

# WOODSIDE PARK SCHOOL

SPRING TERM 1 NEWSLETTER

## WELCOME MESSAGE FROM WOODSIDE PARK

Welcome to our first newsletter of 2026!

As we wrap up the first half of the Spring Term, it is incredible to look back at how much we have squeezed into a few short weeks. 🌸🌸

The corridors have been buzzing with energy, and the progress our pupils are making - both academically and socially - is a joy to see! 🧒🧒🧒🧒

This edition is filled with so many amazing moments, from the schools's first big trip, to bringing outstanding members of the community to support our topic lessons.

I am also happy to announce some great updates with our lunch options, so keep your eyes peeled!! 🍌

We have also made some updates to our website, with more information about what we offer, and more updates to come!

We look forward to seeing you all back with us on Tuesday 24<sup>th</sup> February, well rested, and ready to start a brand new half term!



HAN BIRDSALL



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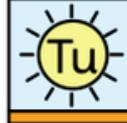
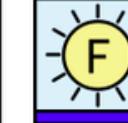
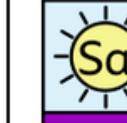
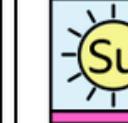
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WOODSIDE  
PARK  
SCHOOL

Together we learn,  
grow, and thrive

# NO SCHOOL CALENDAR

 Monday	 Tuesday	 Wednesday	 Thursday	 Friday	 Saturday	 Sunday
 16th No School	 17th No School	 18th No School	 19th No School	 20th No School	 21st Weekend	 22nd Weekend
 23rd No School	 24th Back to School	 25th School	 26th School	 27th School	 28th Weekend	 29th Weekend

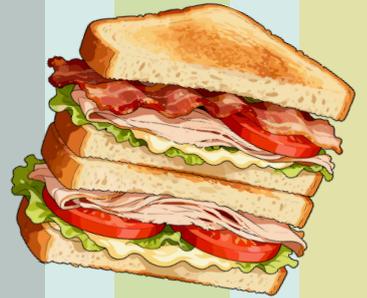
# WELCOME KIM!

We are delighted to announce that Woodside park will be offering both snacks and lunch after half term, as Kim, our School Cook, will be joining us!



Kim has developed a menu with feedback from the pupils, and we will be sharing this in due course. Pupils are still welcome to bring packed lunch, or lunch from home that requires heating up, if they prefer. The menu may change weekly until we settle on one that all of the children enjoy, so please be patient whilst this happens!

if you have any questions about the menu, or food options available, please do get in touch!



# WELCOME MARTIN!

## Introducing our new Clinical Lead, Martin Okoli



### Tell us a bit about yourself

I am a play therapist by background. Play therapy is a form of psychotherapy where children use play and creative arts to express themselves, in the same way that adults might use talking. In addition to this, I have done some additional training in something called Dyadic Developmental Psychotherapy (DDP) which is an attachment-focussed form of family therapy. Prior to working at OFG, I have worked in a variety of settings, including the charity sector for a domestic violence service, a voluntary adoption agency and for a local authority.

### What does your role at Woodside Park School involve?

My role as Lead Clinician involves managing the in-house Clinical Team here at Woodside Park School. The team currently consists of myself, Erinn (Therapy Assistant) and Anastasia (Speech and Language Therapist). I work collaboratively with the Senior Leadership Team in the school to help integrate a therapeutic experience for all the children across the school day.

My role entails leading on the service development of the clinical school-based service, which includes supporting pupils to meet the needs of their EHCP plans using OFG's 'all', 'group' and 'individual' clinical ways of working.

### What do you enjoy about your role?

It's still very early days but I am loving getting to know the children and my colleagues. There is nothing better than getting to sit and have lunch with the children or running around in the playground together. I also really enjoy getting to see the children in the classroom putting in lots of great effort and learning new things with the support of our amazing education team.

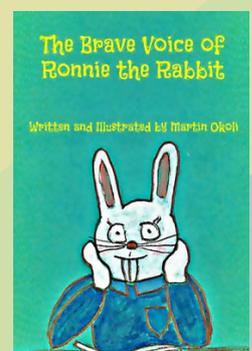
### What do you like to do in your spare time?

I am a father through adoption to two amazing little girls (3 and 2 years old) so they very much occupy most of my time. When I can squeeze in some time for myself, I enjoy art, football and music.

### And to finish, what's an interesting fact about you?

Many many moons ago, I self-published a children's book about domestic abuse called The Brave Voice of Ronnie the Rabbit.

If you would like to contact Martin to ask any questions, please email [clinicalteam@woodsideparkschool.co.uk](mailto:clinicalteam@woodsideparkschool.co.uk)



# OAK CLASS

This half term, Oak Class have been busy exploring the powerful natural forces that shape our Earth. The children have learned about the Earth's layers, tectonic plates, volcanoes and earthquakes, and they proudly captured their understanding through clear and thoughtful explanation writing.

It has also been a pleasure to watch the children support one another beyond the classroom. From working together to successfully organise fish and chips for the whole school, to showing kindness and teamwork during playtimes — trying new games, taking turns, and sharing the much-loved swing — Oak Class have shown real maturity and care for each other and for the rest of the children in Woodside Park School.

We are incredibly proud of everything the children have achieved this half term. The Oak team would like to wish everyone a well-deserved break, and we are looking forward to returning refreshed for a warmer, sunnier Spring 2, full of new learning, growth and adventure.



**NADIA**  
**CLASS TEACHER**

# BIRCH CLASS

This term, Birch Class have been focusing on 'People who Help Us' and we have had some exciting visits from the Fire Brigade and the Police!



We have also had some wonderful indoor PE sessions!



JASMIN  
CLASS TEACHER

# MAPLE CLASS

This term in Maths, we have been focusing on addition and subtraction. We have worked hard to build on what we already know and linking it to our new learning. Through lots of practical activities and hands-on resources, we have strengthened our understanding and grown in confidence. We are becoming much quicker and more accurate when solving number problems. Well done everyone!

Across English and Topic, we have been learning all about how natural processes change our planet Earth over time. We explored the different layers of the Earth, discovered how mountains are formed, and investigated different types of soil. One of our favourite activities was creating our own "soil" using cereal so we could compare it to real soil, it was messy but lots of fun! We also made delicious rock buns and even created edible soil layers to help us understand how the Earth is built.

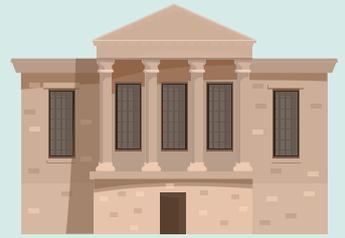
In English, we have been working hard on our explanation texts. We focused on including important features such as captions, labelled diagrams, and clear sentences to explain our ideas. We are so proud of the progress we have made! We also had lots of excitement learning about volcanoes, especially when bringing our learning to life through practical activities. To inspire our writing and research skills, we visited our local library to explore non-fiction and explanation texts. We also enjoyed an amazing trip to the Natural History Museum, where we saw incredible exhibits that helped deepen our understanding of our fascinating planet.

What a fantastic term of learning and discovery!



**ABI**  
**CLASS TEACHER**

# OUR TRIP TO THE MUSEUM!



Oak and Maple Class went out for the school's first ever trip this week! Students spent the day at the Natural History Museum in London, to look at the Volcano and Earthquake exhibition.

A big well done for all the pupils, who were amazing, well behaved, and great representatives of our school!



**NADIA**  
**OAK CLASS AND TRIP LEAD**

# WHAT WE ARE LEARNING

Next half term at Woodside Park School, our learning will focus on how ancient people solved problems and how some of their ideas are still used today.

## Our Central Idea

Ancient people solved problems in different ways. Some of their ideas are still used today.

## Key Concepts

**Form:** What Egyptian(Roman) inventions were

**Function:** How they were used

**Causation:** Why they were created

## Exploring the Ancient World

Children will learn about Ancient Egypt, discovering:

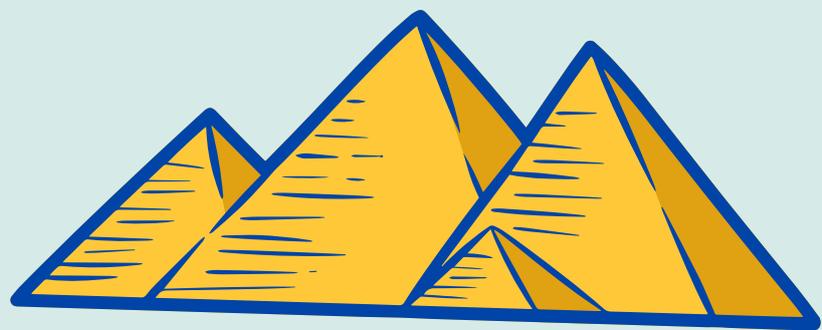
- What life was like for Egyptians
- Why they needed to invent new ideas
- How their inventions helped solve everyday problems

We will explore key Egyptian inventions such as:

- Hieroglyphic writing
- Papyrus (early paper)
- Sundials and water clocks
- Farming tools and irrigation
- Building techniques, including bricks and ramps
- Early medicine and basic science

## Literacy

- **Oak and Maple Class** will focus on diary writing.
- **Birch Class** will enjoy a range of stories, including transport-themed books such as *The Train Ride*, rhyming stories like *Duck in the Truck*, and *The Three Billy Goats Gruff*, linked to learning about bridges.



# WHAT WE ARE LEARNING

# VALUES

## British Values

This unit supports the promotion of British Values by encouraging pupils to develop **mutual respect and tolerance** through exploring how different ancient civilizations solved problems in diverse ways and how these ideas continue to influence life today. Pupils learn to value contributions from a wide range of cultures and understand that societies have developed different solutions based on their needs and environments. Opportunities for **democracy** are embedded through collaborative inquiry, discussion, and shared decision-making when selecting areas of research and presenting learning. **Individual liberty** is promoted by allowing pupils choice in how they investigate and communicate their understanding, fostering independent thinking and creativity. Where appropriate, links are made to the **rule of law** by exploring how early systems of rules and organisation helped ancient societies function, supporting pupils' understanding of the importance of rules in communities today.

## Understanding the World

Alongside the Egyptians, **Birch Class** will also explore **Roman inventions**. Children will take part in hands-on activities such as:

- Building bridges, aqueducts, roads and pyramids
- Creating rivers and exploring how structures are built



## Scientific enquiry will include:

- Investigating how far vehicles travel from different heights and surfaces
- Floating and sinking experiments
- Exploring different materials, including those used for clothing

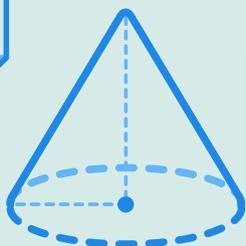
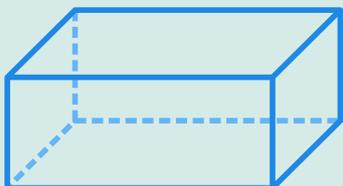
## Personal, Social and Emotional Development

- Learning about road safety

## Mathematics

Children will develop their understanding of:

- Length, height, mass and volume
- Positional language
- 2D and 3D shapes



**JASMIN**  
**TEACHING AND LEARNING LEAD**

# WHAT IS AAD?

**AAD, or Ask, Accept, Develop, is our Autism strategy. The main objective of the Autism Strategy is to strengthen and continually progress our approach to the provision of care, education, and clinical services to autistic individuals in an environment which is conducive to their strengths and needs. Options Autism is one part of the family of services under the Outcomes First Group. This Autism Strategy informs the wider groups' approach, including Acorn Education and Care, regarding best autism practice.**

**The strategy recognizes that despite underlying shared traits, autistic individuals are vastly different from one another. Some autistic individuals are cognitively talented; some autistic individuals have a significant intellectual impairment; this strategy has been written to ensure all abilities levels have been considered and included, although some parts of the strategy may be more relevant to specific needs.**

**The Autism Strategy takes inspiration from positive, optimistic, person-centered approaches. Psychological models, such as PBS, PERMA (Seligman) and PACE (Hughes) combined with clear communication standards from Royal College of SLT's principles of 5 effective communication, all emphasise the importance of genuine engagement, empathetic relationships, increasing an individual's experiences of positive emotions and meaningful achievements.**

**The Strategy has been created and refined through a review of the current autism literature and consultation from the lived experience expert panel, a clinical multi-disciplinary (Speech and Language, Occupational Therapy and Psychology) team and the OFG advisory board. The Strategy has also been through a focus group of teacher's and teaching assistant to assess reliability and acceptability.**



First and foremost, the Autism Strategy wants to hear the voices of the autistic individuals in their services. This means above all else we must learn to **Ask**. Wherever possible the autistic individuals in our services will be consulted about their choices and preferences, these choices need to be wide ranging, including supporting individuals to provide meaningful input into their own care and education plans at whatever level is appropriate for their cognitive ability. Ask is the top priority of our Autism strategy because we recognise the importance of consulting to the autistic individual above anything else; we listen to their perspectives and our staff will treat the autistic person as a unique individual with their own likes, dislikes, wants and needs.

**Accept** within the Autism Strategy means that our staff will have an understanding of autism that is intellectual, practical, and cultural. They will understand the strengths and needs associated with an autism diagnosis, whilst also appreciating each individual's own personal strengths and needs. The Autism Strategy does not seek to cure/treat autism or supports approaches/interventions in which the goal is to attempt to make an autistic individual behave in a more neurotypical way or involves any form of punishment.

The focus of Accept is to create environments, communication systems and activities which meet the needs of people with autism individual, and enable that individual to thrive and experience positive emotions.

**Develop** within the Autism Strategy means our staff will teach and scaffold the development of new skills, abilities, and strategies for the autistic individuals in our services.

The teaching and development of new skills will be derived from an individual's personal goals, informed by their family's views and driven to improve their quality of life and their wellbeing. The focus is to enable and empower an individual to increase their independence and flourish.



## Ask

Hearing the Autistic Voice.



## Accept

Embracing the Autistic Individual.



## Develop

New Skills, Abilities and Confidence.

**DASHNE**  
**HLTA / AAD CHAMPION**

# SUPPORT

Each Local Authority has a Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). These services are statutory, impartial, and free, providing support to children, young people (0-25 years old) with SEND, as well as their parents and carers.

Please click the buttons below to be taken through to your Local Authority's support page:

[Bromley](#)

[Croydon](#)

[Lewisham](#)

[Southwark](#)

**HAN**  
**OFFICE MANAGER**

# KIDS EAT FREE!

Please see below a list of restaurants and cafes where children eat for free or for £1!



## PLACES WHERE KIDS EAT FREE (OR FOR £1) FEBRUARY HALF TERM 2026



[moneysavingcentral.co.uk/kids-eat-free](https://moneysavingcentral.co.uk/kids-eat-free)

### ANGUS STEAKHOUSE

Kids under 8 eat FREE daily, 12pm to 5pm

### ASDA

Kids eat for £1 daily, with no adult spend

### ASK ITALIAN

Kids under 10 eat for £1 during school holidays

### BELLA ITALIA

Children eat free Sunday - Thursday

### BEEFEATER & BREWERS FAYRE

2 Kids Eat Free Breakfast with one paying adult

### BILLS

Kids eat free Monday 17th - Friday 28th Feb

### BREWDOG

Kids eat free this Feb Half Term

### BEEFEATER & BREWERS FAYRE

2 under 16s get free breakfast daily with 1 adult!

### COCONUT TREE

Kids eat FREE from 10<sup>th</sup> to the 16<sup>th</sup> of Feb 2026.

### CAFE ROUGE

Kids Eat FREE 12-4pm every day of the week

### DOBBIES GARDEN CENTRES

Kids eat for £1 with an adult breakfast or lunch

### FRANKIE & BENNY'S

Kids eat FREE during all school holidays

### FUTURE INNS

Under 5s eat for free with any adult meal

### GORDON RAMSEY RESTAURANTS

Kids under 10 eat FREE all day, every day

### IKEA

Kids get a meal from 95p daily from 11am

### LAS IGUANAS

Kids under 12 eat FREE with 'My Las Iguanas' App

### MARCO PIERRE WHITE

Kids under 12 Eat FREE daily with an adult spend

### MORRISONS

Kids Eat FREE all day, every day with a £5 spend

### PAUSA CAFE @ DUNELM

Kids eat FREE with every £4 spend all day

### PREMIER INN

2 kids eat for free with 1 adult breakfast

### PRETO

Kids up to age 10 eat free with 1 paying adult

### PREZZO

Kids eat for £1 from 6th Jan to 11th February 2026.

### PUREZZA

Kids under 10 get free pizza with every adult meal

### PIZZA HUT

Kids Eat Free Every Day after 3pm

### SA BRAINS PUBS

Kids eat for £1 on Wednesdays

### SIZZLING PUBS

Kids eat for £1, Every Monday to Friday, 3 - 7pm

### TABLE TABLE

2 Kids Eat free breakfast daily with 1 paying adult

### TGI FRIDAYS

Kids Eat Free with any adult meal (Via App)

### THE REAL GREEK

Kids under 12 eat FREE Sundays with £10 spend

### TRAVELODGE

2 kids eat for free with 1 adult breakfast

### TURTLE BAY

Kids eat free with every £15 adult spend

### WHITBREAD INNS

2 kids eat for FREE with 1 adult breakfast

### YO! SUSHI

Kids eat free all day (weekdays) in school holidays

### ZIZZI

Kids eat free all day Feb 16th - 20th 2026

# Thank you for reading!



## **SCHOOL UNIFORM**

Taylor Made Designs

<https://priority.taylormadedesigns.co.uk/>

## **SCHOOL CONTACT INFO FOR PARENTS AND CARERS**

0208 149 5187

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