

Glyne Gap School

Newsletter Term 3—2025—2026

Dear Parents, Carers, Families and Friends,

Pupils' achievements in communication feature throughout this newsletter... and rightly so as we believe communication and the ability to understand and be understood is the essential skill for learning and a happy life. Fraser (below), in Puffins class, has been working hard to independently exchange his photos for his snack. He has amazed his teachers with his new skill which he can now use consistently! Rene-Mae (below), in Seagulls class, is travelling across the classroom and is discriminating between lots of pictures to choose her snack and dinner. Awesome progress Rene-Mae!



A positive and effective home/school partnership is vital in supporting our pupils progress their communication skills. Do have a look at the Communication Workshops section to find the date of our next parent/carers workshops.

In addition, on March 10th, we will be holding our second parents/carers evening of the school year between 5pm and 7pm. I know many of you enjoyed meeting with your child's class teacher in Term 1. If you haven't done so already, please do call the school office to book an appointment. These appointments are 10 minutes long and a double appointment could be offered if needed.

The Communication Team will also be at the evening, as will Holiday Club staff who will have information about Holiday Club plans for Easter and Summer holidays.

Enjoy half term - spring is on the way!

Kivshy



Lwanele and Kellise enjoying a visit from the Fire and Rescue service last week as part of the Juniors topic 'People Who Help Us'.

Dates for your Diary

Half Term

16th—20th February

Parents/Carers Evening/Afternoon

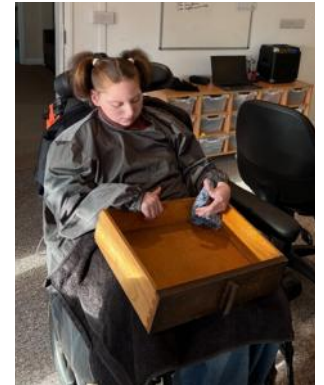
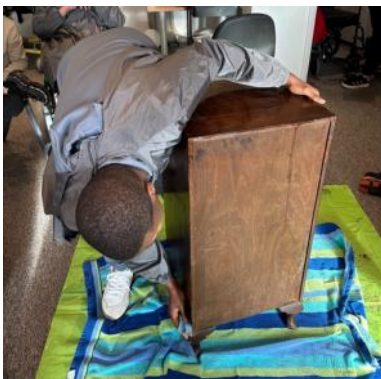
(School / College)
10th March

Easter Holidays

30th March to 10th April

Upcycling with FE1

As part of FE1's Contribution work, FE1 yellow room have started a class project. Students are upcycling a piece of furniture to use within our end of day reflection time. Students chose a chest of drawers and they will choose a design, prep the item and partake in the necessary work to complete the project. This is great for students to express themselves, and work together on an item that they will use daily. So far the colour palate is pink, red with a splash of green. We cannot wait to show the final project!



Junior 4—Small Steps—Big Outcomes!

In Junior 4 class pupils access regular learning opportunities to work on their all-important Supergoals through their termly goals. This term so far we have seen some excellent engagement from pupils, which has resulted in excellent progress.

It is a joy to observe pupils becoming more independent within their priority learning areas and see them experience a sense of achievement .



Alfie is learning to make 5 different snacks following symbolised instructions – he is making his sandwich for his packed lunch every morning in school

Jennifer is learning to bake biscuits by following a symbolised recipe



Larkin is learning to dress/undress himself

Senior 3—Emotional awareness

Senior 3 have been thinking about emotions and how they feel. This is important as it helps students to talk about what may make them feel sad, worried, happy or excited and helps to support emotional regulation. In class we use lots of different ways to communicate how we feel including communication books, feelings choice boards, facial expressions and symbols to support understanding.



Josh (left) is using two symbols to express how he is feeling.



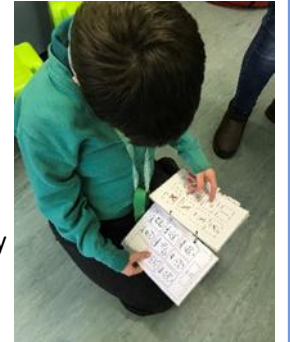
Jelano (right) likes to use a choice board and said he feels calm.

Grace (right) was feeling happy because we had a visitor. Ruben (far right) saying he is feeling happy and calm.



Iris (right) asking for help

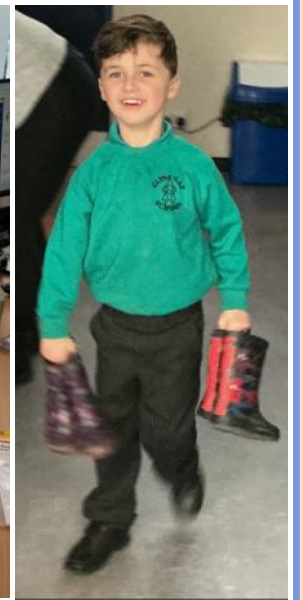
Scarlett (left) can sort photos of faces and say what they may be feeling.



Good job Penguins!

Penguins class have been working hard, taking responsibility to complete different jobs throughout the day. Jude and Imogen have been helping to take the register to Emma and the Dinner list to David and Arthur has been helping to organise all the wellington boots on the Patio ready for our play time outside.

Taking part in daily jobs helps to develop our pupils' confidence, organisation skills and independence.





Communication Workshops

Our Communication workshops are a great opportunity for parents and carers to learn new skills to support their child in and outside of home. You will also learn skills that will support all the learning your child is doing in school too. Workshops are free to attend and siblings, grandparents, aunts and uncles are also very welcome!

Parents and Carers who attend our workshops have advised how beneficial they are and how they are a great opportunity to discuss the communication needs of their child in an informal and very friendly environment.

The next Communication workshop is on Wednesday, 4th March from 10—12 in the Communication office. It will be on 'Creating Opportunities in the Home'. We hope to see you there!



Could you Volunteer at our School?

We are looking for green fingered individuals to help us look after our green space at school. Could you or do you know anyone that could offer up a couple of hours a week to 'spruce up' our outdoor area? This might include weeding, planting and general tidying up. If you, or if you know anyone who might be able to help, please do call the school office. Thank you!

Junior 3— 'Help'!

This term our topic is 'People who help us'. In class, our 'key word' for the term has been 'help'. This has been modelled when pupils have been engaging in and completing 'helpful' functional tasks in class/around school, e.g. garden maintenance, setting up for lunches and washing up. It has also been practiced during structured play sessions e.g. sensory role play, exploring the roles and responsibilities of different occupations e.g. doctor, fireman, vet and construction workers.



Student Council

The Student Council came together this term to share their thoughts on matters which affect the whole school. We reflected on the events we enjoyed at Christmas, with Santa's grotto and Christmas karaoke being clear favourites. We thought about what events we might enjoy at Easter. We've decided we would like to do some baking and more karaoke. We'd also like an Easter Egg hunt, as we really love chocolate.

We worked through our agenda sensibly and took our responsibility seriously.



Hello Everyone!

At school, we use a Traffic Light system to give information that an activity is about to finish. To put it into context, if we were halfway through a delicious meal or even a cup of tea and someone came and took it off of us and told us it was finished, we would quite rightly feel aggrieved! So putting ourselves in our children's shoes, you can see it helps to be warned that something is near to finishing.

The Traffic Light system can be used for something that is highly motivating as a warning that it is about to finish; alternatively they can be used to tell children something they aren't enjoying is nearly finished, for example brushing teeth or a feed pump.

Traffic lights are really simple—just remember to be consistent. There is no time scale — so it is up to you to decide whether your child will benefit from lots of time or whether short notice is better for them.

How to use Traffic Lights:

- Get down to your child's level and present the traffic light in their eye line.
- Once they are giving some attention to the traffic light you take the green spot off and say their name, followed by ie. "snack has nearly finished". Hold it there until they have looked at it and repeat once more if necessary. Remember to give time for them to process what you have said. Sometimes they may push it away as they do understand what you are saying and don't want it to finish!
- When it is time for the activity to finish, you do the same steps of getting down to their level etc., this time once they are looking you remove the amber spot and say that "snack has finished". Keep the traffic light with the red spot on in their eye line and then you can remove their snack from them.

The instructions are on the back of the traffic lights and we have mini ones for going on a keyring or larger ones for use at home. Just ask if you would like some!



RED STAYS
ON THE
CARD

2. Adult says "(name
of activity) has
finished and
REMOVE the orange
circle

1. Adult says "(name
of activity) has nearly
finished" and
REMOVE the green
circle

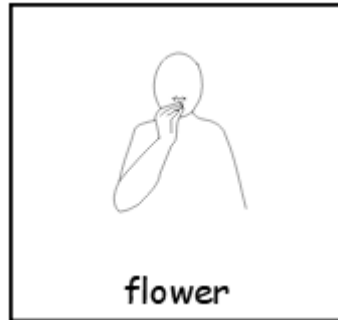
Signing News

Welcome to our signing page. At Glynegap we have our own signing vocabulary; we use a mixture of Makaton, BSL and Communication Link. We also have our own signs for some of our more obscure topic words. The main thing is that they are simple, easy to understand and hopefully easy to use even when dexterity isn't great. You will see that we are using photos of signs as well as the sign line drawings which hopefully over time you will find easier to interpret.

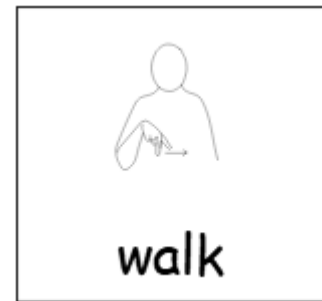
Key Vocabulary for Spring



The sign for 'outside'
flat hands points away from the body. This is a directional sign so you point to where outside is.



The sign for 'flower'
A pinched hand waves under your nose as if smelling a flower



The sign for 'walk'
Use your hand and 'walk' your fingers forward

On Body Sign of the Term

For some of our pupils that have a hearing or sight impairment (or both) we use an on body sign to give information.



Make a 'fishy' noise (open and close mouth loudly) and tap cupped hand on upper lip twice. Remember to then say 'drink'.



drink

Signing Focus

We want to celebrate Imogen from Penguins for her amazing signing—she was awarded a certificate last term for her hard work. She has a few key signs she uses now and is building on this over time.

