



Dear Parents & Carers,

As we near the end of our first half-term of 2024, I'd like to take the opportunity in this newsletter to share the highlights and achievements of your young people.

It has been another enjoyable and successful term at Sfit - in particular, it has been fantastic to see the variety of activities our teaching staff have created to support really impressive learning opportunities within our enriched and diverse curriculum. Seeing some of the projects and places that our young people get to explore sometimes makes me wish I wasn't firmly based in school and could get out and about as well!

We've been lucky in Devon to have avoided the worst of the Winter weather, and we're now starting to see the first signs of Spring beginning to bloom in our grounds. It's a positive reminder of the sense of renewal, hope and vitality that Spring brings to all of us each year, and hopefully a sign that warmer, lighter days are on their way!

**Wishing you all a relaxing half-term holiday,  
Pete Jenkins  
Principal**



## NEW STARTERS

We welcome the following new staff to the school:



**Hannah Wilberforce**  
*Learning Support Assistant*



**Mark South**  
*Learning Support Assistant*



**Megan Evans**  
*Learning Support Assistant*



**Carmen Cazan**  
*Learning Support Assistant*



**Keeley McLoughlin**  
*Learning Support Assistant*



**Madi Harrison**  
*Learning Support Assistant*



**Anthony Delahoy**  
*Lunchtime Play Assistant*



**Emma Martyn**  
*Teacher*



**Katie Weatherdon**  
*Learning Support Assistant*



**Jade Small**  
*Learning Support Assistant*



What a fantastic start back we have all had!

We hope you have all had a chance to see what your children and young people are learning by accessing this term's new planners on our website. We are all so proud of the progress they are making!



We have welcomed a number of new students to our Junior site and have now begun to offer outreach for students who need a slightly differing provision – this has proved an invaluable support for many.

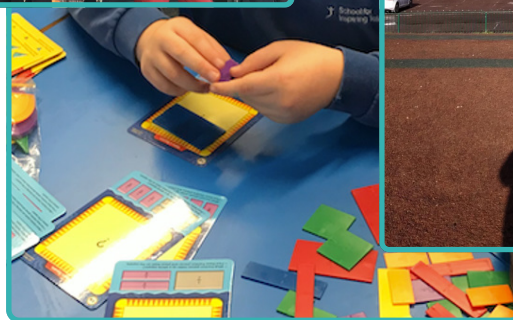
If your child has project based learning as part of their timetable – they are now being historians! Many of our students are finding out about the Stone Age to Iron Age and beginning to understand what Britain (and Devon in particular) was like long, long ago.

Other students at our Senior site are investigating how conflict has changed over time and by the end of the term will be answering whether they would have preferred to have been a Roman or WW1 soldier!

Our KS4 have been working hard towards their exams and many of them have been sitting their functional skills exams – we wish them the best of luck and know that their hard work will pay off!

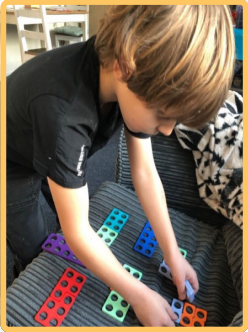
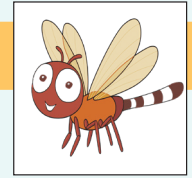
**Wishing a happy half term holiday to all our students and families,**

**Emily Hanbury & Lewis Harben**



# COLLEGE HOUSE - NEWTON ABBOT

## DRAGONFLY CLASS



What an amazing half term we have had in Dragonfly class - and who can believe that we are almost halfway through this academic year?

As we continue to develop and practice our understanding of emotions and how these impact on the world around us, we have focused on friendships and the importance of working together and listening to each other. We have enjoyed spending time learning a variety of skills as a small group during our weekly cookery, PE and forest school sessions as well as integrating with different adults who can support us in each of these subject areas.



Of course, our learning doesn't stop there! Our therapeutic play-based curriculum carves out so many amazing opportunities for us to develop our oracy and reading abilities, practice and apply our incredible problem solving techniques, explore life skills and continue to build trusting relationships with adults and students. These are learnt and practiced through swimming, animal therapy, climbing, outdoor learning, arts and crafts and by using different spaces both on and off site that enable us to target our areas of development.



## AUTUMN CLASS

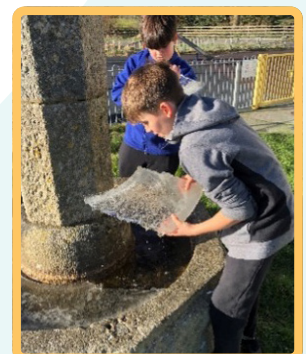
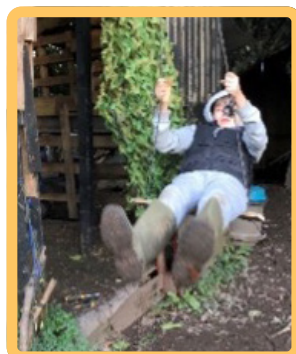
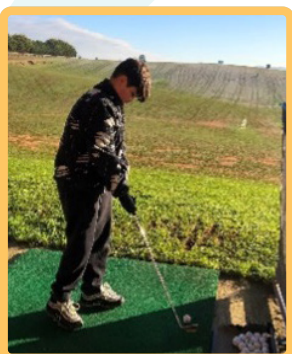


This term in Autumn Class, we have been focusing on settling into learning routines and building relationships with each other and with new staff.

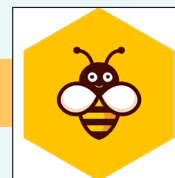
We have been reading the Butterfly Lion by Michael Morpurgo and The BFG by Roald Dahl as whole class texts and are beginning to explore images to develop oracy skills by talking about what we observe and explore ideas about what is happening in the pictures.

In forest school the students have been using a range of tools safely and with a purpose - to build rope swings, dens and fire pits.

The students continue to enjoy both one to one and whole class catering session and a range of offsite activities including golf, swimming and equine therapy.



## HONEYCOMB CLASS



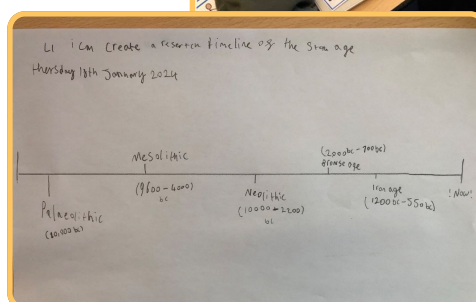
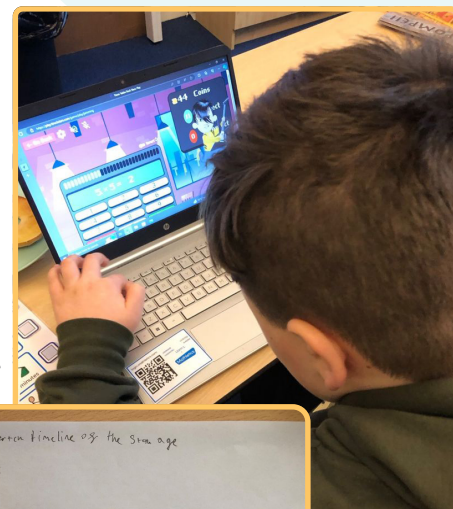
Honeycomb class have had a great start to 2024!

We have been working hard as mathematicians this half term learning all about fractions and playing lots on Times Table Rockstars!

As historians, we have delved into the Stone Age – learning all about the palaeolithic, mesolithic and neolithic periods.

In whole class reading this half term, we have thoroughly enjoyed Wonder by RK Palacio, specifically as it touches on themes of acceptance and friendships.

As authors, we have been exploring Alistair Humphreys' Great Adventurers this half term and written some wonderful pieces about various explorers.



## JUNGLE CLASS



A great start to 2024 with Jungle class!

We have met Aslan at the stone table and fought to free Mr Tumnus during guided reading, noticing many differences between the film of The Chronicles of Narnia and the book.

We've had some wonderful RSE lessons developed in collaboration with our student teacher Chloe, exploring how to express our authentic voice with creative lesson outcomes as well as focusing on how to take care of our mental health during children's mental health week.

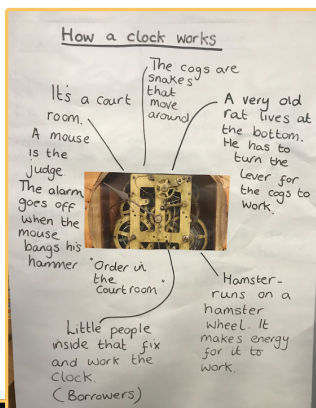
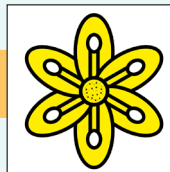
In Maths, we've been committing our timetables to memory as well as developing independence in different written methods for multiplication, with some of us even multiplying fractions.

We've been writing diary entries in our 'log' books as Michael, the boy thrown overboard during an epic journey around the world. Kensuke's Kingdom has given us plenty to talk about, particularly some great discussions around survival!

The boys have started to play games together for longer periods of time and focus, with less and less adult support, which has been a great step towards their IPP targets.

Forest School, catering, sound communities, climbing and 'A kind of magic' animal centre, continue to bring us rich experiential learning opportunities and remain firm favourites on the weekly schedule!





English:

In Buttercup this term, our imaginations have been running wild thinking about the different way that everyday objects could work. These were our ideas about how a clock might work... We have also been practising writing in the second person, offering advice to Professor Toast-It.

Whole Class Reading:

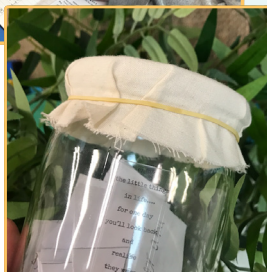
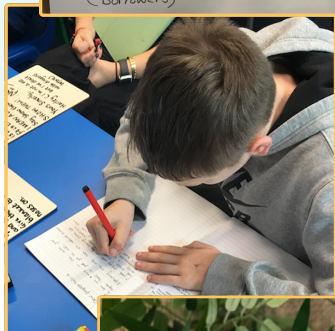
We have been focusing on vocabulary, inference, prediction, explaining, retrieving and summarising. A dictionary has been useful to support with finding and explaining the meaning of words.

Maths:

I am so proud of Buttercup class and how hard they have worked this term learning about fractions. We have learnt how to convert between improper and mixed number fractions and how to simplify fractions.

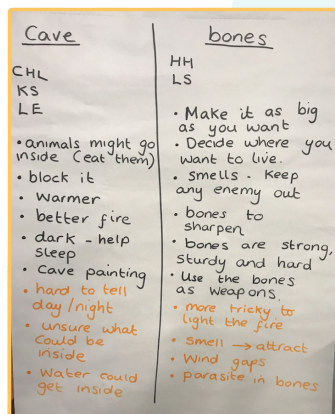
PSHE:

We have been discussing self-esteem and ways that we can increase our own self esteem. We made a jar of positivity and filled it with positive affirmations that we could use daily.



Project based learning:

Would you rather live in a cave or a dwelling made from the bones and the skin of a woolly mammoth? We had mixed responses thinking of advantages and disadvantages of both. We also tested out model caves and huts and made paint for our own cave art!



We have really enjoyed our activity sessions this term - with Sound Communities, in Forest School and in the kitchen!





## OAK CLASS

The children in Oak Class have had a great start to the new year!

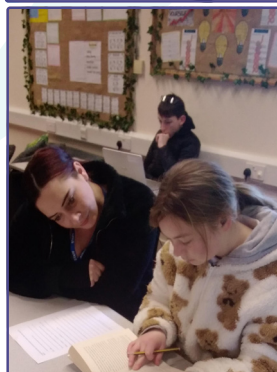
One of the many highlights has been that they all now have access to their own laptop, to support their learning. This has been helpful in so many ways; one of the main ones being that they can all access the computing curriculum on their individual accounts so the provision there has been greatly enhanced.

We have also been able to use the devices to allow the children access to their own Microsoft Teams accounts which allows work to be completed as online assignments which can then be returned and marked electronically - this is a fantastic 'real life' way of learning to complete tasks as they continue to prepare for adulthood and the world beyond school.

This week and next, the multiskilled Mr Richard Miners, who has been in charge of the children's music provision, has set the class a challenge using the amazing online beatboxing tool 'Incredibox'. Again, enhanced by their ability to work independently on their own devices, the children have been tasked with composing their own beatboxing tracks and sending them to our new class account. Judging will happen next week with prizes for the best tunes (and for the judges!).



## EVEREST CLASS



This half term has been another busy one in Year 9! In English we are currently writing a non-chronological report using our class text *Animalium*. Students have enjoyed researching different animals and creating their reports using different subheadings. In our reading we are learning about the book 'Pax', the students have been working on a range of reading comprehension skills including retrieval, inference and prediction. In Maths we have focused primarily on 2D and 3D shapes, including area, angles, lines of symmetry, order of rotational symmetry and much more!

In our Project Based Learning this term we have been focusing on the key question 'Would you rather have been a Roman or WWI soldier - why?' The students have enjoyed these lessons, so far we have researched how the Bronze and Iron Age changed/enhanced conflict, why the Roman Army was viewed as more advanced than the warriors of Great Britain. We will go on to learn about understanding why Boudicca failed to defeat the Romans, comparing the weapons and strategies of the Romans and the Vikings and understanding who came first in the order of time and also researching what other major conflicts have occurred in Britain since CE1066 and explain why they are important and much more! We will continue our research incorporating a variety of different subjects and then create our final product to answer our research question.

In PE we have been working on our basketball skills after the delivery of our new net and we also have completed some gym workouts. In our preparation for adulthood lessons we have been looking at how we manage money and budgeting.

A fantastic half term in Year 9!

## THE SHACK CLASS



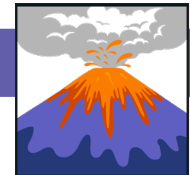
In year 10 boys' class we have been taking the opportunity to go off site and enjoy learning through practical activities. We have been looking at different points in history and searching for our own evidence of the past.

We went to Charmouth beach to search for fossils and we managed to uncover some fantastic discoveries including a large ammonite.

We have also been up to Ripon Tor searching for evidence on the old rifle range. Students managed to find some old used bullets, which they cleaned and polished up to make them look like their original state. We've also done orienteering on Hound Tor, Buckland Beacon & the Ten Commandment stones.



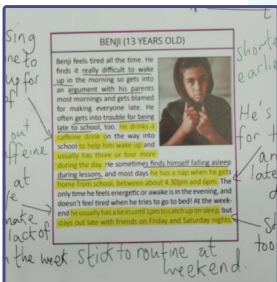
## VESUVIUS CLASS



We ended last term with a trip to Ten Pin in Plymouth, where Year 10 showed off their bowling skills. They were delightful company and behaved impeccably.

We were sorry to say goodbye to Sophie Evans, who had been working with us since last year and wish her much luck in her new job. But we've since welcomed Kate Carruthers and are very lucky to have her as her specialism is languages so we might get to learn some new phrases!

Many of our students achieved successful results in the Functional Skills exams taken last term and are currently preparing for Maths and English after February Half Term. We continue to be impressed and proud of how many of our students overcome their nerves and anxiety to do their best in their exams.



It's not often that we're asked to eat chocolate in lessons, but this term we've had the perfect excuse as we've been learning all about it! It's been interesting finding out where one of our favourite foods comes from and the processes involved from the farm to the shop.



In Prep for Adulthood, we've been learning about good sleep habits and strategies that can support us; it's a challenge for students and adults alike, but such an important topic for our physical & mental health that we'll continue to focus on it.

Our music teacher Richard has brought steel pans for our use this term. Students have taken to this new skill quickly and can already play a marvellous version of 'In the Jungle.' Music is such a wonderful way to explore different cultures and having the sounds of the Caribbean ringing out from our classroom has been a joy to hear.

Forest School continues to be a source of fun and adventure. Students have also recently been on a scavenger hunt in Torquay. These outings encourage students to work as a team, which is lovely to see.



Students are progressing well with their individual Arts Award projects, which include dress making, illustration and upholstery. Year 10 continue to work on their BTEC Sport awards, with a focus on their chosen sport. We now have a brand-new basketball hoop, which has made an excellent addition to our sports facilities and is proving very popular.



This term year 11 have been preparing for their Post 16 journey. Along with applying to colleges, we have also looked at writing CVs and preparing for interviews. All students took part in a mock interview session with Julie who helped the students with techniques on how to answer questions in an interview.

Some students have also visited colleges such as City College Plymouth and South Devon College to see what courses they can offer, . We are also looking forward to a visit from Annabelle from ASK Apprenticeships to discuss and apply for apprenticeships.

We have had a focus on reading this term, with students having quiet independent reading time as well as reading out loud to an adult three times a week. We have seen the students' confidence grow especially when reading out loud, this has also encouraged them to read for pleasure.



In Maths we are preparing for exams by looking at past papers and going over any subjects that students might need a refresher on.

Lunchtime clubs have started this term with students enjoying Dungeons and Dragons, art, football and chess. This has been a good way to try and learn something new and to work with other students in other classes.

Music lessons have been a firm favourite with the students this term. All students have had the opportunity to learn how to play the steel drums and other instruments with Richard. They have thoroughly enjoyed the sessions and are proud of what they have accomplished each week.

## PE, SCHOOL SPORTS & ACTIVITY

I am thrilled to share some highlights from Physical Education this term. The enthusiasm and dedication of our pupils have truly shone through in various activities.

Our newly acquired basketball hoops and balls have ignited a passion for the sport, with students actively requesting to spend their free time honing their skills on the court. It's been brilliant to watch and see their shooting, dribbling and passing steadily improving. In our 'Street Running/Parkour' lessons, students have showcased fantastic coordination, flexibility, and creativity.

A special mention goes to our Key Stage 4 students who are making excellent strides in their BTEC Introductory in Sport qualifications. Some have already completed a significant assignment, equating to 50% of their qualification for Year 11 students. Their hard work and dedication are commendable. Well done.

As we continue through the term, I look forward to witnessing the continued enjoyment and effort our students put into their PE lessons.

**Josh Iskander - PE Lead**





# CAREERS SUPPORT

**Our Careers Lead is Issy Harben.  
You can contact her at [i.harben@sfit.org.uk](mailto:i.harben@sfit.org.uk)**

## Careers at Sfit Update:

**Year 11 have started applying for College courses in preparation for post-16.  
Year 10 are considering where they would like to complete their Work Experience in July,  
and will begin visiting colleges next half term.  
Throughout the Summer term, all year groups will have another workplace experience –**

## Termly Spotlight: College Courses

### What is the College application process?

- At the Year 11 Annual Review, we will name College and Course of choice (This will be decided through college visits in year 10 and Careers lessons throughout KS3/KS4. School staff will support the discovery of options and this will be discussed with parents/carers throughout the process).
- Devon 0-25 Team will support the application process with a focus on EHCP review and ensuring the post-16 setting can meet need.
- We will discuss with parents/carers whether they would like to complete college applications at home, or if they would prefer us to complete these at school.
- We will work with the post-16 setting to ensure they have up to date, accurate information regarding the support needed to allow them to thrive.

### Types of College course:

**Specialist Settings:** There are some post-16 specialist setting placements available, however these can be difficult to apply for due to the high number of applicants. If you would like your child to attend a specialist placement, we can discuss this at KS4 Annual Reviews, and the 0-25 team will take the application for review at panel.

**Mainstream Setting, Specialist Course:** Most mainstream colleges also offer specialist courses / provision as a bespoke offering. We have previously had students attend South Devon College for their Learning Opportunities course, which provides a blend of English, Maths, Life Skills and Vocational Tasters.

**Mainstream Setting: Students with an EHCP** will all receive individualised support as directed by their EHCP, for example exam access arrangements, learning mentors, additional support in lessons, and support getting around college. This will be discussed at KS4 Annual Reviews.

### Thinking about Careers at home:

A useful tool to use with your child at home to start considering career options is 'Careerometer', a fun and interactive tool to compare jobs. You can use the 'Careerometer' to compare different jobs – salary, working hours, etc. by visiting: <https://careerpilot.org.uk/information/careerometer>

Here is an example:



**You can explore more about careers using the following websites:**

**icould:** <https://icould.com/>    **BBC Bitesize Careers:** <https://www.bbc.co.uk/bitesize/careers>

**Our next newsletter will focus on Access Arrangements and Support for Exams.**

## Children's Mental Health Week 2024 - 5-11 February 2024

This year's theme is 'My Voice Matters'. - this is about empowering children and young people by providing them with the tools they need to express themselves. During Children's Mental Health Week we want all children and young people, whoever they are, and wherever they are in the world, to be able to say - and believe - "My Voice Matters". In school, students will be making collages of what is most important to them - we look forward to sharing these with you!

Place2Be have free resources available to download so that everyone can take part in Children's Mental Health Week. Take a look and see what's available for families and how you can take part and support children's mental health! <https://www.place2be.org.uk/about-us/childrens-mental-health-week/>

### 'After School Restraint Collapse'

(This information comes from Adoption UK but is relevant for parents and carers of many children.)

**What is it?** Many parents will be familiar with days where you pick your child up from school, the teacher says they've been 'fine' all day, but as soon as you get home, or even on the journey, your child seems to just lose it. It might look like crying, anger, whining, defiance, stubborn silence, or a full-blown meltdown, but your child is experiencing something known as 'after-school restraint collapse'.

**Why does this happen?** Navigating the school day takes effort from every child. Hours spent sitting still, listening carefully, learning new things, managing relationships, following instructions - it all takes mental, physical and emotional work. By the end of the day it's no wonder children are sometimes exhausted and it's when they get home, where they feel safe to let their emotions out, the stresses and strains of the day can erupt. While after-school restraint collapse can affect any child, for children with additional needs, sensory difficulties, anxiety and other challenges, it can become acute. Tiredness, hunger and illness can also exacerbate the problem.

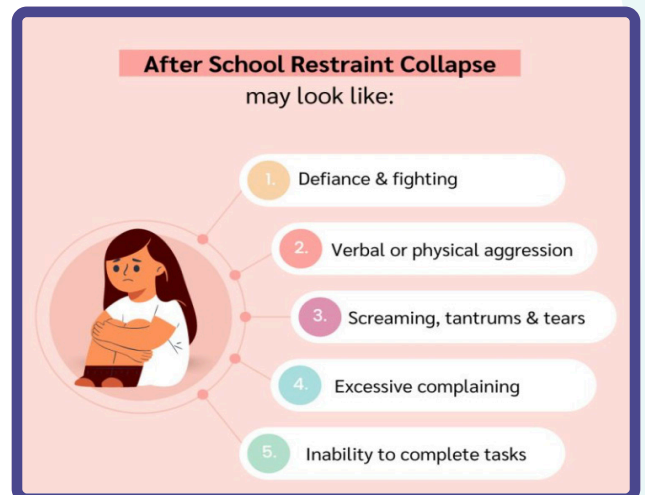
### Some ways you can support your child with after-school restraint collapse:

- No matter how your day has gone, or how their day has gone, greet them with a hug and a smile.
- Address basic needs, such as tiredness and hunger. Being prepared with a healthy snack and a drink might help - consider packing something they can chew, crunch or suck on the journey home.
- Avoid bombarding your child with questions about their day. They may feel overwhelmed and need time and space to settle, so save the conversations about school until later.
- While some children need a quiet, still space to regroup, others may benefit from physical activity. Try walking, scooting or cycling home after school or rhythmic activities like swinging or bouncing on a trampoline.
- Try to maintain a predictable routine around home time.

### Finally, make sure you are taking care of yourself!

If after-school restraint collapse has been a feature in your home for a long time, you probably feel your own anxiety and tension levels rising as home time approaches.

Remember that **after-work restraint collapse** is also real, so make sure you're also looking after yourself before you welcome your child home.



**Welcome everyone to 2024.** What an exciting year ahead we have planned here at Life Chance Trust. The charity is moving on leaps and bounds and we can't wait to support more and more young people post 16. With Ben now on board, we are reviewing the process of mentoring young people, to make it more service user friendly.

### Young people

We now have 15 young people who are the mentoring programme, with 2 newbies joining in the next couple of months. We have supported several young people to start a post 16 provision. We have supported many of our young people with "life admin" – bank accounts, provisional driving licences and accessing financial support. We have signposted and supported young people to other agencies to get further support, such as Pete's Dragons for specific counselling. And so much more!

### Mentors

We now have 8 mentors supporting young people, with 7 of these being volunteers. 5 of these are actively mentoring, and the other 3 are just finishing their onboarding process. We are amazed by how many people want to give their time to young people by becoming a mentor. We are always looking for new mentors, so do get in touch if this is something you may be interested in.

### Life Skills Workshops

Cara and Chloe have just finished a cohort of Life Skills Workshops at Teignmouth Community School Sixth Form. They finished up the workshops with a trip in to town for some food and walk along the seafront. Here is some feedback they received...

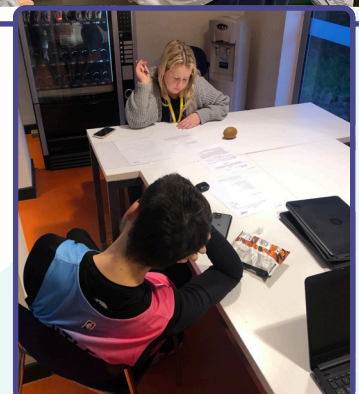
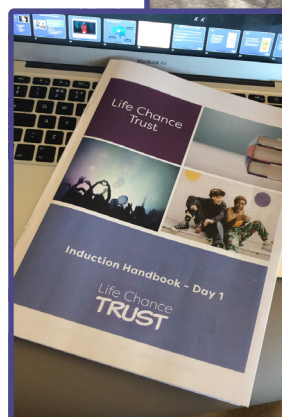
*"Just wanted to say thank youuu both so much for the last 7 weeks, I really have learnt many new things, made new friends and taken more control, and grown up a bit, you are both fab!"*

The next cohort will be with SfIT year 11s after the half-term, followed by All Saints, Plymouth after Easter.

### Every Chance Board

Our youth board are looking for new young people to join. The Every Chance Board work alongside the Board of Trustees to help shape Life Chance Trust. Know someone who is between 16-25 who would like to be involved? Get in touch to find out more information about what we are looking for!

### Ben Feasey & Chloe Sutcliffe - Life Chance Trust



# Term Dates 2024 / 2025

**September 2024**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	12	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

**October 2024**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

**November 2024**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

## Term Lengths

- Autumn Half Term
- 5th Sept - 25th Oct
- Half Term to Christmas
- 11th Nov - 20th Dec
- Winter Half Term
- 7th Jan - 14th Feb
- Half Term to Easter
- 24th Feb - 4th Apr
- Spring Half Term
- 22nd Apr - 23rd May
- Summer Half Term
- 2nd Jun - 18th Jul

**December 2024**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

**January 2025**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2
3	4	5	6	7	8	9

**February 2025**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	1	2
3	4	5	6	7	8	9

**March 2025**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
24	25	26	27	28	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

**April 2025**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4
5	6	7	8	9	10	11

**May 2025**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

**June 2025**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

**July 2025**

Tue	Wed	Thu	Fri	Sat	Sun	
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

**August 2025**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7

## Key

- Holiday
- Bank Holiday