

Newsletter

December 2022



Volume 2 | Issue 2



Welcome



Dear Parents and Carers,

Welcome to the latest edition of our newsletter, which focusses on our curriculum, the development of our Relationships and Behaviour Policy, and news from each of the campuses.

I've been reflecting recently on our vision, that '**we believe in a world where everyone can flourish**', and the fact that this vision is rooted, fundamentally, in relationships. Our new logo represents this reality very nicely, whether that be the relationship between the school and our families or our staff and the pupils that we serve daily.

In the end, it's all about relationships, and at the heart of any good relationship is trust. We are very grateful for the trust you place in our school to do the best for your child – this is something that we never take for granted and something that we are incredibly grateful for. Thank you for this and for all your ongoing support in working with us to make West Lea a real family and a great place to work and learn.

May I take this opportunity, on behalf of the whole team at West Lea, to wish you, your family and loved ones, a very happy Christmas and peace filled New Year.



With every blessing and good wish,

PAUL QUINN
CEO

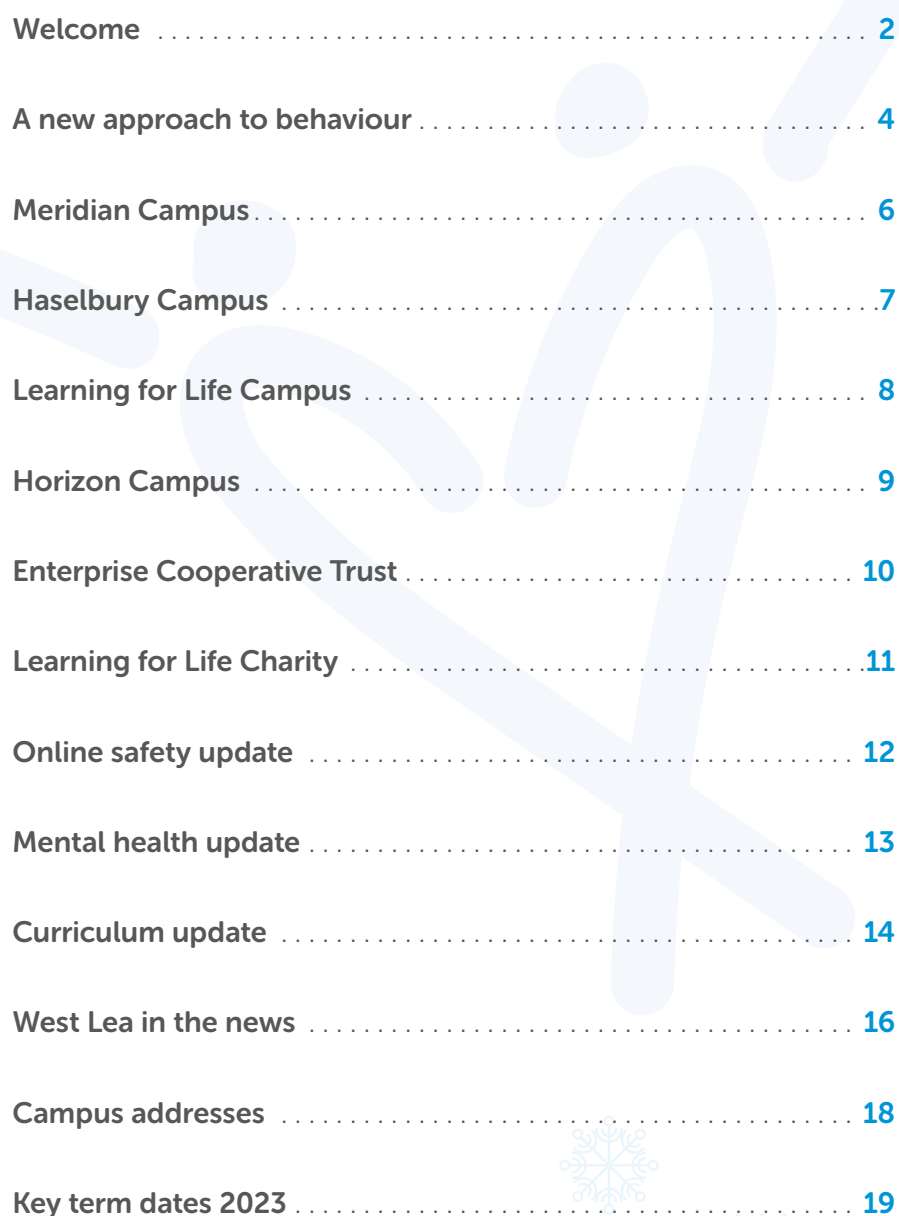


community
kindness
learning for life
innovation inclusion



In this edition

Welcome	2
A new approach to behaviour	4
Meridian Campus	6
Haselbury Campus	7
Learning for Life Campus	8
Horizon Campus	9
Enterprise Cooperative Trust	10
Learning for Life Charity	11
Online safety update	12
Mental health update	13
Curriculum update	14
West Lea in the news	16
Campus addresses	18
Key term dates 2023	19



West Lea School

Haselbury Road, Edmonton
London N9 9TU

020 8807 2656
office@westleaschool.co.uk
www.westleaschool.co.uk

A new approach to behaviour

We recently launched a new behaviour policy which puts developing good relations at the heart of everything we do. Renee Flourentzou, Director of Education, explains why we've done this, what it means and how you can get involved.

Our new Relationships and Behaviour Policy is based on a concept known as 'relational practice'. First introduced in therapy and counselling, a relational approach is built on shared values, a good understanding of the needs of learners and their community, and the development of strong and mutually respectful relationships.

Extensive research has shown that investing time in improving relationships in schools leads to positive outcomes and improved wellbeing for both children and adults. In fact, positive relationships are the foundations upon which learners and educators flourish.

WHAT DOES THIS REALLY MEAN?

A whole school relational approach makes it clear that we value positive relationships over corrective action. It's built on the following inclusive and compassionate beliefs.

WE BELIEVE THAT

- Every child can flourish
- Behaviour is a form of communication or expression of underlying need
- Adults must have high expectations of behaviour for all, whilst recognising that some children may need additional support and reasonable adjustments to meet those expectations
- Knowing our learners and their individual needs, interests, circumstances and context is helpful and ensures we will be proactive and fair when managing behaviour
- Giving positive recognition is more likely to promote good choices than sanctions

All West Lea staff are asked to uphold these principles. In addition:

- They have been trained to take a consistent and personalised approach to promoting good behaviour, ensuring that our learners know what to expect and get the individual support that they need to meet the expectations.
- They model and teach effective ways of building and maintaining emotionally healthy relationships, both in the classroom and through informal day to day interactions.
- They phone or send a postcard home with positive news about your child as part of our positive recognition culture.

DOES THIS MEAN THERE ARE NO BOUNDARIES OR CONSEQUENCES?

Put simply, no. The relational approach encourages staff to be proactive when setting and communicating boundaries, by giving students clear guidance and putting structures and routines in place to promote a safe, calm and inclusive learning environment.

One of the key structures is use of 'Be Ready, Be Safe and Be Kind', which learners are already used to seeing on classrooms posters. We recently added to this by developing recognition postcards for learners and 'Be Ready, Be Safe and Be Kind' posters for staff.

Staff are encouraged to respond to behaviour in ways that allow children to feel safe and have their needs met. And, when consequences are thought to be appropriate, they are designed to teach rather than punish.

A relational approach also looks to understand why something happened and put things right so that everyone can move on positively. The emphasis shifts away from broken rules and blame and instead focuses on helping the learner to regulate emotions and understand the impact of their behaviour on others.

HOW CAN YOU GET INVOLVED?

We are actively consulting with parents and carers on the new policy and are running a series of workshops. If you're unable to attend a workshop but would like to share your views, you will shortly receive a questionnaire. You can find our policy and a presentation about our policy at the following link www.westleaschool.co.uk/our-prospectus/policies/

A key focus is to work even more closely with families as you know your children best. We encourage you to share any information about your child that you believe it would be useful for us to know.

If you have any questions, would like to register to attend a future workshop, or I can help in any other way, please contact me on rflourentzou@westleaschool.co.uk



RENEE FLOURENTZOU
Director of Education





Meridian Campus

It's been a fantastic autumn term at Meridian.

We have been developing our sites to better meet the needs of our children and continuing to personalise the curriculum so every child can consistently engage in meaningful learning. It's been wonderful to see how well our staff and children have adapted to our new learning environments.

Before I share some year group highlights, I'd like to thank everyone who has attended our coffee mornings. These will continue in the Spring term and I encourage you to join us. You are welcome at either or both sites. I also hope you were able to attend one of our end of term performances. They're a much-loved tradition and a great start to what I hope is an enjoyable Christmas/winter break for your children and family.

AUTUMN TERM HIGHLIGHTS



We're proud of the Reception Class who have settled very well into life at West Lea and have enjoyed learning about night time. They have been exploring dark and light objects, have read stories about bedtime, and have been learning about different families through role play and exploration.

Year 1 and 2 children have been learning about space;

exploring rockets, planets and stars. The children have been real superstars, learning skills as they play alongside one another and look after their toys and learning spaces. Both classes have been joining together for shared outdoor learning experiences in our personal development zones, which they have really enjoyed.

Year 3 and 4 children have been learning about the geography of our school environment and exploring food from across the world. They have explored a variety of smells and textures of food and now know their way around the different areas and zones of the school building.

Year 5 and 6 have had a brilliant half term learning about Enfield and the local area in English, Knowledge of the World and Creative. They have loved making 3D sculptures of local buildings, using maps to explore the area around school and finding out where the nearest park and shops are ready for the holidays!



EMMA DRIVER
Head of School



Haselbury Campus

As the term draws to an end, it's the perfect time to reflect on the many positive things that have happened.

We have loved getting to know the new students who joined our campus and have enjoyed watching all our pupils grow and become more independent.

An important aspect of Haselbury Campus is our Campus Council. Pupils vote for a class representative who is responsible for gathering the ideas of their peers and representing their class in meetings with senior leaders. It's lovely to hear them share the things that their classmates enjoy and what makes them feel happy and safe. This term, pupils spoke about their love of learning different subjects. I did think some of them were trying to trick me when maths came out as their favourite subject. It was never mine!



It is also hugely beneficial listening to what they would like to change and improve. Pupils asked for more dance and drama opportunities and we were lucky to have Chickenshed visit and work with us. As you'll see from the photos, everybody had a great time.

In other news, Connor and James, from Fox Class, were very keen to watch England in the World Cup and organised their own petition explaining how

many other people wanted to watch it! Their example of innovation and community shows our values are steeped within all that we do. Both pupils and staff will be grateful to them for a very long time – thank you for the difference you made.

After the success of our two social events - the Halloween Disco and Winter Wonderland - it's clear that our drive to provide pupils with structured social opportunities has been incredibly beneficial. Break and lunch times have also shown that with the right support, environment and confidence our pupils can flourish in social settings, which is why it is so important we continue to offer this.

Before signing off, I'd like to remind you that Haselbury Campus has its own Twitter account, **@HaselburyCampus**, where we post information about the campus and promote opportunities in the local area. We love to see pictures and videos from our learners and families, so please tag us.

Finally, I wish you a safe and restful break, and we look forward to welcoming everyone back on Wednesday 4th January.



TOM COLLIER
Head of School



Learning for Life Campus



Enrichment plays a big part in our campus life and gives learners the chance to socialise, relax, develop a skill or hobby, increase their self-esteem and have lots of fun with their peers.

This term we have been able to offer students a range of opportunities through the different clubs we have run, which include drama, basketball, dance, games, football, arts and crafts and music production.

Our lunchtime music workshops, run by Everybody Loves Music (ELM), are for aspiring artists and learners who wish to participate in creative and confidence building activities. Student voice is key to everything that we offer and we are always open to learners and families contacting us with requests for different activities they would like us to organise.

As well as onsite enrichment, our learners take part in many offsite activities. On the 1st December, West Lea pupils represented Enfield in the London Panathalon swimming competition at the Olympic Park Aquatics Centre. Our team did fantastically well, finishing in fourth place despite a few missing members. Well done to everyone involved!



SING, CONNECT, GROW & RECORD!
Presented By ELM & VEWA Productions

Like to sing, rap, freestyle?
Come along to Sing, Connect, Grow & Record!

Learn about breathing techniques, build confidence, performance techniques and group performance skills, as well as how to record your own songs!

Fridays @ Lunchtime
(12:40-1:25)

VEWA LTD



CATH GOODWIN
Head of School



Horizon Campus

It's been a jam-packed term with lots going on at Horizon Campus including a successful move to our new base at St Mary's for some.

I've been impressed with how staff and learners have embraced the move, quickly settling into the new space.

Our college-based learners have enjoyed the freedom and independence at CONEL and report they feel safe there thanks to Miss Skarpellis, Ms Heaney, our dedicated KS5 team and CONEL staff, all of whom work tirelessly to provide such a positive experience. This is key as they are exploring options for next year. Thank you to Mr Gibson who has organised a series of visits to local colleges for learners on our College Bridging Programme to support them with these decisions.



I've been able to spend time with Packham class (on our Broaden Horizons programme) during their lessons and have heard all about their work experience running the Community Cafe at St Aldhelm's. They've been

developing their barista and baking skills with the support of our staff and Haluk from the Learning for Life Charity.

Braun class learners, on the Pre-internship Programme, have become increasingly independent as they've accessed a range of work experience tasters at The Birch Hotel. This has

helped them to build their vocational profile. Next term, they will be matched to a Job Coach and will begin their individual work experience placements in preparation for a Supported Internship.

It's hard to believe the SIP Job Fair took place just a couple of months ago as most interns have since been matched to employers. I've been so pleased to hear of interns making a great start to their work placements. With thanks to Jack and the whole SIP team for their hard work in making this happen.



Along with members of the Horizon leadership team, I enjoyed meeting KS4 learners and parents at our recent Open Evening where we presented information about the courses we offer at KS5 and beyond.

Wishing all our staff, learners, parents, carers and partners an enjoyable festive period. We look forward to welcoming you back in the new year as we anticipate another action-packed term.



KIKA CHARALAMBOUS
Head of School

Enterprise Cooperative Trust

Since the launch of the ECT in July, our trustees and partners have been working hard on developing the trust further.

We have agreed a 'strategic framework' that will guide our plans over the short, medium and longer term. This comprises four pillars, which are:



COOPERATIVE WORKING

Making Enfield a better place to live, study and work by breaking down barriers and building strong relationships with community partners

ENTERPRISE IN ACTION

Creating an exciting future for all by providing quality jobs and work experience through enterprises and partnerships with like-minded others

AUTHENTIC ADVOCACY

Amplifying the voices of Enfield's young people, listening deeply, consulting widely and speaking persuasively to influence and shape opportunities for young people

EDUCATIONAL IMPROVEMENT

Innovating and improving Enfield's educational settings, ensuring every young person has a great place to learn

WHAT TO DO NOW



One of the trust partners, Love Your Doorstep, has recently launched an exciting new platform called 'What to do now'. The platform is all about helping young people who are looking for opportunities.

With so many options open to young people, it can be a minefield to navigate and make sense of them all. We're pleased that this new initiative pulls it all together into one useful spot.

Using Love Your Doorsteps 11-year-old network of businesses, community organisations and education providers has resulted in a wonderful resource including a handy events calendar. They hope to reach as many young people, parents and carers as possible, so please share the URL.

www.whattodonow.co.uk



Learning for Life Charity

As Christmas approaches, our two charity shops – Life on the Green and Life in the Town – are festive and busy. Our volunteers and student helpers would love you to stop by to support them by picking up some last-minute gifts and decorations.

As we're often asked how the charity's activities fit with the school, we've made this the focus of our update.

Founded in December 2014, Learning for Life Charity (LFLC) is celebrating its eighth anniversary. Formed through a unique partnership between the school and the local community, we have a shared vision of empowering children and young people with SEND and those who have been affected by illness or poverty.

Through its social enterprise projects and services, LFLC provides learners from across the borough with opportunities to work, make friends, explore, learn and make a difference in their local area. These experiences are open to West Lea students as well as those from other schools.



With the goal of helping learners to develop life skills and independence – an ethos we refer to as 'Learning for Life' – the charity provides experiences that complement but are an extension to what local schools (including ours) can provide.

Established activities include the two charity shops, an eBay store, an events service, work experience and skills development programmes in commercial settings and a post-employment service that helps learners to transition from education and training into employment.

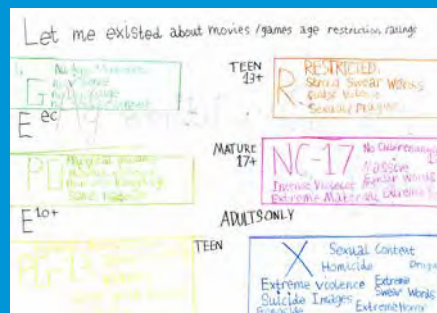
By providing quality work experience and learning outside of the traditional classroom, the charity can tailor learning to each young person's needs, help them develop 'self-care' and 'life skills,' experience success, and support young people to be as independent as possible.

LFLC has exciting plans for 2023 and beyond and we will share more about these in our next edition. Meanwhile, we'd like to say thank you for supporting us this year.

The PEGI rating is important as there may be potentially frightening or worrying content within it.

Apps: The VSC Rating Board rates online games for all the major consoles and works with other authorities to give ratings to apps on other platforms such as Google Play and Microsoft Store. Look out for this guidance to help you decide if the game is suitable.

Mobile phones: It is possible to set up parental controls for phones. Remember to check any apps your children are using to make sure they're appropriate too.



Our pre-interns at Horizon Campus learnt about photography techniques using SLR cameras. As part of this, they explored consent, such as asking permission from people before taking their photograph.



Dr. Sarah E. Hill

Mental health update

Hello parents, carers and learners,

I hope everything is OK with you and I wish you a happy and nice end to 2022.

This time of year can be tricky and bring up mixed feelings. On one hand, we have Christmas happening soon and everything around it should give us happiness (holidays, family, friends, presents, etc.). On the other hand, remembering the loved ones that are no longer with us may make us feel sad.

It's important to allow ourselves to feel all of our different emotions, without blocking them, and then try to get a balance.

For example, if you are feeling sad one day, that's fine, but after that, try to change your mood by doing something that will lift it (e.g. a pleasant distraction, watching something fun, going out, speaking with someone, etc.)

Another element to consider this time of the year is Seasonal Affective Disorder. SAD is sometimes known as "winter depression or winter blues" because it's usually more apparent during the winter months.

Symptoms can include persistent low mood, loss of pleasure or interest, feeling tired, sleeping longer, and putting on weight. The exact cause of SAD isn't clear but it seems like reduced exposure to sunlight during the shorter days of autumn and winter has something to do with it.

So, try to get as much natural sunlight as possible, exercise, eat healthily and be aware of your stress levels. This advice really applies all year round and once you incorporate it into your routine and it becomes a habit, is not that difficult, I promise!

I recently read that we are 25% what happens to us (our experiences) and 75% how we respond (the way we react to those experiences).

This is a great reminder to enjoy the things you do, the things you watch, and the things you share with others over the holidays.

If I don't see you before the holidays, Merry Christmas to you all!

Jose



Please ask the Therapeutic Support & Wellbeing Team for help if you're in need. Pupils, parents, carers and staff can come to us. We will try our best to support as much as we can.



JOSE NEGRIN

Head of Therapeutic Support & Wellbeing

Curriculum update



We build our curriculum around 'Big Questions' and our goal is for everyone to be able to join in the discussion, no matter their starting point or ability.

Melanie Bignold, Director of Education, explains what this means and introduces four of our new Leaders of Learning to tell us more.



We're excited about our growing curriculum and ability to offer students real-life learning experiences. We try to make learning as relevant to 'real life' and the wider world as possible, which is why we build it around 'Big Questions'. We also stress that it's not about having the 'right' or 'wrong' answer to these questions, as that's not what life is about. Instead, we aim to develop our students' thinking, whether through our teaching, by encouraging self-reflection or through practical application.

Across the campuses there has been lots of fantastic learning happening this term. I asked four of our recently appointed Leaders of Learning to share their highlights.



MERIDIAN CAMPUS

Salma Begum

Leader of Learning | Social & Communication, Knowledge of the World and Creativity

At Meridian Campus we've had visits from two special schools to see our phonics teaching in action. The visitors were impressed by how engaged our children were and how we've made phonics and reading accessible to all.

In English, children have been investigating the question, 'What brought me to Enfield?', which has involved learning about Enfield and the local community.

Learners on our Sycamore and Oak Pathways have also been learning how to compose formal and informal letters, whilst learners on the Willow Pathway have been personalising learning using tuff trays and sensory exploration.



HASELBURY CAMPUS

Sophie Rundle

Leader of Learning | Maths & Problem-Solving, including Science and Computing

In Science, Year 9 learners have been investigating, 'What is going on inside my body?', learning about the human body. Here, students used water, rice and a sieve to represent the kidneys filtering toxins out of the bloodstream.



Year 7 students have been learning about forces, thinking about, 'Why do objects fall to the ground?'. Students tested the effect of friction on the distance a travelling toy car, as well as the effect of gravity on a paper parachute.





LEARNING FOR LIFE CAMPUS

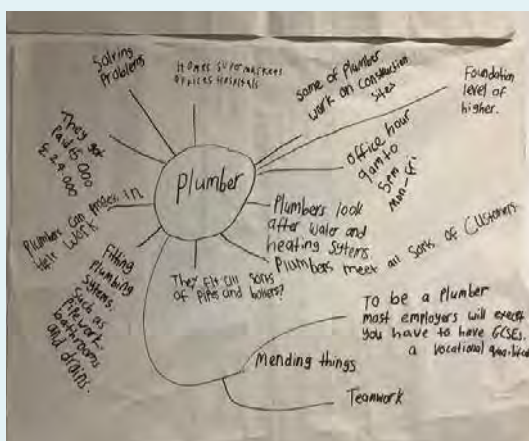
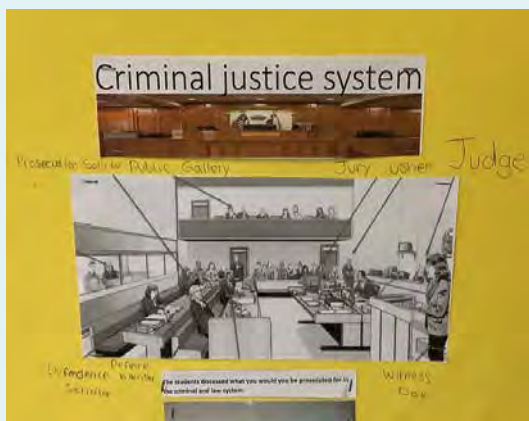
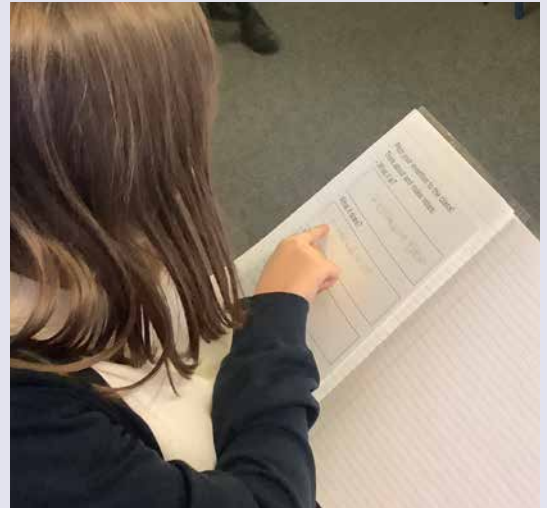
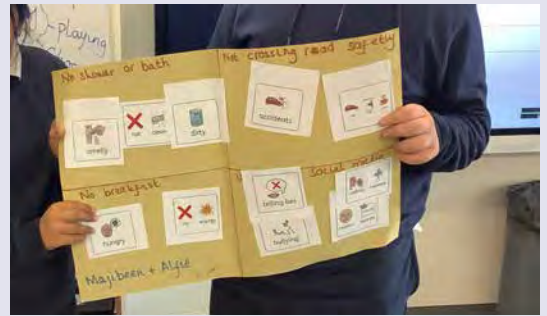
Zoe Warren

Leader of Learning | Social & Communication,
Knowledge of the World and Creativity

In English, year 10 students explored the question, 'Can we change our destinies?', by reading 'Charlie and the Chocolate Factory'. They considered the story from the perspective of the different characters, wrote character descriptions and penned emails from Charlie to his parents, telling them what happened to the other children.

Year 11 learners have been reading 'Private Peaceful' and 'The Boy in the Striped Pyjamas'. They've been considering the question, 'How can stories help us through times of sadness?' addressing themes of war, friendship and dealing with loss. They have explored these through descriptive writing, diary entries and letters.

Students on our Willow Pathway have been reading 'Coming to England' and 'Where are you' which also focus on friendship and loss. We particularly explored 'Where are you' in November to link with Remembrance Day.



HORIZON CAMPUS

Richard Gibson

Leader of Learning | Personal Development

At Key Stage 5, our Personal Development curriculum aims to help learners develop skills that will prepare them for the wider world beyond West Lea.

This term, students learnt about the criminal justice system, whilst considering the question, 'How does the law protect us?'

They also created and presented their 'All About Me' talk, which plays a key part in their EHCPs, explored possible career paths and researched college courses for the next step of their journey into adulthood.



West Lea in the news

We are delighted to share that Renee Flourentzou, Director of Education, was featured in *The Headteacher* magazine (Nov 2022). We've reproduced the article here so you can read it in full.

Equipping SEND pupils for the world of work

Renee Flourentzou explains why, when it comes to preparing for the future, West Lea School starts early.

We all know young people with special educational needs and disabilities (SEND) and those in disadvantaged communities have suffered disproportionately – both academically and socially – as a result of the pandemic. Last year, a government report suggested that only a tiny minority of children with SEND ended up in sustained employment.

Young people with SEND often find the transition from education to work difficult. Leaving the safe confines of school can be both daunting and a challenge. That is why it's important that we equip pupils with the right skills and careers education from a young age – from primary – to inspire and encourage them to become confident and independent individuals, who realise their potential and understand the

valuable contributions they can make to society. We can ensure they have the support and encouragement needed to secure work opportunities through schemes such as a 'Supported Internship' programme, which are more likely to result in permanent employment.

At West Lea we strive to be a school without limitations, because our pupils deserve a life without barriers. This means we provide 'learning for life' from the moment a child joins us, right up to the point they leave – and beyond. Catering for pupils with complex needs from aged four to 25, our mission is to make longlasting changes for our young people to improve their life opportunities beyond the school gates. We want to equip these pupils with the knowledge and skills required to thrive, and to support them with

outcomes that include sustained employment, good health, independent living, established relationships and sense of community.

PASSPORT TO THE FUTURE

Forming part of this is our passport system, which we use alongside our curriculum. All pupils receive a passport, including five key areas (based on research and evidence based practice) that young people need to build character and skills and become self sufficient adults. These include factors such as community engagement, self-care and daily living, managing medication, travel and work skills, as well as social and communication skills. We use these passports throughout a pupil's school life, both inside and outside of the classroom. As they build these skills and tick-off elements within each area, they receive a stamp and gain certificates which helps further motivate and inspire them.

We also deliver learning through various play-based and real-life contexts throughout KS1 to help pupils develop their independence and self-help skills. It allows them to explore their interests and motivations, helping to raise aspirations from an early age. This includes role play areas, spaces for building and construction and areas for pupils to read. Role-playing



can help children visualise future careers, understand how to act in certain situations or recognise goal aspirations. Simple activities such as this are core to building firm foundations as pupils progress through primary.

DEVELOPING INDEPENDENCE

We ensure opportunities are built into the curriculum so that we can provide pupils with the chance to explore, consider and plan for the future beyond their school journey. This involves meeting aspirational role models, including students who have left West Lea and currently working in jobs that they love.

A variety of creative approaches help our pupils develop transferable work, life and social skills that support careers, employability and the wider Preparing for Adulthood (PfA) outcomes. In KS2, our pupils start to develop greater independence. It's really important for them to find their voice, make it heard and be understood. Combined with core and foundation subjects, we focus on building life skills including teaching children how to cross the road safely and unaided, to make good choices and sustain relationships with friends.

Additionally, we place emphasis on understanding the local community and learning how to use money to make purchases in shops, and knowing what people or organisations can help in certain scenarios – for example, the police, a nurse, or the post office.

We also teach self-care and hygiene routines, stress management and emotional regulation, exploring and preparing different healthy foods, and how to manage medication.

These lessons don't just happen in the classroom. We practise these skills in a real world context, so pupils feel confident no matter where they are. All our pupils experience a residential trip each

year, starting with a night camping in school to a trip to Scotland. This helps to broaden horizons, while keeping their curiosity and confidence high.

We also host 'WestCo', where primary pupils are encouraged to put their learning to the test and run the school tuck shop. This teaches many core skills including communicating with the public, teamwork, managing budgets and entrepreneurship. We always receive such positive feedback from pupils, as it gives them a chance to have fun and a taster of the world of work.

BUILDING LINKS WITH THE LOCAL COMMUNITY

As a school, we recognise the importance of developing partnerships with the local community. Having strong links with the London Borough of Enfield, local employers, as well as partnerships with Co-op, Nandos, Compass Group, Greggs, Barnet, Enfield & Haringey Mental Health NHS Trust and many more, has meant we've been able to support pupils with work experience and established internships as they transition through school and reach our KS4 and Post-16 campuses. This also includes our work with Enterprise Cooperative Trust – a group of schools, charities and businesses aiming to extend the opportunities for students in Enfield.

Students from West Lea can get involved in various social enterprise projects, from upcycling and selling furniture to running a local coffee cart and managing an eBay store. This is key to strengthening their skills, encouraging interaction and understanding the day-to-day tasks that a business requires.

For our younger pupils, we host 'employer encounters' afternoons, where we invite local employers from a range of sectors to discuss what's involved in their industry and the types of skills needed for that career. This variety

encourages pupils to think big about their future.

We also hold alumni talks and invite those who studied at West Lea and secured great jobs to speak with younger pupils about their experiences. The speakers are particularly powerful role models, as pupils can often relate to the challenges and experiences faced, which helps demonstrate how their own futures can be just as successful.

WHAT OUTCOMES HAVE WE SEEN?

This whole-school approach in equipping our students with the skills we believe are key to success has resulted in some amazing outcomes for both our pupils and the wider community. This includes:

1 Giving them exposure to real-world contexts from a young age, leading to cohorts of confident pupils with well-rounded perspectives, knowledge, and skills for employers

2 Helping pupils gain in self-belief, understand how they can contribute to society, engage with others, take care of themselves and be responsible for daily living and travel

3 Equipping students with a stronger desire to aim for, and achieve, their goals by exploring their interests and motivations and matching their aspirations to real experiences and opportunities

4 Offering employers a more inclusive and diverse workforce which reflects customers and clients

5 Increasing productivity for both pupils and employers – and therefore ultimately reducing staff turnover and increasing retention

Our campuses



Dysons Road

174 Dysons Road, Edmonton,
London, N18 2DS

Springfield Road

Springfield Road,
New Southgate,
N11 1RR



Haselbury Campus

Haselbury Road, Edmonton,
London, N9 9TU



Broomfield School

Wilmer Way, N14 7HY

Cyprus Road,

Edmonton,
London, N9 9PG



St Mary's

Lawrence Road,
Edmonton,
London, N18 2HN



Key term dates 2023

SPRING TERM 2023

Monday 2nd January

Bank Holiday – School closed to learners

Tuesday 3rd January

INSET – School closed to learners

Wednesday 4th January

First day of Spring Term – School reopens

Thursday 5th January and every Thursday

Haselbury Campus Parent/Carer Coffee Morning,
all welcome 9.30-11am

Friday 6th January and every Friday

Meridian Campus, Springfield Road
Parent/Carer Coffee Morning 9.30am

Wednesday 11th January

and every Wednesday

Meridian Campus, Dysons Road
Parent/Carer Coffee Morning 9.30am

Monday 30th January – Friday 3rd February

Storytelling Week

February

LGBTQA+ History Month

Monday 13th – Friday 17th February

Half Term – School closed to learners

Monday 20th February

School reopens

Wednesday 22nd February

Progress Reviews

Monday 6th – Friday 10th March

National Careers Week

Monday 13th – Friday 17th March

Science Week

Friday 17th March

Comic Relief

Friday 31st March

Last day of Spring Term

Monday 3rd April – Friday 14th April

Spring Break – School closed to learners

SUMMER TERM 2023

Monday 17th April

INSET – School closed to learners

Tuesday 18th April

Start of Summer Term – School reopens

Monday 1st May

Bank Holiday – School closed to learners

Monday 8th May

Bank Holiday for the King's Coronation
– School closed to learners

Monday 29th May – Friday 2nd June

Half Term – School closed to learners

Monday 5th June

School reopens

Friday 7th July

Last day of summer term for Year 11 learners

Friday 21st July

Last day of summer term

AUTUMN TERM 2023/24

Monday 4th September

Start of Autumn Term – School reopens



community
kindness
learning for life
innovation inclusion