

PARENT BULLETIN



Headteacher's Message

Dear all,

We always say that each term is busier than the last but this newsletter is testament to that. It is the range of experiences and events that makes Beechwood such a vibrant place to be.

My congratulations have to go first to our careers team, led by Ms. Ilkova, who have gained 100% in all areas of the national measures called the Gatsby Benchmarks - we are as far as we can tell, we are the only school in Buckingham or Berkshire who has achieved this level.

Iftar, Red Nose Day (week!), and World Book Day showed again what the students can achieve. All of these had strong student leadership involvement and we could not have done these events without them. More and more, the students across the school are leading on projects and even suggesting them in the first place.

The end of this term's assemblies will include the handing out of the next round of "Golden E" badges. These - the "E" stands for Empowerment - go to those students who have gone above and beyond in Kindness, Respect and Excellence. All have a high number of achievement points and good attendance as well. If your child comes home with one of these badges, do make a fuss - they have worked really hard to achieve them.

Easter school is on for our Year 11 and Year 13 students - you will have the details if this applies to you. I would like to thank all parents who have supported the after-school sessions for their children - some Year 11s have been staying behind 4 days a week for individualised revision. Good study habits are a life skill that will always see them right.

Wishing you a happy and restful holiday!

Kind Regards,

Anita Spires - Headteacher

Key Dates

Summer Term Dates 2024-25

22.04.25

Return to school – all years

25.04.25

DofE Bronze Qualifying Expedition

28.04.25

Year 7 Reports to Parents
(Report Day?)

01.05.25

Year 7 PTC Evening

01.05.25

GCSE Examinations commence

05.05.25

Spring Bank Holiday

19.05.25

Year 9 Reports to Parents

22.05.25

Year 9 PTC Evening

23.05.25

Half Term Commences

02.06.25

School Re-opens

RESPECT • EXCELLENCE • KINDNESS

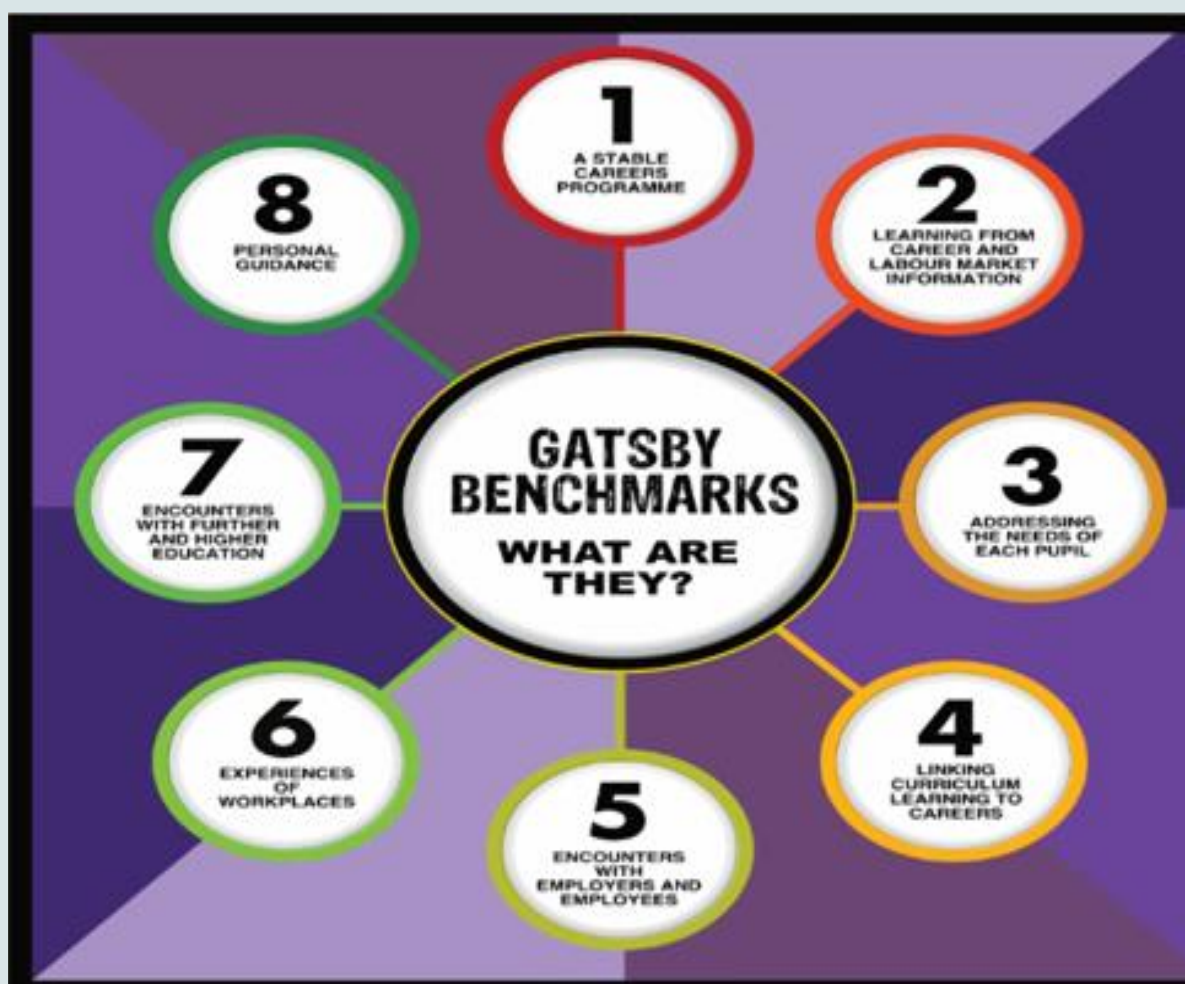
GASBY CAREERS BENCHMARKS

We are delighted with the results of a recent evaluation of our careers programme. The Gatsby Benchmarks, which are based on global research into what constitutes excellence in Careers Information, Education, and Advice, were part of this evaluation. **We scored the maximum 8 out of 8 benchmarks!**

This achievement reflects the hard work of our entire team, led by our dedicated Careers Team. We are also thrilled with the engagement of our young people, as we see a growing number of employers, colleges, apprenticeship providers, and universities visiting the school to support us. The awareness of the many opportunities available in and around Berkshire has continued to strengthen among our students, and we are excited to hear about their progress after they leave us and see how far they've gone.

If you have any questions about the careers programme, its offerings, or how you can help, please visit our website (<https://www.beechwood.slough.sch.uk/parents-and-pupils/careers/>) and feel free to get in touch with any inquiries

"The future belongs to those who believe in the beauty of their dreams." – Eleanor Roosevelt



IMPROVED ATTENDANCE – THANK YOU!



Inspiring Dedication: These students have demonstrated a strong commitment to being present in class, setting an example for their peers.

Contributing to a Positive Environment: Their consistent attendance not only reflects their dedication but also enhances the overall school community.

Leading by Example: These students are role models, showing the importance of responsibility and consistency in their educational journey.

Encouraging Engagement: Let's all strive to follow their lead and prioritize being present and engaged in our classes every day.

Attendance Reminder: If your child is absent, please remember to call, email, or text the school each day of their absence.



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RECYCLED TEENAGERS

It was really gratifying being able to speak to the elderly people, and hearing their past experiences. All of them were really welcoming and open to us about their lives. We were kindly accommodated with lunch and ice creams, plus given the chance to win something in the raffle!





RESPECT • EXCELLENCE • KINDNESS



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WILLIAM HUSSEY VISIT – THURSDAY, 13TH MARCH

Students from Windsor Girls' School, St. Joseph's High, Beechwood, and Holyport were treated to an incredible day with author William Hussey.

William, a writer known for his works in Gothic, LGBT+, and thriller genres, inspired the students with his engaging presentations. His goal is to spark excitement for both reading and writing, and he offered four tailored, interactive workshops that delved into writing, reading, and exploring different genres.

One of his workshops focused on the Gothic genre, offering an educational journey through its origins, key texts, and notable authors. After an insightful presentation and a reading from his gothic novel *Haunted*, students participated in the “Dracula vs. Van Helsing” Quiz, which added an element of fun to their learning.

William also led a Horrible Histories-style session, featuring a memorable reading from his *Witchfinder* books. He introduced students to the life of a writer before guiding them through a fully interactive recreation of a 17th-century Witch Trial, where students played significant roles. Both entertaining and educational, this session not only gave students a fascinating look into Civil War history but also linked to contemporary issues like bullying. It also provided excellent material for English and creative writing classes.

The day wrapped up with an insightful Q&A session, offering all the students a fantastic opportunity to connect with William and gain a deeper understanding of the writing process. A truly inspiring experience for all who attended.

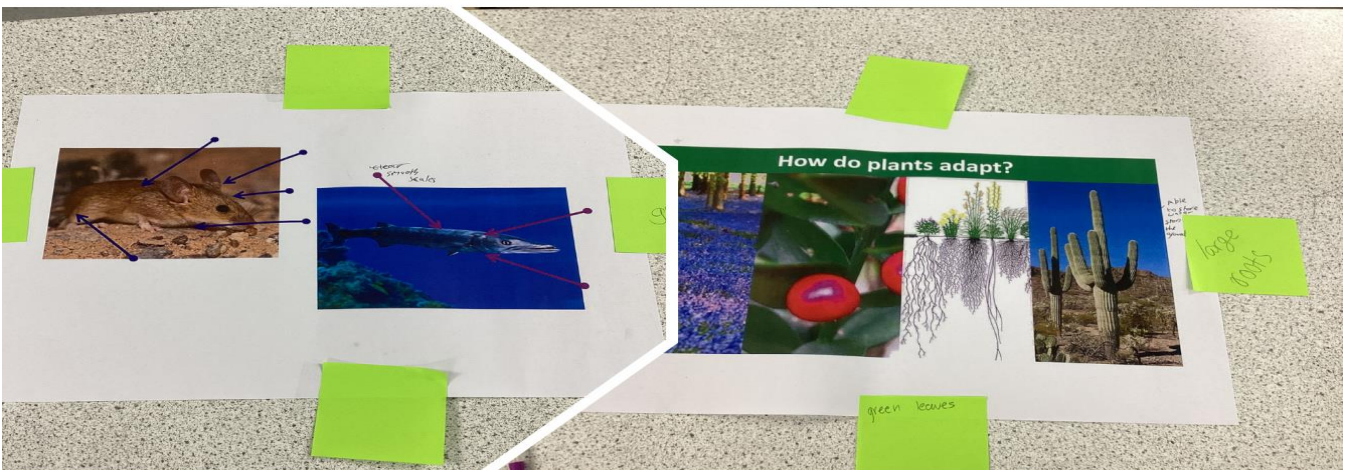
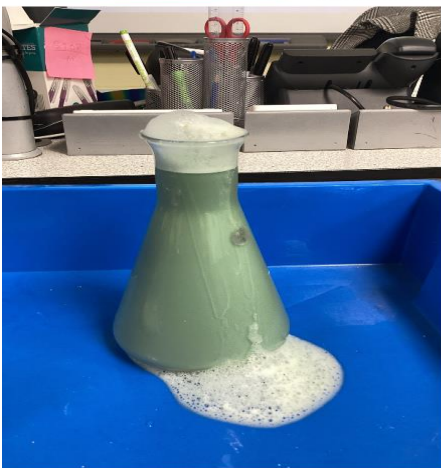


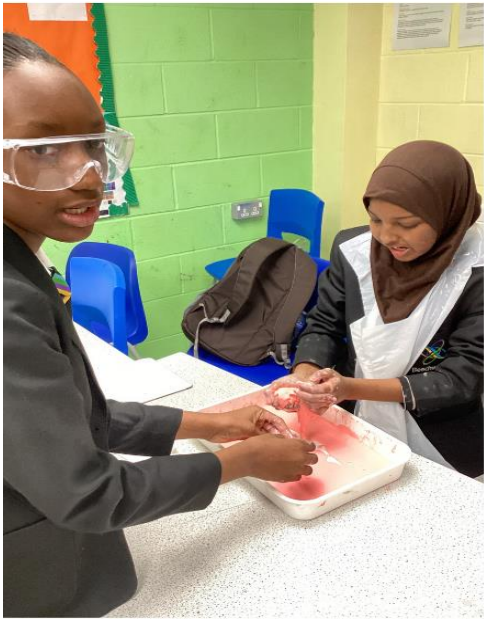
IFTAR AT BEECHWOOD (a multi-faith gathering)



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During British Science Week, the Science Department hosted a variety of exciting and engaging science-based activities to inspire and encourage our pupils. This year's theme, Change and Adapt, allowed students to explore the fascinating world of scientific innovation, focusing on how living organisms, technology, and environments evolve to meet new challenges. Through hands-on experiments, interactive discussions, and creative projects, pupils had the opportunity to delve into the science behind adaptation in both the natural world and human-made systems. It was a great success in fostering curiosity, critical thinking, and a love for science as students discovered the importance of change and adaptation in shaping our future.





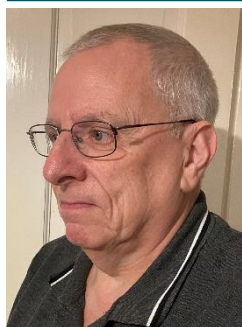
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WORLD BOOK DAY was celebrated wholeheartedly at Beechwood





RESPECT • EXCELLENCE • KINDNESS



WHO IS THE NEW BOY AT BEECHWOOD?

Find a photo of yourself and write a few words as an introduction for parents, guardians and carers they said. Well, firstly I, like most people, have very few photos of myself, so I had to get one of my sons to take this today. Secondly, I don't know anyone who likes writing about themselves but anyway here goes.

My name is Mr. (Bill) Pretty and I joined Beechwood School at the start of this year as the newly appointed Medical Lead.

This means that I have the overall responsibility for all things First Aid and medically related for our students, staff and visitors here at Beechwood.

A bit about myself. I was born not in a hospital but, in a house on Britwell Estate and I have lived in Slough for almost all of my life. Through my lifelong hobby I have volunteered working with young people in Slough for over forty years. I get a great deal of enjoyment from helping others and particularly from helping young people to learn, thrive and become good citizens. They are after all our future.

Since the age of 16 I have held a current and valid First Aid certificate of one kind or another. For six years I was the First Aid Lead in another Slough senior school and prior to this I was working for the emergency services protecting vulnerable people.

I really enjoy my work here at Beechwood. We are blessed with a great many individual students who are a real pleasure to work with.

We are very fortunate to have a good team of First Aid qualified staff here. However, we are First Aiders and not nurses or doctors. This means that we are well trained and equipped to deal with injuries but do have limitations when it comes to illnesses. If a student is ill then they will most likely need a diagnosis and medication from a GP doctor. First Aiders can provide neither.

When giving First Aid I try to share some of my knowledge with the students so that they may help others who may be in need in the future. However, the students will learn a lot more from time spent in the classroom than they will from me. For this reason, if they are moderately unwell, such as having a headache, stomach ache or similar, they will be checked over and encouraged to resume lessons as soon as possible.

In addition to First Aid, I am also responsible for any students who have serious health conditions. These include asthma, diabetes, epilepsy and many more.

Please do not hesitate to contact me if your child has a serious medical condition for which we may be able to offer additional support here at Beechwood. It may sound clichéd but working with young people does keep you young at heart, to quote George Bernard Shaw: *'We don't stop playing because we grow old, we grow old because we stop playing'*.

MEDICINE: Apart from those students who are diagnosed with having asthma or severe allergies, no student is allowed to carry medications around with them in school. If your child needs to have medications in school for a particular medical condition or illness those medicines must be kept securely in the medical room along with a signed parental permission form.

Thank you for your cooperation with this!

CAUTION: Please do not send students to school with hot water bottles under any circumstances as they present a danger if they malfunction or leak.

SPRING AT BEECHWOOD - ANTHOLOGY

SPRING AT BEECHWOOD – ANTHOLOGY

Our Literature Exploration Club has been thriving since the beginning of the term and we are delighted to share some of literary works of our pupils:

HAIKUS FOR SPRING

I

The sun glistened bright, The moon shone down in this town, Dazzling
me with light.

II

Eyes slowly closing. Dreams drifting through my dull mind, Slowly,
slowly sleep.

III

A new bloom of life, It is flowering season now, Flowers sprout from
the ground.

NIA-MARIE CHARLES-ANDERSON (7FTU)

THE THING IN THE HALLWAY

Tom was not good at school. English was hard for him. He didn't like writing, and the teacher always said, "Try harder, Tom." But Tom didn't care. School was boring. One day, he stayed up late and forgot his book in class. It was dark, and the hall was quiet. Too quiet. He walked quickly to his class. His shoes made a sound on the floor. Tap. Tap. Tap. But then... another sound. Tap. Tap. Tom stopped. He turned around. No one was there. His heart started to beat faster. Maybe it was just the building making noise? He walked again. Tap. Tap. No. It was real. Someone was walking behind him. But the hallway was empty. He ran to the class, opened the door, and quickly grabbed his book. Then he heard it. Breathing. Not his breathing. It came from the hallway. Slow. Deep. Hhhhhh... Hhhhhh... Tom didn't want to look, but his head turned by itself. Something stood there. Not human. Tall. Skin too white. Eyes too big. No mouth. But the breathing still happened. The sound came from its neck. Tom screamed. He ran past it, but when he went near, the lights flickered. The thing was moving fast. Too fast. Now it was in front of him. Tom didn't have time to think. His book dropped. He ran the other way. The sound followed him. Hhhhhh... Hhhhhh... The door to the outside was near. He reached for it. His hand touched the handle. But then, a cold hand touched his neck. Everything went black. The next morning, the teacher asked, "Where is Tom?" No one knew. But in the hallway, Tom's book was still on the floor. And when it's quiet... you can hear breathing. Hhhhhh... Hhhhhh...

MISHAAL ARSHAD (9DDA)



The Haunted House Next Door



Once upon a time, there was a girl named Mia who, along with her parents, had been trying to find a new house for months. Their previous home had burned down, and the cause of the fire remained a mystery. Eventually, they found a new house.

Mia was very happy with the new house, but she noticed something strange about it. Behind the house was an abandoned building. It was old, creepy, and formidable. Although it bothered her at first, she didn't think much of it. She settled into her room and liked it, but then, as she looked out of the window, she saw the abandoned house in full view. The creepiest part was the top window. Mia felt like someone was watching her through it.

She went to her parents and asked if she could have the master bedroom, but they told her the rooms had already been assigned. She realised that, no matter what she did, she wasn't going to get the master bedroom.

As days turned into weeks, Mia forgot about the abandoned house. She was enjoying her room, but one night, just as she was about to go to sleep, she looked out the window and noticed something moving in the abandoned house. She froze. Slowly, she inched closer to the window and saw a girl with white eyes. Terrified, she ran to her parents and began banging on their door. They opened it, looking worried, and Mia mumbled about what had happened. They ran upstairs and looked out the window, but they didn't see anything in the abandoned house. They told Mia to go to sleep, suggesting she had been watching too many horror movies. They thought it was probably the neighbour's children playing a prank on her.

This happened several times, and Mia became determined to catch the prankster so she could get him or her in trouble. The next night, she decided to investigate the abandoned house. She opened the door and flashed her torch around, revealing cobwebs and spiders. As she stepped closer to the stairs, the door behind her slammed shut. She rushed back to the door, trying to open it, but it wouldn't budge.





She went upstairs, looked out the window, and saw a girl in her bedroom, talking to her parents. The girl looked just like Mia. Her parents thought it was Mia, but it was the ghost she had accidentally released, and now Mia was trapped. Mia tried banging on the window to get her parents' attention, but they went downstairs. The ghost stared at Mia and began laughing. After a few days, Mia's parents began to notice something unusual about her. She stopped going to school, claiming to be sick, and refused to eat her food. One night, her mother went upstairs to check on her and noticed Mia eating something strange—an animal. Alarmed, she hurried to Mia's room and saw her real daughter through the window.

As the mother realised what was happening, the ghost appeared and asked what she was doing in her room. The mother calmly replied that her husband was sick and they needed to go to the pharmacy. The ghost agreed, and they got into the car. After a while, the mother talked about how Mia used to love playing with dolls and had even named one after herself. The ghost agreed, not wanting to seem suspicious, but then the mother added that Mia had never liked dolls and was actually scared of them. The ghost's white eyes narrowed, and the mother quickly got out of the car and locked it.

The mother pulled out a lighter, and the ghost demanded to know what she was doing and why she had locked the car. The mother explained that she knew her real daughter was trapped in the house, then threw the lighter onto the car, setting it on fire. She ran to the abandoned house and freed her daughter. After some time, they moved away from the neighbourhood and never returned.

by Ayla Ali (9NKI)





Aimilia



"Wretched child you are! How dare you go through her possessions!"

"I am sorry, please, forgive me!" I yelled, terrified as my father pulled me by the hair dragging me into the barn. It was full of dry hay, cobwebs hanging in the corners of the room.

I struggled against his grip kicking and screaming. He shoved me on one of the hay stacks and in his hand was a lighter which he used to burn my hands. I screamed in pain.

"Stop! Please, father!" I shrieked in agony the smell of fire seeping through my nostrils.

"Don't you dare call me that, you hear? You're a mistake. You must accept your punishment. Unholy vermin like you deserve to suffer. How dare you try and steal."

My eyes widened and more tears left my eyes, "I didn't steal, I promise!"

My father leaned down, lowering the huge lighter in my face. "No! Please, please!"

I jolted slightly and felt the cold surface beneath me, my entire body was drenched in sweat, my whole-body shivering. My heart was beating erratically inside of my chest as if it would jump out. I sat up trying to calm myself down. It was still dark out and I could see the huge dark clouds from the cellar window. Everyone was asleep or at least seemed to be. Others would just lay on the floor, their eyes wide, unmoving with their thin blankets tightly wrapped around their bodies. It was cold with nights longer than days and heavy rains occurring occasionally. Many people were getting sick because of the lack of proper medication and resources able to keep them warm enough. After a while the attendants and nurses barged in holding whips.





"Wake up!" One attendant called Anny yelled as she pulled off people's blankets. She was very brusque and had a large frame like that of a bear. She had a giant mole on her nose and huge bosoms. Probably because of her weight I thought. I bathed in cold water before I got taken and got put into a straitjacket. I went to the fields where I dug out holes for crops. Where they later on removed the jacket. I hated it because I wasn't even crazy at all and they still made me wear it!

I worked till sunset without rest, hearing the occasional screams of some patients who weren't exactly sane. I looked beyond the mesh fence which separated me from the real world. I stared for a little too long into the nothingness until my eyes sat across a boy who was walking in the fields. I looked at him until he noticed me. The boy had ginger hair and was light in complexion, he was tall and had thick eyebrows with hazel-coloured eyes that looked like honey. He stopped for a while as if reading me like an open book. He approached.

"You're not crazy, are you?" His question made me raise a brow.

"What?" I inquired baffled.

"Oh, sorry I heard it's not nice to ask that. How should I put it as?" He put his palm under his chin.

"Why would you assume that? I am obviously sane!"

He burst out laughing and I saw he had dimples on the sides of his mouth.

"Of course, I know you're not crazy or anything, that's why I approached you, otherwise I would have been scared you'd maul me."

My brows furrowed and I rolled my eyes.

"I am Jerry and I am a sixteen-year-old runaway, it is nice to meet you."



"What do-" Before I could finish my sentence Anny came out of the barns. Jerry looked at her and smiled.



"If you're curious just come out at night, alright?" He then turned and walked away hurriedly.

Anny looked my way and scowled. That woman seriously had a bone to pick with me, I couldn't stand her horrendous viscerocranium, bleh.

Later that night I laid on my back looking up at the moldy ceiling, feeling the cold hard floor touch my back slightly. I thought of the boy's words. I wondered why he even approached me; my curiosity was piqued. I couldn't sleep so I slowly crept out of the cellar. I walked outside; it was placid though I could still hear screams and squabbles and the strong smell of cow dung. I heaved a sigh as I walked near the mesh fence, there was a small opening that was cut. It wasn't huge, it was small enough to not be recognised. I crawled under it reaching the other side. I was out; I felt a strong sensation of freedom as if my wings which were once stolen had come back to me.

"BOO!" I turned around startled only to see Jerry cackling.

"Haha... sorry I didn't mean to scare you like that."

I frowned and crossed my arms over my chest.

"Well, I actually didn't expect you to come, I thought you'd chicken out." Jerry muttered trying to conceal his laugh.

"Still, you cut the fence for me?"

He put his hand behind his neck and just shrugged. He started walking and I followed him.

"So, what is your name? You never told me."

"It's Emily."

He looked at me and smiled.





"You said you wanted to know about why I ran away right?" I nodded.

"My dad fought in WW2 when he was only eighteen. He survived and in 1947 he married my mother." He scoffed. "Stupid decision if you ask me, the country was under famine and he could barely make ends meet, how would he even take care of a child yet to be born. And in 1950 they had me and my dad wasn't as happy as could be. He blamed my mother for everything when they entered debt. He started becoming abusive swearing at my mother and in some cases, he would hit her. She ran away and left me at the age of eight. My dad went crazy about it, saying my mother left him with a debt he couldn't pay alone. He definitely wasn't the best dad in the world. The abuse shifted onto me, he would beat me up and I would sometimes run away and come to Toby's place. But he recently got a fling and things are looking a bit dangerous. My dad almost killed the woman over an argument and I do not want to be involved in that. He also attacked me with a broken bottle so I am not risking my life."

I looked at him as his story finished. I truly had nothing to say. He didn't seem the least bothered and just fell asleep.

I laid down next to him facing the other direction, I could barely even sleep my nightmares lingered at the back of my head as if waiting for me to fall asleep so they could attack. The next morning Toby helped us to some food and we went on our way to an inn. I still hadn't figured out what I wanted to do in my life. I just ran away on impulse, I barely had anyone I knew other than Jerry who I met. Days passed living in the inn and we both looked for jobs. It definitely wasn't easy but we managed. One day Jerry came to me with a huge smile on his face.

"Guess what, Em?" He asked seeming excited.

"What?"

"I got us tickets to the upcoming movie 'Bare Foot Mailman', it's very popular and I know you'll like it."





I smiled.

"Sure"

"Let's go tomorrow, alright?"

I nodded again.

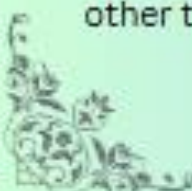
"See you later!" He said as he left the cafe.

I went back to cleaning the tables. Jerry was really unique; he helped me so much and yet he says it's 'nothing'. He is truly the nicest, I can't wait for tomorrow.

The next day I got out of bed, I hadn't slept a wink because Jerry was doing night shifts at the construction sites. I heaved a long and heavy sigh before I got ready for the day. I wore a simple blue dress that reached my knees and tied my long curly hair into a bun. I was only sixteen and yet I lived as though I was a full-grown adult. I didn't hate it. I had Jerry, the only person who's been nice to me after my grandparents. My mom died because of me, that's what my father says at least. My mother's parents took care of me ever since I was born, unfortunately they died and I was left with my father who only took care of me for two years before sending me away. And that one incident that happened three years ago, still brings me nightmares till this day. I laughed bitterly as I tightened my grip on the small piece of paper, I had taken from my mother's possessions that day. A short message which was written by my mother during her dying moments. Before I knew it my vision was blurry as tears formed in my eyes.

"Emily! What's wrong?" Jerry who had just entered the room asked his voice panicked running to me. He suddenly hugged me tight. "Did something happen? You can tell me you know that right?" Jerry looked down at Emily as she cried on his shoulder.

He was worried as to why she was crying, he barely knew about her past other than the fact that her father put her in a hell hole. He sighed and





I wiped away her tears his eyes glazed with worry. Her lashes were wet from all the crying, her grey eyes seeming dull.

"What's wrong Em?"

I looked at him then pulled away.

"I just thought about my father and cried for some reason."

He frowned.

"Don't worry, you're going to be okay. Trust me."

I smiled and nodded.

That evening, I went to a theatre; it was my first time and I was attending it with Jerry. I was happy. We sat in the front row seats. It was truly spectacular, the movie was 3d and it was as if I was in the movie itself. Jerry seemed happy too, smiling and laughing at the comedy. After the movie we walked home together.

"Did you like it?" Jerry asked holding his jacket in his hand.

It was very windy but not too cold, also dark with only the stars illuminating the sky.

"Of course, I did, your laugh made me laugh harder."

"Are you trying to say it was goofy?" He asked while his eyebrow was raised.

I chuckled amused.

"I wouldn't say it's normal or anything."

He grinned then took my hand. I looked at him surprised





"Well, since my laugh is so goofy why don't you laugh? That way we can judge each other fairly."

"What are you on about?" I asked pulling away, I felt my cheeks heat up.

Suddenly Jerry took my hand again and started sprinting.

"Hey! What's wrong?"

"Just run, Emily." He muttered.

Was someone chasing us, or were we found?

"There they are! Get the girl!"

My heart stopped as I heard that voice. Was it Anny? They were following me? Why!? We ran like our lives depended on it until someone tackled Jerry onto the ground. My eyes widened with shock.

"Jerry!"

"Run, Emily!" Jerry yelled as he tried to get away.

Someone held me down and I screamed.

"Let go of me! Let go of Jerry, please."

Jerry started getting dragged away.

"Jerry! Please don't go, please stay!"

"Emily! I will come back, I promise!"

I yelped struggling to get away tears streaming down my face. He got hauled into the car and I felt someone tug my hair harshly. I turned immediately to see who it was and my brows furrowed hard. It was my father and he looked exasperated





"You pathetic child, you're such an unnecessary hassle. I can't believe you ran away from the care I put you in!"

He pulled my hair so hard, it felt as if he was ripping off my scalp. The pain was excruciating.

"To think you even had an accomplice in this little mission of yours. A boy even, talk about a defying little brat, maybe burning you for real would've made more sense."

I felt my throat close up.

"Why? Why do you treat me so?"

My father froze at the sudden outburst and then laughed sardonically and started dragging me across the woods and tossed me into a barn.

"You still don't know what you did? You killed my wife; she gave birth to an impious child, giving her own life in the process. She died because of you therefore you must suffer as well, only you won't be going to heaven Emily." He scoffed before letting go of my hair. "What an idiotic name to give to someone like you, you're lucky her parents took you in or you wouldn't even have an identity."

Anny entered the room holding a rope with a lighter she had a cruel grin on her face.

"Burn her! She hasn't learnt from her last punishment."

"Yes, Mr. Angelini!"

He started walking out but stopped and turned to me one last time.

"If you somehow manage to reach heaven, tell Samantha I love her, will you?" He sneered, then walked away closing the door with a bang.

"I would have loved to be you, with a dad who's so rich, he can buy an





entire orchard for me and just me." She chortled. "On second thought, I take that back, I wouldn't want my dad to burn me. Oh, but don't worry, child, I will light you up in his stead, you'll feel better that way, won't you?"

I froze, petrified, my whole-body sweating, my heart beat accelerating. I wanted to run but I couldn't. Gravity didn't allow me and I was stuck glued to the hay that'd become my death bed. She didn't have any remorse even though she knew my situation. Only Jerry understood me. My thoughts became consumed by him and it made it harder to breath. I could smell smoke and I could feel the heat. The smell of hay ashes. I couldn't even register anything; all I felt was pain. Pure pain. Excruciating pain. I tried to get away but saw I was tied down and alone in a burning barn full of dry hay and cobwebs. It was like déjà vu, only this time something unexpected happened. As I felt the life leave my body, I heard his voice. He yelled, calling out my name so desperately trying to break down the barricaded doors. A tear fell from my eye.

"I am sorry, Jerry. I wish we could've-"

Bang! Multiple men ran into the barn throwing buckets of water to stop the fiery flames. Jerry searched and searched only to see the burned body.

"I heard her voice. She was still alive!"

Toby immediately pulled him away as he sobbed uncontrollably.

"Why!?" He fell on his knees. "Why Emily Waterson?" He muttered under his breath as Toby and the other men gently carried him out of the blazing barn.

After a week went by, Jerry was packing up his things loading them into the truck, ready to move out when he saw a crumpled piece of paper in her bag. He slowly straightened it and read it.





Dear Sebastion,

I am so sorry. I wasn't able to stay strong. I lost a lot of blood during the operation but the baby is alright. I don't think I am going to make it, so please be there for her. I will always be with you and our little Aimilia.
With all my love,

Samantha.

Jerry sighed and tossed it in the bin before walking out of the inn.

by Roxanne Toadzera (9DDA)





**Parenting
Special
Children**

Wednesdays, 2nd April; 7th May; 11th June 2025
Community Parent/Carer Support Group,
Slough

A support group for family members who have children/young people with additional needs living within Slough

A safe and supportive space for sharing experiences and gaining support with the unique challenges faced by families of children with additional needs.

Each session will include an hour talk about a topic around being a parent of a child with additional needs. The remainder of the session will be for discussion of the topic and social support time.

Date & Time

Monthly, See above for details
10am-12pm

Venue

Farnham Common Village Hall
Victoria Road

Farnham Common
Slough
SL2 3NL

Cost

Free (Refreshments provided)

Further information

Charlie Taylor

07831409731

charlie@parentingspecialchildren.co.uk

Children welcome under parent supervision



✦ Dance, Dream, Shine ✦

Ballet Classes For ages 4 and above!

Where movement meets magic!
Watch your little dancer grow in
confidence, creativity and grace

2 Free Trials with
10% off when you
sign up!

Location:

Lynch Hill Enterprise Academy
SL2 5AY
Slough, Stoke Road



Days & Times:

Tuesdays & Thursdays
5:30pm - 6:30pm



Contact Details:

fairywingsballet@gmail.com
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Fairy Wings Ballet

WOODLEY UNITED *NEED* *PLAYERS*

UNDER 13 GIRLS
CURRENT YEAR 8

LOOKING FOR PLAYERS FOR THIS
SEASON AND NEXT

WE PLAY IN DIV 1 IN THE
BERKSHIRE COUNTY GIRLS
LEAGUE AND CAN OFFER
UEFA 'C' LEVEL COACHING



FOR MORE INFORMATION:
GAVIN COX
gavin.cox@bookerretail.co.uk
07879812957



#FAZAMNESTY Community Action Day

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LOCAL ORGANISATION
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Organization Name	0.000.00
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Event	Signature



SLOUGH YOUTH JUSTICE SERVICE



DATE :
THUR 10TH APRIL 2025

CIPPENHAM COMMUNITY CENTRE EARLS LANE SLOUGH
12NOON - 4PM

STALLS FOOD AND OTHER ACTIVITIES



What Parents & Educators Need to Know about

ROBLOX

AGE RESTRICTION
PEGI
7

Roblox is one of the most popular video games among children. In 2020, the game's developers claimed that more than half of the USA's children had played it. As a 'sandbox' title, the game lets players create their own gaming experiences with Roblox Studio to build custom levels, which can then be shared online.

WHAT ARE THE RISKS?

ONLINE PLAY RISKS

Because Roblox connects random players across the world, it can put younger players into an environment with anonymous users who could use the platform for nefarious reasons. For example, some role-play games are used for online dates and mature role play, which could expose youngsters to inappropriate messages in the public chat box.

MATURE CONTENT

Content is difficult to moderate throughout Roblox, due to the number of games available. This is particularly notable on smaller games and experiences, but in summary, some of the games and experiences offered on the platform contain age-inappropriate content that could easily be seen by young players.

IN-GAME SPENDING

The majority of games within Roblox have extensive monetisation options, usually through in-game passes or microtransactions. Purchases can range in value from a few pennies up to much larger sums of money. While some games offer a lot of content via purchases, others can offer very little for real world money, causing younger players to end up out of pocket.

ANONYMOUS PLAYERS

The anonymity of users can leave players vulnerable to bullying, harassment, and predatory behaviour. Without the right parental controls or monitoring, users can connect with each other via personal messages or friend requests, and it is very difficult to know who's behind a username in this vast online world.

RISK OF ADDICTION

Roblox games can feature rewarding or satisfying mechanics that keep players coming back – or persuade them to stay logged-in for much longer. Like most games, they focus on interactivity, with constant rewards via in-game unlocks and currencies, which can sometimes lead to an addictive need to remain online for long periods of time.

SCAMS

Many of the games on Roblox feature collectible items, pets, or characters. These objects, while digital, are worth a lot of real money on certain online markets. Scammers will attempt to trade with younger users in the hopes of getting rare items that can be sold for real money, manipulating the child into handing them over, usually via misleading information.

Advice for Parents & Educators

MONITOR THE CONTENT

While Roblox does implement plenty of moderation tools and parental controls, it's up to parents and guardians to monitor the types of games a child or impressionable player is experiencing. If a youngster wants to play Roblox, be sure to check out which specific games they want to play within it, and get a good idea of their content.

TAKE ADVANTAGE OF TOOLS

Use the parental controls within the game itself and teach youngsters how to report and block other players. Knowing the powers within their reach will make Roblox a safer, happier experience. You can set age ranges for who's allowed to contact you, close public chat boxes, block spending, and even make your Roblox profile completely private. All these options are helpful in cutting off bad actors from engaging with children.

PLAY TOGETHER

Consider playing Roblox with the children in your care. There are few more effective ways to see how monetisation works, gauge whether the game could lead to addictive behaviour, or even witness how interaction between players works, than sitting down and trying the game for yourself. This should help you figure out whether it's suitable for particular children.

TEACH ONLINE BEHAVIOURS

Have an open conversation about the risks of online play and how to spend money wisely. By being honest and giving tips on how a younger user can protect themselves, you can empower them to not only take care of themselves, but others too. Any user can be reported to Roblox moderators by other players for behaving inappropriately. With this knowledge, younger players can be aware of what to look for and help prevent it.

Meet Our Expert

Don Lipscombe is a videogame journalist and author of over 20 books on gaming, including books on Minecraft, Fortnite, Roblox, and more. For 15 years he has been writing about his passion for gaming. When he's not playing games, he's talking about them at [GAMINGbible](https://gamingbible.com).



#WakeUpWednesday

The National College

10 Top Tips for Parents and Educators USING TECHNOLOGY TO BOOST READING SKILLS

The way we engage with text has changed dramatically over the years. Whether reading captions on social media, instructions in a video game or an e-book on a digital device, technology plays a major role in modern literacy. While traditional books remain invaluable, digital tools can enhance reading skills by making text more accessible, interactive and engaging.

1 CHOOSING THE RIGHT TYPE OF TEXT

Before integrating technology, consider the types of text that a child engages with. If they need help on occasion, digital reading pens can assist by scanning and reciting words or sentences. These tools are especially useful for students with reading difficulties, and can even be used in exams if they're part of their routine learning process. Proper training and practice are required, but they can be a great help when tackling printed text.

2 READING ON SCREEN

Many devices now allow users to customise text for better readability. Adjusting font type, size and background colour can significantly enhance comprehension. For many readers, white text on a black background is the easiest to see, whereas other styles – such as dyslexia-friendly fonts – are designed to help those who are struggling. Teaching children how to personalise text settings on their devices empowers them to read more comfortably and with greater confidence.

3 ACCESSIBILITY TOOLS

Most modern devices include built-in tools designed to support readers. These features can be found in Settings under Accessibility and may include text-to-speech, speech-to-text and screen magnification functions. Enabling these tools can make digital reading more user-friendly, especially for children with learning difficulties or visual impairments, who might have an easier time with spoken language than the written word, or who might simply require a closer look at the text.

4 INTERACTIVE READING PROGRAMMES

Many digital reading devices, such as Kindle and other e-readers, offer features like word highlighting, adjustable text speed and built-in dictionaries. These tools help learners to break down complex words and phrases while maintaining an appropriate reading pace. Some programmes even allow users to track their progress, making reading a more structured and motivating experience.

5 VIDEO GAMES AND READING SKILLS

Many video games require players to read instructions, character dialogues and mission objectives, making them an unexpected but effective literacy tool. Games that involve storytelling, puzzles or problem-solving often include large amounts of text – encouraging children to read these texts aloud or discuss them can improve their comprehension and vocabulary in a fun, engaging way.

6 SUBTITLES AND CLOSED CAPTIONS

Watching videos with subtitles or closed captions is an effective way to enhance reading skills. As children watch their favourite shows or online videos, they can follow along with the text, gaining a better understanding of how written words sound when spoken aloud. This is particularly beneficial for reluctant readers, as it exposes them to words in a familiar, engaging context. Repeatedly watching content with subtitles reinforces word recognition and comprehension.

7 USING AUDIOBOOKS

Audiobooks are an excellent way to develop listening and reading skills simultaneously. Children can follow along with the text while listening to a narrator, reinforcing word recognition and fluency. For struggling readers, listening to an audiobook before attempting to read the text independently can boost their confidence and comprehension.

9 TEXT-TO-VOICE TECHNOLOGY

Text-to-voice software reads digital text aloud, making it easier for learners to follow along. Most smartphones, tablets and computers come with this function built in. When enabled, users can highlight a passage or sentence and press Play to hear it read aloud. This tool is particularly helpful for auditory learners and those who struggle with decoding written words.

8 VOICE-TO-TEXT FOR WRITING AND READING

Voice-to-text tools allow users to dictate words, which are then transcribed into text. This feature helps children see the connection between spoken and written language. By using text-to-voice to have their dictated words read back to them, learners can identify mistakes and improve their reading and writing skills simultaneously.

10 SOCIAL MEDIA AND PARENTAL CONTROLS

While social media provides opportunities for reading, most platforms have age restrictions of 13–16 years old, making parental guidance essential. Many social media videos include captions and comments that can encourage reading. However, it's important to use the platform's parental controls (such as time limits and content filters) to create a safe and educational online environment for children. Encouraging responsible social media use can ensure a balanced and productive approach to digital literacy.

Meet Our Expert

Catrina Lowry is a qualified special needs teacher and experienced SENCO. She recently launched her own site, *Neuroteachers*, which offers a library of short, 'how-to' and explanation videos for educators. Catrina also writes and delivers online training and events for multi-academy trusts, businesses, schools and training organisations.



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