

The Spring Hill Spotlight!

Dear Parents/Carers,

As we approach the Easter season and the end of this term we reflect on some amazing work achieved by our children and young people. As well as a time of new beginnings, Easter presents us with opportunities to reflect on change and new growth and I hope that this newsletter goes some way to sharing the amazing achievements of the students and some of the wonderful experiences they have participated in during this term. The staff team have worked relentlessly to develop each child/young person's emotional resilience and well-being by offering a wide range of outdoor and creative learning experiences. There have been some real high points this term, ranging from sporting achievements to some of our young people accomplishing personal milestones – read on for more information!

We say a sad farewell to our lovely science teacher, Rhiannon. Rhiannon joined us mid COVID times and proved that she has what it takes to be a skilled and resilient practitioner. Rhiannon will be much missed by students and staff alike and we wish her the very best on her new quest, which will offer her broader opportunities in a bigger science department. We have been lucky enough to secure a new member of staff, who has been working alongside Rhiannon to ensure seamless provision and support our students in their science curriculum. Sandy has a range of experience working in specialist settings and I am delighted that the children have made him feel so welcome already. Another welcome addition to the Spring Hill family has been our new Senior Mental health Practitioner, Amy. Amy is bringing much welcomed expertise to the team and her background in Social Care and mental health is already supporting us to enhance our therapeutic offer.

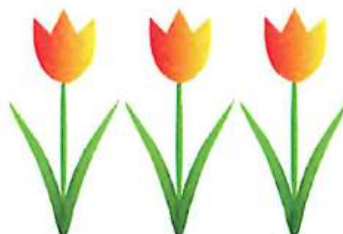
Please take your time to read through and enjoy this fantastic edition of the Spring Hill Spotlight; I do hope the content brightens up your day, especially as the weather is so miserable! Let's hope the Easter break is kind and brings some much-needed sunshine. In the meantime, I extend an open invitation for you to contact us should you have any questions regarding the care or education that your son or daughter receives here. I know that I speak for all of the staff here when I say that we are committed to giving your child the very best in order that they can achieve their personal best.

Have a very happy and peaceful Easter.

Sam Campbell
Principal



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Dates for Your Diary 2023/24:

◆ Friday 22nd March

*Student Showcase Day
break up for Easter*

School closes at 1pm

◆ Monday 8th April

School Inset Day

Not open to students

Tuesday 9th April

*School reopens to
students*

◆ Monday 6th May

*BANK HOLIDAY-School
closed*

◆ Tuesday 7th May

school open

◆ Monday 27th May- Friday 31st May

Half Term

◆ Monday 3rd June

School Reopens

◆ Friday 19th July Student

*Showcase Day-School
closes @1pm*

BREAK UP FOR

SUMMER!



iSTART newsletter Spring Term 2024



iSTART Programme		<i>What is it?</i>
i	<i>Induction</i>	<p>The iSTART Programme is a targeted induction programme for all our students at Cambian Spring Hill School (CSHS). Over a period of 6-12 weeks or less (depending on the individual), students will be supported by a specific team to allow them to settle, familiarise themselves with their environment and expectations, build relationships with key staff and undertake a range of academic and therapeutic assessments in order to prepare them for learning.</p> <p>Placing the child's needs at the centre, we take this time to understand what is important to the them, their parents and/or carers and how we can improve their quality of life. We want to know what they are interested in, what they are motivated by, how they want to be supported and crucially what they want to learn!</p> <p>We want to know if prior learning information is correct, if their EHCP targets are still appropriate and most importantly, if we can continue to meet their needs. A successful placement at CSHS requires a level of commitment from both the school and the individual and therefore is imperative that this process gives us the right information to achieve the best possible outcomes for that young person.</p> <p>The final aim of this process is to ensure a young person transitions in to the most appropriate class, receives the correct support, access an appropriate yet challenging curriculum and is given the opportunity to succeed and reach their potential!</p>
S	<i>Student</i>	
T	<i>Therapy</i>	
A	<i>Assessment</i>	
R	<i>Review</i>	
T	<i>Transition</i>	

iSTART has been a little quieter than last term. Five of the seven September students have now successfully transitioned out of iSTART completely, which is fantastic. We also have one student who decided to stay for registration and tutor time but is working on a full timetable of GCSE courses, which works better for him. We have welcomed a new student, Thomas, who is also a residential student. He is on a very bespoke programme as this suits his needs. He is our 27th student in iSTART since the programme began a few years ago.

Each week, we have had prospective students in for assessments and trial days and we look forward to welcoming 3 new students after Easter; Liam, Charlie and Sol!



2JD Newsletter

Look at all the lovely things we have been up to!

Shopping in Town



We go and get ingredients and then we buy it and put it in a bag and then we go.

When we get back we make meals. We make pizza, fajitas, cocoa brownies, stirfry, macaroni cheese. My favourite was pizza.

– Brax



Treats in Town

Brax has visited the local cafes and is now an expert. He suggests Costa as the Babyccinos are free and are “tasty and chill”.



Visiting Local Hotspots

I went to Hellwath and played footy and made Ali scream when I booted the ball at her in goal.

– Brax



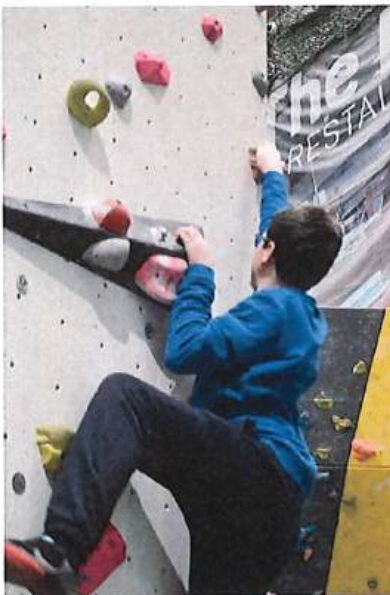
SPRING TERM

JL NEWSLETTER



OUR LATEST MEMBERS

This term we welcomed Emily and Gracie into our tutor group and have moved to a bigger classroom.



OUT AND ABOUT

Izaak started climbing this term- he visits the climbing wall every week and loves it!

Emily and Gracie have started 'accessing the community' lessons, so far they have been to a café, Ripon Library and Ripon Cathedral.



COOKING

Izaak, Emily and Gracie have all completed their BTEC home cooking assessments this term. They all chose a meal to cook and invited a member of staff for lunch! Well done- the kitchen smelt amazing!

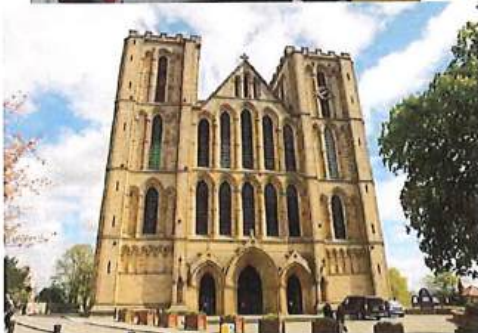
LEARNING

We've had lots of new lessons added to our timetables this term, including

- Textiles
- Hair and Beauty
- Rebound Therapy
- Climbing



HAVE A LOVELY EASTER BREAK!





SPRING TERM 2024



THE CLIMBING WALL

3EH have thoroughly enjoyed Wednesday afternoons this term. They have been developing their climbing and bouldering skills at ROF59 climbing centre in Newton Aycliffe.



ENTERPRISE

During Enterprise lessons, the students have been hard at work crafting, making things to sell for our annual Easter Fayre. They have experimented with wood, clay and paint. Well done, 3EH - it's all looking fabulous!





SPRING TERM 2024



PSHE

How does boosting our confidence help to boost our achievement? This is what 3EH have been answering in PSHE. Using teenagers as case studies, they chose various confidence boost cards which they thought would aid their achievement.



REBOUND THERAPY

Lizzie, our OT has been delivering Rebound Therapy sessions to the class. This provides opportunities for movement, therapeutic exercise and recreation for students across virtually the whole spectrum of additional needs.





SPRING TERM 2024



SHELTER BUILDING

During Outdoor Education, Oliver enjoyed making a shelter using materials that he found in the woods and around the school grounds.

As you can see, he felt very at home!



HORSE RIDING

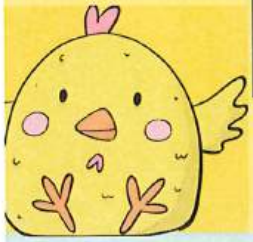
Taylor has enjoyed horse riding this term. He has formed a lovely bond with Domino and has learnt a lot about horse care.

Taylor is building his confidence and improving his core strength. He is very happy just keeping Domino in walk.



Happy Easter

SPRING NEWSLETTER



From 3CL

COOKING

One of the students in the class has been undertaking his BTEC level 2 qualification this term. He had to do his final project which involved cooking a two course meal, both the presentation and taste were great so very well done!



CLIMBING AND SWIMMING

All of the students have been taking part in either swimming or climbing on a Wednesday afternoon this term. The class have been doing well with this and have been trying their hardest to improve their abilities in their activities.



HOUSE COMPETITION

The students have been taking part in two different house competitions this term. On the right is the entry of one into the Diversity T-shirt competition run by Harrogate Town. The students also took part in a darts competition towards the end of term.



REBOUND

The class have been taking part in Rebound therapy on the trampoline. They have all enjoyed this session and have found it really rewarding!

OTHER SUBJECTS

The class have all been doing a variety of different academic subjects as they work towards their final term of KS3 and into GCSE next year, well done all!

Class CI/RB - Spring 2024

This term we have welcomed Ethan into our form group as well as Holly and Fyn as our class LSA's. We've become a very lively form, with games of Dobble and Wordl being played regularly, though the newest preferred game is Chess!

This term members of the form have tried out some new things! These have included music lessons with our Pastoral Lead and Clinical Team, which they've really enjoyed. We apologise for any painful ears this may cause you! Others have been trying out rebound on the trampolines with the Clinical Team. Some have also been trying their hand at being creative in Textiles and DT.

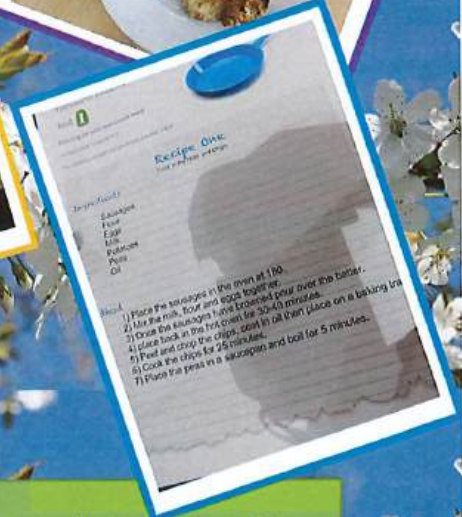
It has been great to see all the form trying their hand at different things and seeing where their interests lie.

All members of our form have also completed their BTEC Food Tech this term, which involved cooking a meal for a selected member of staff. We're pleased to report no staff were injured during this activity! The food produced was adventurous, inventive and above all tasty!

It's been a really positive half term as the boys have pushed themselves and got to know others outside our form group. Sadly, we will be saying goodbye to Rhiannon at the end of this term as she moves on to new and exciting things.

Have a wonderful Easter and we will see you in the Summer Term,

Charlie and Rhiannon



SPRING NEWSLETTER

2024 CLASS UB

HAPPY EASTER

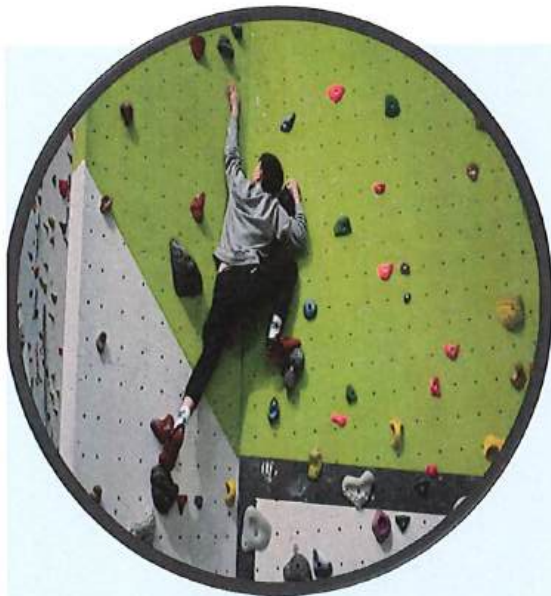
From Students and Staff in Class UB

Our students have been very busy, learning and revising for their exams this summer: Fin will be taking exams in DT, RS, English and Maths and Emma in English and Maths.

Oscar has a little more time to prepare for his GCSEs next year, but he has made a promising start in all his subjects.

Apart from their work in school, Fin and Oscar have thoroughly enjoyed their climbing, and Emma has been out in the community, finding out about work in a nursery. She is hoping to return to *Busy Bees* to gain valuable work experience and has also had sessions on interview practice and writing CVs.

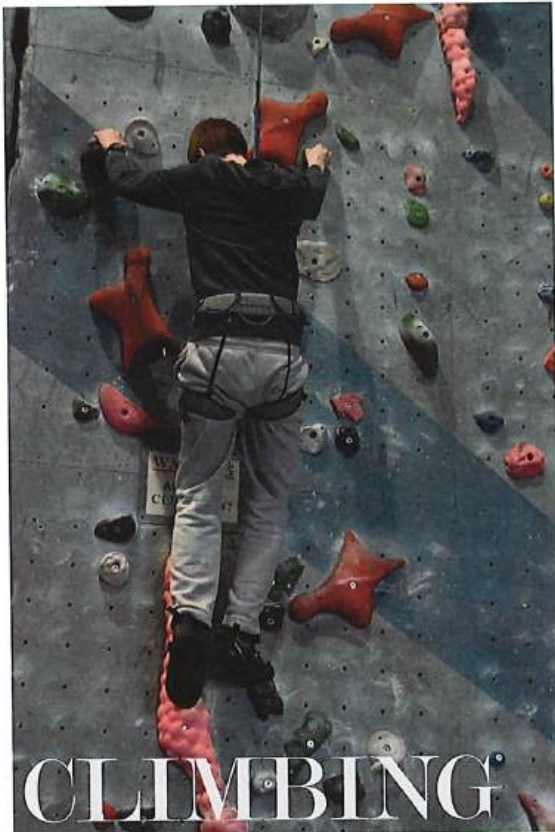
Oscar has had the opportunity to make use of his love of music: he is learning to play the guitar and is making great progress, while Emma and Fin are just embarking on their sewing career.



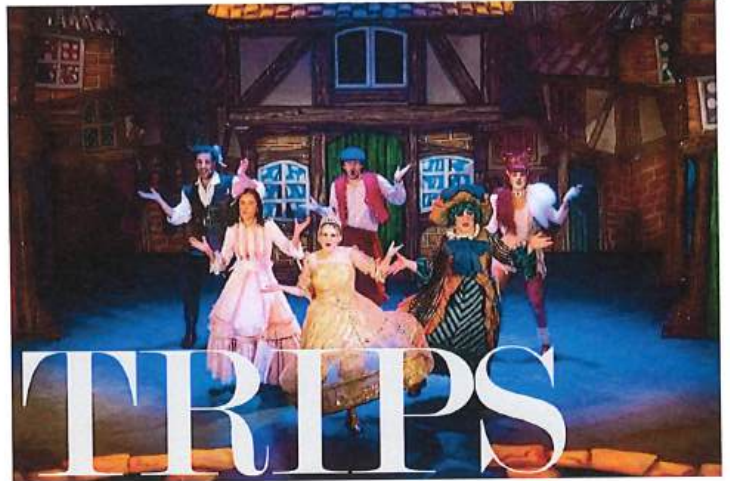
News Letter

Spring addition 2024

Take a look at what class Post 16 has been up to this term



This term, we are excited to highlight the amazing support and guidance that one of our students, Isaac, provided to another student on their journey to obtaining a qualification in sports leadership level 1. Isaac did a fantastic job of following instructions, ensuring safety regulations were adhered to, working seamlessly as a team while climbing. His dedication and willingness to help others truly made a difference in this collaborative learning experience. Great job, Isaac!



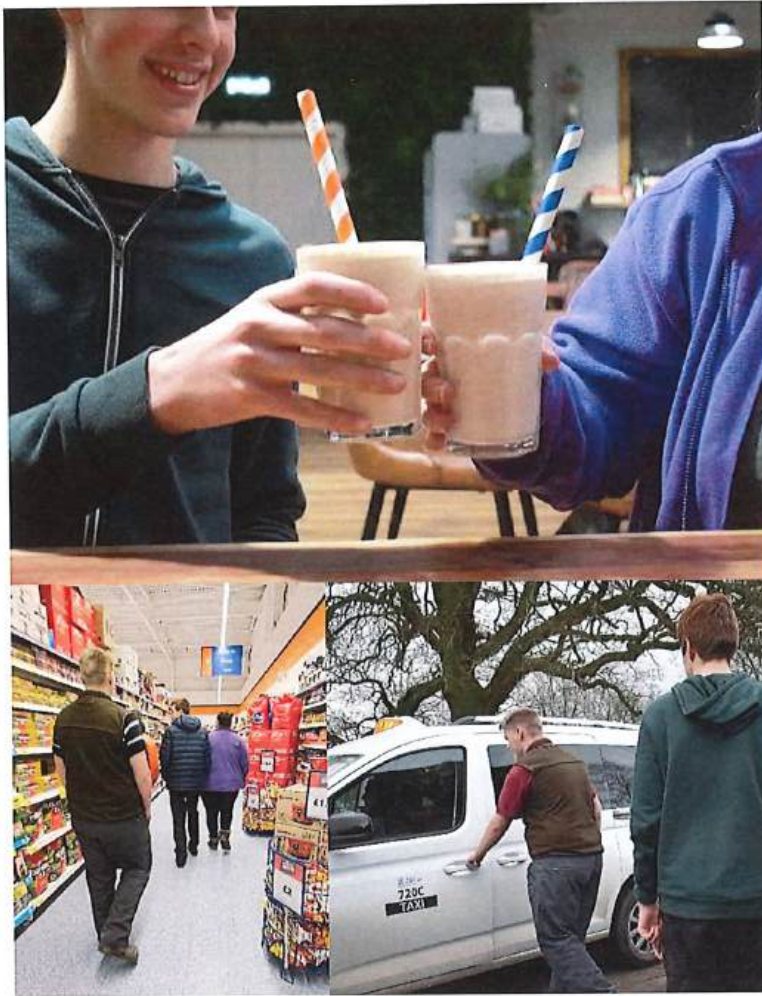
HE'S BEHIND YOU!

Every year, our school is lucky enough to go on a fun trip to Harrogate theatre as a whole school. This year, we got to see the fantastic performance of Dick

Whittington. All of the post 16 students came along and had a blast!

NOT BEAMISH

Our group was so excited to have another chance to visit Beamish, but what a disappointment - it was closed when they got there! No worries though, they decided to make the most of it and went on a fun adventure to Richmond to check out the castle and indulge in some delicious fish and chips. While they weren't the classic Beamish style, they still hit the spot! They even stopped by Brymoor for some yummy ice-cream. Even though they missed out on Beamish this time, they're already planning another trip and had a blast on their day out!



REBOUND THERAPY

Throughout this term, all of our Post 16 students have had the fantastic opportunity to participate in rebound training sessions with our occupational therapist right here on campus! It has been wonderful to see each student grow in confidence and strength during their individual sessions. They have done a fantastic job following instructions, improving their motor skills, and enhancing their ability to retain information while completing tasks on the trampoline. We are thrilled to see their progress and look forward to their continued growth in this fun and beneficial activity!

INDEPENDENT LIVING

This term, we've been getting out into the community to explore new places and work on personal growth. The students have grown in confidence from when we first started looking at road safety, going out into the community to practice this and work our way to visiting places we had never been before. Our most recent outing took us to York Monks Cross Centre, where we visited busy shops that were unfamiliar to our young people. They did a great job navigating the unfamiliar surroundings and even paid for items in a crowded setting.

We have also been tackling other areas, like transportation. One of our students took the initiative to call a taxi company and arrange the date and time for a taxi to take the group to a location of their choice. They handled the task with ease and communicated effectively.

Lastly, we would like to wish everyone a happy Easter break and we will see you fresh in the new term!

Forest School newsletter - Spring 2024

We have been very busy in Forest School this term. We had to vacate our lovely parachute area as the weather did some significant damage and it wasn't safe to use. We are back there now but in the meantime, we utilised the old Forest School area and built dens, played hide and seek and learnt how to set and follow tracks with flour. We had a lot of fun but we couldn't have a fire. However, we are back 'home' now, we can light fires again and cook ourselves some snacks. Some of the students are working towards their first AQA unit in bushcraft skills at entry level and some are working towards an AQA unit in bushcraft as a lifeskill. This is the first time we have used an AQA unit at Level one, some of our students are learning some quite advanced skills. One student requested to make a swing so he completed all his own dynamic risk assessments, designed it, made it and we all played on it and had great fun! He understood that we cannot leave it in the woods so at the end of each session we take it down and store it safely. Louise and I have been very impressed with the progress the students have made and competition for the end of year Forest School award is very fierce this year, we have several students in the running already and it is only Easter.





The whole concept of social media relies upon users having friends and/or followers. 'Friends' tend to be those with whom users will share their own personal profile. It's usually a mutual relationship with both parties able to engage and interact with everything their friends post online. 'Followers' on the other hand can typically be just one-way relationships and, dependent on the platform, only provide access to certain aspects of an individual's profile, such as a person's content feed. A common trait that often exists between the two however is the desire to gather as many friends or followers as possible.



What parents need to know about SOCIAL PRESSURES LINKED TO 'FRIENDS & FOLLOWERS'



POSSIBLE 'FRIEND ENVY'

Children may compare the number of friends or followers that they have with their own online friends and people they know. In some cases, this could lead to 'friend envy', particularly if they see this as a sign of popularity. This could lead to your child showing signs of jealousy and resorting to sending friend requests to people they don't know that well, or even strangers, in a desperate bid to increase their own status online.



COLLECTING 'FAKE' FRIENDS

Children who feel under pressure to increase their friend count or want to increase their following as quickly as possible can be vulnerable to collecting 'fake' friends. They may, for example, accept friend requests from people they don't know very well or from complete strangers, inadvertently leaving themselves open to online bullies, trolls or even the possibility of being groomed.

OPEN DOOR POLICY

Another way that children can increase their following is by leaving their accounts open so that they can be easily found, and anybody can view their posts. This is in the hope that other users will like their posts and decide to follow them, therefore increasing their numbers. Once again, this can leave your child vulnerable to being followed by strangers or people who have dishonest intentions.

CONSTANT NEED TO PLEASE

As children start to gain more friends or an increasing number of followers, they might start to feel an added level of pressure to provide them with more interesting and likeable content. Almost as if they now have an audience waiting, this constant need to please may be an extra burden that pushes your child into oversharing personal information or posting material that is inappropriate or offensive, inaccurately portraying what they're actually like in the offline world.

FEELINGS OF REJECTION

Just like increasing friends and followers can bring a sense of happiness and satisfaction, so the loss of friends and followers can cause children to suffer feelings of sadness and rejection. Depending on how invested your child is in their social media activities, this could influence their attitude and behaviour offline and potentially have a negative impact on their mental health and wellbeing.

Safety Tips For Parents

BE THEIR FRIEND OR FOLLOWER

The best way to know who your child is friends with online or who follows them is to be their friend or follower yourself. This will allow you to see who your child is engaging with most online or open up discussions about how they know certain people they've added to their network who you haven't heard them speak about before or you yourself don't know.

TURN ON PRIVACY CONTROLS

All social media platforms have their own privacy controls which can be used to help protect children online. For instance, removing the ability for strangers to comment on public posts or having a screening process for friend or follow requests is good practice which can help to ensure your child's experience online is a safer one.

TALK ABOUT STRANGERS

If privacy measures have been put in place, then usually your child will receive a notification if somebody tries to befriend them online. Talk to your child about making sure they don't open up their personal life to people they don't know and that if they are ever in any doubt, they should never accept a friend request from a stranger.

BEHAVE ONLINE AS THEY WOULD OFFLINE

Your child's behaviour online should always be treated as an extension of their behaviour offline. Discuss with your child the pitfalls of trying to be somebody they're not and that trying to please everybody will only make them unhappy. Tell them that they should be proud of who they are and that they should always behave in an appropriate and responsible way when posting content online.

TALK TO THEM ABOUT THE VALUE OF REAL FRIENDSHIP

Social media can often distort what true relationships and friendships should actually be like. It's important to teach your child the value of true friendships and that meeting and speaking to people face to face in the real world, offline, is often a better way to build a more trusting and confident relationship with someone rather than just speaking to them online.

DISCUSS WHAT BEING POPULAR ACTUALLY IS

A higher number of followers can be a measure of popularity but can also lack substance beyond just the number itself. Discuss with your child that popularity can come and go and that a large number of followers doesn't necessarily mean a large number of friends, particularly online where the real value in a relationship cannot be accurately determined.

Meet our expert

Pete Badh is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.



What Parents & Carers Need to Know about ESPORTS

British Esports describes 'esports' as "competitive gaming, human-v-human, usually with a spectator element to it". In recent years, the esports industry has grown significantly – and is expected to reach an overall worth of \$1.2 billion, with around 30 million monthly viewers, by the end of 2022. This rapid evolution has presented even more opportunities ... but, of course, opportunities usually come with a risk. Here, we've highlighted some of the potential hazards within the esports arena and suggested ways to help young people stay safe so they can make the most of this exciting space.

WHAT ARE THE RISKS?

MICROTRANSACTIONS

Microtransactions are in-game purchases that unlock new features or give players special abilities, characters or content. These can cost anything from 99p to £99 (and sometimes more!). The topic of microtransactions in gaming is heavily scrutinised – with cosmetics, pay-to-win features and loot boxes all being a source of contention for gamers and governing bodies in recent years.

MENTAL HEALTH

Studies show that esports competitors face the same level of mental health issues as athletes from traditional sports, along with some specific additional demands. Like mainstream professional sport, esports is an incredibly tough industry – requiring countless hours of practice. Competing at the highest level can lead to pressures such as handling setbacks, stressful situations and facing criticism.

INAPPROPRIATE CONTENT & BEHAVIOUR

Only 22% of gamers globally are aged between 10 and 20 – meaning the majority are adults, who might not always act or talk in a way that's appropriate for children. Like traditional sport, esports has many athletes and 'personalities' to look up to. However, it's important that your child stays aware of how influenced they are by the people they follow, and whether the athlete is age appropriate.

TROLLS & TOXICITY

An internet troll is someone who tries to offend people and cause trouble by posting derogatory comments. Toxicity, as in the real world, refers to negative behaviours like harassment, verbal abuse and inappropriate conduct, which all impact on wellbeing. Trolls and toxicity are an issue within esports, perhaps due to its pressurised, extremely competitive and high-stakes nature.

POSSIBLE EXPLOITATION

The revenue in esports is potentially vast. Organisations often look to professionals and content creators to help grow their brand, in exchange for the organisation's backing, a salary, and marketing and sponsorship benefits. However, the industry is still in its infancy – and so is its regulation. In some countries, esports isn't regulated at all, so things can get sticky if players don't know what they're doing or who they're working with.

PHYSICAL EFFECTS

The common perception of esports involves a sedentary lifestyle, an unhealthy diet and very little physical activity – which has obvious health implications. It's certainly true that players sit at their desk for hours, looking into bright screens and not getting regular exercise. Some professional esports players have nutritionists, personal trainers and dieticians specifically to protect their health.

Advice for Parents & Carers

ENCOURAGE BALANCE

Dedicating oneself intensely to any activity – including esports – can be harmful, both mentally and physically. Make sure your child's gaming routine is balanced with exercise, regular breaks, healthy food and plenty of water. If your child spends long hours gaming, using a chair with the proper supports and taking the time to practise good posture will help protect their lower back, neck and wrists.

UNDERSTAND GAMING

Chat to your child about the games they play; ask to watch or even take part to get an idea of how appropriate they are. This will give you an awareness of the phrases esports players and content creators use, helping you understand young gamers' slang. If you find some of the games unsuitable, talk to your child about why. You can also explore age-specific settings on apps like YouTube and Twitch.

GET EXPERT HELP

If your child *does* start on the road to becoming a professional, get in touch with an esports-specific agency who are experienced in industry terminology and loopholes. Do due diligence on any team or organisation offering your child a contract: a key point is how long your child would be contracted to them – the esports industry changes quickly, so there might be better and more secure offers out there.

BLOCK TOXIC USERS

Monitoring in-game chats, or disabling them altogether (either through the console or in the game itself), is a comprehensive way to avoid negative experiences and reduce the risk of toxic messaging. Your child also has options to block messages from particular players and only interact with their friends; this can also help to prevent them from encountering the blocked users in future games.

Meet Our Expert

Nathan David is an experienced gamer, teacher and athlete. He is Course Leader for the BTEC Esports programme at Salisbury Sixth Form College. Nathan has more than 10 years' experience working in schools and colleges, and holds a Masters degree in Sport Psychology.



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