



Paper Mill
 Creech Court TAUNTON TA3 5PX
 Subscribe: <http://cambianss.schoolzineplus.co.uk/subscribe>

Email: stuart.lambert@cambianguroup.com
 Phone: +441823443133



Somerset School End of Year 2018/19

Headteacher's Welcome

Welcome to our new style newsletter full of information and good news stories. During the next academic year you will receive a monthly newsletter to celebrate the many positive developments and great work achieved at Somerset School. This new style newsletter will give you access to our academic calendar, policies, social media and themed surveys. I hope you will find the newsletter informative and useful. In future you will only receive the link to the newsletter which will be delivered via our school app. Please do have a look at the newsletter online as there are more useful features.

As we end another school year, I would like to give my heartfelt thanks to you for your continued support since I took the Headship back in November. We have made fantastic progress this year and it has been wonderful to receive so many positive comments from parents, carers and the local and wider community.

Our students have been involved in a number of activities this year, some of which are being celebrated in this newsletter. It is always something very special to observe the development of our students over time and the improvements they make everyday.

When I accepted the Headship at Somerset School I had a clear plan to improve the school in many areas. My first job was to appoint a leadership team with the same drive and enthusiasm to improve as I do. I am pleased to say that this was achieved and the developments that have taken place and are planned to take place will most definitely place Somerset School ahead of other specialist settings. To support this it was with great pleasure that we had a visit from OFSTED last week by way of a 'no notice inspection'. Whilst I cannot share the detail of this report until it is formally published I can say with great confidence that it was an overwhelmingly positive inspection which I am looking forward to sharing with parents, carers and other interested stakeholders.



We have a number of site developments planned for the Summer alongside the continued improvements to our sensory garden project. I will ensure that any changes are communicated to students before the new academic year begins to avoid any anxiety in September.

I released a parent/carers survey recently which is a useful way to canvas views with regards certain aspects of school development. Further surveys will be released next year to consider identified themes and specific areas of the school development plan. One of the most requested developments suggested by parents and carers via this survey and in wider discussions is the implementation of a Summer School. I am pleased to say that this is something we have been seriously considering and will trial at certain points next year, with a plan to run our first Summer School at the end of the next academic year.

Academic year 2019-20 will be a busy one but one in which we will continue to demonstrate our commitment, motivation, energy and vigour. We continue to strive each and every day to ensure Somerset School provides the very best education for all.

Can I wish you a pleasant, happy and healthy summer break. I look forward to seeing all of our students and hearing about their great summer when we return on **Wednesday 4th September 2019**.

Stuart Lambert
 Headteacher

The John Muir Award 2018-2019

Students completed their environmental John Muir award scheme focusing on wild places in partnership with the Forestry Commission.

The award promoted personal development through outdoor experiences by encouraging learners to discover a wild place, explore it, conserve it and share their experiences.



As part of the award students gained skills in camp cooking, tracking animals, foraging, building shelters & fire making at Sheldon woods.

Students will now have further opportunities to complete a similar environmental award in a new environment from September.

--	--	--

Progress checks will be completed at the end of each half term, with a final full written report at the end of the academic year. With the addition of our Academic Tutoring Day and additional newsletters (with School calendar), I am sure that communication between home and school will be further improved and all parent/carers will feel fully informed with regards their child's progress.

Home School Communication Protocol

To further improve home/school communication a new protocol has been developed. Each of our students will be allocated a 'tier' through discussions at annual reviews or through discussion with Senior Leaders. Due to the fluid needs of our student profile, they will most likely change between tiers throughout an academic year. However, as parent/carers you will be aware of the level of communication you should expect to receive from your child's tutor. At times of crisis the level of communication will be changed dynamically to support the situation.

Tier One	Tier Two	Tier Three
<p>Student is expected to have 2 forms of communication home regarding progress in school each 1/2 term, this is organised by the tutor.</p> <p>These can be either email or phone call. On your email please CC in your line manager, you do not need to copy in the Headteacher or SLT. Line managers will inform SLT of any potential issues or developments. Tutors will feedback communications during briefings and weekly student reviews.</p>	<p>Communication with home is on a weekly basis via the tutor. This is organised via either email or phone. Please CC in your line manager.</p> <p>All staff will need to help contribute to this level of communication. This will be organised by staff emailing the tutor with information regarding school interactions before leaving site for the weekend.</p> <p>Tutors will feedback any issues or findings during staff briefings and student reviews.</p>	<p style="text-align: center;">Daily communication</p> <p>between home and tutor. Information originates from both sides in a handover by email or phone. Please CC line manager.</p> <p>All staff help build picture. All staff that have taught a student must communicate with tutor before leaving site for the day. Student levels of needs have been identified as high and transfer of information is vital to help all parties support the students progress.</p>

Somerset School's Inaugural Trip to London

As part of year nine history, a trip to London was organised with the aim of visiting the Imperial War Museum (IWM). This would be a 'big thing' for Somerset School as we have never taken any students to London.

At 7am on Monday morning, both students were up and ready to go as they were collected by Kirsty and Cheryl and set off for the 'big smoke'. The journey to London passed without any hiccups and all arrived safely in Morden (end of the Northern Line). Four zones 1-6 travel cards were bought and we ventured onto the tube, this was the first time both students had travelled on the tube. This was our first photo opportunity!

The tube was incredibly loud and hot, it was a very strange experience for the boys. One stated that he would not be using them again; little did he know that it was going to be our main mode of transport. However, after a few more journeys both students became at home with using it.

Our first stop was the IWM. The boys were amazed at how high some of the buildings were; Kirsty and Cheryl informed them that they had 'seen nothing yet!' They could not believe the size of the warship guns outside the museum and were surprised to find out they were from 1915.

Upon entering the museum all were intrigued by the life-size jet planes hanging from the ceiling and the V2 rocket which the German's had used in WWII. One of these had struck nearby Kennington Road 1945, just one tube stop away from the IWM. The 'Baghdad Car' drew both pupils to investigate. It had been destroyed in a suicide car bombing at a historic book market in March 2007. This was particularly interesting due to the nature of terrorism in the 21st century and the constant news coverage.



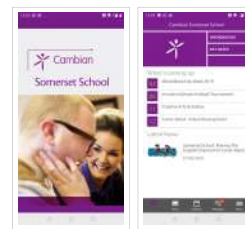
Next stop was the holocaust exhibition. Kirsty and Cheryl spoke to both students about what to anticipate and the good behaviour which was expected due to the serious nature of the exhibition. However, this was not needed, both students were incredibly humbled by this experience and showed great interest. They respectfully made their way through the exhibition reading the information boards, watching film clips and were

transfixed by many of the photos depicting scenes of mass genocide. When arriving at the model of Auschwitz all four members of the group stood in silence as they looked upon the miniature trains which would have carried hundreds of starving and emancipated Jews and the horror of the gas chambers. No one spoke, all four took a moment to reflect upon what they had previously learnt and the images now before them.

The remainder of the time walking around the exhibition was conducted in almost silence as the exhibits became emotionally draining as sensitive imagery was portrayed. We all left the exhibition deep in thought.

The next leg of our journey was to see as much of London as possible. We saw A LOT: Starting at Leicester square, on to Buckingham Palace (the queen was home!), next stop Mrs May's house, a hidden Big Ben and a glimpse of the London Eye across the Thames. Finally, both students got to see the largest building in London, the Shard, towering over all below making us feel like ants. We had a quick walk along the Thames, stopping for an ice cream of course and a stroll across Tower Bridge ending by walking past the Tower of London and the Merchant Navy Memorial before getting back on the tube and starting the 4 ½ hour journey back to school.

The students were a credit to Somerset School, they conducted themselves in a way which made both Kirsty and Cheryl proud. Well done boys, you have set the standard! We look forward to organising more trips like this in the future.



Somerset School App

If you haven't downloaded our School App, please follow the instructions below to install the app to ensure you are receiving important information about Somerset School.

- Download 'myschoolapp' from the App Store or Google Play (depending on your phone)
- Open the app
- Enter Cambian Somerset School – the name will appear – tap the name
- Enter your details as a new user (this only has to happen once)
- Tap and enter once you have validated your email

The app is used to share school news, highlight events and inform parents/carers of any school changes and developments. You will also have access to our school policies, calendar and other useful documents. As a parent/carer you can formally inform school of any absence via the absence notification tab on the app. A range of additional functionality will soon be available such as real time attendance, achievement and timetable information. We are very keen to further increase parental engagement and feel that this app is another step to achieving this outcome.

Safeguarding Update

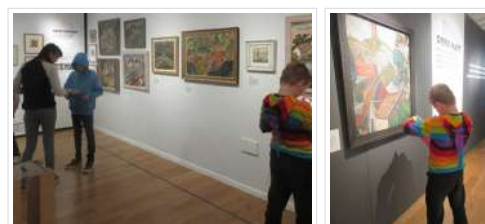
The two documents in this section outline the Safeguarding process at Somerset School along with the key staff responsible, as well as a useful document to support safer internet/gaming. You will receive additional safeguarding advice and support over the next academic year.

http://cambianss.schoolzineplus.co.uk/_file/media/70/somerset_school_safeguarding_flow_chart.pdf

http://cambianss.schoolzineplus.co.uk/_file/media/69/safeguarding_update_gaming.pdf

News from the Art Department

To start our project on Colour and Still Life a group of Key Stage 2 and 3 students went to an exhibition and workshop about artist Doris Hatt, resulting in some excellent artwork from students.



Our Key Stage 4 students have been working hard on their coursework. One of our students have chosen to create a gallery for his 'Interiors' GCSE project. He visited RWA in Bristol, made his artwork inspired by artist Paul Klee, added 2 sculptures of boxing figures, and designed and made benches. His sketchbook and final piece reflect his excellent application and attitude.



Another of our Key Stage 4 students has been enjoying drawing and exploring news ways of mark making with inks. His work is incredibly creative and it is wonderful to see how engaged he is with this medium.

We like to explore different ways to create our masterpieces and believe painting can be in art room and outside on an easel!



National Art Competition

This term Cambian organised a competition nationwide in partnership with the UAE promoting their 'Year of Tolerance'. Cambian asked Service Users to submit Arts & Crafts pieces that are aligned to our 5 core values.

- Person-Centred
- Friendly
- Innovate
- Empowering
- Positive

Our students created pieces of work that adhered to the criteria and we are very proud of the work that they have produced.



One of our students created a piece about her life, we are very proud of the hard work and effort she put into this 3D sculpture. To support her entry she has written an explanation on her piece that has been sent to London for the competition.

I have been in care for 12 years and been to a lot of schools. Somerset School is amazing, it's helped change my life. Somerset school has a dog called Zumi, she is a lurcher saluki cross and she is very zoomy!

When I get angry or upset it is uncontrollable. I have always had this through bad times in my life. I have shown my anger through the paint on the background of the canvas.

Since starting at Somerset school Zumi has been like a therapy dog, she makes me feel happy, calm and safe. Without Zumi I could have been uncontrollable and lost placement at Somerset School.

Zumi is my friend at school and I help look after her, I don't know what I would do without her.

My art piece expresses my feelings when I am upset, but in the middle is one of the things that help me regulate. This is an art piece about me, my friend, empowering myself to talking about my feelings, embracing myself and positivity.



This year at Somerset School we have been educating students about equality and diversity, including understanding of LGBTQ+ news, history and acceptance. Somerset School staff have received training and attended the LGBTQ+ conference concerning the issues and understanding of young people who are LGBTQ+ and how to help them transition should they need to in the future.



No Outsiders is a teaching programme that provide resources to teach students the objectives outlined in the Equality Act 2010; and in the provision of personal, social, health and economic education (PSHE) for every student. The 'No Outsiders' programme teaches British values, reduce vulnerability to radicalisation and extremism, alongside teaching children to be proud of who they are. In addition supporting children to recognise and celebrate difference and diversity, develop resilience and importantly create a positive school ethos where everyone feels they belong. In the school library you can find books that educate the students on family dynamics, inclusive spaces and understanding blue isn't always for boys and pink for girls.

Around the school students will see key information displayed regards the use of the correct pronouns, types of sexuality and famous members of the LGBTQ+ community that promote inclusivity. Somerset School feel strongly about celebrating all people and practise zero tolerance towards discrimination of any kind.

Academic Tutoring Days

Our first Academic Tutoring Days will take place on **17th and 18th December 2019**. On these days, all students along with their parent/carer will have a 30 minute appointment with their tutor. The aim of this meeting is for students to set targets to improve their attainment over the coming months. You will also have the opportunity to have a look at students work and raise any concerns that you may have about you child's progress at Somerset School.

Tutors will be in touch to agree an appointment time and date within the first few weeks of the academic year.

Mental Health And Wellbeing Team

In January a new team was put together in order to safeguard and raise the awareness of the mental health and wellbeing of both students and staff. This has been an important aspect of the school's current journey.

Following the initial meeting, a School Council was organised to provide the students with a voice; this will become an integral aspect of school life in the coming academic year. Furthermore,

as our students struggle at times with unstructured parts of the day, several board games were purchased in order to provide activities at lunch and break. An additional way in which mental health and wellbeing has been raised is through a Mental Health Awareness Week. During this time students were encouraged to join in with wake and shake, mindfulness and creating posters of famous people who have overcome their mental health difficulties. Each student was also given a wrist band with encouraging phrases such as 'be strong' and 'be hopeful'. This was a huge success and has helped to make the topic of mental health and wellbeing a subject that can be discussed in an open manner.

The staff team involved have also been able to access training which will help them to support our students:

Sam Hawkins	Bereavement and Loss/PDA Diploma
Hollie Solomon	Promoting Positive Mental Health and Wellbeing for LGBT and Young People
Henrietta Lindsay	Supporting Young People who Self Harm
Cheryl Moolmon	Eating Disorders Training/PDA Diploma

Kirsty McDonald will be undertaking a Mental Health First Aid Course for young people in the new academic year. In addition to this all staff will be involved in 'Trauma Informed Schools' training in September. All of this training not only provides the school with staff who are appropriately trained for their role, it also ensures that as a school we are able to support our students with any difficulties or crisis which may arise.

The Mental Health and Wellbeing team will continue to develop their role in the new academic year and work towards the school becoming formally recognised as a mentally healthy school. Furthermore, we would like a parent to be a Mental Health and Wellbeing Champion in order to give a parental voice. Please contact Kirsty McDonald if you are interested in being a part of this important journey. kirsty.mcdonald2@cambiangroup.com

Updates from our Inclusion Lead

The end of this term marks the completion of the first year of our bespoke rewards programme, Somerset School S Bucks. Our students have helped build our current system and their many ideas and suggestions have helped create a rewards system that has been successful throughout the school. Students have made their suggestions with regards the rewards available for purchase. This has included items in the school tuck shop, reward trips and personal items that they have identified in communication with their tutors. It has been excellent to see so many students actively taking part in school and saving their S Bucks points to spend on their own personalised rewards. The system has demonstrated a noticeable improvement in students attitude to learning. We are now able to analyse data and identify any consistent patterns in behaviour whilst tutors are able to set clear targets and goals for our students based on the available data. In this term alone students have attended S Bucks rewards trips to the cinema, mini golf and TGI Fridays

as well as a day at the Waterpark. Students are learning many key skills by using the system and we have seen an increase in understanding of budgeting, saving and the value of money. Next year we will be looking to build upon the system and are excited to introduce a School Lottery among other developments.

The new academic year 2019/2020 will also mark a slight change in how tutorials are run for some students. The current tutorial system has been in place at Somerset School for many years and has followed us through our many changes as a school. Currently tutorials are timetabled every Monday morning, during these lessons students have access to a member of staff and will work through a range of topics. These tutorials are usually either in small groups or 1-1. After a long and careful review of our tutorials and the impact they currently have, it has been decided that changes to the system are required to increase progress and attainment.

As of September we will be adapting our tutorial sessions to match the needs of our current students. The first change is that tutorials will no longer be timetabled during the first lesson on a Monday morning. Each of our students have bespoke timetables and for some students Monday morning tutorials are not possible or not the most appropriate time of the week. Instead we will timetable tutorials according to the needs of the student, this may result in a tutorial being on a day other than Monday and at a different time. Each student will be made aware of their tutorial which will be identified on their timetables. It is our hope that these tutorials will remain in the same spot for as much of the academic year as possible.

Another change relates to tutor group sizes. Our students have been asking for larger groups and where possible we intend to make this happen. Students have submitted a list of other students they feel that they could work well with and staff have used this information to help create small tutor groupings. Previously one member of staff was attached to a tutee, again this is something we have reviewed and have plans to change. A tutor group will now have a team of staff assigned to them permanently, this will allow staff to cover many more issues and topics with their tutees. As the system grows we hope to be able to offer intervention and catch up sessions during our tutorials, these will cover the needs of each individual student. Tutors will also now become the main point of communication with a student's home. Unless otherwise agreed, tutors will contact home twice a term with a quick update on the students progress at school.

Aerial Silks and Hoop

Once again, the students have been working really hard to improve their core strength and flexibility. We have several students who can now securely tie their own foot locks in order to perform balance and flexibility tricks, which is very impressive at this early stage in their learning. The students' who have really engaged their passion for this performance art have improved their stamina for the subject, sometimes even performing for 50 minutes! The tricks are getting harder: we are seeing more flips and spins, splits and some are even holding their own weight upside down! This term, their tutor

has brought a new aerial skill for the students to attempt: Aerial Hoop.

It is fantastic to see the students transferring their knowledge from one apparatus to another, especially as both the hoop and the silks have their own requirements and difficulties to overcome! We are looking forward to the new term bringing challenges and increasingly complex routines!



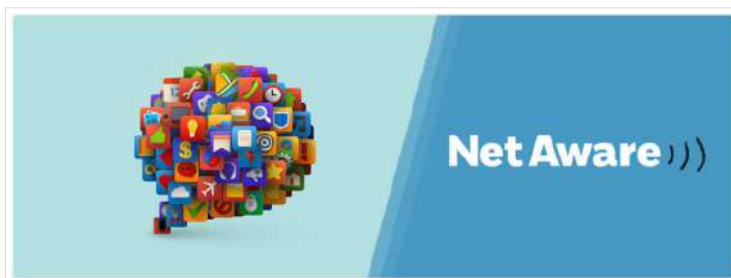
Update From Our Curriculum Lead

http://cambianss.schoolzineplus.co.uk/_file/media/39/the_curriculum_at_somerset_school.pdf

Mobile Phones and Social Media

It has always been School policy that students are not allowed to retain their mobile phone on their person whilst in school. We understand that some of our students have a long journey to school and appreciate the use of these devices during the journey. However, **all mobile phones/electronic devices must be handed to staff at the start of the day without discussion.** There are significant safeguarding reasons for implementing this policy not to mention the widely documented impact on student learning. There is absolutely no reason that a student requires their mobile phones during the day and we would appreciate the support of our parents and carers to reinforce this message.

We have recently had to deal with the ramifications of inappropriate use of Social Media which originated outside of school. The students involved were spoken to by Stuart Lambert who clearly outlined what responsible use of Social Media looks like and the dangers of behaving in a manner which can be considered cyber bullying and harassment. With the support of parents and carers we will continue to educate our students about responsible use of mobile technology and the internet. More information can be found by following the link below.



Attendance

There is a direct link between good attendance and achievement at Somerset School. Poor attendance has a direct affect on your child's future. For example, 90% attendance is not an acceptable level and the Government considers this to be **persistent absence**.

What it means in reality is.....

- On average half a day missed every week! (Would an employer think this is an acceptable rate of attendance?)
- This would also mean 4 weeks missed per year!
- Over 5 years at Somerset School, half a year missed in total!

If Your Child is Unwell

Medical absences

We would not expect any parent to send their child to the school if they were genuinely unwell.

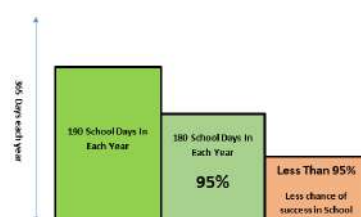
However, if your child is going to be absent, **please call the school on each day of absence before 9am or via our 'MySchoolApp'**. On return a note with dates/reasons for absence, along with any medical evidence they may have should be handed to their form tutor.

If your child is going to be absent for 5 consecutive days we would request medical evidence to support the absence. If your child's attendance is already being monitored (and you have been made aware of this) you may be required to provide evidence for every absence.

Attendance Matters

We recommend that if your child is feeling under the weather, they should still attend the school and we will contact you if they become too unwell to stay. In regards to diarrhoea or vomiting we follow NHS advice, which outlines a child should not return to school for 2 days after their symptoms have gone.

Term Time Leave



Students who are taken out of school during term time may find it hard to catch up and this can have a detrimental affect on their learning. The law states that

parents do not have the right to take their children out of school for holidays during term time.

Any request for term time leave must be made in writing to the Head Teacher in advance. Requests will not usually be granted. The Head Teacher will only authorise term time leave in EXCEPTIONAL circumstances according to DfE guidelines. It is not the school's responsibility to issue work during term time leave as your child should be attending school. Any unauthorised absence, including term time leave not agreed with the school, could result in a Penalty Notice being issued to each parent for every child affected.

Restraint Reduction in Special Schools

bild

**Restraint
Reduction
Network**

Over the last couple of years we have committed to restraint reduction and signed the Restraint Reduction

Network pledge back in 2017. Recently the Government finally released new guidance on reducing restraint and restrictive physical interventions in special schools.

The new guidance states clearly that special schools and other settings should avoid using restraint and restrictive interventions wherever possible. Children in special schools may struggle to communicate their needs, and schools need to identify what is causing children to behave in ways that challenge and what they are trying to communicate. It says: "Behaviour is a means of communication and has a cause and a purpose. Behaviour that challenges may signal a need for support and it is essential to understand its underlying causes."

The guidance emphasises the importance of upholding children's rights, valuing them as members of the community they are in, and respecting their families as partners. It also says that schools and other settings need to ensure they fulfil their duties under the Equality Act 2010, including the duty to think ahead and make reasonable adjustments to avoid discriminating against disabled people.

The guidance is non-statutory – this means schools are not legally obliged to follow it. However, it is issued as good practice and there will be an expectation that schools are familiar with its contents and can state how their practice follows or diverges from the guidance. We are pleased that Somerset School are again well ahead of the curve!

The Duke of Edinburgh Award 2018-2019

This year Somerset School successfully awarded the Duke of Edinburgh award to two of its students.

The Award is about personal challenge and development and is adaptable according to each participant's interests and abilities, which has been clear to see along the journey.

The structure of the award involved 3 months of a physical activity, 3 months of a skill, 6 months volunteering and a 1 night residential trip.



Here are a couple of the comments written by the students mentors whilst completing their volunteering phase of the award:

"Since L started volunteering with us here at Compass Wellbeing he has become a real valued member of our team. L has always shown willingness to learn and gain new experiences whilst fully understanding what it is we expect from him while he is here.

He is open to all that we stand for and has gone over and above to ensure his work has been done to our high standards.

I would not hesitate to give L an apprentice position at within our company when he becomes old enough. I want to wish L all the very best in his future and he is welcome back to see us here at anytime."

"T has been coming weekly to help us out at Scope Taunton. It has been good to see him grow into his roll here with us; not only gaining new skills processing stock for us but also becoming a happy and productive team member, fitting in nicely with all our volunteers.

Hopefully the skills he's learnt and his improved confidence help him to develop further in the coming years. It has been a pleasure to facilitate his Bronze DofE Volunteering experience and the team wish him all the best!"

Next year, one of these students is now progressing onto their silver award whilst 2 others start their bronze. The outline of each student's award complements their school life and is designed to encourage them to develop positive skills and lifestyle habits.

Staff are proud of the personal growth and confidence boost students have demonstrated, whether it is social responsibility through volunteering or developing social/professional skills in environments outside of the classroom.

Macmillan Coffee Morning 2019

WORLD'S BIGGEST COFFEE MORNING

On Thursday 26th September we will be holding an open coffee morning event, joining thousands of others across the UK to share coffee and cake in aid of the Macmillan Cancer charity.



The event will take place at Somerset School, running from 9.30am to 11.00am, coffee and cake will be served up by students for a small donation per coffee/cake.

Students will be working hard to plan the event and more information will be available in the new term.

We look forward to sharing coffee and cake with you! For more information please go to the [website](#).

Canoe Camp 2019

This year's canoe camp was a huge success and saw students build on previous experiences whilst learning from new ones. Students used kayaks, canoes and stand up paddle boards along Exeter shipping canal following a 3-mile route. The

students ended the day at Turf Locks Hotel, where they pitched their tents, cooked a BBQ and made a fire before kayaking their way back along the canal the following day.



The trip allowed students to learn more about themselves whilst encouraging others to give things a go! The bar continues to be raised year after year as a result of these residentials and the example students set, this year was no different and students have been praised for their efforts through behaviour, resilience and tenacity.

Academic Term Dates 2019/20

Somerset School calendar will be available on every newsletter and via our school app by the start of September. The document below provides you with the key term dates in the meantime.

http://cambianss.schoolzineplus.co.uk/_file/media/16/somerset_school_term_dates_2019_2020.pdf