. Let's hear from Kelly about the exciting things that are going on there



How will you get your 5-a-day for wellbeing this weekend? If you're looking for inspiration, why not try our suggested weekend plan



Morning: Be Active

- Move your body: Try a seated stretching routine online or take a gentle roll or stroll along an accessible park path.
- Why it helps: Moving your body at your own comfortable pace releases feel-good hormones and boosts physical energy.



Midday: Notice & Mindfulness

- Be mindful: Spend time in an outdoor space or by a sunny window. Listen out for different sounds, feel the temperature on your skin and enjoy a warm drink without digital distractions.
- Why it helps: Pausing to appreciate the present moment helps clear mental clutter and lowers stress levels.



Afternoon: Learning & Creativity

- Try something new: Spend some time on new hobby, such as learning foreign phrases or browsing an online museum exhibit.
- Why it helps: Learning new skills boosts self-confidence and provides a satisfying mental challenge.



Late Afternoon: Give

- Do something kind: Offer some kindness by sending a thoughtful message to a friend or family member.
- Why it helps: Small acts of kindness trigger positive feelings and make you feel good.



Evening: Connect

- Reach out: Play a game with friends or set up a video call with someone you haven't spoken to or seen in a while.
- Why it helps: Building and maintaining relationships provides a sense of belonging.

Please feel free to share your 5 Ways to Wellbeing activities with us by emailing photos to

PercyHedleySchoolWellbeingTeam@percyhedley.org.uk



This week in our Wellbeing therapy sessions, the groups completed an activity based on their focused area of wellbeing.

The 'Give' group decorated biscuits and gave them to a friend.

The 'learn' group had a go at learning how to play the glockenspiel, they followed a tutorial and composed a piece of music together.

The 'Active' group went on a Wellbeing Walk.

The 'Notice' group took part in a progressive muscle relaxation activity.

The 'Connect' group did an activity to find out what hobbies and interests they have in common.



Did you know? As well as our new Wellbeing room, we also have a new counselling and therapy space



Also...

Before the summer you may remember a post about the Wellbeing Team inviting you have input into the Mental Health Strategy for this year. There is still time to be involved! The group are meeting on 2nd October; if you would like to come along please email c.ellis@percyhedley.org.uk



PE

PE is great here and very important for a lot of the students – in fact all sorts of movement. They've already made a great start to the year, so let's see what Nathan has for us!



The Marvellous Early Years Ducklings!

We have a great Early Years class, The Ducklings, with a great area to learn & play in. Kate shares with us each week what they've been doing! Hope you enjoy the words and pictures



We have had another lovely week in class and have been busy exploring 'The Colour Monster' story

The children really enjoyed listening to the story and watching the corresponding coloured rice being sprinkled onto a drum as each emotion was introduced. We

listened carefully to the different sounds the rice made and loved watching the colours appear. There were lots of smiles and excitement when the rice was thrown into the air!

Following on from the story, we explored a range of colour activities. We practised colour matching and enjoyed sorting animals by the different colours of the monsters from the story. During Outdoor Learning, we created our own Colour Monsters using paint and natural materials. We explored painting with sticks and leaves, making different marks and patterns as we decorated our monsters.

We have also introduced Bucket Time sessions this week. The children were particularly excited watching a balloon being pumped up and then fly around the room. We also enjoyed visits to both the Book Fair and the school library this week, where we explored a range of exciting books and stories.





The fabulous Ducklings having a great week!



Food Around the World at Grainger Market

Richard's class have been on their travels – let's have a read and a look at some pictures

Students enjoyed a visit to the Grainger Market where they explored and sampled foods from different countries around the world. This exciting experience gave them the opportunity to discover new flavours, learn about different cultures, and talk about where foods come from

During the visit, students tried a range of international foods including a Spanish churro with a soft drink, a Chinese dumpling, Japanese sushi, Indian pani puri, and a slice of Italian pizza. Students were encouraged to discuss their favourite foods, compare tastes and textures, and share their experiences with their peers

The trip helped develop students' understanding of global food cultures while building confidence in trying new foods and engaging with the local community. It was a fun and enjoyable way to learn about the world through food







Food in the brilliant Grainger Market!



Therapy Star of the Week!



This week, with Abbie! Who is nominating.....



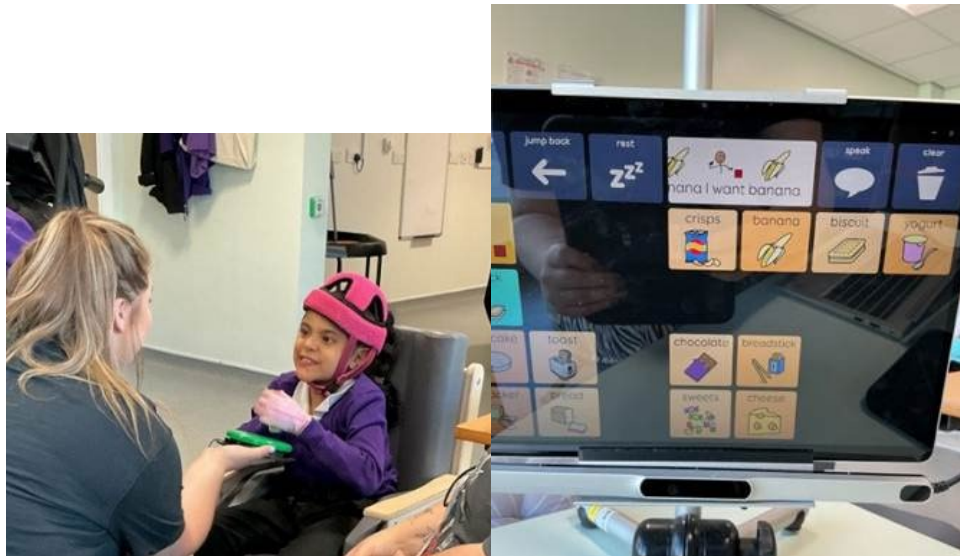
RETAL!!!



Retal has been working hard on her independence and communication skills since returning to school, as well as settling into her new classroom so well. On Tuesday, she participated in hand warm up and switching activities with her friends. She took

turns to start the music and worked hard to press the button all on her own when it was her turn

She also used her VOCA to tell staff that she wanted to 'eat' and told us exactly what she wanted to eat too! She had the biggest smile on her face while eating her banana at snack time. We are so proud of Retal for always working hard and being a ray of sunshine in the classroom. Super star!!!



Retal! A great Therapy Star of the Week



Dan's Brownies!

The fabulous Dan has been cooking and selling!

Dan is selling brownies and other goodies over the next few days to raise money for "Shine night walk". This is taking place on 10th October it is a 10K walk throughout Newcastle and Gateshead raising money for cancer charities. This is very close to Dan's heart as his nana suffered with a form of bone cancer.

We are so proud of Dan's support with this and thankful we can do something to make a difference 😊

Here is our link if anyone would like to donate :



Thanks, Jess 😊



Gardening Club with Ben!

Gardening Club



**The gardening team have been hard at work
on the allotment this week planting new
bulbs, watering their plants and exploring
what they have harvested**

Gardener Ben



Gardening Club is fab!



Nursing News!

The school is full of different teams working together for the good of the pupils, and we have a lot of different disciplines & types of people working here. It's really good that we have nurses & HCAs. Let's hear what's new! Ooh, doesn't sound like the nicest topic, but important all the same...



Go Nurses!



Eating, Drinking & Swallowing – with Jennie! Part Three!

Jennie is our Dysphagia Lead, working across the Foundation and co-ordinating the work of the Dysphagia Group of Speech & Language Therapists

Jennie is planning to explain what IDDSI is over the first few weeks of this new part of the blog, and then include some recipes, top tips etc as time goes on. Excellent!

Let's hear again from Jennie in this new section and see what it's all about this week! It's Part Three!!!!

Eating, Drinking and Swallowing (Dysphagia)



Across the world we use the same words to describe food and drinks that have been modified because someone has eating, drinking and swallowing difficulties. This means that we all understand each other and the food or drink is the same no matter where you go or who makes it.

At Percy Hedley School the dysphagia trained Speech and Language Therapists carry out assessments to work out what the safest foods and drinks are for our students and our excellent kitchen team make the food to the right consistencies. Each week we will focus on a different level to explain what it all means, so we can work together to make sure we get it right for our students

5 MINCED & MOIST

These are soft and moist foods which have been mashed or blended and mixed with a thick sauce. The lumps are easy to squash with the tongue and very little or no chewing is needed. The small, soft pieces in the food are no bigger than:

Children: 2mm wide and no longer than 8mm

Adults: 4mm wide (the distance between the prongs of a fork) and no longer than 15mm (the width of a fork)

The food can be tested by:

Will it sit on a fork without dripping through or falling off?

Will it all slide off a spoon if you tilt it?

Can you squash all of the small lumps with light pressure on a fork?

Will the small lumps all fit easily and individually between the prongs of the fork?

Any questions for the Dysphagia SaLTs the email address is PHS.salt@percyhedley.org.uk



Behaviour for Learning (BfL)

Aylisha and Corin have developed the BfL Team and work on supporting our pupils all the time, in all situations. They've been joined by Nicola, Nat, Sarah & Andrea to make a really important team for the school

Helping Every Child to Thrive

At Percy Hedley School, we want every child to feel happy, safe and ready to learn.

We know that all children can have good days and difficult days. When a child is finding things challenging, we look beyond the behaviour itself and try to understand what they may be feeling, needing or trying to communicate. That's what Behaviour for Learning is all about.

Putting Children First

Every child is different, and there is no one-size-fits-all approach.

Some children may need extra support with emotions, communication, friendships, anxiety or changes in routine. By getting to know each child well, we can provide the right support to help them feel confident, settled and successful at school.

Working Together with Families

Families know their children best, and we value the role parents and carers play in supporting their child's journey.

By working closely together and sharing information, we can make sure children receive consistent support both at home and at school. When concerns arise, we aim to identify them early and work alongside families to find positive solutions.

Celebrating Progress

Behaviour for Learning is not about focusing on what children can't do. It's about recognising strengths, celebrating achievements and helping children develop the skills they need to succeed.

For some pupils, success might be joining an activity independently. For others, it could be managing a difficult situation calmly, building friendships or taking part in learning with greater confidence. Every step forward matters, and we love celebrating those successes with our pupils and families.

Supporting Our Staff

Our staff receive regular training and support so they can continue to provide the best possible care and guidance for pupils. This helps us ensure that our approach remains safe, consistent and effective for all children.

Looking Ahead

We are always looking for ways to improve and develop our Behaviour for Learning provision. Our goal is simple: to help every child feel understood, supported and able to reach their full potential.

Thank You

Thank you for your continued support. By working together, we can help every child build confidence, develop positive relationships and enjoy their learning journey at Percy Hedley School

If you have any questions or queries please don't hesitate to contact the BfL Team

aylisha.holland@percyhedley.org.uk

c.orr@percyhedley.org.uk

☎ Call: 0191 216 1811

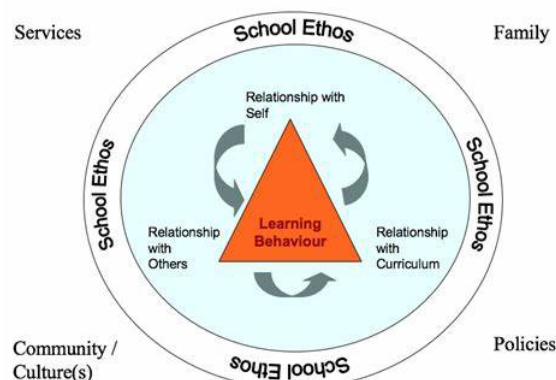


Figure 1: Behaviour for Learning conceptual framework



Preparation for Adulthood with Hannah

PfA is a priority for the us and always will be. Hannah & the PfA Team use this space to tell us what they've been working on, and it's always central to our mission



Getting Ready for Your Child's Annual Review

An annual review is an important opportunity to look at your child's progress, celebrate achievements, and consider whether the support described in their Education, Health and Care (EHC) Plan continues to meet their needs. It is also a chance to think ahead and plan for the future

While it is natural to focus on current challenges and support arrangements, annual reviews should be about much more than what is happening right now. The review process is designed to consider your child's aspirations and the outcomes that will help them move towards a fulfilling and meaningful future. This might include developing communication skills, increasing independence, building friendships, accessing the community, or preparing for further education or employment

You play a vital role in helping to shape these discussions. Before the review, it can be helpful to spend some time thinking about your child's strengths, interests, and ambitions. Consider what is going well, what has changed since the last review, and what you would like your child to achieve over the coming years. Thinking beyond the next few months can help ensure that long-term goals remain at the centre of planning

There are a number of practical ways to prepare for an annual review:

If it's possible, talk with your child about their views, wishes, and goals in a way that works for them

Reflect on the progress they have made since the previous review

Make a note of any concerns or questions you would like to discuss

Consider what support is helping your child to succeed and where changes may be needed

Think about future aspirations – what would help your child to live their very best life?

A successful annual review should provide a clear picture of where your child is now and where they would like to be in the future. By focusing on aspirations and outcomes, everyone involved can work together to support the next steps in your child's journey

Remember, before Annual Review, you will be invited to complete a Parental Contribution form to discuss at Parent Visit. The information we gather here really helps us to shape the documentation so that it is just right for your child

Reflection Question

If you looked ahead two or three years, what would you hope your child would be doing more independently? Where would you like them to be? What kinds of activities would they enjoy doing?

PfA Lead: Hannah Fuller Hannah.fuller@percyhedley.org.uk, Careers lead: Louise Finlay l.finlay@percyhedley.org.uk or Family Liaison Officer: Eileen Robinson e.robinson@percyhedley.org.uk

Here is the link to our PfA resources: <https://www.percyhedley.org.uk/percy-hedley-school/preparing-for-adulthood-resources/>



Mobile Phones in schools!

We've been working on a new policy to reflect what's going on in the country about this, and what the government is telling us

Please do have a read

Rebecca is happy to answer any questions about it at all. Get Rebecca on r.fletcher@percyhedley.org.uk

Mobile Phones in School procedure

To maintain a safe, focused and supportive learning environment, all students must hand their mobile phones to a member of staff at the start of the school day. Phones will be stored securely and returned to students at the end of the school day.

The school recognises that many students rely on mobile phones for their journey to and from school. Students may therefore bring their phones to school for transport and travel purposes, but they must be handed in immediately upon arrival.

Exemptions and Reasonable Adjustments

The school acknowledges that some students may require access to a mobile device during the school day as part of their individual needs. Reasonable adjustments will be considered on a case-by-case basis and may include:

- Medical needs, such as the management of diabetes through mobile phone-linked monitoring systems.
- Communication needs identified within an EHCP or other support plan.
- Therapeutic interventions recommended by healthcare professionals or therapists.
- Activities that support Preparation for Adulthood outcomes, where mobile phone use has been identified as an appropriate tool to develop independence, travel training, communication skills or community access.

Any exemption must be agreed by the school in partnership with the student, parents/carers and relevant professionals. Arrangements will be reviewed regularly to ensure they remain appropriate and supportive of the student's needs.

Use of Phones Under an Agreed Exemption

Students with an approved exemption may only use their phone for the specific purpose agreed with parents/carers, a medical plan and the DSL. Where this is the case parents/carers will be invited into school to discuss the exemption and an individual contract will be in place to safeguard all pupils and staff. The school reserves the right to review, amend or withdraw arrangements where use is no longer appropriate or where there are safeguarding concerns.

Unauthorised Use

Students must not use mobile phones during the school day without prior authorisation. Unauthorised use, including photography, recording, messaging, social media access or gaming, may result in the phone being confiscated and further action being taken in line with the school's behaviour policy.

This approach reflects current Department for Education expectations that schools should be mobile phone-free environments by default, while making appropriate adjustments for pupils with SEND, disabilities or medical needs.



School Lunches

Please find the menus here: [School Meals – Percy Hedley School](#)

Unless your child is in receipt of Free School Meals or Bursary, please ensure your iPay account is topped up before meals are taken. Thank you for your understanding & continued support in helping us to provide good quality, safe & nutritious meals for our children

If you have any questions or need support with your iPay account, please don't hesitate to contact the school office



Exams with Kat!

Welcome to all returning students and new students that joined new class teams.

With the new academic year under way, the exams team is starting the full year cycle once more. Updating details, preparing the years schedule of qualifications, and setting up support and information for teaching staff and students. Updated regulations have been circulated by JCQ (Joint Council of Qualifications) which will be available on the Percy Hedley website under the exams section.

I wish you all a good start and successful year ahead



Safeguarding – gender questioning



Aylisha is our Safeguarding Officer, Rebecca is the DSL. Tracy and Corin round out a great DSL Team, with others like Carla, Lizzie & Vicky involved too in other aspects of safeguarding. Let's hear about this week's important topic

This week we are focusing upon the new guidelines for schools around pupils who are gender questioning. KCSIE has given clear guidance on how schools should support pupils and families through this difficult and confusing process



The guidance follows the findings and recommendations in the [Cass Review into NHS gender identity services for children](#) and advocates taking a cautious approach with the following core principles:

Schools must not initiate social transition: The guidance only applies where a child or their parent has raised a request relating to social transition. Members of staff must not adopt any changes relating to social transition unless a school-level decision has been made, led by the designated safeguarding lead (DSL) and almost always after the child's parents or carers have been involved.

Social transition is an active intervention: Social transition may have significant effects on a child's psychological functioning and longer-term outcomes. Primary schools should exercise particular caution, and support for full social transition should be agreed very rarely.

Parental engagement is a priority: Only in the rare circumstances where involving parents would create greater risk of harm should the DSL determine what action is needed before parents are contacted.

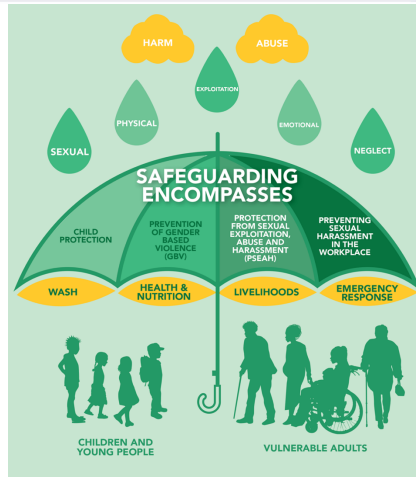
Facilities rules are absolute: Schools must not allow pupils into toilets, changing rooms, or boarding or residential accommodation designated for the opposite sex, with no exceptions. Where single-sex sports are required for safety reasons, there must also be no exceptions. Where a gender-questioning child does not wish to use designated facilities, schools should consider whether alternative provision, such as self-contained individual toilets, can be provided without compromising single-sex provision or the safety, comfort, privacy or dignity of the child or of any other children

As part of this work we are revising policies and training in school to ensure that we are there to support pupils and families where we are needed, and ensure that we have access and signposting to the most appropriate support for families

More information can be found on this issue at the following link:
<https://www.nspcc.org.uk/advice-for-families/gender-identity/>

As always please get in touch with any worries about this matter, or any safeguarding concern

As ever if there is anything that the DSL Team can help with, or if you have any queries or questions at all, then please don't hesitate to contact r.fletcher@percyhedley.org.uk or aylisha.holland@percyhedley.org.uk for anything like at all that you think is, or even may be, related to safeguarding



Safeguarding is a lot of different things!

Online Safety

The link to the Online safety information can be found on the school website under the heading “Parent and carers area”, then “online safety” from the dropdown menu.

Last Friday a new weekly blog was added. It's all about understanding online misogyny, key 'manosphere' influencers for parents to be aware of, and how parents can support their children at home in understanding misogyny and what to do if they come across platforms/users spreading these harmful messages.

[View the online safety blogs here](#)

[And view all information about online safety at PHS here](#)



No-Spray School

Just a reminder that we're a no-spray school. This means pupils & staff should not wear perfumes or aerosol body sprays, as these can cause serious allergic reactions, including anaphylaxis, for some members of our community. Roll-on deodorants & water-based sprays are fine to use. Thank you for your support in keeping our school a safe place for everyone



Attendance!



Thank you for your support with attendance, an area of national scrutiny. Here's Kelly with an important reminder

*The school day begins promptly at **9:00am**. Any student arriving after this time will be marked as late unless there is a pre-arranged appointment and an absence form has been submitted in advance*

If you have any questions, please contact 31elly.richardson@percyhedley.org.uk

Thank you, as always, for your continued support

A brief reminder about how to contact the school for reporting an absence

Parents & carers have a responsibility to notify the school if their child is going to be absent. Please note this is daily for each day the child is absent. This may be via

A note in the school diary if the absence is known in advance eg medical appointment

A telephone call to the school office before 9.30 on the first day of absence if the absence was unplanned, eg illness

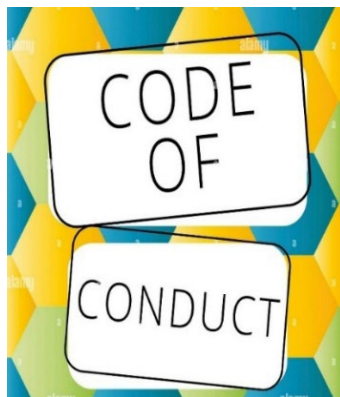
Email to class teacher or PHSattendance@percyhedley.org.uk before 9:30 on the day of the absence

As always, any queries feel free to reach out – kelly.richardson@percyhedley.org.uk

Thanks for your support and partnership in this area



Parent/Carer Code of Conduct



Our Parent/Carer Code of Conduct is on the website here: [Parent and Carers Area – Percy Hedley School](#). Most schools have these, so please do have a read – they aren't used very often. Thanks for your support with it – generally but also in most things that arise every day



Friends of PHS – the FoPHS!

A huge thank you to all the FoPHS for their time, commitment & support with projects, ideas & all sorts. You're such an important part of the school

All parents, carers & staff are members of the FoPHS by default. Benefits include insurance for events, links with their partners & training for parents, carers & staff. The meetings are half termly



Why don't you join! The Fabulous Friends are always looking for volunteers for events! If you can offer any support, please contact Eileen at e.robinson@percyhedley.org.uk



Leading Parent Partnership Award (LPPA) – with Tracy and the Team!



Dear Parents, Carers and Families

In January 2024, with your valued support and contributions, Percy Hedley School successfully achieved the Leading Parent Partnership Award (LPPA). This accreditation is valid for three years, and we are now beginning the process of reviewing our progress and planning for the future.

As part of this review, we would like to gather your views on whether you have noticed any improvements in communication between home and school during this period. When working towards the award, families identified the following areas as particularly important:

Regular updates on pupil progress

An annual calendar of events, supported by ongoing updates throughout the year
Communication in a variety of formats, including telephone calls, emails, letters, text messages, weekly school blogs, home-school diaries and termly newsletters

Coffee mornings and family activities offered at a range of times and on different days

Opportunities to attend events online

Online training and information sessions for families

To gather your feedback, we will shortly be sharing a brief survey in a range of formats. We hope this will make it as quick and accessible as possible for everyone to take part. Your feedback will help the LPPA Steering Group identify priorities and set objectives for the coming year

Once the survey responses have been collated and analysed, a summary of the findings will be shared on the school blog. We hope you will find the results both interesting and informative

We are also currently refreshing our LPPA Steering Group. Having representatives from across the school community helps to ensure that we capture a broad range of views, experiences and evidence from as many families as possible

If you prefer to contact me on an individual basis my email address is:

t.smithson@percyhedley.org.uk

Please get in touch with Tracy and she will be happy to respond to any queries, suggestions about the LPPA and other issues for parents



AND NOW...



STARS OF THE WEEK!

THAT REFLECT OUR SCHOOL VALUES!



INFORMAL STAR OF THE WEEK!

Resilience!

Our pathway's star of the week is MICHAEL!!!



Michael has shown incredible determination and resilience by crawling for the first time in four years!

Over the past year, Michael has worked extremely hard to develop his strength by practising pushing himself into a sitting position from side-lying and spending time on all fours using a peanut therapy ball for support

Last week, with only the enticement of the fibre optic lights in the sensory room, he went onto all fours completely independently, then shuffled to crawl!

We are blown away by this! Well done Michael!!!! STAR!!!



SEMI-FORMAL!

The Semi-Formal Star of the Week is....

MICHAEL!!!

Resilience!



Michael has made fantastic progress in swimming so far this half term. Michael is now getting under the water up to his shoulders! We are all very proud of him for demonstrating great resilience with something that he finds challenging. He has tried very hard each week and it's great to see him making progress.

Well done, Michael!! STAR!!!



POST-16!

We love our sixth form! Let's hear who's been great down there this week!

Respect, Resilience and Teamwork

Drae for fantastic turn taking in Wii sports/PE. He was so patient and mature. Fantastic!!!

Respect

Katie helped a peer use a switch system during a food tech lesson. Brilliant!!

Resilience

Michael worked really well with staff and made a wonderful chocolate orange cake. Well done!!!

Ayaan for being amazing in lessons and always trying his best. Wonderful!!!

Gracie had a wonderful visit to the Grainger Market. She tried lots of food and asked questions on her VOCA. Awesome!!!

Sadie for working really really hard!!!



Makaton Signs of the Week with Julie!

Every Sunday Julie prepares a message for the whole school on Makaton signs that are current and relevant to the time of year. We reproduce that here so that you can do the same thing at home if that suits you – or just for you to learn a few signs each week. Hope it works for you! Here's Julie

Makaton signs of the week 21st September

Wednesday 23rd September is International Day of Sign Languages 2026



"It's a day that celebrates the richness of visual language while championing every individual's right to communicate and be understood, fostering both awareness and inclusion."

"Whether you're fluent in sign language or just starting to learn, this day is a chance to connect, support, and advocate for a more inclusive world"

"By participating in this day, you're helping build a world where communication is truly for everyone, whether spoken or signed."

At PHS we use Makaton as well as Tactile Signs for Sensory Learners (TaSSeLS) and Canaan Barrie sensory signs.

Here is the Makaton sign for 'to sign'



Here is a short Mr. Tumble video showing how to produce the sign 'to sign' along with a few other core signs:

<https://youtu.be/flXsU4V0zz8>

Here is a link to CBeebies signing information with more Mr.Tumble links:

[International Day of Sign Languages - 23rd September 2026](#)

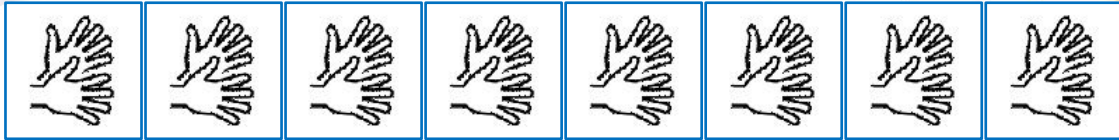
How many of these signs do you already know?

Why not challenge yourself and your colleagues to learn a few new signs this week and use them in class?

Keep Signing Everyone!



Julie



...from John & the Team here at PHS

Our Key Drivers

Communication, Wellbeing, Independence

