

Percy Hedley School's

Whole School Blog

News, Stars, **Hello Yellow**, Antony the Olympian, Shopping & Smoothie-Making
– from John & the PHS Team

Friday 2nd October 2026

Hello again everyone!

Happy Friday!

I hope it's been a good week for you. It's been a lovely one in school with an Olympian coming in, a few exciting trips out in the continued good weather, National Poetry Day and all sorts from the wellbeing, literacy, safeguarding, PfA, attendance and other teams – plus some awesome STARS!!! And we had a governors' meeting! Please do have a look and find the bits that speak directly to you, or search around the website for something you do like

As Jo says at the end of the PDW section, we really do appreciate the partnership we have with you and are always looking for ways to improve it, so do please keep in touch with us and share ideas with us about all of that too

Have a great weekend, all the best to you and your son or daughter. 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

Attendance

This is the latest from the Attendance Team

Attendance last week was **89.86%**, lower than previous week of 92.65%. Whilst we were disappointed not to maintain the excellent start to the year, we do appreciate some of our young people have unavoidable illnesses. We would like to remind families that if your child is unwell and you are unsure whether they should attend school, our class teams and nursing team are available to offer advice and support. Where children are well enough to attend, every day in school provides valuable opportunities for learning, communication, independence and friendship. Thank you for your continued support in helping us achieve the best attendance possible for all pupils.

A fantastic 74 children have 100% attendance for this term!

WEEKLY PERCENTAGE	89.86395
WEEKLY YEAR TO DATE	91.06
ON ROLL	147
PA - Missing more than 50-90% of school, current week	14.30%
PA - Missing more than 50-90% of school, avg for half term	19.73%
SPA - Missing more than 0 - 50% of school, current week	6.80%
SPA - Missing more than 0 - 50% of school, rolling avg for half term	2.72%
2025/2026	85.77065
2025/2026 Year to date	86.79543



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 make 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 from Becky



**National
Year of
Reading
2026**

This week the Literacy Team have been unpacking some lovely new resources ready for our students who have finished our phonics program ELS, and are ready for the next step. These students focus on developing their reading fluency and comprehension skills, aiming for them to get to the point where they don't have to 'decode' each word but begin to recognise words automatically - as that's when reading becomes a lot less effort and a lot more fun!

We are lucky to already have some brilliant 'hi- lo' books, where the content is written for older students but the text is more simple to read, so our resources can add to the choice available. These books have some brilliant fiction and non-fiction options, and are written in 'levels' so we can match a reading book to a student to provide the 'just right' amount of challenge. You can see a few examples here - lots of choice is so important!



We were also selected to receive copies of 'The Happy News' newspaper this week, which is always a popular choice in the library! If you haven't come across The Happy News before, it is filled with lovely news stories that may not hit the main news but deserve to be celebrated! We were gifted these copies, so thank you very much to The Happy News team 😊



Happy Reading!





Physical Development



Everything that is in the world of 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!

Physical Development remains one of our Super Steering Groups, a key area of whole school focus that continues to shape how we support pupils' health, wellbeing and access to learning. Promoting physical development is not new to PHS; it's something we have always championed and continue to be incredibly proud of

Across school, our integrated transdisciplinary approach ensures that every pupil has meaningful opportunities to develop their physical health, wellbeing and independence throughout the day. You'll already have seen this reflected in our previous blog posts, but it's also part of our classroom practice and whole school culture

Here's a reminder of our Physical Development goals

To promote healthy, active lifestyles by embedding movement, activity and health education throughout the school day

To optimise pupils' readiness and engagement in learning through physical activity, sensory regulation and supportive environments

To improve access to learning and participation by reducing physical, sensory and environmental barriers

To strengthen pupils' physical health, wellbeing and independence, ensuring every pupil is supported to reach their full potential

Why Physical Development Matters

Physical development is about far more than fitness or mobility. Strong evidence shows that regular movement and physical activity can enhance cognitive function, improving concentration, memory and academic progress. It also supports social development, helping pupils build friendships, teamwork and confidence. For many of our pupils, physical development plays an even more significant role in supporting independence, wellbeing and long term health. By prioritising movement, activity and physical readiness, we help ensure every pupil can reach their full potential

How We Make This Happen

We are fortunate to have a highly skilled team of therapists, teachers, support staff and health practitioners who work together to embed physical development across the school day

Our Physical Development Steering Group includes:

Specialist teachers, including our PE team and Outdoor Learning lead, champion active, experiential learning. They design opportunities that build physical skills, confidence and resilience, from adapted sports and movement rich lessons to nature-based exploration and outdoor challenges.

Physiotherapists specialise in Hydrotherapy, Rebound Therapy, MOVE, respiratory health, postural management and more. Ensuring pupils have safe, motivating and meaningful opportunities to move, strengthen and develop independence

Occupational Therapists take a creative, holistic approach to removing barriers to learning. Alongside supporting access to the curriculum and community, they play a vital role in sensory regulation, helping staff understand pupils' sensory needs, embedding strategies that support calm alertness, and ensuring pupils are physically and emotionally ready to engage.

Nurses who lead on healthy living and health promotion, supporting pupils to understand their bodies, make informed choices, and take increasing ownership of their health needs. Their work strengthens independence, wellbeing and pupils' confidence in managing aspects of their own care

Together, this collaborative approach ensures physical development is woven into every aspect of school life, supporting pupils to be healthy, regulated, active and ready to learn. Physical development is also strengthened by our rich offer of lunchtime sports clubs, and enrichment opportunities such as bike club, football and even surfing! - providing exciting and functional opportunities to develop strength,

balance, coordination, teamwork and self-belief beyond the classroom





Look at all this great stuff!



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

SMSC, British Values & Citizenship: National Sporting Heritage Day

We were delighted to celebrate National Sporting Heritage Day with a very special visit from Antony Cotterill, a two-time Paralympian and former Great Britain wheelchair tennis player. Antony shared his inspiring journey with pupils during a whole-school assembly, giving everyone an insight into the determination, resilience and hard work that helped him reach the very top of his sport. Antony

competed at both the Rio and Tokyo Paralympic Games and achieved a world ranking of fifth during his impressive career

Following the assembly, pupils took part in a Q&A session where they asked some fantastic questions. They were keen to learn more about Antony's sporting achievements, how he overcame challenges, and what motivated him throughout his career. The thoughtful questions demonstrated excellent curiosity, respect and engagement, reflecting many of the values we promote through our SMSC, British Values and Citizenship curriculum

The excitement continued in the sports hall, where a group of students had the opportunity to try Antony's sports wheelchair for themselves. Pupils completed an obstacle course and quickly discovered the strength, coordination and skill required to manoeuvre the chair effectively. It was a fantastic hands-on experience that helped develop understanding, empathy and appreciation for disability sport. Antony often uses this activity to highlight the athletic ability and determination needed to succeed in wheelchair tennis

The visit provided an excellent opportunity to explore key themes within SMSC and British Values, including mutual respect, individual liberty and celebrating the achievements of others. Antony's story showed pupils that setbacks do not have to define us and that perseverance, support from others and a positive mindset can help us achieve our goals

A huge thank you to Antony Cotterill for spending the day with us and inspiring our students. It was a memorable experience that pupils will be talking about for a long time to come!





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 about the latest exciting things that are going on there



Hello Yellow 2026

On Friday 9th October, we will be taking part in Young Minds' Hello Yellow campaign to mark World Mental Health Day

Students and staff are invited to wear something **YELLOW** and take part in class-based activities with a focus on positive mental health, wellbeing and emotional resilience. We will be accepting donations of £1 on the day, which will go directly to support the great work of Young Minds – please note that all donations are voluntary and no student will miss out on activities for financial reasons

The day is a great opportunity to start important conversations about mental health, helping to raise awareness and reduce stigma

We will also be holding an afternoon cake sale for students with cakes and biscuits available for 50p. Last year, we raised over £90 and enjoyed some excellent discussions about mental health across the school community

We look forward to seeing lots of **YELLOW** around school and working together to make a positive difference for children's mental health



And here's Kelly as well with what's been happening this week

5 ways to Wellbeing

Connect, Learn, Be Active, Notice, Give

This week, students on the Formal pathway moved on to their next 'area' of wellbeing. By the end of this term, they will have covered all areas and should be able to use different strategies or approaches to support with getting their '5-a-day'

We have sent messages home in diaries, to parents/carers asking for any evidence and feedback of wellbeing happening at home. Thank you to parents who have already sent in lovely things

Here is Ellis getting his '5-a-day'



Connect - Ellis loves to play with his brother, who is always keen to support Ellis to join in with whatever they are playing. Here they are enjoying Air Toobz

Learn - Ellis really enjoyed archery. With a lot of concentration he was able to use the adapted trigger to fire the arrow and felt like Hawkeye from the Marvel films. He was able to hit the target on a few occasions

Active - We had to include one of Ellis's favourite activities, rock climbing

Notice - Small animals seem to give Ellis a sense of calm, he particularly enjoys Guinea pigs sitting on his knee

Give - Ellis is often supporting his charity whether it's overlooking the packing of hygiene packs, attending fundraising events or here in the picture dropping off packs to the hospitals we supply, this one in Manchester



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!

PHYSICAL EDUCATION



Sports & Fitness – Vocational Learning at Lakeside Gym



Every Friday afternoon, students have the opportunity to visit Lakeside Gym as part of our vocational Sports & Fitness program

These sessions are designed to support students in working towards their individual fitness goals while developing their understanding of health, exercise and physical wellbeing

Each gym session incorporates a variety of activities, including cardiovascular exercise, weight training and functional fitness. Students are encouraged to explore the importance of balancing different elements of training to achieve their personal goals, whether that is improving strength, stamina, fitness or overall health

Personal Goals & Individual Progress



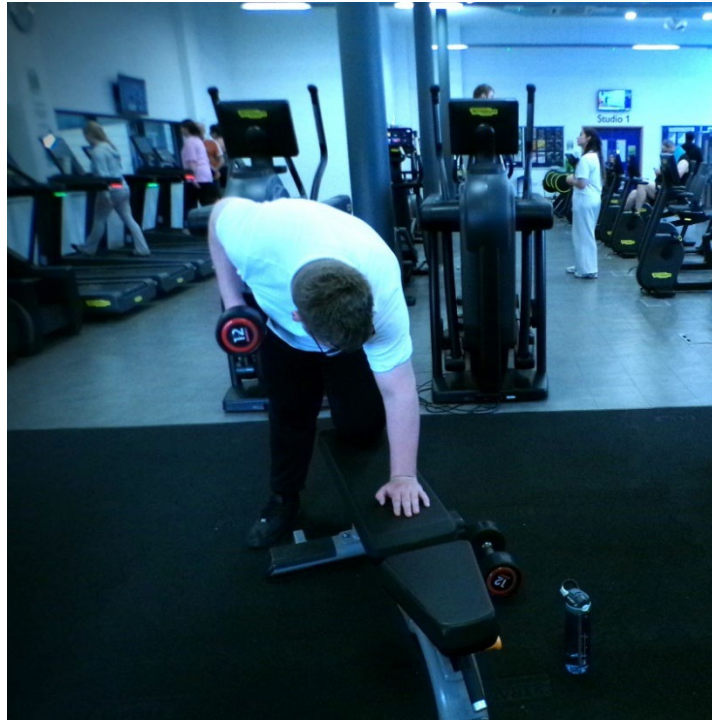
One of the most rewarding aspects of the program has been seeing students begin to identify their own fitness goals and develop a greater sense of ownership over their progress

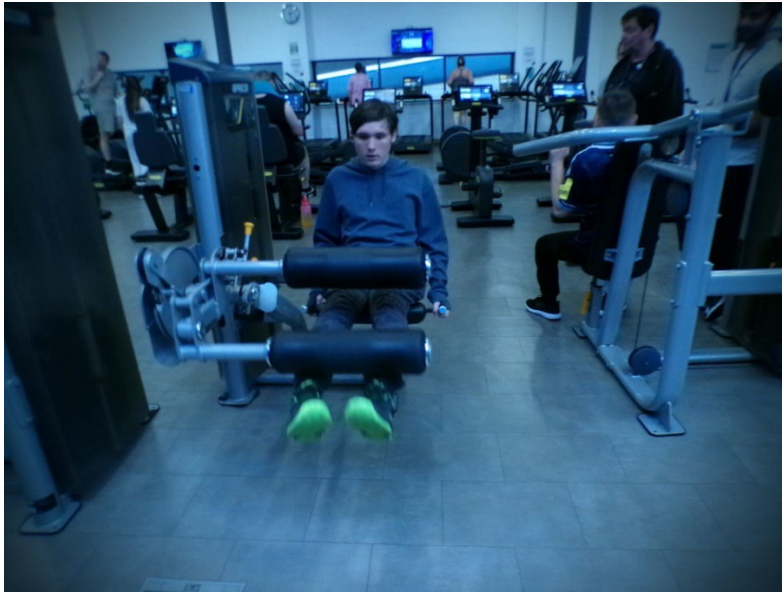
For example, Laiton has shown a particular interest in improving his strength, Daniel is keen to develop his leg strength and functional skills, while Jayden has expressed an interest in building his overall strength and stamina

These individual goals demonstrate how the program is helping students develop a more positive mindset towards physical activity, encouraging them to recognise their own interests, identify areas for improvement and take an active role in their personal development

Alongside developing physical skills, the sessions provide valuable opportunities to build independence, confidence, self-motivation and an understanding of how regular exercise contributes to a healthy and active lifestyle

Our aim is to provide students with meaningful, real-world experiences that extend beyond the classroom, helping them develop lifelong fitness habits and recognise the positive impact that physical activity can have on their health and wellbeing. 💪





Great stuff guys!



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



This week we have continued our learning around the story The Colour Monster.

We explored different emotions through a range of sensory experiences and sounds. We listened to happy bells ringing, a big loud drum to represent feeling angry, bubbles for calm, and sprays of water for feeling sad. During Bucket Time, we watched a colourful science experiment. We carefully mixed lemon juice with bicarbonate of soda and watched as it fizzed and bubbled, creating different colours linked to the story!



In our maths learning, we have been singing 5 Little Aliens and practising taking one away each time. We used five alien balloons and watched as one "flew away" when the balloon whizzed around the room. This was lots of fun!



We also had our very first music session with Chris, which was absolutely loved by everyone! We enjoyed listening to him play his guitar and had the opportunity to explore different instruments, including a large drum and chimes. It was such a lovely experience, and there were lots of smiles and engagement throughout the session. We cannot wait for Chris to visit us again!





Great to see The Ducklings enjoying themselves, still being outside and enjoying music sessions!



Shopping & Smoothie-making with Richard's class!



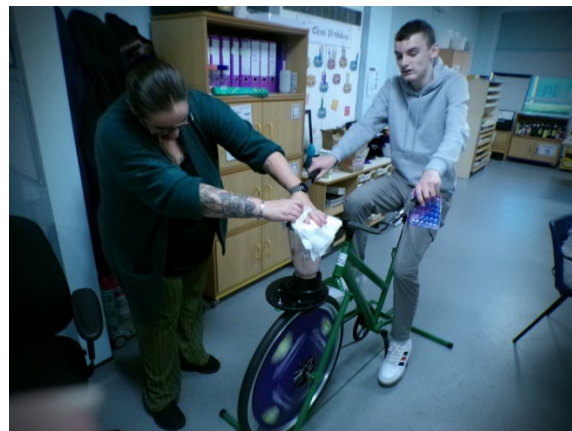
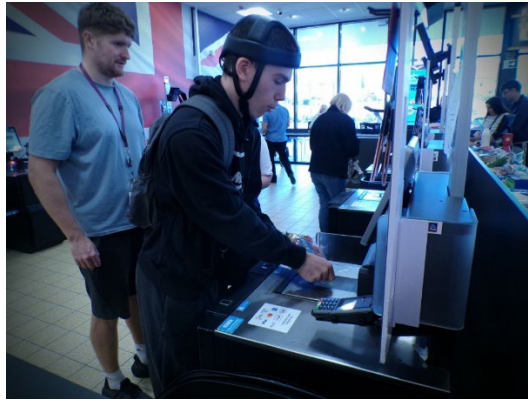
Students in 5RDRM recently took part in an exciting shopping and smoothie-making project



The class split into three groups and visited three different supermarkets to buy a variety of ingredients for their fruit smoothies. Students used calculators to help work out costs, pay and make sure they stayed within the class budget. Back in school, they prepared the fruit themselves before becoming the first group to try our brand new smoothie bike blender



Everyone enjoyed taking part in the activity, and the delicious smoothies were a big hit with the whole class! 🍓 🍌 🍍 🚴 🧺







Fabulous stuff! I want a smoothie now!!!



Therapy Star of the Week!

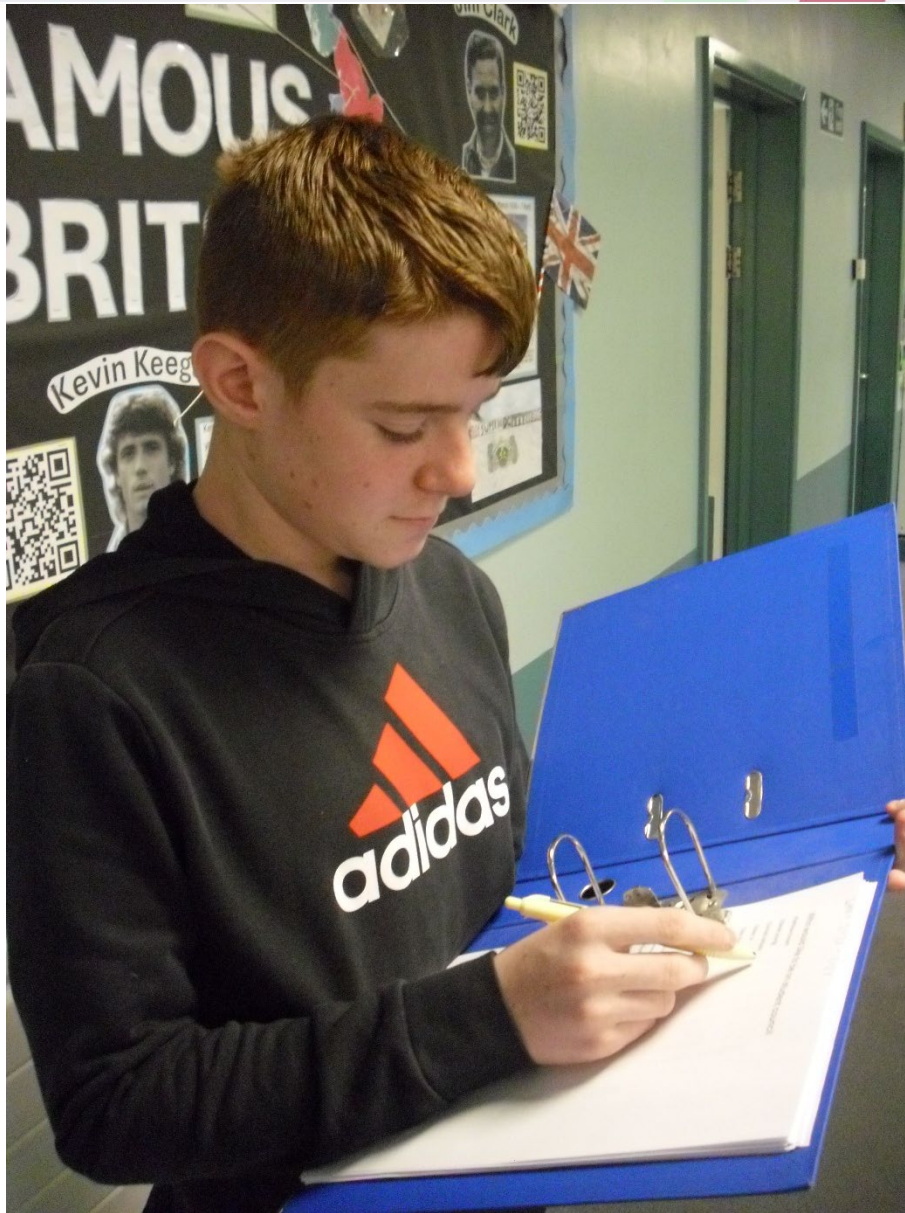


This week, with Jaimee! Who is nominating.....



CALLUM T!!!





This is what Jaimee says...

Callum has done some fantastic work on behalf of the student council and has really been considerate of others as he wants to create a space on the yard that is fun and accessible for everyone. Callum has been really driven to gather student voice and has wanted to involve as many students as possible!



Well done Community Group!



Gardening Club with Ben!

Gardening Club



Or, Horticulture News, if you want to be posh! Anyway, great things are happening in this area of school, so let's hear Ben's latest update



Horticulture News

This week in the garden the teams been busy repotting plants and preparing the beds for new arrivals . We've also been clearing away the weeds and having a good tidy up. We've also had our first recipient of gardener of the week.



Best Wishes
Gardener
Ben

Big well done to Drae on his fantastic efforts in Horticulture.

Great stuff!



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!

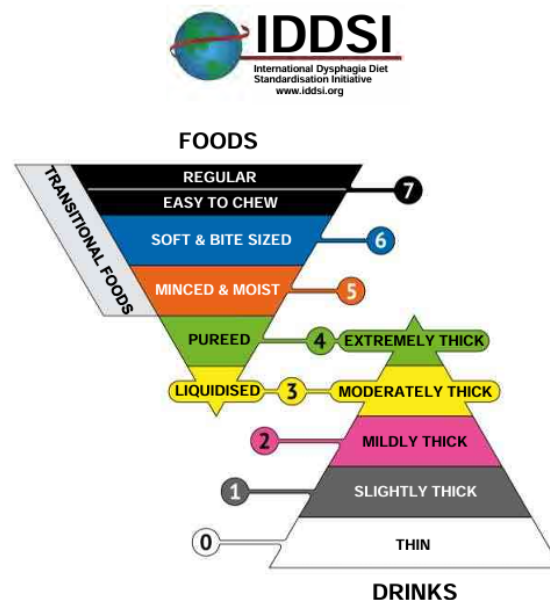


Eating, Drinking & Swallowing – with Jennie! Part Three!

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!

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.

Any questions for the dysphagia SaLTs the email address is

PHS.salt@percyhedley.org.uk

4 PUREED

Pureed foods have a thick, smooth texture with no lumps. They do not need chewing and are not sticky. They can be eaten with a fork or a spoon.

How do I know if the food is right?

A fork will make marks that don't go away



It will sit on a fork and will not drip continuously through



It will not stick to a spoon when tilted

It holds its shape on a spoon and comes off easily when tilted



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

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

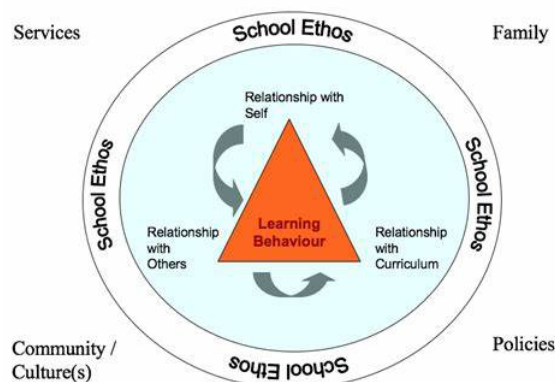


Figure 1: Behaviour for Learning conceptual framework



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



Transitional Annual Reviews: Looking Towards the Next Stage

As parents and carers, it is natural to think about what comes next for your child. Whether they are moving into a new class, a new phase of education, or beginning to prepare for adult life, transitions can bring a mixture of excitement, anticipation and sometimes a few worries too

At Percy Hedley School, we want families to know that transition planning is not something that happens at the last minute. It is a gradual process that starts early and continues over time, helping each student feel confident, supported and ready for their next step

At key points in their education journey, students will have transitional Annual Reviews. These reviews focus on important points of change in a young person's education and life journey. Key transition stages include

Early Years to Primary

Primary to Secondary

Secondary to Post-16

Post-16 to Adult Life

These reviews give everyone involved the opportunity to come together and think carefully about the future. Most importantly, they help ensure that the student's voice, wishes and aspirations are at the heart of planning. By beginning conversations early, we can identify the experiences, support and opportunities that will help each student achieve their goals

Transition planning is a team effort. Families play a vital role, and we invite you to work in co-production with the school and wider teams to get the best outcomes for your child. This joined-up approach helps us understand a student's strengths, needs and ambitions, ensuring that planning is meaningful and personalised

As students move through school, transition discussions become increasingly linked to Preparation for Adulthood, and from Year 9 onwards, the four pillars of PfA: work and education; remaining healthy; community inclusion and independent living form the basis of discussions. Consideration is given not only to educational outcomes, but also the skills and experiences that will help our young people enjoy fulfilling and meaningful adult lives

Transitional Annual Reviews are designed to help everyone feel informed, involved and prepared for the future. At Percy Hedley School, we believe that every student

deserves the opportunity to move forward with confidence, supported by the people who know them best and guided by their own aspirations for the future

Reflection Question

What skills, experiences or support does your child need now to help them thrive and succeed in their next stage of education or adulthood?

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 – this week, information-sharing



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 from Rebecca

Information-sharing

This week we are going to inform you about a new duty which came into force on the 30th September. The team have been completing training to ensure we are ready for this new guidance and how we need to respond as a school.

The Department for Education have issued statutory guidance that radically changes the way schools approach information sharing, placing children's well-being and safety as the primary concern in any information sharing conversation.

The Children's Wellbeing and Schools Act 2026 creates an Information Sharing Duty in England which applies to Local Authorities, District Councils, the NHS and health authorities, the Police and British Transport Police, probation and youth offending, prisons and other secure accommodation, childcare and education and to providers delivering services (for example, GPs or alternative provision commissioned by local authorities and schools).

The Information Sharing Duty removes many of the perceived barriers to information sharing and has enormous implications for how we work together. The

duty is a substantial move away from making judgements about child protection thresholds to a general duty (not just a judgement) to share information about a child and about others connected to a child to support the statutory functions of other agencies when this is necessary to either safeguard a child or promote their welfare.

It reinforces the importance of professional curiosity and building a fuller picture of a child's lived experience. Information that may appear low-level or insignificant in isolation may become important when combined with information held by another agency.

For education settings, this potentially supports earlier and more proactive sharing of:

Attendance concerns

Behaviour patterns

Wellbeing concerns

Emerging exploitation indicators

Concerns about any form of extra-familial harm

The duty extends to information about all children, including unborn babies, and to information about wider people connected to the child where this supports safeguarding and child protection. Students who reach the age of 18 are not covered by the duty.

In the new guidance, seeking consent is set out as a "false choice". Public task, legal obligation or recognised legitimate interest, not consent, will ordinarily be the basis for sharing information. However, transparency with families is "critically important".

While information sharing does not require consent, the offer of services is often going to be on a consensual basis, so there should be a supportive approach that builds understanding and trust. Government materials for families are on the way.

When thinking about sharing information with those covered by the Duty schools must consider:

Is the information relevant to safeguarding or promoting the welfare of a child?

Could sharing this information facilitate another agency's relevant function in safeguarding, risk assessment, decision-making or support functions to safeguard that child or promote their welfare?

Would sharing the information create a detriment to the child that outweighs the benefits? The guidance sets out this will be a 'rare' limitation to the duty.

There will be limited circumstances where information should not be shared, particularly where sharing would create a detriment to the child that outweighs any safeguarding benefit, or where specific legal restrictions apply. Examples include:

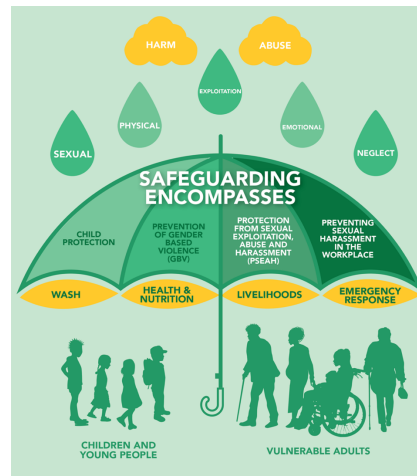
A child would be at immediate risk

Conflicts with court orders

Situations where sharing could prejudice a police investigation in a way that would place someone at risk

If you would like any more information in this area you can read the guidance at <https://www.gov.uk/government/consultations/information-sharing-duty-statutory-guidance>

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.

[View the online safety blogs here](#)

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

Please do tell us what you feel would be helpful in the Online Safety blog, and the team will look into it. We know what a priority this is for many of you

If you would like support or advice about online safety, please don't hesitate to get in touch



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!



Attendance Matters



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 kelly.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. Here's the latest message

We warmly invite you to join us at our next meeting. This will be on Wednesday 21st October from 9.45-10.45. If you would prefer to join online, please let me know and I will set up TEAMS

We will be planning for the year ahead and would like your suggestions. We will also be looking for volunteers to help at events. Our Chair, Hannah will discuss tentative plans with the school's leadership team before the meeting.

Want to know more about FoPHS? We raise funds to enhance the learning experience for all students

Have a look at these Newsletters

<https://www.percyhedley.org.uk/news/support-fophs-news-and-updates-july-2026/>
<https://www.percyhedley.org.uk/news/support-friends-of-percy-hedley-school-at-the-great-north-run/>

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!



PRE-FORMAL

JACKSON!

Teamwork!



Our Pre-formal star of the week
is Jackson!

Jackson has shown fantastic determination and focus while developing his communication skills through switch use. During a drumming activity, he independently activated his Big Mack switch to play a drumming pattern, initiating a purposeful back-and-forth interaction. Each time Jackson played his drum, he listened attentively for the response before intentionally activating the switch again. Well done, Jackson! STAR!!!

SEMI-FORMAL PATHWAY STAR OF THE WEEK!

Sienna!

Respect and Teamwork!



Sienna has been recognised by several members of staff this week for the kindness and consideration she has shown when playing with her peers. She has been a fantastic role model to our younger students and has demonstrated how to work as a team during games!

Well done, Sienna! We are super proud of you! What a STAR!!!



FORMAL PATHWAY STARS OF THE WEEK!

Resilience

Matthew P for showing resilience and perseverance when completing Maths work!

Lucas K for independence and resilience for this week!

Callum t for being proactive with functional activities and expanding his interests and skills!

Teamwork

Joe F - for working well with his new team and trying hard in his activities!



Lisa's POST-16 STARS!!!

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

Resilience and Respect

Charlie was so kind to a peer. He helped them to cope with a difficult situation.
Brilliant!!

Jack for working hard and being kind to peers in engineering. Great work!!

Resilience

Logan for his enthusiasm in Engineering. Amazing!!

Leighton, Gracey and Dom had a fantastic trip to the supermarket. They were
buying lots of different fruits to make smoothies. Wonderful!!!

And...we have a hatrick!! It's Faith!!!

Respect, Resilience and Teamwork

Faith for being her own positive self. She always gives everything a go with a smile
on face. She is so helpful and kind. An asset to the class. Fantastic!!!

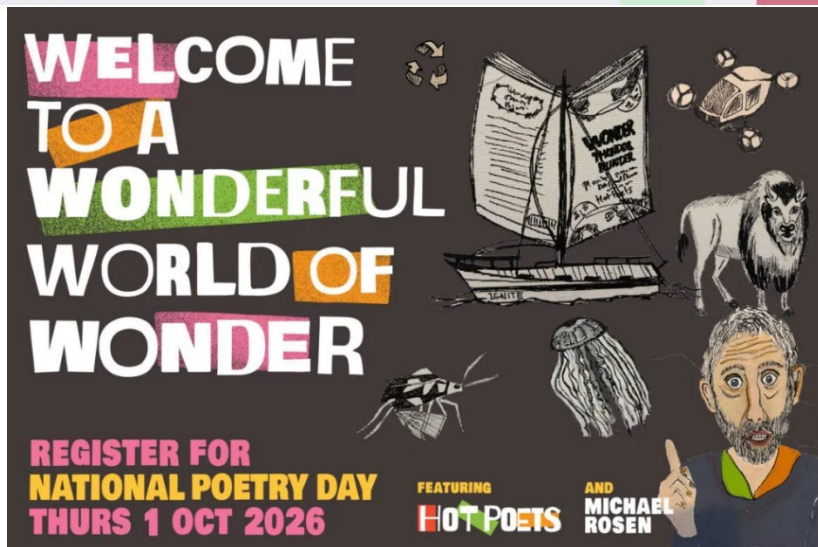


Makaton Signs of the Week with Julie!

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 28th September

Thursday 1st October is National Poetry Day



Here are some key signs to support the activities in school this week

[Here is my video:](#)

Here are the signs:



poem

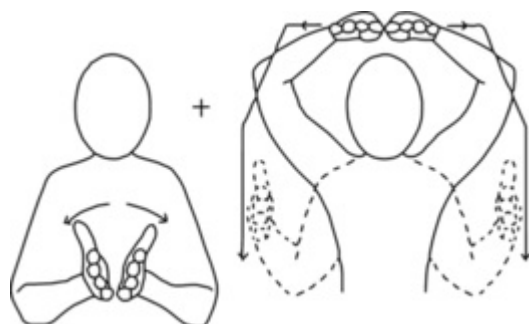


Makaton

poet



to imagine



library

Here is a short, signed poem about love from Nikki and Lucinda:

Have a lovely week sharing poems 😊

Keep signing!

Julie





.....from John & the Team here at PHS

Our Key Drivers

Communication, Wellbeing, Independence

