



THE HOLMEWOOD SCHOOL



National
Autistic
Society

Accredited
Advanced
2020



Newsletter

Friday 21 January 2022

Dear Families,

We've come to the end of another fulfilling week at The Holmewood School. This week we welcomed another new student, Maryan and her family to the school. We hope they are very happy for many years to come.

Thank you to all the parents that joined me on Monday for the Spring term Parent Partnership meeting. Turnout was fantastic and it was very special to have so many new parents along with so many of our longest standing ones. I hope that in time you will be able to meet and socialise together.

At the meeting I was joined by Ms Lyons, Head of Curriculum, to talk about the new RSE (Relationships and Sex Education) curriculum and policy. Ms Lyons has sent the policy out to all parents via parentmail and if you have any feedback (constructive....or just positive things to say about it) please email her at cylons@thsl.org.uk to let her know. In the meeting I spoke about the inclusive nature of our RSE education in relation to supporting our LGBTQ+ community. Some parents expressed that they would love to understand more about terminology and etiquette around gender etc, having not been taught this themselves when they were at school. As such, I am in the process of arranging an online education session led by some of our Stonewall Ambassadors, to aid understanding so that we can all feel more confident in ensuring inclusivity. Thank you to those that raised this and spoke so openly. Please look out for the date which will be sent to you very soon.

This week we also had a photographer in school to take group and solo shots. The samples will come out to you as soon as we have them.

I hope you all have a very enjoyable weekend. Personally I shall be exploring the 'Winter Lights' installations around Canary Wharf. If you do not have plans, I greatly recommend it. It's a lovely way to get outside, walk around and have fun searching for the various pieces of art together.

Ms Camilleri

Executive Head Teacher

Dates For Your Diary

- **Tues 1st Feb** - Spring cafe (Lower School)
- **Fri 11th Feb** - Last day of half-term
- **Mon 14th - Fri 18th Feb** - Half-term holidays
- **Mon 21st Feb** - Spring term (2nd half) starts
- **Thurs 3rd March** - World Book Day
- **Mon 14th - Fri 18th Mar** - STEM week
- **Mon 21st - Fri 25th Mar** - World Autism Awareness Week (WAAW)
- **Fri 25th Mar** - End of spring term
- **Mon 18th Apr** - Bank holiday
- **Tues 19 Apr** - Inset day
- **Wed 20th Apr** - Summer term (1st half) starts

The Preferred Future

How old will you be in five years?

This week, I asked staff and students this question. Don't worry, I didn't make anyone state the answer out loud.

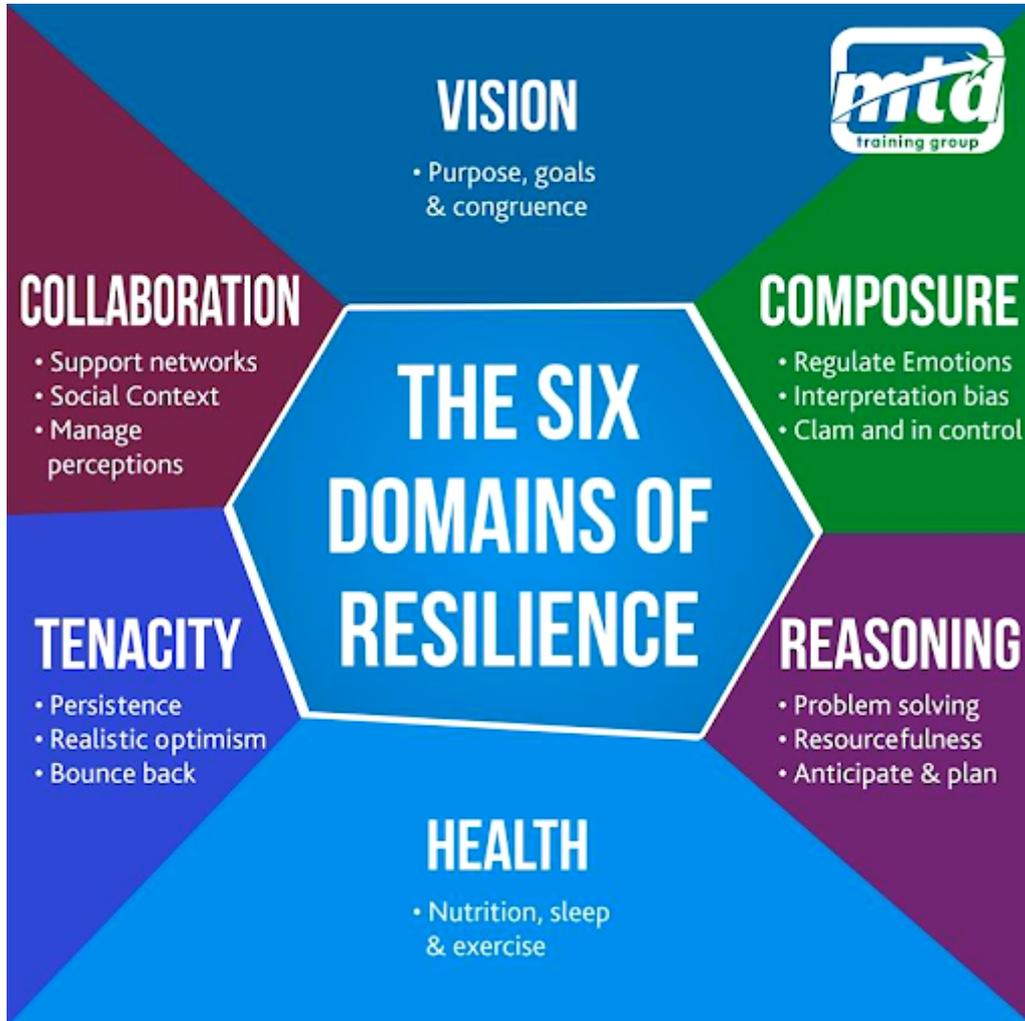
I asked everyone to consider what they would like to be like in five years time. Somehow it feels more real when you give it a number. By 43, I would like to ... oof yes, that's very real.

Having a vision for the future requires some imagination and many young people on the spectrum can struggle in this area. Also, trouble in one's past can distract us from being able to conjure a positive future. This is another issue for our young people, some of whom have been bullied and have suffered from unmet needs in previous settings. As a result, the future can seem like a frightening and confusing concept, and therefore thinking about

it is best avoided.

Focusing on our 'troubled' past can lead us to project into a 'dreaded' future. But actually, in a similar way, focussing on times when we were resourceful can help us consider our preferred future, because we know we have it in us to succeed.

One of the six domains of resilience that we are looking at this term is vision. Apparently vision is the most important of the six domains because everything is guided by what it is you want to achieve in the future.



Talking about the future with our young people is not something that we can afford to avoid if we want them to become resilient young adults.

That's why we are giving our students the language to talk about their resilience through the six domains. We can name their resilience feats and use these to help them construct preferred visions of their future.

This week I received an email from a previous student who, having finished his business degree at university, has decided to complete his PGCE in order to become an SEN teacher.

Five years ago he was working towards his GCSEs and his college courses with the vision of one day attending university. It's exciting to think that in five years from now he may be using the skills he has developed to teach the next generation.

Wishing you a relaxing weekend.

Ms B Young

Head of Upper School



This week in Victoria class we have been writing our own poetry based on our reading and analysing of The Kraken.

The students were able to imagine their own creature and write about it using different poetic devices. They listened to advice and were willing to edit and make changes to improve their composition!

If you have a memory of a favourite poem - do let your child know and they can share that with us!

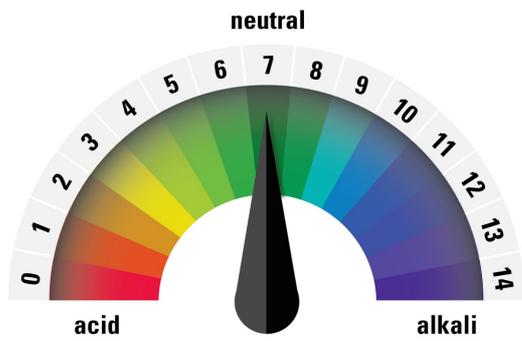


We are learning about the ways humans impact ecosystems. In a video we were surprised to learn that the over planting of trees in a woodland can have a negative impact as well as the tidying of woods. Wild areas are so important where the land is left alone.

We read an article that stated that now plastic pollution can be considered as dangerous as climate change to ecosystems! It's lovely to see the students notice birds on the tree outside the window and want to identify them. We're now moving on to consider ecosystems on a global scale.

Each week we try new ideas for breakfast club! It's a challenge to please everyone but we are encouraging the students to try something new! If they have any ideas of breakfasts they enjoy at home, do let us know! Today we went continental with cheese and crackers.

We have been doing lots and lots of pH testing in Science this term! The students have been using mortar and pestles to grind up things such as tablets and testing their effect on the pH level of hydrochloric acid. This week we found out that Rennie tablets work best for indigestion because they neutralise it the best and were also

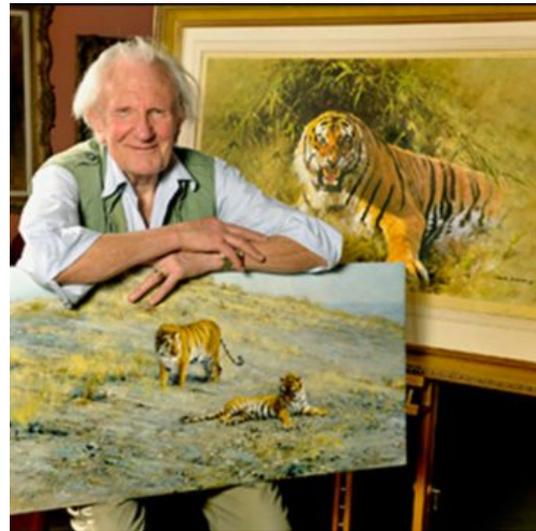


the best value for money out of the three we had tested.

pH scale

We have used the pH scale frequently in our lessons, so we are very confident that our class can successfully point out acids and alkalis when looking at the colours on the scale.

In Art we focused on endangered animals. We looked at the artist David Shepherd and his work. He created beautifully detailed paintings of animals such as elephants and tigers, and the students have been recreating them using different techniques. A very difficult task! We were very impressed with the results and are excited to see what other animals' drawings and paintings they will create. Research skills have also been apparent in art during this term, as we have been researching David and his work, as well as the endangered animals themselves.



It is surprising to see how many animals actually are still gravely endangered.

Lastly, we are also looking forward to a trip to the London Zoo in March! This will be a great opportunity to see the animals in person and, in light of our art lessons, appreciate their majestic beauty as well as be grateful for their existence. This will connect to what we are learning about in Geography as we can see the types of ecosystems that would inhabit in the wild.

Have a lovely weekend everyone!

Victoria Class Teaching Team



Hello, Parents and Carers.

I hope you are all well and had a wonderful new year with your family. It seems like such a while ago now.

Here in Metropolitan, we have settled back into school after the break. We have new topics being taught this term and one new subject added to the timetable.

As the weather is bitterly cold, I have decided to replace photography with current events. These sessions focus on the news that week as well as listening to news broadcasts on the radio. The students will learn to debate with one another and express their opinions and respect one another's at the same time.

This term, Metropolitan student Ediz will be writing the class newsletter and updating you on all our news. Good luck, Ediz! I know you are going to be great!

News from Ediz

Hello! My name is Ediz and I am writing the Metropolitan newsletter article for you all today. Metropolitan is a nice class with good friends and we have fun times here. The lessons are interesting and I like to tell the class jokes!

Last week, Krispy Kreme sent Metropolitan Class free donuts to taste. Some of my class friends have never had donuts... they liked it!



In Independent Living, we have been learning about jobs and their roles with Mr Tysman. It is going well and it's good to learn about the different possible career opportunities when we are older. I want to be a shopkeeper one day.

In Maths, Ms Perera has been teaching us about 2D and 3D shapes. We now all know our 2D shapes like, circles, rectangles, squares, triangles and hexagons.

Yesterday, we had our school photos taken. Metropolitan students all looked really cool. My class friends modelled some fun poses. They will be available to buy in a few weeks.

So, that has been my news. I am Ediz and please look out for my next article soon.

As always, have a wonderful weekend. Stay safe but most importantly, have fun!

Ediz & Ms Perera

Metropolitan Class

The Holmewood Gallery









Designated Team For Child Protection And Safeguarding

If you are a student and have been harmed, or are at risk of harm, these are the people who can help. You can also talk to us if you are worried that another student is at risk of harm.

| Lower School | | | |
|---|---|--|---|
|  |  |  |  |
| Ms D'Silva (Assistant Head and Lead Designated Safeguarding Officer for Lower School, Level 3) | Ms Lemposzek (Head of Welfare & Behaviour, Deputy DSO for Lower School, Level 3) | Mr Gibbs (Humanities & PSHE Teacher, Deputy DSO for Lower School, Level 3) | Ms Camilleri (Executive Head, CEOP Ambassador and Deputy DSO, Level 3) |
| Upper School | | | |
|  |  |  |  |
| Mr Lamb (Deputy Head and Lead Designated Safeguarding Officer for Upper School, Level 3) | Ms Young (Head of School and Deputy DSO, Level 3) | Ms Young (Assistant Head and Deputy DSO, Level 3) | Ms Camilleri (Executive Head, CEOP Ambassador and Deputy DSO, Level 3) |

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