

Glyne Gap School

Newsletter Term 4—2025—2026

Dear Parents, Carers and Families,

I hope this finds you well.

The photographs and stories included in this newsletter are terrific examples of what is central to our curriculum, to what and how we teach, here at Glyne Gap.

Our curriculum is designed to give pupils opportunities and develop skills to:

- be as independent as they can be
- understand and be understood to support their choice and autonomy
- develop and enjoy purposeful play and leisure activities
- make a contribution to their families, communities and society, including work where appropriate
- have and maintain positive relationships and friendships

In this newsletter you can see children achieving the above at the earliest stages (see our Nursery pupils developing early communication skills) through to our College students taking on the world of work.

I never fail to be amazed at our pupils aspirations, determination and achievements.

In addition, our curriculum gives pupils the opportunities to experience, be involved and enjoy the activities and milestones of childhood and school life.

Being a pupil at Glyne Gap School is to have friends, make choices, learn new skills, grow independence.... and is definitely to have fun!

Enjoy the Spring break and I look forward to seeing children in school on 13th April.

Kivshy



Ted (FE2) making scones and sausage rolls on his work experience placement at Crowhurst Healing Centre.

Dates for your Diary

Ashburnham Tea Party
23rd April

School (all sites) to close at 1pm for staff training

April 28th

College Prom
7th May

World Book Day

A great time was had by all on Thursday 5th March as we celebrated World Book Day. It was fabulous to see so many pupils and staff looking splendid in their pyjamas and costumes. Pupils enjoyed taking part in book and character based activities including; scavenger hunts, puppet making and book buddies in the hall, all whilst celebrating the joy of books!



Senior 1 — Style and Confidence!

Senior 1 have been learning all about Fashion this term as part of their topic. This has included exploring different materials and clothing items, making jewellery, bandanas and tie dying clothes. There was also lots of strutting on the catwalk as pupils hosted a fashion show in the hall to which parents were invited.



Here you can see Olivia, Willow, Lenny and Jojo all developing their catwalk moves in preparation for the fashion show.

It's All Work, Work Work at College!

Work experience is a life-changing opportunity for some of our students and the benefits are huge.

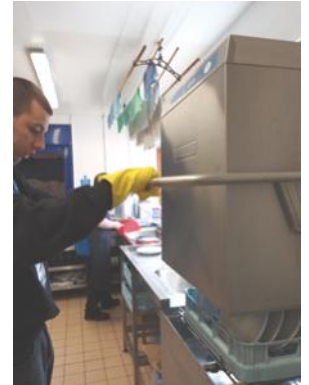
This term Ted has been working at Crowhurst Healing Centre. He has been travel training and, with support, he is now able to purchase his ticket and travel to/from his place of work. Ted works as a Kitchen Assistant. He prepares all the salads for the evening buffet. He also makes bread rolls and scones with support from the team and does the washing up.

All the team at Crowhurst are delighted with Ted's progress and he will be continuing this work into next term. Lola is now transferring her skills from Crowhurst to Chantry School where she is working in the dining hall - setting up tables, getting drinks ready, cleaning cutlery and supporting the team where necessary. This is Lola's second placement and she is thriving.

Ollie is working at Battle and Langton School, working within the maintenance team. His role includes keeping the outdoor space clean and tidy.

Eddie is currently working at the Rose and Crown pub. He is working as a kitchen assistant.

Sean is now on his third placement. He is working at Battle and Langton school in the kitchen ,supporting the team and expanding his work experience.



Sean working the dishwasher



Lola preparing the dinner hall



Eddie pouring a drink in pub

Junior 1—Imaginary Worlds

In Junior 1 we have been immersing ourselves in the story of Alice in Wonderland this term. We have been exploring the characters in the story and making hats for our Mad Hatter's tea party.



Rupert (far right) helped to make some jam tarts to give to the Queen of Hearts! He followed the symbolised recipe to support him to get the equipment and ingredients he needed. They were delicious!

Puffins Café is Open!

One of the times that is particularly motivating for all pupils in Puffins class is snack time – this is a great opportunity every day to work on our communication and personal development goals.

In term 3 we opened our snack café! Pupils have individual goals to work on. For example, Edward is making a choice from 3 objects by touching his chosen option. Dantae, Lawan, Arthur and Fraser have to collect their PECS/ Communication books from the communication station before going to the café or table and all pupils are expected to clear away all or some of their bowls, cups, spoons and washing before they finish too. Fantastic learning for all!



A Trip to the Theatre!

There was much excitement and singing on the minibus as we made our way to The Barn Theatre in Westfield! Our day started with a production of 'Red and the Wilding Wolf', it was fantastic. We met the characters before the show and all of our pupils were captivated by the performance itself. After a quick snack we moved on to our puppet making workshop, the staff at the theatre demonstrated how different puppets moved and then we made our own sock puppets. Everyone was super engaged with the session and had fun making their own puppets move.

After lunch we had another workshop, this time we were moving our bodies in different ways to warm up before having a go at being puppeteers. We even got to go on the stage with our sock puppets, Glynegap pupils definitely know how to put on a show!

We finished our day exploring the museum before making our way back to school. Our pupils were amazing throughout the day. Well done to Willow, Olivia, Ben, Jelano, Emmanuel, Niamh, Alfie and Jennifer – you did us proud!



Sensory Exploration in Seagulls

This term Seagulls have been exploring using their senses in a variety of activities, which included 'Brown Bear, Brown Bear' and engaging with props to bring the story alive!

Here you can see pupils experiencing a class sensory 'Spa'.

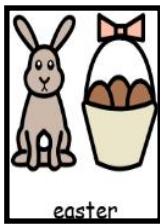


Zack (right) enjoying the foot spa!

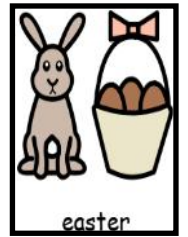


Karissa having her nails painted at the spa





Hello Everyone!



Across the school we rely on visuals to back up the language we are using. For some of our children symbols can provide a much better opportunity to be able to understand what is being asked of them. Words disappear once they are said but the visuals stay there.

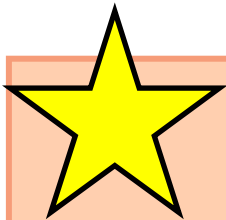
We use symbols on a keyring at school and many of our parents have got these to use at home. They help us to keep our language very clear, as we just say what is on the symbol card, i.e. "stop". Holding the symbol in front of your child negates the need to repeat yourself over and over and gives your child another way to understand the message you are conveying as they can see it as well as hear it.

Using symbols is also a good way to teach your child some new vocabulary - for example, if they hand you a packet of crisps to open, then say to them "oh, you need some help" and point to the help symbol - the more exposure they have to this language and vocabulary, the more likely they are to be able to use it functionally later on.

These keyrings can be personalised to your child. Please speak to a member of the Communication team if you'd like one or come along to the resource making workshops where you can make your own!



How to use symbols: Get down to your child's level and present the symbol in their eye line. Once they are giving some attention to the symbol you say just what is on the card. 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—this can mean that they do not understand what you are saying but just persevere!



Communication Stars

Each newsletter we look at a different department to showcase. We want to celebrate some of our wonderful pupils in Nursery this term.

Betsie (right) has been doing excellent communication using her choice board to tell an adult what she would like from her lunchbox. She is also backing up her communication using signs for more, finish, and drink. Well done Betsie!



Mia has made excellent progress with her Picture Exchange work this term—she can choose from a range of photos for the item she wants, move the photo onto a strip, and exchange the strip with a nearby adult. This is such an achievement to be able to do this while still in nursery. We are so proud of you Mia!

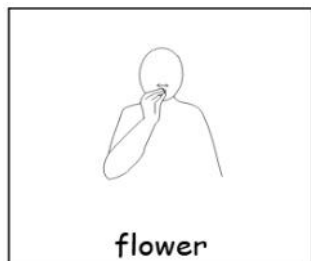
All of our nursery pupils have settled in so well and they are all able to make a choice from 2 items; they are also working towards asking for "more" using the sign and accepting a gentle prompt where needed. Incredible work nursery gang!

Have a lovely Easter holiday

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. 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.

Some Key Vocabulary for Spring

Hopefully the weather will let us get out in the garden or park this Easter break! Here are some signs to use with your child for things you might spot when out and about.



The sign for 'tree'

One arm crosses in front of your body and the other one points up with your hand

The sign for 'flower'.

Pinch your hand and then move it back and forth under your nose as if smelling a

The sign for 'insect'.

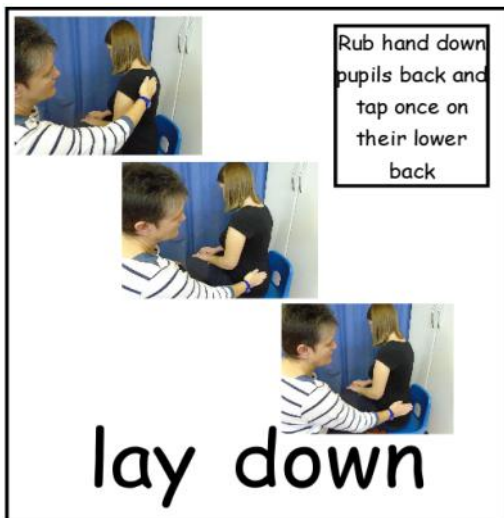
Open hand with palm down and you wiggle your fingers as if to show movement

The sign for 'butterfly'.

Cross your hands over, palms facing your chest, and wiggle your fingers to show the wings

On Body Sign of the Term

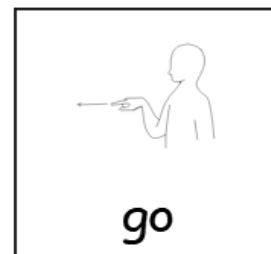
For some of our pupils that have a hearing or sight impairment (or both) we use an on body sign to give information.



Signing Initiative

This term we have focused on directions.

stop and go



'Stop' is a single hand pushed away from your body and you would use your voice to emphasise the instruction.

'Go' is a directional sign so point to where you are telling your child to go.