



Photo courtesy of 'Visit Isle of Wight'

# Education Matters

**The termly publication from the Education,  
Inclusion and Access Department**

March 2024

**Creating Change Together**

# News from the 3<sup>rd</sup> floor

Welcome to this first edition of **Education Matters** our termly publication from the Education, Inclusion and Access department with the Children's Services Directorate.

I'm Naomi Carter and I am proud to be your Service Director – Education, Inclusion and Access, serving the children on the Island.

The purpose of this publications is to celebrate the excellent work going on across our education system, from inside schools and across the council. We also want to look further afield and bring articles from outstanding providers and examples of best practice. This is to ensure we stay current and up to date with the latest thinking from across the education system.

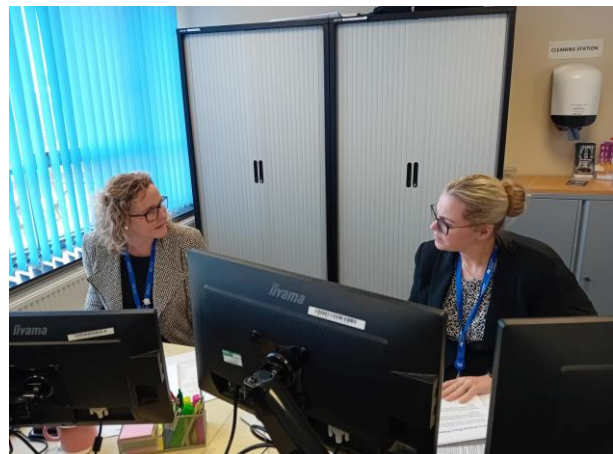
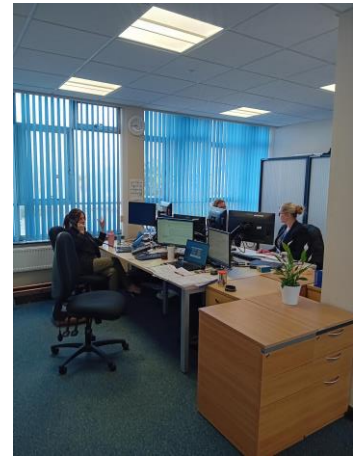
I want us to be a forward thinking, outward facing with Isle of Wight children at the centre of our decision making. High aspirations and high expectations are a must, and we must challenge each other to achieve the very best for all of our children and young people.

The reason for calling the editorial 'News from the 3<sup>rd</sup> floor' is since your new Education, Inclusion and Access department is based on the 3<sup>rd</sup> floor, right in the heart of County Hall, together with Children's Social Care, as one directorate in one council.

This edition is the 'welcome' edition, with articles from our own schools - The Bay and St George's, articles and update from our team, Shahana Knight talks about therapeutic classrooms and photos from around our schools.

I hope you enjoy this publication. In future editions will we have pieces from the teams across our department, guest interviews and articles from further afield to If you would like to feature in future editions, get in touch. We would love to hear from you, please email me on [naomi.carter@iow.gov.uk](mailto:naomi.carter@iow.gov.uk)

Naomi



# Welcome from Ashley Whittaker



Dear Colleagues

I consider it a huge privilege to be the Isle of Wight Council's new Director of Children's Services, and I am already very much enjoying being part of this unique community, having relocated to the Island at the end of January. I arrive having worked since 2015 in children's services across two London boroughs, and prior to that as a senior leader in London secondary schools. In addition to maintaining the stability and quality of provision for the children, young people, and families that we serve during this period of significant change at the Council, my immediate priorities include meeting and listening to stakeholders from across the local system to understand our strengths, areas of concern, and the opportunities for improvement. I have been hugely impressed by the ambition displayed by children and young people, and by the quality of many of the practitioners I have met, both inside and outside the council, and certainly within schools. Although we know there are currently considerable challenges within the education and local government arenas, including rising needs amongst children and young people at the same time as resources being less prevalent than we would like, I believe the future for the Island is bright. By collaborating across organisational boundaries and partnering in the delivery of improvements in the shared best interests of children and young people, we can support improvements in both academic and broader life outcomes. Over the next six months, Naomi and her colleagues within the Education, Inclusion and Access team will be working with you all to produce a new holistic education strategy for the Island, spanning not just a new approach to build on already improving academic outcomes, but also the local area's special educational needs and disabilities provision, and a realignment of our school system to the changing demographics of the Island. There will be difficult decisions to be made, but ones that are important in the delivery of a sustainable and high performing school system. Do please encourage your students, staff and families to take part in the engagement and consultation activities that will take place over the coming months so that their voices can be included in our evolving strategies and delivery plans.



Thank you for everything you do to support the children, young people, and families of the Isle of Wight.

With best wishes

Ashley



# The Education, Inclusion and Access leadership Team

## Heather Morris

I am the Strategic Manager for SEND & Inclusion and joined the Isle of Wight's department for Children Services in June 2023.

On a personal note, I moved to the beautiful island last year with my husband and our old French bulldog who is loving the walks along the beach.

I have responsibility for Education & Inclusion which includes the Statutory Assessment & Review team, Specialist Teacher Advisory Service, Speech & Language Therapy Team, Commissioning & Finance Officer Post 16 as well as being lead officer for the Local Area SEND inspection and the Safety Valve Plan.

I have appreciated the warm welcome I have received from schools, colleagues, and partners since moving to the Island.

There is a lot of work to do around special educational needs, improving school attendance and developing the right support at the right time and together on the Island. I am confident we can build a brighter future for our children, young people, and their families and for the education workforce who do an amazing job.

I am looking forward to working with you all and developing the education landscape across the island.



## Ashley Jefferies

Ashley's passion for making a difference to children led to the start of his Local Government career in 2007 where he secured a post within organisational development before moving into a business management role where he led the development of a sold services strategy for the schools HR service, Education Personnel Services (EPS). In 2018, Ashley moved to a transformation role within Hampshire County Council's Children's Services Department, his projects included leading; a review of the school transport service, ensuring over 13,000 eligible pupils received the right transport service at the right time,

in the most cost-effective way, development of a suite of reporting dashboards, as part of Social Care transformation, providing valuable data to help keep vulnerable children safe, and developing an improvement plan for a secure children's home which helped to ensure children received the right support at the right time.

In September 2022 Ashley joined Isle of Wight Council as Head of Access & Resources as part of the partnership with Hampshire County Council. His leadership responsibilities include school admissions and school transport, development of the new Children & Young People's plan and Data and Information. He has really enjoyed getting to know his team and their individual talents. With the continued pressure on local government spending and drives for efficiency, Ashley and his team are driven and determined to make a difference and maximise the resources available to provide better outcomes for children and young people on the Island.

# The Education, Inclusion and Access leadership Team

## Dean Prodomo

It has been a busy and exciting start to the role, I have really appreciated the warm welcome I have received and the offers of support from Schools and Local Authority staff.

I have been attending a variety of stakeholder engagement opportunities and have begun my visits to schools, if you haven't yet been contacted for a visit then you will be soon. These visits are just a chance to meet face to face and for me to build my understanding of each setting, there is no need to prepare anything, so far visits have consisted of a site tour and a conversation with the Headteacher.

I thoroughly enjoyed the drop-in session we offered on Friday 23<sup>rd</sup> February for Headteachers and due to the positive feedback we received we will look to run a similar event in the summer term. I have been impressed by the richness of the learning I have witnessed and the creativity of Staff in creating memorable and meaningful experience for young people.

In the coming months I look forward to working with you to capitalise on our strengths and move our development journey forward.



## Jade Kennett

As a long-standing employee of the Isle of Wight Council (19 years) I feel very proud to be part of the creation of a new Children's Services Department. Many of you will have worked either with myself or a member of my team over the years but as an introduction I am a mum to three boys, and I am very passionate about building a suitable and sustainable education system for our Island. Over the past 6 years I led a team that has delivered over £142 million of capital investment into our school estate, and we are working closely with the Department for Education to ensure this programme of work continues.

My career highlight must be when I was given the opportunity to deliver the new Freshwater & Yarmouth CE Primary School, which is within the local community that I grew up in and an area that hadn't had any significant investment for over 40 years. For many this was an extremely challenging time, but the reward of sitting at the opening ceremony and listening to the children's own words around what this meant to them will always stay with me as a special moment. We must always remember to keep the children at the heart of everything we do.



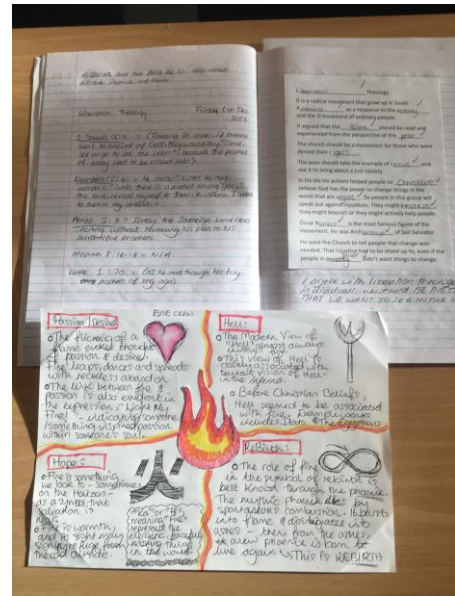
In future editions we will feature the extended leadership team and our teams across the department, so you understand the amazing team, what we do and what we have to offer.

# Religious Education at The Bay – an all through approach

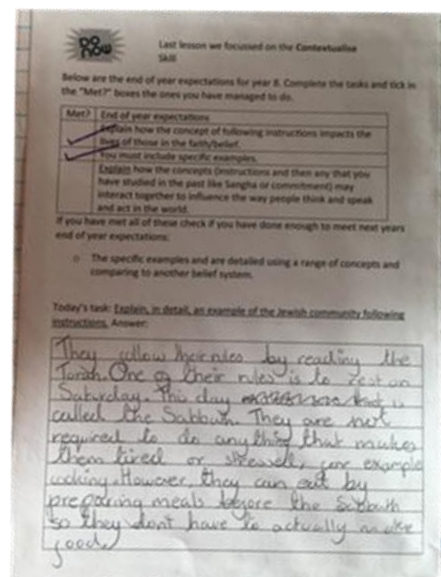
***“I really enjoy RE lessons because they help me to consider what makes someone a good person and to also think about how I can use what I’ve learnt to be a better person myself.”*** (Year 5 student, The Bay Church of England School)

***“I like how inclusive the subject is, exposing you to different types of beliefs and cultures found all across the world. It’s interesting and engaging. I have learnt to be more open-minded and accepting of all beliefs, ignoring stereotypes and stigmatisation.”*** (Year 10 student, The Bay Church of England School)

studied by all year groups and, by the end of KS2, pupils will also have a good age-related knowledge and understanding of Jewish, Hindu and Islamic faiths. R.E. weeks are held each half term, so pupils have the focused time to learn about, and debate, concepts in depth.



At The Bay Church of England School, we believe students should learn from, and about, religion, so that they can understand and respect the people within local, national and international communities. Students are encouraged to explore their own lives and the lives of others, in relation to both a religious and non-religious perspective and recognise that the study of religion is about the study of lived lives. Through this, we believe we can make a fundamental difference to a young person that goes beyond exam qualifications. We are allowing them to think about their own beliefs and actions, which in turn, has a positive impact on our whole school and wider community. On the primary site, the religious education curriculum explores concepts around a skills-based cycle of enquiry. These 5 enquiry skills are ‘communicate’, ‘apply’, ‘inquire’, ‘contextualise’ and ‘evaluate’. The cycle of enquiry allows pupils the opportunity to respond to concepts in relation to their own experiences and beliefs, as well as in relation to the religion being studied. Christianity is





# Children and Young People's Plan

## New Children & Young People's Plan

The 27 February 2024 saw the start of the development of the new Children and People's plan (C&YPP) for the Isle of Wight. The event, held at the Riverside Centre, Newport, was attended by 45 people including those from the Children's Trust and 16 children and young people representing primary, secondary mainstream, special education needs, virtual school and those elected home educated. Colleagues from #BeeWell provided the event with an early preview of the autumn 2023 survey results, providing students with the opportunity to feedback on the insight provided.

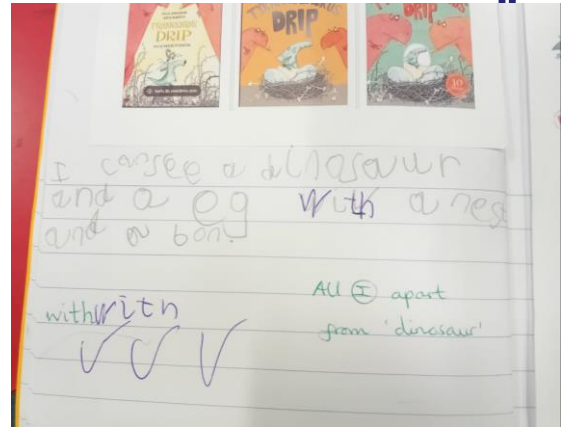
Whilst this represents the early stages of developing a new plan, the event reminded me how important it is to engage children and young people at every opportunity to ensure the priorities reflect the things that will make the biggest positive difference to their lives. The new children and young people's plan will be implemented from September 2024 and further engagement events will take place including students input into the design as a mark of a plan designed by pupils for the children and young people on the Island. All tables provided feedback, two examples mentioned (the latter from a pupil): *"great to get the services together and get our children & young people's views,"* and ***"I think it was nice that we come up with the ideas instead of all of the adults making up the ideas for our future."***

Thank you for the support from schools in releasing pupils to embark on this work and the organisers and facilitators; Carly Bain, Debbie Price, Rosie Lister, Lauren Stevens, Caroline Hobbs, Ashley Jefferies and other colleagues that made the morning a success.

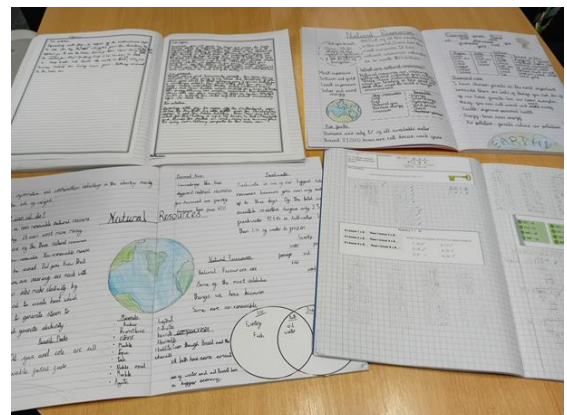


Maths working walls at Queensgate Foundation Primary School

## Our children's and young people's work

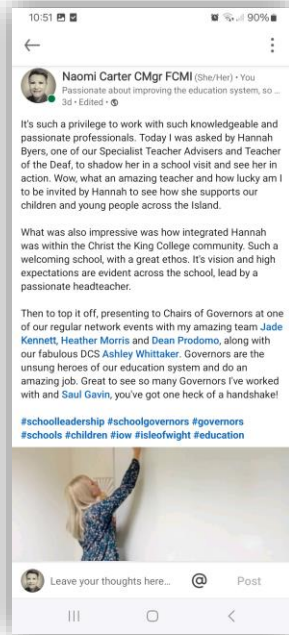


Independent writing in Year R at Arreton St George's Primary School.



A mixture of work from Nine Acres Primary School



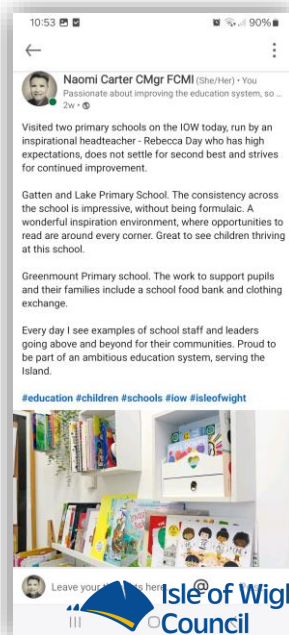
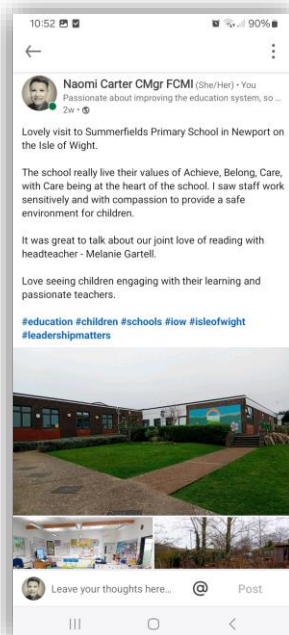
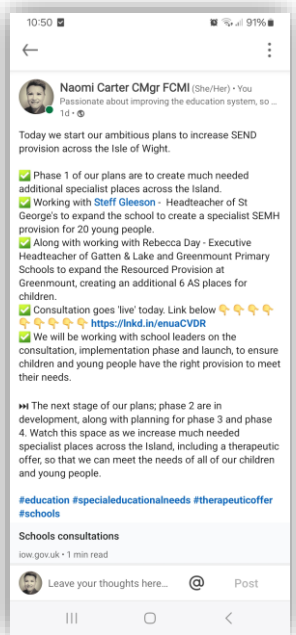


# Travels around the Island

I am determined to visit all schools by the summer and many other educational settings too. Whilst on my travels I have seen some fabulous practice in our schools and think it is so important to publicise the work we are all doing. I regularly post on LinkedIn as I am proud of the work we are doing and want everyone to see how fantastic the Island is. This is also important as when we need to recruit, we have a pool of people to attract from. I will also ask if I can take a photo and please do follow or connect. It is so important we celebrate the work going on across the Island.



Naomi Carter – Service Director: Education, Inclusion and Access



# Physical Education at St George's

At St. George's our intent is to offer all students the opportunity to reach their full potential supporting and encouraging all students to push themselves beyond their comfort zone to achieve high expectations based on their individual starting point and learning style.

Throughout Key Stages 3 and 4, we offer a progressive journey for our learners, assessing the young person's knowledge and understanding at the start of their time with us, building on this and then developing broader understanding and sport specific skills as they move into Key Stage 4.

Our curriculum consists of a range of activities including:

- Team games; football, basketball, cricket, tag rugby and new flag football
- Outdoor Adventurous Activities; archery, orienteering, water sports and team building activities
- Individual and partner activities; tennis, athletics and health related fitness, swimming
- Inclusive games; wheelchair basketball, seated rugby, table cricket, new age curling and boccia

Alongside these sports students are given the opportunity to follow Leadership Skills Foundation qualifications, Young Leader and I Can Lead, and to participate in whole school events.

For our students with profound and multiple learning disability (PMLD) we offer a range of opportunities to explore various sports equipment and movement sessions, some gymnastics, fitness, water-based activities and developmental coordination disorder (DCD) based activities. Some learners

are also offered regular swimming sessions at our local pool taught by our qualified swimming instructors. Others are offered hydrotherapy sessions at Medina House School supported by our qualified staff. We encourage all students to explore equipment and spaces both in and out of their wheelchairs in a safe and seeded environment providing the opportunity for independence and choice. Opportunities are available to attend festivals and events both on and off Island.

In Key Stage 5, we offer both accredited and non-accredited options. The non-accredited Sport in the Community option is to promote students' awareness of what is available to access outside of school to maintain a healthy lifestyle. We offer a range of funded and free experiences such as golf at the driving range, beach sports, Westridge gym sessions and park sports. Whilst this option is not accredited, we are preparing our students for life beyond school, working alongside them to promote independence and embed confidence within them when accessing sports in their local community.

Our accredited options are run through Leadership Skills Foundation, the Level 1 and Level 2 Sports Leadership qualifications.



# Physical Education at St George's

If students choose to access this for consecutive years, then this will be a progressive journey for them. This year we have introduced/built a bespoke 'Level 3' unaccredited, work experience-based year for suitably identified learners. Whilst we follow the LSF Qualification guidelines we have very high expectations for learners to not only achieve but to excel

As part of all course's students are regularly planning, leading and reviewing lessons, supporting in school events and competitions, reflecting on their own and others' practices, developing their knowledge and understanding of becoming a positive role model alongside gaining the attributes and attitudes it takes to become a leader.

Students following the Level 1 Qualification in Sports Leadership complete Learner Evidence Records, assist in lessons within the school and events run by the school and local Primaries, they also plan and run lunchtime clubs within the school.

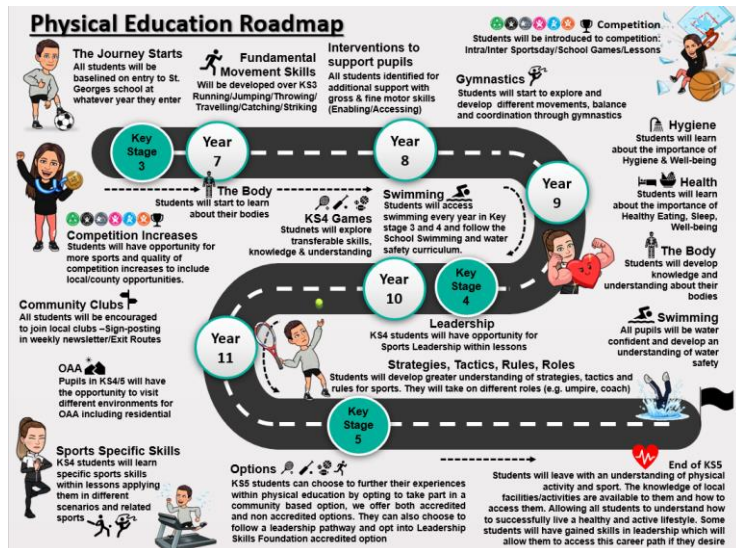
Students following the Level 2 Qualification in Community Sports Leadership do the same but also access a half terms work of work experience at an island Primary School. They have to plan, lead and reflect on an event of their choice, this includes managing the Level 1 and 3 students.

New this year, students following the bespoke

'Level 3' programme have been offering weekly DCD sessions for KS3 and KS4 classes, they have been accessing Primary School work experience independently and also accessed additional teacher/coach training run by Hampshire and the FA. We have agreed on the training that they access through discussion with the individuals on the programme identifying their strengths, needs and aspirations. We are preparing them for the workplace when they leave school, accessing a range of different environments independently and building confidence within them and competence within their practice.

Extra-curricular opportunities offered include; UKSA visits, table cricket, and traditional cricket coaching from outside agencies. Whole school events including Sports Day, CR Memorial Football Day (a festival of activities in the morning and tournament in the afternoon), Walking Event, PE Curriculum Day, fixtures both interschool and intraschool and the opportunities to watch Southampton FC at St. Mary's stadium, with school staff and peers or their own families.

Ella Greenslade - PE & Sports Instructor



# New Strategic Developments, investing in our children

## Broadlea Primary School

A refurbishment project has recently been completed at Broadlea Primary School, modernising the Key Stage 1 classrooms and introduced a new external play area for the reception pupils. The project commenced in the summer 2023 and was finished in February half term by MCM Construction Ltd. New furniture and equipment has been purchased by the school has vastly improving the learning environment.

Acting Headteacher Richard Simpson said 'The new classroom spaces are warm and welcoming and will allow teachers to create engaging lessons tailored to the needs of their students and a space in which to deliver them. The students and teachers have loved getting them ready and seeing their new rooms and can't wait to start learning in them'.



## School place planning facts:

- ◆ We currently have 1898 unfilled school places within our primary schools.
- ◆ In September 2018 we had 1404 reception aged pupils join our primary schools on the Island. By 2027 it is forecast that this will reduce to only 920 pupils. This will lead to 484 empty reception class spaces.
- ◆ By March 2026, it is forecast that 21 primary schools will be in a budget deficit. This is estimated to be a cumulative £3.8m.
- ◆ Maintained schools and academies receive the same funding from the DfE

## Increasing specialist places across the Island

Exciting plans to expand St George's school to include a new SEMH provision on the old Studio School site, have been launched. Consultations have started on this and expanding the Greenmount RP. This is phase one, of our plans to expand Specialist places across the Island. More to come, watch this space!



# Therapeutic classroom – raising standards and questioning norms

Increasing numbers of children are struggling with their mental health and wellbeing. In school, we are seeing higher levels of anxiety, school refusal and challenging behaviours. Teachers report more children are running out of classrooms and more are struggling to self-regulate. They also report more peer group incidents and lack of social skills. Why? Many children are coming into school with increased stress levels, maybe because they are living with adversity and trauma or because they have very little regulation time and spend long hours on social media and technology. They might also have additional needs to consider like being neurodiverse.

To meet the needs of our children, a trauma informed, attachment aware and inclusive approach is essential. Without an ethos and culture which prioritises emotional wellbeing, children cannot access the parts of their brain they need to be able to effectively learn. All children should feel emotionally safe at school and this should run through every aspect of the school offer, however, there is one place that is often overlooked and that is the classroom.

Classrooms do not meet the emotional and mental health needs of our children today and they are not inclusive. If we consider some of the classroom's norms, we can begin to see why. A traditional primary classroom comes complete with lots of colours, display boards and laminated prompts and washing lines. Although these are considered good practice, they can often leave children feeling more overwhelmed and stressed, creating an additional barrier to learning. Secondary schools may not have as much colour, but they share another issue with primary schools which is the furniture itself. Classroom furniture is hard and uncomfortable and leaves children struggling to focus and concentrate. In fact, we have spoken to hundreds of children who tell us the chairs are the worst part of their classroom environment, yet we expect them to sit on them all day!

Before



After



# Therapeutic classroom – raising standards and questioning norms



We believe there is a better way, so we are pioneering the therapeutic classroom approach. In our rooms, chairs are comfortable and inviting and the room is designed with the children’s mental health at its core. With flexible seating to suit different learning styles and needs, soft lighting to create a sense of calm and soft furnishings to help children self-regulate, every aspect of the room is designed with the child in mind.

We are working with schools across the country, redesigning spaces and providing alternative solutions to the standard classroom norm. After transforming their environments with us, head teachers report:

*“School refusers are attending every day”*

*“Children with ADHD and Autism are more engaged”*

*“Noise levels have gone down”*

*“There is less dysregulation”*

*“There is an increase in eye contact and social skills”*

*“Children report being happier”*

*“Levels of engagement are higher, and children concentrate for longer”*



Children deserve environments that feel comfortable, welcoming, and safe and that are designed around their needs. We believe that should be the new standard!

Shahana Knight  
Managing Director at TPC

Creator of the therapeutic school approach and therapeutic classroom approach

[www.tpctherapy.co.uk](http://www.tpctherapy.co.uk)

[www.therapeuticclassrooms.co.uk](http://www.therapeuticclassrooms.co.uk) – coming soon!

# Transforming SEND: School Resources

We are about to launch our new IOW Transforming SEND online portal. This will house all of our resources for schools and whilst it is behind a password wall, it will be free to access for Isle of Wight schools.

Home My Learning My Dashboard My Team Find Learning Reports

## Transforming SEND

Select the tiles below to access learning, information and resources.

- Learning modules
- SEN support toolkit
- SEN support line
- Transforming SEND conferences
- SEN Matters
- Resources for parents

For support contact:  
learning.development@iow.gov.uk  
01983 817280



3 of the **5 e-learning modules** are available for all school staff to access. Modules have been written by therapists, inspectors, advisers, primary behaviour service and inclusion staff.

## Module 1

- Neurodevelopmental approaches to learning

## Module 2

- Inclusive teaching and strategies that will extend and support

## Module 3

- Inclusive curriculums and the four pillars of an inclusive curriculum

## Module 4

- Inclusive learning environments

## Module 5

- Relationships, behaviour and attendance, taking a neurodiversity affirming approach



**A SEN Support Toolkit**, Access to the online SEN Toolkit select the link Course: Isle of Wight SEN Support Toolkit ([hants.gov.uk](https://hants.gov.uk)) to access.



**SEN Advisers** can be commissioned by schools to support teachers in the classroom in better meeting the needs of children and young people.

The SEN Advisers can also be commissioned to provide support, guidance and problem solving with teachers and SENCO's on classroom-based support.



**A SEN Support Line**, offering advice from SEN professionals about specific challenges or concerns practitioners in school may have. Its free to use, so please access!

<https://forms.office.c om/e/mrX19kBP82>

# Admissions

## Secondary School National Offer Day

National offer day (1 March 2024) saw more than 1,000 children and young people allocated places at secondary schools across the Island for 2024/25 academic year. 96 per cent of parents were offered a place for their child at one of their preferred schools.

In total, the Isle of Wight Council received 1,211 applications on time. Of those, 1,030 (85 per cent) received their first choice for September 2024, 114 (9 per cent) their second choice and 22 (3 per cent) their third choice.

This compares to 80 per cent, 11 per cent and 3 per cent, respectively, in 2023.

Every on-time applicant was offered a place at a school. There are some families who applied late and are not included in the figures. The School's Admission team ensured all the pupil allocation data was ready for national offer day, as you can imagine, the week leading up to this is extremely busy!

We now look ahead to Primary National offer day on Tuesday 16 April 2024.



## In year school admissions

Secondary in year pressures has been a challenge over the past 12-18 months as we have seen the impact of migration to the Island, often driven by employment drives by the hospital attracting staff and their families to the Island. The knock-on effect has been school place pressures throughout the year groups. I'm pleased to report collaboration between Headteachers, school admissions and education & inclusion has resulted in a new process whereby panel meetings have replaced individual case by case referrals to schools, speeding up the process to secure pupils a school place and resulting in a fairer and more transparent approach. Sarah Linington and Rachel Williams are the key contacts and attend the panel meetings on behalf of Education & Inclusion.

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## Photos from my travels

Some of the wonderful learning environments from around our schools. The thought that goes into creating these, always amazes me.





# Other news

## Area SEND Inspection



The local area SEND inspection is an inspection carried out jointly by Ofsted and Care Quality Commission (CQC) of the services provided by education, health and social care services. Local area partnership refers to those in education, health and care who are responsible for the strategic planning, commissioning, management, delivery and evaluation of arrangements for children and young people with SEND who live in a local area.

The purpose of the inspection is to provide an independent, external evaluation of the effectiveness of the local area partnership's arrangements for children and young people with SEND (0 – 25 years) to evaluate how well members of a local area partnership work together to improve the experiences and outcomes of children and young people with SEND. During the inspection, inspectors will visit providers such as early years settings, schools, alternative provision, colleges and specialist services to gather evidence to assess if outcomes are sufficiently ambitious and reflect high expectations.

The Local authority and the Integrated Care Board is gathering evidence to support the inspection to showcase the excellent work that is taking place across the island. A further presentation can be scheduled at a Headteachers Forum (or a suitable arena) to provide more detail around the local area send inspection and the new framework of inspection (Jan 2023).

[Area SEND inspections: framework and handbook - GOV.UK \(www.gov.uk\)](#)



## IWC School's HR / Payroll Services – Why join us now?

With the current challenges facing Island schools we offer professional advice on topical issues such as restructures, TUPE transfers, federations, and academisations.

As **we are local, we can come and meet you in person** at your school and give you a named contact to speak to.

We believe that effective people management can enable schools to achieve the best results with access to timely professional expert advice. We care passionately about our work, our customers, and ultimately the positive impact our HR advice can have on the children in our schools. Our team of qualified HR professionals have extensive local and national knowledge of schools and school workforce matters.

We will work hard to understand your vision and objectives, ensuring we adapt our support and advice where required to ensure that we offer personalised, practical, and creative advice to resolve complex issues and deliver the best possible outcomes for your school.

We are flexible with our offer which can be either a standalone HR or Payroll service and can also support you on a 'pay as you go' basis with regards to Occupational Health Referrals, and Pre-employment Questionnaires, Senior Leadership Recruitment, etc.

To find out more and/or obtain a quote, please contact Mary Hillary, School's HR Advisor ([mary.hillary@iow.gov.uk](mailto:mary.hillary@iow.gov.uk)). We look forward to hearing from you.

# Children's Social Care

## Welcome from Kay Jones

Dear colleagues

I am really pleased to be introducing myself as the new Service Director for Childrens Social Care on the Isle of Wight. I feel privileged and honoured to have been afforded this amazing opportunity. I am passionate about improving the lives of children and young people on the Island, and every day I come to work I never forget or underestimate the power of influence that I and 'we' have in children's lives. To this end everything I say, do, ask of you, you of me or act on is to this end.



I have returned to live and work on the Island having been away for nearly 9 years. I can clearly see the distance travelled during this time however, I look forward to embarking on this new and exciting opportunity to build a new identity for our Childrens Services Department. This includes leading our Children Social Care department and working as one with our new Education, Inclusion and Access department.

At the beginning of this week, my senior management team shared with me their ethos and vision for our service, of **'creating change together'**. This is an ethos and vision I sign up to, as I strive to develop services where there is co-production and co-design with children, young people and their families; with clear evidence of impact and positive outcomes, in a service that cares. I embrace working in partnership and collaborating with partners to improve outcomes for the children and the families that we serve, whole scale change is difficult to achieve alone, but **'creating change together'** can be powerful, impressive, and awesome. I look forward to working with you all to achieve positive change for our children on the Isle of Wight.

## Links to further resources



### Website links

- ◆ If you haven't seen Jamie Clark's work, you must. He produces these excellent posters around a number of educational approaches, and they are free to access. Print them out and pop up in your staff room or use with your staff as part of your internal CPD: [Posters — Jamie Clark \(jamieleeclark.com\)](https://www.jamieleeclark.com)
- ◆ Sarah Johnson has written widely about SEN, mental health and a range of other issues. She has a range of excellent resources available free of charge from her website: [RESOURCES | Phoenix Education \(phoenixeducationconsultancy.com\)](https://www.phoenixeducationconsultancy.com)
- ◆ Barking and Dagenham have produced a SEMH handbook. It is free to access so take a look: [SEMH Handbook - BDSIP](#)

# Links and signposting to other resources



Mountbatten Isle of Wight

Support us Volunteer Our care & support Shop & Cafe News & events About us Learn with us

Search

Refer

Donate



A team from the Education, Inclusion and Access department are going to 'Walk the Wight'. If you want to sponsor us for such a worthy cause. Look up **TEAM EDUCATION WIGHT**, please sponsor us!

Schools Speech and Language Support Team - [Schools speech and language support team \(iow.gov.uk\)](#)

Specialist Teacher & Advisory Service - [Educational support for vision impaired students \(iow.gov.uk\)](#)

## Saturday Smilers

Our Saturday Smilers group is an informal opportunity for deaf or visually impaired children and their families to get together once a month. It is open to children from birth to 7 years old. Extended family members and friends are welcome. All eligible children will be sent an invite to attend.

Sessions are held at West Newport Family centre:

- Saturday 20 April 2024
- Saturday 18 May 2024
- Saturday 15 June 2024
- Saturday 13 July 2024

## Centralised Virtual Training – Spring 2024

### Date and Time

Colourful Semantics	17 April 1pm - 2pm
Comic Strip Conversations	8 May 3.15pm - 4.15pm
Vocabulary	5 June 1pm - 2pm
Language for Speaking and Writing	26 June 3.15pm - 4.15pm

## Virtual Drop Ins – Summer term 2024

Please email [schoolsSLST@iow.gov.uk](mailto:schoolsSLST@iow.gov.uk) with 'Virtual drop in' in the subject line. In your email, please include the staff member's name, their email address and the number of slots you think you will require (each slot is 15 minutes long and you can request up to two on any given day). The staff member named will be emailed a Microsoft Teams invite for the slot (s) on the day.

23 May - 9am -12.00pm and 2pm - 4.30pm

5 July - 9am-12.00pm and 2pm - 4.30pm



We hope you have enjoyed this publication. If you are interested in contributing to future editions or have suggestions, please email Naomi on [naomi.carter@iow.gov.uk](mailto:naomi.carter@iow.gov.uk)