Spring Term 2 Newsletter 2025/26



Headteacher's Message

Dear Parents and Carers,

As we reach the end of a busy and rewarding Spring term, I wanted to take a moment to reflect on all that has been achieved across our whole school community.

This half term has been filled with growth, both in our pupils and as a school. We are incredibly excited to be moving forward with plans for expansion, ensuring that we can continue to meet the needs of more young people while maintaining the nurturing, individualised approach that defines our school.

There has been so much to celebrate over recent weeks. From whole-school events such as World Book Day and our whole school Easter lunch, to a wide range of curriculum trips and enrichment opportunities, our pupils have engaged brilliantly.

We have also continued to prioritise meaningful transition support for our pupils, ensuring that each young person is well-prepared for their next steps. Whether that is in their new classes for Transition Thursdays after Easter, or with the transition plans to new post-16 provisions. Alongside this, our recent IEP Day provided a valuable opportunity for staff to reflect, review progress and plan personalised next steps for every pupil, thank you to all families and carers for your continued support in this process.

I have been impressed with how the Student Council have organised themselves; democratically electing a termly leader and presenting a list of requests as a student body to me to implement across the school and to organise across the staff body.

As we approach the Easter break, I hope this provides an opportunity for rest, reflection and time together as families. It has been a long term, and our pupils have worked incredibly hard.

Thank you, as always, for your ongoing support, trust and partnership. It is a privilege to work alongside you in supporting your children.

Wishing you all a restful and enjoyable Easter break.

Sarah Paoletti

Headteacher

Whole School Events



World Book Day

On Thursday 4th March students celebrated World Book day. Both staff and students were invited to come in dressed up as their favourite character. It was fantastic to see their costumes and the enthusiasm they had when talking about their costume choices. Throughout the day, students took part in World Book Day themed activities. Students also received a book token which could be used to buy a book.

Bikeability



This term, some of our pupils took part in the Bikeability cycle training course, where they developed important skills to help them ride safely and confidently on the road. During the course, the children learned how to check their bikes, signal correctly, understand road safety rules, and ride responsibly in different situations.

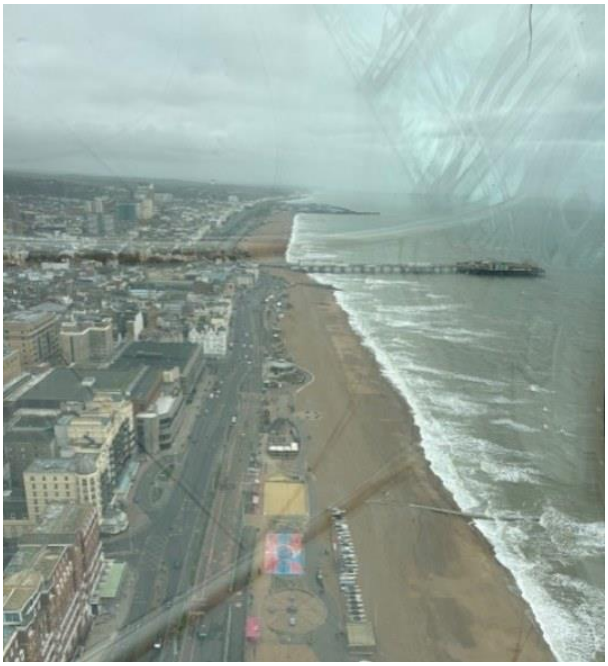
The instructors were very impressed with the pupils' enthusiasm, effort, and behaviour throughout the training. By the end of the course, the children showed great improvement in their confidence, balance, and awareness, and many achieved their Bikeability Level 1 and Level 2 Awards.

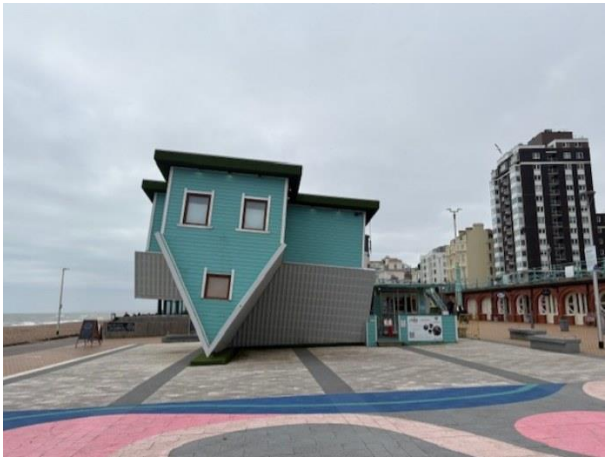
Bikeability is a fantastic opportunity for pupils to build independence while learning how to stay safe when cycling, and we are very proud of how well everyone did.

Curriculum Trips









Primary:

Our primary trip to Drusillas Park was an exciting and memorable day. We saw lots of amazing animals, including monkeys, penguins, and meerkats, and learned interesting facts about how they live. One of the highlights was walking through the zoo areas and getting up

close to some of the animals. We also enjoyed the play areas and rides, which made the day even more fun. Everyone had a great time and it was a trip we will always remember.

Secondary:

As part of their topic this term 'Planning a trip', all students in secondary were given the opportunity to think about where they might like to visit for a trip and then look at the process of planning it. Students were responsible for choosing a venue to visit (which was sometimes a tricky decision to make sure everyone was happy!) then they had to contact the venue and plan the best way to get there. All of these skills helped to build confidence in planning and independence skills. Here is a summary of where each class chose to go:

Caroline's Class.

Caroline's class chose to visit the Upside Down house in Brighton as well as the i360 which was a really fun and unique experience for the students. At the Upside Down House, they explored rooms where everything was flipped upside down, leading to lots of funny photos and laughter. Afterwards, they visited the i360, where they rose high above Brighton and enjoyed stunning views of the city and the sea.

Ellie's Class.

Ellie's class trip to the bowling alley was a fun and relaxed experience that everyone enjoyed. They split into groups and took turns competing, cheering each other on, and celebrating strikes and spares. There was plenty of laughter, especially when the ball didn't go quite where they aimed!

Hannah's class.

Hannah's class enjoyed a trip to Jump In Trampoline Park, which was an exciting and energetic day out. They spent time bouncing on the trampolines and trying out different jumps. It was a great way to stay active and work together as a group. Everyone had lots of fun, and was definitely worn out afterwards!

Kayleigh's Class.

Kayleigh's class chose to visit Hever Castle which was a fascinating and memorable experience. They explored the beautiful castle rooms and learned about its history, including its connection to Anne Boleyn. The gardens were stunning, and they enjoyed walking around the grounds, spotting hidden corners and statues. It was both educational and fun, giving the students a glimpse into life in the past while spending a lovely day with friends.

Martha's Class.

Martha's class trip to Laser Zone in Brighton was a fun and energetic experience. They spent the session running through the glowing arena, dodging lasers and working as a team to

score points. Everyone got involved, and it was a great way to bond and have a laugh together.

Primary trip to Lodge Hill.

Our primary residential trip to Lodge Hill Activity Centre was an exciting and memorable adventure. The students were very brave, as it was the first time many of them had stayed away from home. They took part in thrilling activities such as zip-lining, tunnelling, and go-karting, showing great courage and teamwork throughout. They also enjoyed helping to make dinner, visiting the Lodge Hill salon, and creating dance routines before the evening activity. It was a fun-filled trip that combined adventure, creativity, and independence, leaving everyone with wonderful memories.

Attendance



Good attendance continues to be a key priority for our school, as being in school every day has a significant impact on children's learning, confidence, and wellbeing. We are pleased to see many pupils attending regularly and arriving on time, which helps them make the most of the school day and helps to nurture a sense of belonging to their class and the wider school community. This term, we have been reminding pupils about the importance of being in school every day unless they are unwell. Even missing a small number of days can make it harder for children to keep up with their learning and feel confident in class. We would like to thank parents and carers for your continued support in ensuring children attend school regularly and arrive punctually. If you are experiencing any difficulties with attendance, please contact the school office, as we are always happy to offer support and work together to find solutions.

Attendance Policy

Punctuality: Students should arrive on time so they do not miss learning. Doors open at 09:25am, and collection is prompt at the end of the day. Please notify us of any changes in advance.

Reporting Absences: Contact the school before 08:00am on the first day of absence via 01903 297906 or office@educateu.co.uk.

Medical Appointments: Appointments should be scheduled outside school hours whenever possible. Evidence will be required to ensure the correct attendance code is recorded. Thank you for working with us to make regular attendance a priority.

Student Council



It has been a busy and positive half term for our School Council, with students working hard to ensure their voices and those of their peers are truly at the heart of our school community.

As we begin to think about upcoming transitions, council members took the time to reflect on what they love most about our school, as well as what they would like to improve. This sparked some thoughtful and constructive discussions, with lots of great ideas that we are excited to explore further.

One of our key decisions this half term was choosing a charity to support using funds raised from our Christmas Fayre. After careful consideration, the council voted to donate to Dogs Trust, a cause they felt strongly about and were passionate to support.

We have also introduced a new leadership opportunity within the council. Members voted to elect a Student Council Leader, helping to strengthen student voice and representation.

This term, the role was awarded to a primary student who received the most votes from their peers and is an excellent achievement! This role will rotate each term, giving all council members the opportunity to develop their leadership skills and confidence.

In addition, we have introduced a new ‘Shout-Out’ section to our meeting agenda. This allows council members to recognise fellow students or staff members who they feel deserve appreciation. It has already proven to be a wonderful way to celebrate kindness, effort, and positivity within our school community.

We are incredibly proud of the enthusiasm, teamwork, and thoughtfulness shown by our School Council this half term, and we look forward to seeing their ideas continue to grow and make a difference.

The Student Council team

Exams



This term has been a particularly busy and rewarding one for our students, as many have taken part in both mock examinations and then their actual Functional Skills assessments. Throughout this period, students have demonstrated admirable resilience and determination, approaching each challenge with a positive attitude and a commitment to doing their very best. We are incredibly proud of the effort and perseverance they have shown. We are currently awaiting verification from the exam board for our Entry Level examinations. As soon as this process is complete, we look forward to sharing and celebrating our students’ successes with you.

Looking ahead, the start of the GCSE examination period will begin after the Easter break. We would like to wish all of our GCSE students the very best of luck as they prepare to sit their exams. We are confident that their hard work and dedication will shine through, and we encourage them to continue approaching this important time with the same determination they have shown throughout the year. Well done to all our students, and we wish everyone continued success in the term ahead.

Grace Norman

Exams Officer

Futures at Educate U



Careers Week 2026: A Week of Inspiration

Our Careers Week at the start of March was packed with exciting opportunities to inspire pupils about their futures!

The week kicked off with an online KS2 assembly on artificial intelligence. Students were also provided with the opportunity to explore a online virtual careers fair, hearing directly from a range of employers and industries.

Throughout the week, lessons were brought to life with careers-focused activities. From STEM exploration to interactive workshops like 'Career We Go' from BBC Bitesize, pupils discovered a wide variety of career pathways. Many also took part in virtual work experiences through Springpod, gaining real insight into the world of work.

A highlight was a visit from ceramic artist Alice Mara, who inspired students by sharing how she built her own small business using Instagram showing how creativity and entrepreneurship can go hand in hand.

The week had a fabulous finish with a special visit from professional footballer Toby Byron, who spoke to students about his journey from school to a career in football an inspiring end to a brilliant week.

Martha Reeves

Futures Lead

News from the SENCO





Healthier eating talk

Thank you for all who attended yesterday for the healthier eating presentation and discussion. It was an opportunity to share the importance of trying to encourage (or hide) fruit and veg in our children's diets to promote well-being and hopefully reduce the sugar spikes that often lead to hyperactivity in all its forms.

Gary attended from 'The Free From Foods Company' who provides our hot food on a Thursday. He explained the ethos of his company and how he is able to produce healthy but tasty free-from food.

Thank you Gary for allowing us to sample a selection of food.

We concluded the presentation about discussing healthy swaps in packed lunches such as baked crisps instead of full fat and maybe making a smoothie instead of trying full size fruit pieces.

Many shops also provide sauces for pasta that contain 'hidden' vegetables. We found one in Waitrose for £2 that contained 10 vegetables!

Gary also told us about a handy app called Yuka which you can download for free. Basically, you scan the barcode on the product you are buying, and it gives an overview on the health benefits such as additives, protein, fibre, salt etc.

If anyone would like me to email a copy of the presentation, then please do make contact: georgina@educateu.co.uk

Georgina Spoor

SENCO

News from: Therapy House

Transitions: Supporting wobbles, worries and feelings of loss

At Educate U, we understand that transitions are not simply changes in timetable, classroom, or teacher. For many of our children, transitions can stir something much deeper.

They can awaken earlier experiences of loss, separation, unpredictability, or relational rupture. What might look like “resistance”, “withdrawal”, or “big behaviour” is often a child’s way of saying:

“This feels like something I’ve lost before.”

Through a trauma-informed lens, we hold in mind that behaviour is communication.

Where Therapy Sits Within This

At Educate U, therapy is not separate from school life, it is woven through it.

Our therapy team works alongside staff to:

· Hold each child’s lived experience in mind

· Understand how past experiences may be shaping present reactions

· Support children to process feelings linked to change, loss, and uncertainty

· Offer co-regulation and relational safety during times of transition

For some children, a transition today can connect to something much earlier in their story. A new classroom can feel like more than a new classroom, it can feel like:

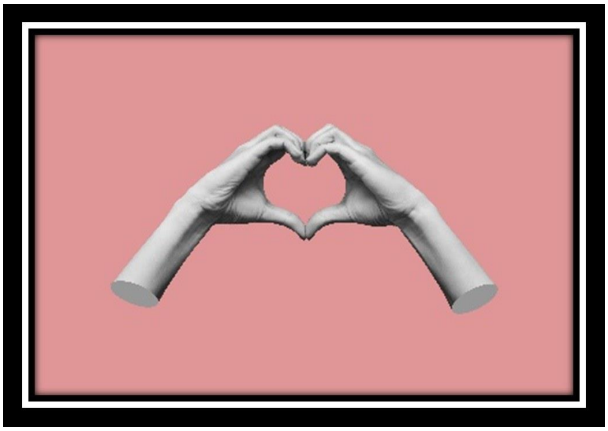
· “Another goodbye”

· “Another time things changed without warning”

· “Another moment where I don’t feel in control”

Through therapeutic support, we help children make sense of these feelings in a way that feels manageable, held, and understood.

· Equally important is helping students to regulate excitement and joy when they are moving to a class which feels exciting and joyful (all feelings are valid and welcome)



Supporting the "Wobbly Window"

Even with preparation, this time of year can feel wobbly.

You may notice:

· Bigger emotions or quicker overwhelm

· A need for more reassurance or closeness

· Changes in behaviour, sleep, or energy

This is the nervous system doing its best to respond to change.

Using PACE (Playfulness, Acceptance, Curiosity, Empathy), our staff and therapy team respond by:

· Staying calm and emotionally available

· Wondering gently about what might be underneath the behaviour

· Accepting feelings without judgement

· Prioritising connection before correction

This helps children feel: "I am safe, I am understood, and I am not alone in this."

A Shared, Relational Approach

What makes our approach different is that children are not expected to manage transitions on their own.

School staff and therapists work together to:

· Share understanding of each child's needs

· Provide consistent, predictable responses

· Create spaces where feelings can be expressed safely

· Support children to build resilience at their own pace

Because when a child feels held in a relationship, change becomes something they can begin to tolerate… and eventually navigate.



Working Together with You

You are a vital part of this journey.

Sometimes the most powerful message we can give is: “Things are changing… and we are right here with you.”

If you have any questions or would like support during this time, please do reach out. We are here to hold this transition with you and your child, every step of the way.

From **Therapy House**

News from: Forest School







We have had some lovely weather at Forest School, please remember to send children with appropriate footwear as it still can be muddy out there!

Primary:

In our sessions, we are continuing to focus on different lifecycles and new skills using the different tools we have on site. One of the most popular activities was making our own bows and arrows and testing the distance they can travel. To do this, the students practiced their fine whittling skills and tree identification to ensure the correct wood was being used. The pupils have also started to show more interest and confidence with helping to cook the lunch around the fire which has been very lovely to see. Some students learnt how to make Viking braid bracelets which they said, 'is very relaxing'. We have also been enjoying the Spring weather and taking trips down to the pond and looking at the different birdlife the woodland has to offer.

Secondary:

Within these sessions we have been exploring our tool work and learning new skills. Students in this group also enjoyed participating in the making of bows and arrows and were able to look for their own materials to use and demonstrate the safe and precise way to make them. Students have also helped to bring new materials to the site in order to build a new shed that will be being placed on site very soon. We have also practiced team building exercises by trusting one another to guide someone to a tree whilst blindfolded and allow that person to guess their tree. This was a lovely activity to watch as all participants showed amazing communication and awareness of their surroundings for their partner. We also

introduced a new tool called a 'log splitter' for the pupils to learn how to use which was enjoyed by all and each participant showed maturity and eagerness to learn this skill.

Hope Bridle

Forest School Lead

Intervention Staff Spotlight: Counsellor



Role of the School Counsellor

Hi, I am Kim, known by Kimmy to a lot of the students. I feel so incredibly privileged to be the school counsellor here at Educate U. My role is to provide a holistic and bespoke package of support that aligns closely with the school's ethos and values. Each child arrives with their own experiences, needs, and hopes, so the support I offer is always tailored to the individual. Sometimes this is informed by previous experiences identified through EHCPs; other times it responds to challenges happening in the moment or simply a young person's wish to talk.

My work is trauma-informed, meaning I hold in mind that behaviour and emotions are often shaped by experiences that may not always be visible. With this understanding, I aim to create a space that prioritises emotional safety, compassion, and curiosity rather than judgement.

At the heart of my work is the relationship. Like the wider school approach, counselling is child-led and child-focused, creating a safe and trusting space where students feel heard, respected, and understood. I work at relational depth, valuing authentic connection and the power of being truly seen and understood within a supportive relationship.

Alongside my work with students, I also offer support to parents and carers. This may involve providing guidance, sharing understanding around emotional development, or offering a space for reflection so that families feel supported in helping their children thrive.

Objectives of the Sessions

The objectives of counselling sessions can vary depending on the young person's needs. Sessions may support students to:

· Understand and express their emotions

· Build confidence and self-esteem

· Develop healthy ways of managing worries or challenges

· Reflect on relationships and experiences

· Feel safe, heard, and supported within the school environment

Types of Activities in Sessions

There is no single pathway in counselling sessions. Young people communicate in different ways, so I use a variety of approaches to help them feel comfortable and able to express themselves. These may include:

· Conversation and reflective dialogue

· Games to build rapport and ease communication

· Creative activities and arts-based expression

· Emotional literacy tools

· Gentle exploration of thoughts, feelings, and experiences

Sessions move at the child's pace, ensuring their confidence, trust, and sense of safety always remain at the centre of the work.

How Progress is Measured and Shared

Progress is understood in a holistic way. It may be reflected through:

· The young person's own voice and reflections

· Feedback from the SENCO and school staff

· Review meetings and ongoing observations

· Noticing changes in confidence, regulation, or engagement

· Therapeutic SDQ style assessments.

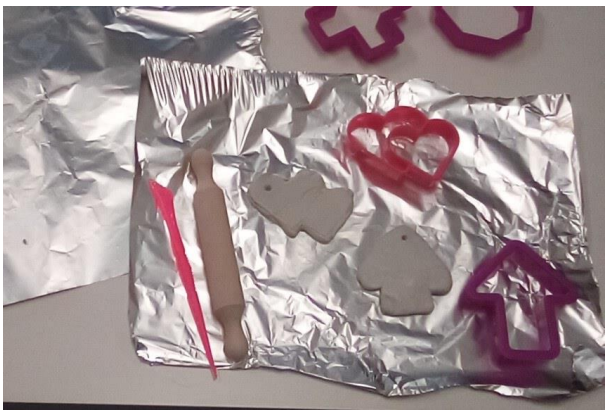
I work closely with the safeguarding team and collaborate with school staff to ensure the best possible outcomes for each child, supporting them through their unique journey.

A Personal Note

I feel incredibly fortunate to do this work. Supporting young people as they navigate their experiences is something I am deeply passionate about. My training includes a specialised diploma in counselling for young people, and I integrate theory and practice through creative and artsbased approaches.

For me, this work is more than a job, it's part of my belief system that safe spaces (or Brave spaces as I like to call them) work and should be available to those who need it, no matter their age. Being able to walk alongside young people as they grow in confidence, understanding, and self-belief is both a privilege and a joy.

Club Spotlight: Art Club



Art Club is a calm and enjoyable space where students love to unwind at the end of the week on Friday afternoons. It gives students the opportunity to explore their creativity while focusing on their personal interests. Recently, during Careers Week, we welcomed a visiting artist who spoke to students about her business, where she creates clay models of her clients' homes. This inspiring talk sparked great enthusiasm, with many students eager to try working with clay themselves. They created decoration charms and painted them ready to be displayed.

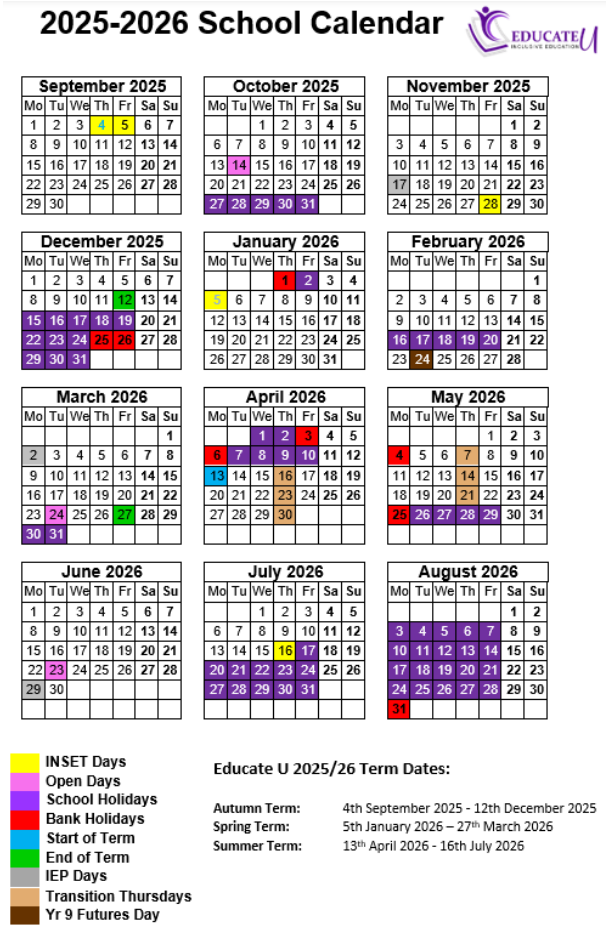
Important: Parent and Carer Voice Survey

We really value your thoughts and are always looking for ways to improve our school community and the way we do things. We'd really appreciate it if you could take a few minutes to complete the Microsoft Form linked below.

[Educate U Parent and Carer Views – Fill out form]

Your feedback helps us understand what's working well and where we can make improvements. Whether it's a quick comment or a more detailed suggestion, it all helps and we really appreciate you taking the time to share it. Thank you, as always, for your continued support.

2025-26 School Calendar



Date for the diary:

March 30th - April 10th - Easter Holidays

April 13th - First Day of Summer Term

April 16th, 23rd, 30th, May 7th, 14th, 21st - Transition Thursdays