

# Somerset School Newsletter

Spring Half Term

## Welcome

### *Our Internal Motto*

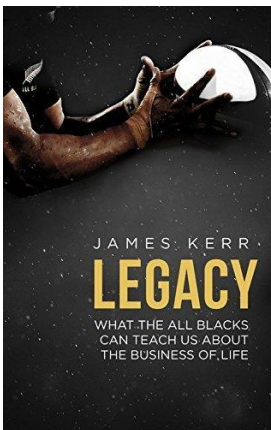
Dear parents and carers,

In this edition of the newsletter, we'd like to take the opportunity to introduce you to our internal staff motto.

**“The way the sapling is shaped determines how the tree grows”**

Originating in the Māori culture of New Zealand, the quote emphasizes the importance of early influences and decisions on one's future trajectory, just as the initial shape of a sapling impacts how the tree grows.

As a staff team we personally hold ourselves to this view each day. We take the responsibility of working with your children with a great deal of pride. As a smaller independent school, we are able to create a more bespoke educational experience for our learners, getting to know their needs and interests on a more detailed level. During our daily staff meetings, we discuss each individual child, their needs and how as a staff team we can be best placed to help them along their journey.



### Staff Reading

James Kerr – Legacy

The basis of our motto is discussed in James Kerr's book. It also covers a range of other Māori traditions and cultures such as respect, hard work and equality



## Dates of Interest

14<sup>th</sup> February

Inset Day

17<sup>th</sup> – 21<sup>st</sup> February

Half Term

4<sup>th</sup> April

Inset Day

7<sup>th</sup> – 21<sup>st</sup> April

Easter Break

**“The way the sapling is shaped determines how the tree grows”**

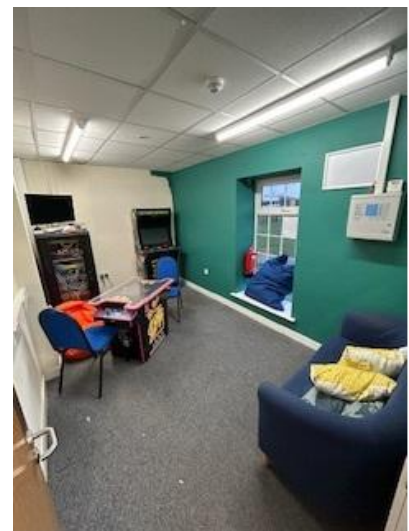
# School Improvements

## BS (Yr10)

Over the last half term BS has been taking part in a project to create an arcade room within school. BS has been able to design and create the new room in an office space that has been unused within the school for a couple of years.

BS firstly worked hard to clear the room of excess school resources and old equipment. BS was then able to repair the walls on his own and then prepare for painting. BS has so far painted half of the room in a new green colour and has worked with the estates team to plan for a new flooring. To finish the room BS will learn woodworking skills including estimation, measuring, cutting and fitting. The learners have been able to access the room in their break and lunch times and have been playing many retro arcade games within their friendship groups.

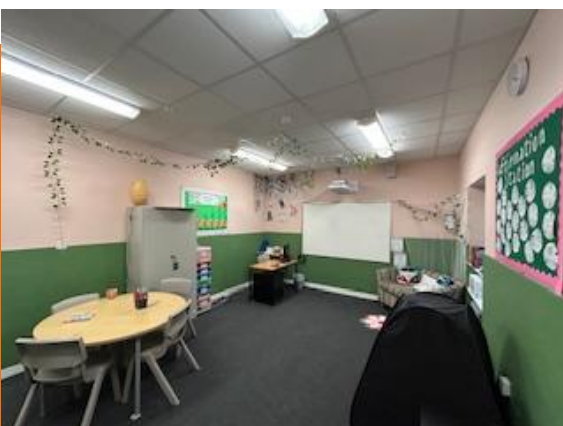
We look forward to seeing BS complete the job and the learners enjoy the space further.



## Additional Improvements

The school has also been fortunate enough to secure a new pool table for our common room and a new permanent gazebo for our outdoor space.

Our SEMH room has also received a makeover within the last term and is currently being stocked with new resources for the learners.



# Light Box Project

CM (Yr 10)

I used an old broken PC, I cleared out all the inside part, I kept the good parts for science lessons. I thought the empty PC case would make a great Light box. I saw people making light boxes on Youtube, and wanted to turn the empty PC case into a light box. This is a recycling project because we have reused materials, we would have thrown away to make it.



I put aluminium foil in the inside of the PC case so the lights would shine brighter



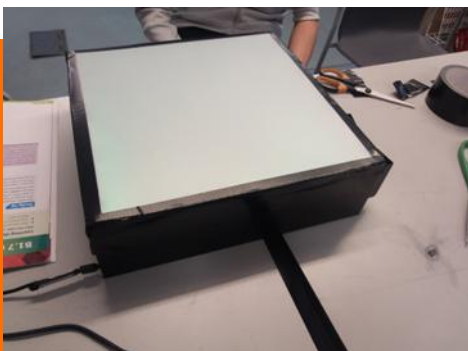
This clip was put in so the wire could not be pulled out



I then covered it with more aluminium foil, I layered the lights around the edges of the light box.



I tested the lights to see if they worked and the foil reflected the light



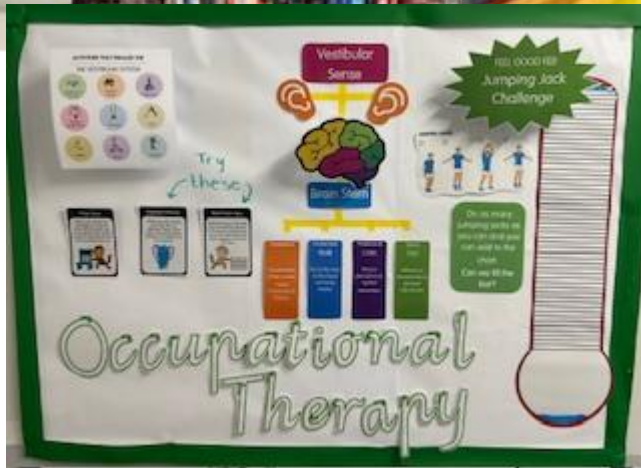
This is the finished light box, I am happy with how it turned out, I watched the videos on how to make one which helped me build this, it even has a remote control so I can change the colour and have it fading or flashing.



# In and Around School



This is a selection of some of the topics and areas of questioning we have been discovering with the learners across school this half term.



# Cress Growing

## Science Project (Yr 8)

During this half term the Year 8 students have been exploring growing cress as part of the Photosynthesis project, to see how the conditions of an environment can affect the growing of cress.



**Cress growing in sunlight, some with water and some without.**



**Cress growing in the dark, some with water and some without.**



**Cress growing – Some with water and some with without.**

The students completed their investigation and found the ones who have sunlight as well as water grew the best as they had the correct environment conditions. We discovered that sunlight and water is helpful for photosynthesis. Our experiments that just had water did grow but not as tall and not as green because it did not have sunlight. The ones that grew in the dark also did not grow as green, they turned yellow as they were not in the correct environment. The plants that did not have any water did not grow. The students were able to complete the investigation and use this within their learning in lessons.

# Communication

## *Introducing the Mind of My Own App (MOMO)*

Encouraging young people to speak up at anytime they want

We communicate with our young people in many ways and nothing will ever replace a trusted positive relationship where a young person feels loved and cared for. In such an environment young people feel safe and confident to express their thoughts wishes and feelings directly with us. But for some young people they really struggle and the 'Mind Of My Own' app offers us an alternative option, another way for them to let us know exactly what's going on.

For more information please visit - [www.cambiagroup.com/mind-of-my-own](http://www.cambiagroup.com/mind-of-my-own)

## *Parent Survey 2025*

Dear Parents / Carers,

Your views and opinions are important to Somerset School, and our drive to providing the best experiences as possible for our learners. If you could take the time to complete this short survey about the education we offer your child, we can continue to develop and nurture the support we offer our learners. The link will be live from 14<sup>th</sup> February until 21<sup>st</sup> February.

The survey can be found at the following link.

Thank you for your time

<https://forms.gle/HzW6388Y2gU5NTPL7>

## *Other Communications*

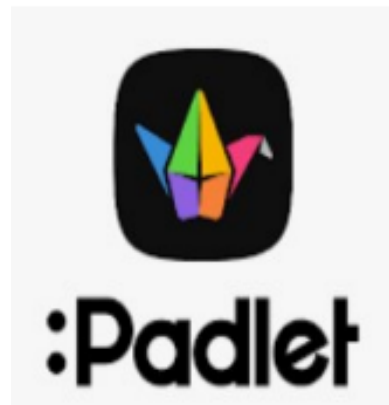
During the last half term, we have begun to adapt our communication strategy with parents/ carers. In response to a request for a more regular form of contact, we have asked tutors to contact home by the end of each week to inform parents/carers of any successes and issues that staff have identified during the week. These should have been arriving with you each week via your student's tutor. If you have sadly experienced any difficulty in receiving this, could you please contact the school office directly and ensure they have the most up to date contact details.

We truly value any feedback from parents and carers and will strive to make adjustments were possible.

## *Parent Signpost*

We have recently created a web-based library of further support links solely for the use of parents and carer's. We will endeavour to update this as and when we discover new information.

This can be found on the Padlet platform - which can be accessed via the QR code here or via the following link



Padlet - Further Support <https://padlet.com/somersetschool/additional-support-home-e5gfik5hpbgciwrx>



## Somerset School Safeguarding Team

At Somerset School we are committed to providing a safe and secure environment for our learners. Every child has the right to feel safe no matter who they are or what their circumstances.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. If you are concerned about risk of harm to yourself, a young person or vulnerable adult, please contact the safeguarding team within school.

At Somerset School the Designated Safeguarding Lead (DSL) is **Paula Wilkins** and the Deputy DSL Team is **David Fielding, Callum Murphy & Katrine Stapleton**



**Paula Wilkins (P)**  
Safeguarding Lead

01823 443133

[Paula.Wilkins@cambiagroup.com](mailto:Paula.Wilkins@cambiagroup.com)



**David Fielding**

Deputy Safeguarding Lead

01823 443133

[David.Fielding@cambiagroup.com](mailto:David.Fielding@cambiagroup.com)



**Callum Murphy**

Deputy Safeguarding Lead

01823 443133

[Callum.Murphy@cambiagroup.com](mailto:Callum.Murphy@cambiagroup.com)



**Kathrine Stapleton**

Deputy Safeguarding Lead

01823 443133

[Kathrine.Stapleton@cambiagroup.com](mailto:Kathrine.Stapleton@cambiagroup.com)





UK Health  
Security  
Agency



# Should I keep my child off school?



## Yes

### Until...

Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

## No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

### Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.