

PARENT BULLETIN



Headteacher's Message

Dear all,

It has been a really positive start to the new school year at Beechwood. Students have returned ready to learn and eager to take on the academic challenges ahead.

We are proud to offer a stimulating and inclusive learning environment that extends beyond the classroom. Last year, our staff and students represented Beechwood — and Slough — exceptionally well in areas such as sport, debating, climate action, business, and the creative arts. We also enjoyed another vibrant Multicultural Day and an exciting Enrichment Day, where students across year groups took part in a wide range of activities — from visits to the Science Museum, Go Ape, Windsor, and Burnham Beeches, to on-site experiences including escape rooms, art workshops, sports, and spirited games. We are confident that the year ahead will be just as successful — if not even more so!

As I shared with students in my final assembly in July, every visitor to Beechwood comments on how polite, friendly, and welcoming our students are — from holding doors open to greeting guests with a smile. This praise has come from headteachers, Department for Education representatives, and Ofsted inspectors alike.

I am incredibly proud of our school community and all that we continue to achieve together. Thank you for your continued support in making Beechwood such a special place to learn and grow.

From the first day back after half term, new morning access arrangements will be in place for students to support Health & Safety and Safeguarding in school. A letter was emailed out to all parents and carers yesterday and is also available to view on our website. Please do take a moment to read the letter and if you have any concerns, do not hesitate to contact your child's Director of Studies.

Wishing you all a safe and enjoyable October break, and I look forward to seeing our students return refreshed and ready for another successful half-term.

Kind Regards

Anita Spires - Headteacher

Key Dates

Autumn Term 2025 - 2026

03.11.25

Return to school – all years

07.11.25

Yr7 to 11 Flue Immunisations

13.11.25

Sixth Form Open Evening

19.11.25

Matilda – Cambridge Theatre Trip

20.11.25

KS3/4 Prize Giving Evening (Invitation Only)

27.11.25

Winter Festival Evening

10.12.25

MFL Trip to Lille, France

11.12.25

Yr7 Parent Evening

16.12 – 17.12.25

School Play

19.12.25

End of Term - Half Day

Supporting our students



Attendance at school is the biggest indicator of academic success.

As a school, we will continue to do all that we can to support you to achieve this. Please contact us if you have any concerns - the sooner the better.

For clarity, this year we will be looking at **days absent** rather than just as a percentage.

The government defines **persistent absence(PA)** as **less than 90% attendance** to school.

That is the same as a child having **19 days off** across a year.

Which is the same as a child having more than **3 days off school per term** (3 days over 6 terms = 18 days)

Therefore, **each term** we will monitor as follows:

			Immediate risk of PA this term	Now PA for this term
STAGE 1		STAGE 2	STAGE 3	STAGE 4
1 day off this term		2 days off this term	3 days off this term	4+ days off this term
Day 1 absence contact: attendance officer		Day 1 absence contact: attendance officer	Day 1 absence contact: attendance officer	Day 1 absence contact: attendance officer
		2 day absence warning contact sent: attendance officer	Day 3 absence 'risk of PA' contact	Day 4+ absence 'risk of PA' letter 1 sent: EWO

Attendance Officer = Mrs Rehal

Family Liaison Officer – Miss Purchase-Hughes

DDOS = Deputy Director of Studies

Year 7 Ms Stephenson; Year 8 Mrs Best; Year 9 - Mrs Purchase-Hughes;

Year 10 Mrs Phillips-Allen Justice; Year 11 Miss Justice; Yr12 & 13 - Miss Milner

If attendance for any child does not improve at stage 4, support from external agencies will be sought.

Please also remember that **late to school** also counts as an absence for that morning session and will add to each child's days of absence for that term.

In addition, **holidays in term time** will **not** be authorised and any time taken will be recorded as unauthorised on your child's attendance record and count towards their days of absence.

If you are unsure if your child should be in school, please contact the attendance team for advice - attendance@beechwood.slough.sch.uk

Many thanks for your continued support.

RESPECT • EXCELLENCE • KINDNESS

A reminder: If your child is too unwell to be in school, please ensure you report your child's absence every day of the absence period, by calling the **attendance line on 01756 787293** and leaving a message, **text to 07786 201170** or email **attendance@beechwood.slough.sch.uk**.

Please note that an appointment does not necessarily require a full day off school. Your child must attend school, before and after an appointment, if it is during the middle of the school day. We encourage appointments to be made at the very start or very end of the school day, to minimise disruption.

Please encourage your child to be at school on time. Punctuality matters and students should be ready for roll call at 08:40am. Registration closes at 9am and a child arriving after this time, without medical proof, will receive an unauthorised mark for the morning session. Attendance is also important for each lesson throughout the day and all students should attend their lessons on time.

Thank you for your continued support.

SUPPORTING GOOD ATTENDANCE ...

There are common colds and coughs around at the moment. Below are the expectations we have at Beechwood and guidance on whether your child should be in school or not:

Common illnesses:

Cough/Colds/Heyfever – Your child can come to school. Please give your child paracetamol or antihistamine medication and encourage them to drink plenty of fluids.

High Temperature – Your child should remain home until their fever goes away. If the temperature continues for five days or more, seek medical advice.

Conjunctivitis – Your child can come to school. Please encourage hand washing regularly to prevent spread of infection.

Headache, earache and stomach ache – Your child can come to school. Just let staff know they have felt unwell and we will keep a close eye on them. Give your child paracetamol and plenty of fluids to drink.

Period Pain – Your child can come to school. Give paracetamol. Should your child need sanitary products whilst in school, they can go to the first aid room, where products are available.

Diarrhoea and Vomiting – If your child is suffering with diarrhoea or vomiting, they should be kept off school for 48 hours, following the last bout of illness.

Sore throat, tonsillitis and glandular fever – Your child can come to school. Give your child paracetamol and plenty of fluids to drink.

More information is available regarding further illnesses and what to do by following the below link:
<https://frimley-healthiertogether.nhs.uk/parentscarers/child-unwell-ok-go-nurseryschool>

RESPECT • EXCELLENCE • KINDNESS

VISITING THE SCHOOL

Can we please ask that parents/carers call ahead and make an appointment before coming up to the school and asking to see a member of staff?

The reason we ask this, is so we can ensure the member of staff is available to see you when you arrive, as unfortunately, it is not always possible for staff to meet parents/carers, due to after school meetings, training or other commitments.

We want to be able to support in every way we can and understand there may be times when you need to speak to a teacher or school leader about issues relating to your child and we appreciate it can be frustrating when that staff member is unavailable to meet you.

So that we can ensure the staff member if available to see you and give you the time and attention needed to fully support you and deal with your enquiries / concerns, please always call ahead to make an appointment. *Thankyou for your understanding and support.*

E Scooters and Electric Bikes

As we start a new school year, we would like remind everyone of the government guidance regarding the use of electric scooters and e-bikes, which can be found at the following links:

[E-Scooter Gov.UK Guidance](#) [Electric Bike Rules - GOV.UK.](#)



Please be aware that while E-Scooters and EAPC (electrically assisted pedal cycles) are legal to own, users must be of the minimum age of 16 years for an E-Scooter and 14 years for an EAPC. Neither are permitted to be ridden on pavements. This is important to keep in mind, particularly regarding student use.

Due to safety concerns, and in light of the tragic loss of an ex-student last year, as a result of an electric-assisted vehicle road accident, we have made the decision not to allow electric scooters or e-bikes on school property. The presence of such vehicles on site poses significant risks, and we must prioritise the safety of all students and staff.

If a student is found with an electric scooter or e-bike on school grounds, it will be locked up and kept secure until a parent or carer comes to collect the item.

We appreciate your support in this matter.

SLOUGH FOODBANK HELPING LOCAL PEOPLE IN CRISIS

We are continuing to collect for the Slough Foodbank. If you are able to donate, please drop your items into the ALC.

Thankyou for your support



Celebrating Creativity

WRAPPING UP LAST ACADEMIC YEAR (2024 – 2025)

A great deal happened at the end of last academic year, which we didn't have time to report on at the time. Here are just a few of the highlights...

Built From Books

They didn't hand me power
no spotlight, no stage.
Just a desk in the corner,
a pencil, a page.
No crown on my head,
no silver or gold,
just teachers and questions
and lessons I hold.

**They said, "Know your place,"
but I made my own lane,
turned every "you can't"
into fuel for my flame.
I wasn't the loudest,
wasn't born bold
but knowledge lit fires
they couldn't control.**

It started with reading,
with asking out loud
with lifting my gaze
above every crowd.
I learned that the system
wasn't built for us all,
but a sharp mind can climb
what's meant to make you fall.

**Power's not always
a shout or a fist
sometimes it's knowing
what others have missed.
A question that challenges,
a fact that you bring
that's how revolutions
begin with a swing.**

Of a door opened wide,
of a mind set free,
of someone who saw
what they're meant to be.
Not because someone
gave them the key,
but because they read
and they chose to see.

Introducing Our First Beechwood Poet Laureate: Patricia Kijek

We are thrilled to announce that Patricia Kijek has been named Beechwood's very first Poet Laureate! This role celebrates Patricia's remarkable talent and her dedication to enriching our school's literary culture.

A poet laureate is more than just a gifted writer; they serve as an ambassador for poetry, inspiring others through their words and helping to weave poetry into the fabric of everyday life. They compose poems for important community events and encourage creative expression among all members of the community. Patricia will bring this spirit to Beechwood by creating original poems that reflect our school's values, participating in reading events, and working closely with students to ignite a passion for poetry. We are excited to see how her creativity will flourish in this role and how it will inspire our entire community. Here's a glimpse into the voice and vision that earned her this honour.



**Education is armour,
a mic, a light
it shapes how you speak,
how you stand, how you fight.
It's how you show up
when no one believes,
how you stitch dreams
from threads up your sleeve.**

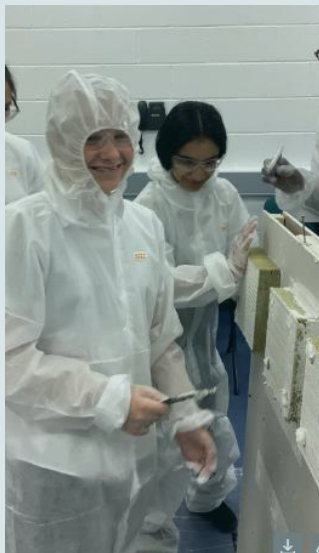
So don't wait for permission.
Don't wait for the call.
You're already rising,
just don't let it stall.
Take what you learn,
build something new
because knowing is power,
and that power is you.

Embracing New Opportunities

YEAR 9 VERUS GROUP WORK EXPERIENCE DAY – JULY 2025

What a successful Year 9 Workshop! All our students were engaged, listened attentively, actively participated and asking thoughtful questions throughout the sessions.

A really valuable experience for all students involved.



Embracing New Opportunities

A TASTE FOR HORSE RACING – July and SEPTEMBER 2025

A very fortunate group of Year 10 students had the exciting opportunity to try horse riding, thanks to the British Racing School and the Riding a Dream Workshop.

They began by practising on a horse-riding simulator, and those who showed particular interest and aptitude were invited to spend a day at Ascot Racecourse. Students learnt horse-handling and care, had the chance to ride a horse and enjoyed a tour of the historic, royal racecourse.



To provide an exceptional educational experience for all where potential is nurtured and responsible citizens created.

ETON SCHOOL – RESIDENTIAL TRIP JULY 2025

4 very lucky year 10 students - Narin Armandzadeh, Jaivon Richardson, Kieran Bak and Kornelia Pietka - were given the opportunity to attend Eton's Skills for Success Summer School programme from 30th June to 4th July. The students got to experience life as an Eton student, compete with an Eton Mess competition, various workshops on growth mindset, quizzes and even staying overnight!

*Eton was a genuinely great experience where I learnt many different skills that would help me in the future like public presentations, learning from failure, etc. My expectations of Eton were honestly that there were going to be more posh people with high expectations of me, but it was rather a welcoming place with enthusiastic teachers that would allow everyone to learn comfortably and at their own pace. Everyone there felt grateful and kind, and it showed in real time that they all built up their confidence greatly, especially during their speeches. When we arrived, many people admitted they were anxious and scared, but on the final day, more than half the people that came to Eton were presenting their gratuity to the entire team of 70 people, showing how much of a real impact it had made - I would definitely recommend it regardless of whether you're shy and anxious or outgoing and friendly. - **Kieran Bak***

*The 'Skills for Success' week has taught me many ways of organising my life, including: constructing goals or new ways to think (convergently and divergently). If there's one fantastic benefit that I have seen through all the people who have attended, it would be a higher level of confidence. Not only were we able to expand on these life skills, we also made so many connections, visited rich architecture and history that made up the college. We also participated in a variety of fantastic activities. - **Kornelia Pietka***



CELEBRATING BEECHWOOD'S MULTICULTURAL COMMUNITY

Students and staff at Beechwood School celebrated another fantastic Multicultural Day (July 2025), filled with joy, energy, and unforgettable memories. Everyone got involved and embraced the amazing experiences throughout the day.



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Home Study: Big Impact!

All year groups are doing well in their Home Study completion. Particularly on Seneca. This really shows our school value of Excellence. We know the positive impact that Home Study has for students who complete it every week: they gain confidence and progress faster.

Seneca Home Study Completion: Autumn 1		
Year Group	% of Assignments completed	% average score
Y7	80	76
Y8	73	74
Y9	72	78
Y10	82	75
Y11	68	78

An especially big well done to the Year 7s who are new to Seneca this year. Getting to grips with new passwords and Home Study platforms is hard and you're doing brilliantly.

Students with Parents/Carers who are linked to their Seneca account are more likely to complete their Home Study and therefore progress faster. Please check your email inbox for an invite to join Seneca and contact the school if you cannot find the invite.

At Key Stage 3 (Years 7-9), students should be completing an average of 1 hour of Home Study each school night and in Key Stage 4 (Year 10-11), this rises to 2 hours so that students can prepare fully for their GCSE exams. You can find sample study timetables on [the school website](#).

Each day, students should log in to Google Classroom and check which subjects are due when. There will usually be links to specific tasks on the platforms that we use: Seneca, Sparx, ReadingPlus, SentenceBuilders or Everlearner.

If your child is finding Home Study difficult, there is support available at school:

- The ALC is open everyday for all year groups until 4pm with Teaching Assistants to support until 3.30pm.
- Our Year 10 Home Study mentors are working with Year 7s to build their confidence.
- Class teachers and form tutors can give students advice and ask for forgotten passwords to be reset.
- There is also support built into the platforms themselves – Please look at the helpful links on our [school webpage](#) for each study platform



<https://help.senecalearning.com/en/collections/1434432-parent-fags>



Sparx Learning <https://sparxmaths.com/parents/>

<https://help.theeverlearner.com/knowledge/parent-guide>



The EverLearner

<https://www.readingplus.co.uk/customer-support/parents-and-students/>

reading  plus



CAROUSEL
LEARNING

<https://www.carousel-learning.com/resources/downloads/tag/parents>

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Life-Saving CPR Training for Sixth Form Students

On 16 October, a first responder from South Central Ambulance Service (SCAS) delivered potentially life-saving training to 94 of our Year 12 and Year 13 students at Beechwood School.

During the session, students learned essential life support skills, including how to perform CPR (cardiopulmonary resuscitation) and how to use a defibrillator.

Learning CPR is a vital skill. In the event of a cardiac arrest, knowing how to respond can make the difference between life and death by maintaining blood flow and oxygen to the brain until emergency services arrive. This training also helps build confidence, empowering individuals to act decisively in high-pressure situations. It's not only a valuable life skill but also a great addition to any CV.

In the South East region alone, CPR has helped save over 300 lives in emergency situations in just one year.

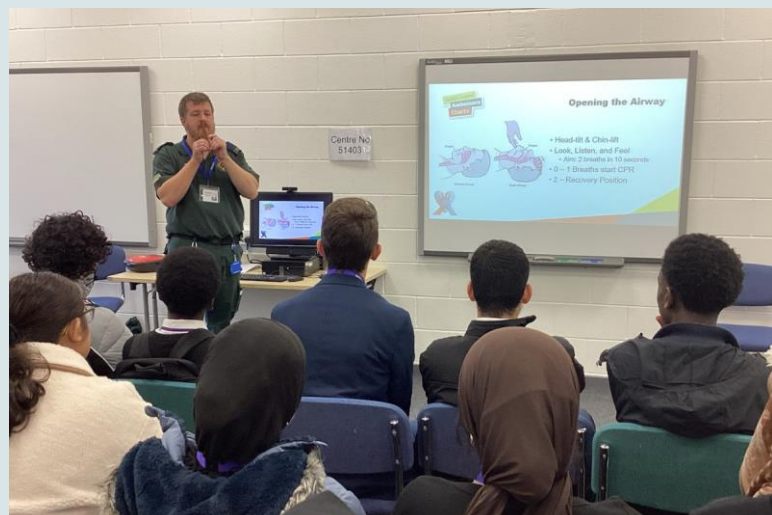
The more people equipped with these life-saving skills, the stronger and safer our communities become. It's an important step towards responsible citizenship and a more prepared society.

A big well done to all the students who took part. Their focus, engagement, and maturity were outstanding and they should be very proud of themselves. We hope our students now feel more confident and capable should they ever need to use these skills in the future.

Thank you to SCAS and the British Heart Foundation (BHF) for their continued support in making this training possible.

If you'd like to find out more about the work that BHF and SCAS do, please follow the links below:

<https://www.bhf.org.uk/> <https://scascharity.org.uk/>



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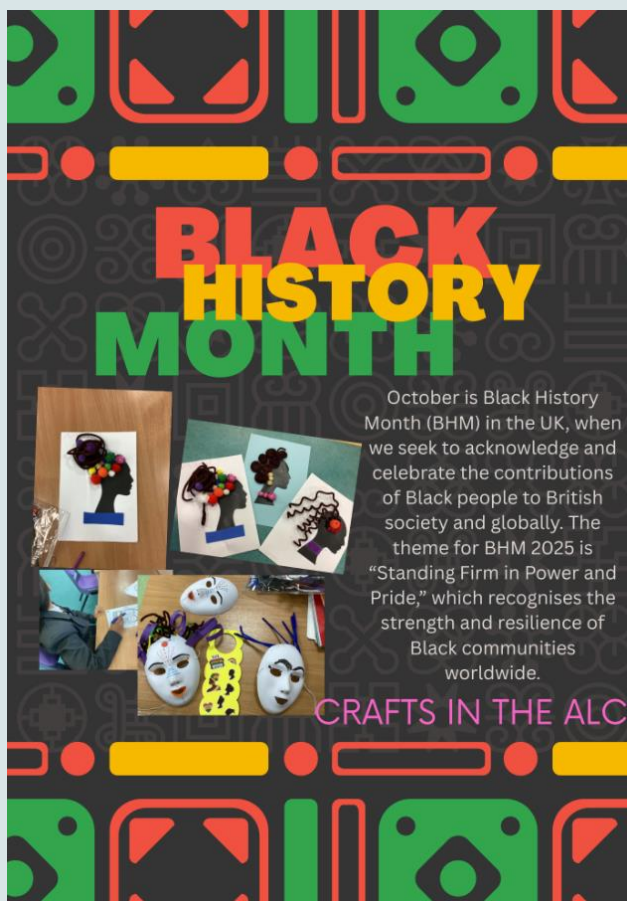
THE ALC IS FOR EVERYONE...

The Advanced Learning Centre (ALC) is open to everyone and is the perfect place to try a new club, or enjoy some crafts and games during morning break and lunchtime.

Breakfast Club is open to all students. There is no need to book

What's on in the ALC?

	Monday	Tuesday	Wednesday	Thursday	Friday
Before school	Breakfast club 7:30-8:20am	Breakfast club 7:30-8:20am	Breakfast club 7:30-8:20am	Breakfast club 7:30-8:20am	Breakfast club 7:30-8:20am
Break	Craft club/Games	Craft club/Games	Craft club/Games	Craft club/Games	Craft club/Games
Lunch	Craft Club	Board games	Board games/Lego	Craft club	Craft club/ Mindful coloring
After school	Homework support club Librarians Meeting 3:10-4pm	Homework support club 3:10-4pm	Homework support club 3:10-4pm	Homework support club GCSE Community Language Support 3:10-4pm	Homework support club 3:10-4pm



BLACK HISTORY MONTH

October is Black History Month (BHM) in the UK, when we seek to acknowledge and celebrate the contributions of Black people to British society and globally. The theme for BHM 2025 is "Standing Firm in Power and Pride," which recognises the strength and resilience of Black communities worldwide.

CRAFTS IN THE ALC



RECOMMENDED READS

KS4



KS3



10 Top Reads for KS3

DIFFERENT BELIEFS, SHARED VALUES

Multi Faith Day was an exciting and inaugural event at Beechwood School, offering students from KS4 and KS5 a valuable opportunity to engage with a diverse group of established faith and belief leaders. Guests included a Muslim Imam, a Jewish Rabbi, a Hindu High Priest, a Sikh faith leader, a female Christian priest, and a representative from the Windsor Humanist Society.

There was a real buzz among students as they anticipated learning about a variety of religious and non-religious worldviews in a structured educational setting. The event was designed to promote mutual understanding through respectful dialogue and to reflect our core values of **Respect, Excellence, and Kindness**.

The day began with a series of 30-minute interactive sessions, during which students met with at least four of the six visiting leaders. These sessions offered hands-on experiences with religious artefacts and provided deeper insight into their meaning within each tradition. Students were encouraged to explore key concepts such as *believing, belonging, and behaving*, helping bring their classroom learning to life.

Following lunch, the event concluded with a dynamic Q&A panel. Students were invited to ask questions—ranging from the practical to the profound—seeking clarification on beliefs, practices, and worldviews. While the session began slowly, it soon gained momentum as students grew in confidence and posed thoughtful, varied questions. Responses from the panel, whether from individual leaders or collectively, were well received by the audience.

Student engagement throughout the day was outstanding. Many shared positive feedback with Mr John, expressing how much they had learned and appreciated the experience. Likewise, the guest speakers praised the students' attentiveness, curiosity, and respectful behaviour.

Multi-Faith Day was a meaningful step in fostering understanding and dialogue within our school community—and we look forward to building on its success in the future.

Just a few examples of the positive feedback from students ...

"I really liked the multifaith event, it was great to meet so many faith and non faith leaders"

"The different leaders really explained things well"

"It was nice that I got to talk to some of the leaders individually at lunch time"



A Springboard to Adulthood: Beechwood Sixth Form Reimagines Learning Spaces

Our Sixth Form has recently unveiled a creative transformation of its facilities and room layouts, designed not only to reflect modern working practices but to also support our students as they take confident strides into adulthood.

With the world of work and further education increasingly shaped by collaboration, flexibility, and independent thinking, the Sixth Form's updated environment now mirrors the professional spaces students will soon enter. Think open-plan study zones, breakout collaboration areas, and quiet pods for focused work - all underpinned by accessible digital resources and a strong emphasis on student wellbeing.

Our Sixth Form is more than just a place to study. It's a springboard into adult life. We're giving our students the tools, space, and support to grow - academically, personally, and socially.

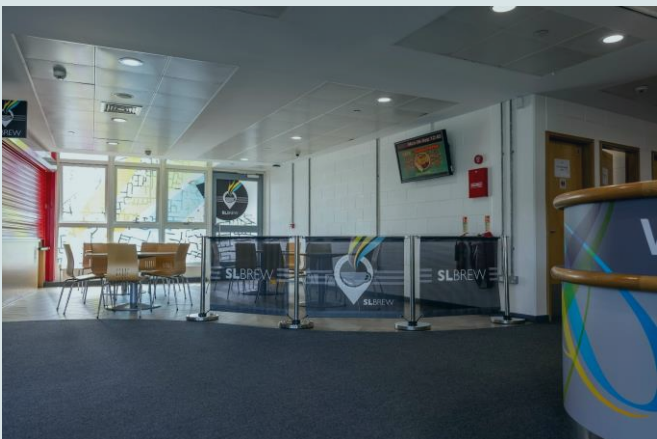
Alongside academic excellence, Beechwood Sixth Form prides itself on a nurturing pastoral framework that champions the school's core values of *Kindness*, *Respect*, and *Excellence*. From mentoring programmes to regular 'Future Ready' days, every student is seen as an individual, with tailored pathways that suit their aspirations - whether that's university, apprenticeships, or entering the workforce.

We warmly invite prospective students and their families to see the transformation for themselves at the Sixth Form Open Evening on Thursday 13th November. It's a chance to explore our new facilities, meet staff and students, and discover how we are preparing young people not just for exams, but for life.

Rebecca Doncaster, Director of Sixth Form Studies at Beechwood Sixth Form



'Students have the tools, space, and support to grow - academically, personally, and socially'.



To provide an exceptional educational experience for all where potential is nurtured and responsible citizens created.

'Beechwood has created such a positive Atmosphere where students can feel included and connected'

**By Lexie Saunders,
Year 12 Beechwood Sixth Form Student**



I chose Beechwood as my Sixth Form because it offers a strong academic environment with brilliant teachers whilst also being a school that supports and encourages students to do their best. Throughout all my years at Beechwood, the school has ensured that there is a strong sense of community and supports us through academic and personal growth. The Sixth Form offers a wide range of subjects that are suited to me, my interests and my aspirational goals.

One thing that really drew me to Beechwood was the amount of educational opportunities on offer. Alongside studying three A-Level subjects, I've also been given the opportunity to complete the Core Maths and Extended Project qualifications which will not only provide me with additional knowledge and skills but also additional qualifications. Sixth Form encourages us to think 'Beyond Beechwood' to ensure we are ready for life after school, making sure we are aware of what destinations are suited to us and our goals and helping us explore different career opportunities. I also enjoy the fact that we are offered leadership roles. For example, I have been given the role of a Sixth Leader, meaning that I can help plan more activities for our Sixth Form, school and local community. I've also got the opportunity to help out with directing the current school play which has helped me gain confidence and new skills.

The new and improved Sixth Form centre is also a major highlight! The area is extremely enjoyable to be in and we are offered a range of different rooms to study in depending on our needs. We have a silent study room which is helpful to me as it means I can focus on my work and have some time to myself to learn and revise. We also have a large common room which can be used for studying but is also a great place for students to relax and spend time together in between lessons. Another reason why I was drawn to Beechwood is because of the exceptional resources they offer. To help ensure all students can study both in and out of school, all Year 12s are given a Chromebook to keep! Having computer access is something that I needed to support my learning in regards to homework and independent study so the support was a great chance for me to enhance my learning.

The main reason why I chose Beechwood was because of the support teachers give students. Staff members are approachable and listen intently, whether that's about academic worries or personal issues or just our general wellbeing. There's a strong sense of community within Beechwood and we have the ability to speak to our Director and Deputy Director of Sixth Form Studies, our form tutors or even the Senior Sixth Leaders if we have any concerns or ideas. We do a range of team building exercises within our forms too, which allows me to feel safe and connected to my peers which is extremely helpful when going through such a drastic change from secondary to Sixth Form. Beechwood has created such a positive atmosphere where students can feel included and connected, and it has really helped not only me academically, but also personally.

KINDNESS

RESPECT

EXCELLENCE

To provide an exceptional educational experience for all where potential is nurtured and responsible citizens created.

Are you thinking about your education after GCSEs? Why not consider joining our thriving Sixth Form community?



SIXTH FORM OPEN EVENING

THURSDAY 13 NOV 6PM—8PM

Headteacher's address at 6pm followed by tours of Sixth Form

'It was a positive and supportive environment where I learned a great deal. I really valued the dedication of the staff and friendliness of the students' **Year 13 Alumni, 2025**

'I've really enjoyed studying here and have made so many great memories. I'll truly miss being part of this place' **Year 13 Alumni, 2024**

'I truly appreciate my teachers for their guidance and support, which helped me gain admission to a top Russell Group University.' **Year 13 Alumni, 2023**

'Sixth Form students, benefit from experiences that develop their understanding of life beyond school and their local area.'

'Students know that staff have high aspirations for them during and after their time at Beechwood.' **Ofsted, 2025**

We look forward to showing you our state of the art learning environment

Booking recommended at c.giles@beechwood.slough.sch.uk

☎ 01753 520473

✉ enquiries@beechwood.slough.sch.uk

📷 [#BeechwoodSchool](https://www.instagram.com/BeechwoodSchool)

www.beechwood.slough.sch.uk

Beechwood School, Long Readings Lane, Slough, Berkshire, SL2 1QE

Kindness Respect Excellence

Top Attendance in MFL

As part of the Modern Foreign Languages department's initiative to promote excellent attendance, we are recognising a group of students who have demonstrated outstanding commitment by maintaining top attendance in their MFL lessons. The following students have been selected as our Top MFL Attendees, and their MFL teachers will be presenting them with a small prize to celebrate their achievement.

Deniz Ilarionov - 7

Natan Badyna - 7

Muhammad-Mustafa Zafar - 7

Faheem Abeid - 8

Nouvelle-Neria Reeves - 8

Abdullah Ali - 9

Jamila El Arnabi-Despet - 9

Shailah Richards - 10

Syed Bukhari - 11

Emmanuel Olajide - 11



This recognition is part of our wider effort to encourage consistency, engagement, and pride in language learning.

EMBRACING NEW OPPORTUNITIES

REACHING NEW HEIGHTS...

Our Year 11 GCSE PE students challenged themselves during two action-packed days of indoor rock climbing — an exciting component of their overall GCSE qualification.

The trip started with the students learning how to be safe on the wall and how to successfully complete a figure of 8 knot and a stopper knot. Once complete they began traversing on the walls, learning how to have three points of contact on the wall at all times whilst moving sideways. As always this bit was very well completed and our students scored some top marks!

The confidence this brings for all learners is amazing to watch and moves them swiftly onto climbing up the wall face using a variety of differentiated climbing routes and holds. We had students attempting Level 7 routes which even some experienced climbers struggle with.

On Day two the students' confidence skyrocketed and they were able to learn how to be responsible for each other on the wall, whilst using their own knots and belaying devices to assist each other up the wall.

We finished the experience by learning how to climb an overhang which is a section of the wall that protrudes forward over the wall, meaning that the climber has to change body position to lean back and climb closer to horizontal.

It was such a successful trip with some great footage and even better memories!

They all did brilliantly and thoroughly enjoyed the experience. They were also congratulated on being Beechwood's best cohort to date!



CELEBRATING CREATIVITY

Beechwood Poet Laureate: Patricia Kijek

There is no stopping Year 10 student, Patricia Kijek.

Patricia has been shortlisted for the Benjamin Zephaniah Future Writers Competition at Birmingham City University for a beautiful piece of writing entitled 'The Whisper of Earth'.

Patricia has been invited to attend the awards ceremony at the Royal Birmingham Conservatoire in December.

What a fantastic opportunity to celebrate young writers – Patricia is very much looking forward to proudly representing Beechwood School at the event.

The Whisper Of Earth

Patricia Kijek

The sky once wore a sapphire hue,
Its breath was clean, the winds were true,
The rivers sang in silver streams,
And forests danced in leafy dreams.

The soil was soft beneath our tread,
A cradle rich, where life was fed,
The stars would gleam on ocean's skin,
While whales would hum their songs within.

But now the trees stand frail and bare,
Their branches gasping at the air,
The bees have lost their buzzing tune,
And flowers close too late, too soon.

The glaciers weep in silent grace,
Retreating from the sun's embrace,
And fires rage where once there grew
The emerald heart of morning dew.

Yet still, the Earth in quiet plea
Extends her hand to you and me,
To tread more soft, to breathe with care,
To guard the life that we all share.

So let us plant where flame has been,
And teach the seas to smile again,
For in each leaf and stone and wave,
There lies a world we still can save.

PREPARING LEADERS FOR TOMORROW

Student Leadership Conference Report

The Thames Valley Learning Partnership (TVLP) launched its annual events programme with a highly successful Student Leadership Conference, hosted at Slough and Eton School on Wednesday, 15th October. In collaboration with the local charity *Together As One*, the event featured a series of inspiring and interactive workshops aimed at enhancing leadership and teamwork skills.

Students from nine other schools joined Beechwood (Slough and Eton, St Mary's Ascot, Eton College, Windsor Girls, Herschel, St Joseph's, Langley, Windsor Boys, and Lynch Hill). The conference began with an engaging keynote speech by Sean Taylor, CEO of Content Guru and current High Sheriff of Berkshire. Sean shared his personal journey to success, emphasizing the importance of relationship-building and compassionate leadership - setting an inspiring tone for the day.

Following the keynote, *Together As One* facilitated morning workshops focused on leadership qualities, effective communication, and collaboration. Students were divided into 16 mixed-school groups to encourage networking and relationship-building. As a youth-led charity, *Together As One* strives to unite communities through training, youth work, and creative projects—values that were evident throughout the sessions.

After lunch, the focus shifted to the “Dragons’ Den” challenge. Each team was tasked with selecting a charity, devising a creative fundraising idea, and pitching it to a panel of Dragons for a chance to win £100 in seed funding to launch their project.

The Dragons’ panel comprised:

- Alka Kharbanda, Solicitor and Managing Partner
- Hannah Parsons, Senior Community Fundraiser, Thames Hospice
- Jamie Green, Chairman, Slough Council for Voluntary Service
- Lucy Reeve, Regional Director, Halo Trust Africa
- Liz Connerty, Head of Access, Eton College
- Sean Taylor, CEO of Content Guru and High Sheriff of Berkshire

The panel listened to 16 pitches from the 107 students, all of which demonstrated exceptional teamwork, creativity, and a genuine commitment to making a positive impact. Fundraising ideas ranged from supporting the Woodland Trust and Education for Refugees to initiatives aiding cancer support organisations.

Winning Teams:

- **Team 7 Saviours** – Fundraising for Turning Point, supporting individuals struggling with drug and alcohol addiction.
- **Team Pitch Perfect** – Fundraising for DASH, a charity providing essential support for victims of domestic abuse.

Both winning teams consisted of students from multiple schools, exemplifying excellent cross-school collaboration. Each team received £100 to initiate their projects, with Sean Taylor generously pledging an additional £100 per team from the High Sheriff's Fund to further support their efforts.

The event was an outstanding success, offering students a valuable opportunity to develop leadership skills, build confidence, and engage meaningfully with real-world social challenges - while strengthening connections across the TVLP community.

DEVELOPING INQUISITIVE MINDS AND A LOVE FOR LEARNING

SEGRO & Learning to Work come to Beechwood

Tuesday 21st October 2025, year 9 students had an amazing opportunity to participate in a workshop hosted by SEGRO, a competition run by SERGO & Learning to Work in the Slough Trading Estate.

During the four hours, students developed their skills in teamwork, designing, adapting and evaluating their new building ideas for SEGRO and finally presented to not only their year group, but also the professionals from SERGO themselves. The winning team won a place in the Grand Final at SEGRO buildings in December, where they will have a second chance at wowing their audience.

Year 9 represented themselves and Beechwood in the most outstanding, professional way, demonstrating Kindness, Respect and Excellence. A big thankyou to SEGRO for such a fantastic day and opportunity for our students.



Big Up Britwell



A relatively new student to Beechwood School - **Emad Mahamoud** - has been leading the charge in helping **Together As One**, put together a fun event over half term. It's part of the Get Berkshire Active / Sport England initiative and is really a listening exercise at heart - but with a twist! Together As One are using sport and shawarma-making to draw young people in and get them talking.

Emad and his friends came up with the whole idea (and the wonderful name!) themselves, which is a fantastic achievement. We're extremely proud of Emad and his caring, community spirit.

To find out more about Together As One, you can visit their website here - togetherasone.org.uk

YEAR 11 GCSE GEOGRAPHY FIELD TRIP

This week, our Year 11 Geography students took part in their fieldwork in Bristol city centre. During the day, they visited several key sites to assess and compare the success of different development projects, linking directly to their GCSE studies.



The students were exceptionally well-behaved, showed great enthusiasm, and worked incredibly hard throughout the trip - it was a fantastic experience for everyone involved!



To provide an exceptional educational experience for all where potential is nurtured and responsible citizens created.

YEAR 7 FOOTBALL

The year 7 boys have kicked the season off spectacularly having their first football game away to Slough and Eton school. The boys have been training hard on both a Tuesday and a Friday, focusing on skills and gameplay with the year 8 boys to up-skill all players. Big thanks to their coach Mr Orji who has given up so much time to make these games possible!

Unfortunately, on the day it didn't quite go to plan score wise, but there were lots of great work ons to bring back to training. The final score was 6-2 however we are so proud of each and every one of the boys who played and all who have turned up to training. We cannot wait to see lots more successes throughout the year with this group!



Year 8 Students – Heathrow STEM Generation Programme

Our amazing Year 8 students took part in coding and engineering through hands-on, airport-themed activities on the 14th October. Students used programs like Scratch to learn about airport logistics, code robots to compete in challenges, while developing essential skills like problem-solving and teamwork.

Students worked in teams to build a 'Pod', and then used coding to programme it to navigate around a track, finishing with an exciting race off with other teams. This year, the Secondary School Challenge supported the government's Year of Engineering campaign, to get young people interested in STEM careers.

The workshop was designed to:

- Encourage Science, Technology, Engineering and Maths study and careers with an emphasis on coding.
- Introduce students to the Heathrow Engineering Apprenticeship scheme and understand the skills and knowledge required to be an airport engineer.
- Develop skills for the world of work including communications, team working and confidence building

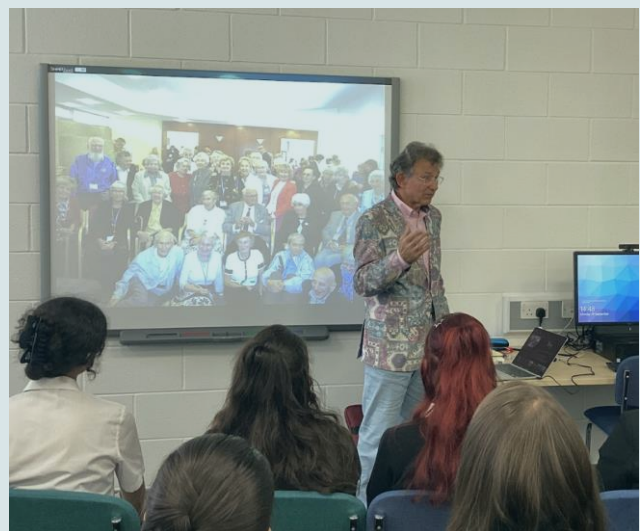
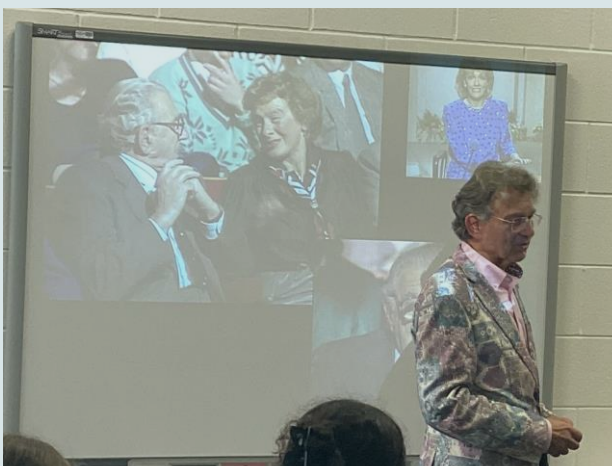
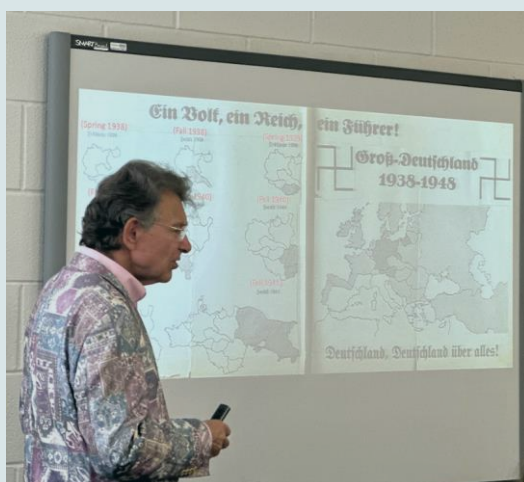
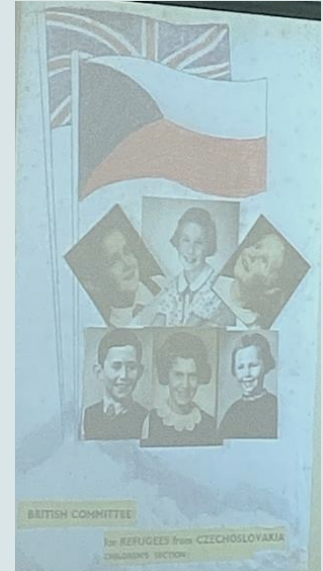
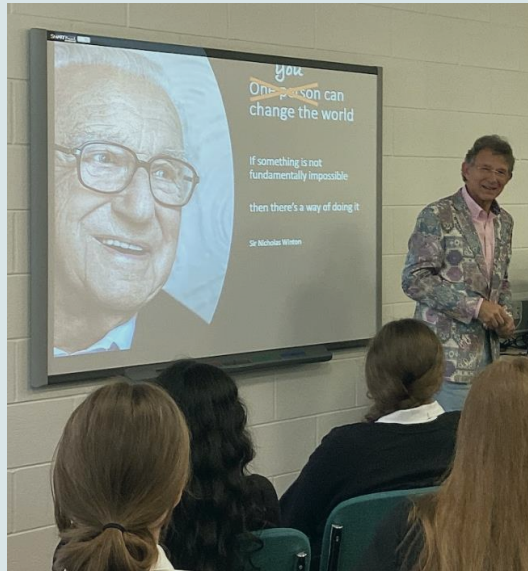
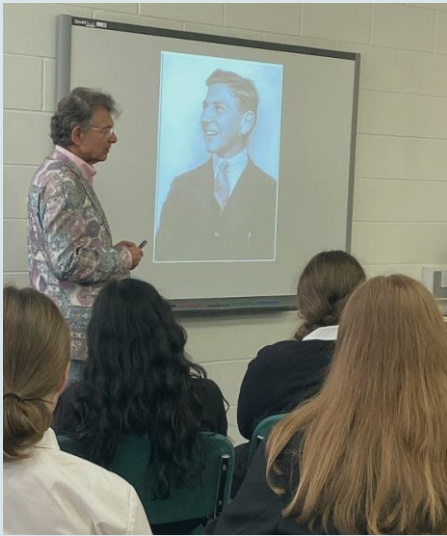
Mahnoor Shahbaz said *"It was a very fun and exciting way to learn about coding and engineering and that she would love to do it again."*



To provide an exceptional educational experience for all where potential is nurtured and responsible citizens created.

REMEMBERING SIR NICHOLAS WINTON – HUMANITARIAN

Nick Winton Jnr, provided an inspirational talk about the work of his father, Sir Nicholas Winton, who helped save hundreds of refugee children, mostly Jewish, whose families had fled persecution by Nazi Germany. Winton assisted in the rescue of 669 children from Czechoslovakia on the eve of World War II. Nick Jnr shared a scrapbook naming all the children who were rescued and the families who willingly took them in and cared for them.



EMBRACING NEW OPPORTUNITIES



We're pleased to share that the **Spelling Bee Preliminary Competition** was a great success! Our students demonstrated excellent focus, confidence, and sportsmanship throughout the event.

A **big congratulations** goes to the students who have made it through to the **final round**, which will take place **after half term**..

Our finalists are: **Yaqoob Yousaf, Muhammad Waheed, Maryam Athif, Bareerah Rameez, Natalie Ferche Singh, Hashim Ali, Elsey-Bella Mackell, Sehpreet Singh, Fatima Zara, Melch Malthus-Uhee, Aaron Cardoso, Ethan Ball-Deans and Safina Syed.**



DO YOU HAVE 10 MINUTES SPARE FOR A COMMUNITY SURVEY?

Get Berkshire Active want to hear from parents in Britwell.

Please take a few minutes to complete this short survey and share your views: www.smartsurvey.co.uk/s/Britwell/



"Your feedback will help shape future support for families and children in the community."

All respondents will be entered into a prize draw:

- ❖ 1 x £50 voucher
- ❖ 4 x £25 vouchers

DO YOU RECEIVE UNIVERSAL CREDIT?

Are you aware that if you do, you can get discounted and free entry to many museums and attractions, such as a £3 ticket for [London Zoo](#) and £2 tickets for the [Cutty Sark](#). Other discounts include reduced prices at places like the [Cartoon Museum](#) and [the Tank Museum](#), plus free exhibition entry at [Tate](#) galleries.

October half term might be the perfect time to visit one or two amazing places!

Attractions and activities

- [ZSL London Zoo](#): £3 per person
- **Cutty Sark**: £2 per person for those receiving benefits, and up to five additional guests can get this rate too
- **The Cartoon Museum**: £3.14 per adult
- **The Tank Museum**: Reduced rates are available
- **Tate**: Free entry to main galleries and £5 for exhibitions at Tate Britain, Tate Modern, and Tate Liverpool
- [Historic Royal Palaces](#): Reduced £1 entry for places like [Windsor Castle](#) and the [Tower of London](#)
- [London Transport Museum](#): From £1 per person
- [Kew Gardens](#): Reduced price tickets

What Parents & Educators Need to Know about

SNAP STREAK

97

WHAT ARE THE RISKS?

SNAPCHAT

AGE RESTRICTION
13+

With over 900 million active monthly users and billions of 'Snaps' sent each month, Snapchat is a popular messaging app among children and young people. It allows users to share fun, spontaneous pictures and videos with friends and family while using playful filters. One of Snapchat's unique features is that pictures, videos and messages are only viewable for a short period of time.

ARTIFICIAL INTELLIGENCE

Snapchat's use of artificial intelligence (AI) includes features like the 'My AI' chatbot and AI-powered filters, offering interactive experiences that can be fun but also pose risks. These tools may share unfiltered or inaccurate responses, promote unrealistic beauty standards, and collect personal data. Advanced filters and deepfake-style lenses can distort reality, potentially leading to manipulation, impersonation, or inappropriate content.

SCREEN ADDICTION

Snapchat boosts user engagement and daily use with features like streaks (daily Snapchat exchanges between you and a friend). When a streak's been going for a few days, users will see a 🌟 emoji. The number alongside it shows the number of days, but if users miss a day and break the streak, the only way to restore it is to pay. This encourages daily use habits, and frequent notifications can keep users returning to the app even more often.

SEXTORTION

Because Snapchat's disappearing messages feature may foster a sense of safety, users may become targets of extortion. For example, a predator may pressure someone into sending nude images, then somehow capture those images to threaten and intimidate the victim. This might involve claiming they will share the images with friends or family unless money is paid.

SNAPCHAT+

Snapchat+ is the platform's premium subscription service, offering early access to new and exclusive features. In June 2025, Snapchat introduced a new tier called Lens+, giving subscribers access to hundreds of lenses and AR experiences for playing, creating, and sharing Snaps. These paid features may encourage young users to spend money to access exclusive content, increasing the risk of overspending or feeling pressured to make in-app purchases.

ACCESSIBILITY

Snapchat is now accessible from a web browser, meaning children can use it on a laptop or tablet without downloading the app. This can make activity harder to monitor, reduce the effectiveness of parental controls, and increase the risk of unsupervised communication or exposure to inappropriate content.

INAPPROPRIATE CONTENT

Some content on Snapchat isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's disappearing messages feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

Advice for Parents & Educators

ACCESS THE SNAPCHAT FAMILY SAFETY HUB

Created with guidance from Common Sense Media, Snapchat has developed a Family Safety Hub that explains how the app works and how to use its in-app protections for teens. It's recommended that you review this guidance before allowing a child to download Snapchat. Remember, the app is only intended for children aged 13 and over.

ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. Talk about scams and blackmail before letting children sign up. If they're lured into a scam, encourage them to tell you immediately. Talk openly and non-judgmentally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

BLOCK AND REPORT

If a stranger connects with a child on Snapchat and makes them feel uncomfortable by pressuring them to send or receive unwanted or inappropriate images, the child can tap the three dots on that person's profile to report or block them. There are options to state why they're reporting that user, with a tailored reporting section under the 'Nudity and Sexual Content' category. In this category, there's the option to report somebody for threatening to leak sexually explicit images, or 'nudes'.

USE PRIVACY SETTINGS TOGETHER

Sit down with the children in your care and explore Snapchat's privacy settings as a shared activity. You can help them adjust who can contact them, view their stories, or see their location on Snap Map. It's a good opportunity to explain why some settings are safer than others, reinforcing their understanding of online boundaries. Encourage them to regularly review these settings, especially after app updates or changes in their friendship groups.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



#WakeUpWednesday

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Source: See full reference list on guide page at: <https://nationalcollege.com/guides/snapchat>

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10 Top Tips for Parents and Educators DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

1 A PREDICTABLE ENVIRONMENT

Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.

2 USE LANGUAGE THAT MATCHES THEIR AGE

Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.

3 TRAUMA AND THE BODY

Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.

4 AVOID RETELLING OR RELIVING TRAUMA

Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for detail unless safeguarding procedures require it.

5 AVOID DISMISSING OR MINIMISING FEELINGS

Seemingly well-meaning comments like "it's not that bad" or "you're okay" may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.

6 UNDERSTAND HOW THEY'RE FEELING

Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or storytelling can help externalise feelings in a safe, manageable way.

7 BE AWARE OF YOUR OWN RESPONSES

Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.

8 SEEK PROFESSIONAL SUPPORT

While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their daily life, consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.

9 MAINTAIN CONNECTION

Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.

10 BE PATIENT – HEALING TAKES TIME

There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

Meet Our Expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school by integrating mental wellbeing within the curriculum, school culture, and systems. She has been a member of the advisory group for the Department for Education, advising them on their mental health green paper.



The National College

What Parents & Educators Need to Know about MEMES

WHAT ARE THE RISKS?

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (79%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and, sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control - digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

Advice for Parents & Educators

ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world - discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable - developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.

Meet Our Expert

Dr Cristina Moreira-Almeida is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



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You Are Not Alone - Free Parent Online Drop-In

Parenting an autistic child can feel amazing, confusing, and overwhelming, sometimes all in the same day. That's why we host our **no-cost monthly online drop-in sessions for parents and carers**.

First Tuesday of every month

7pm - 8.30pm

Platform: Zoom



Erik Wagter - host of the drop-in

What these sessions are all about

We've created a safe, non-judgemental space where parents can bring their questions, share worries and connect with others who 'get it'.

Topics often included:

- Understanding and responding to challenging behaviour
- Making sense of autism on a deeper level
- The ups and downs of family relationships and dynamics
- Working with schools and professionals
- Meeting like-minded parents and realising you are not alone

What parents can expect to take away:

- Feeling heard, appreciated, and understood
- Knowing they are seen as the experts on their own child and family
- Feeling hopeful and having gained practical ideas

Who runs the sessions?

I'm Erik Wagter, co-founder of Autism Family Support Service. Alongside being a social worker, trainer and Solution Focused family coach, I also bring over two decades of personal lived family experience of autism.

If you would like to join please send an email to sallywagter@gmail.com and we will send you the Zoom link.

Autism Family Support Service
www.autismfamilysupportservice.com



Healthy Eating
FAMILY WELLNESS

Our project encourages families with children under 5 to have a healthy lifestyle, move more and boost well-being!

Learn to cook healthy meals and get the kids involved!

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Slough Borough Council



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What would a **healthy Slough** look like for your family?

Have your say on Slough's Joint Local Health and Wellbeing Strategy 2026-36!

We want to know what is important to you.

Closes 11 Nov

Public Health
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Have your say on Slough's Joint Local Health and Wellbeing Strategy 2026-2036!

The **consultation** for Slough's Joint Local Health and Wellbeing Strategy 2026–2036 is officially **LIVE** on Citizen Space! Click [here](#) to have your say.

Help shape a bold new vision for a healthy, thriving Slough — your voice will help shape it. Whether you **live** in Slough or **work** here, this is your chance to influence the future of health and wellbeing in our community.

The consultation is open for **six weeks**, closing on **Tuesday 11th November** — so don't miss out!

TRACK START

Athletics half-term Camp

Monday 27th - Friday 31st October

One week of October holiday fun filled with Athletics events and games to engage your young athletes and to increase their knowledge of track and field!



★ Learn new skills through game based training!

★ Refine technique through drill based training!

★ New pb's with performance based training!

★ Meet new friends!

★ Create new experiences!



Track
&
Field



Timings & Prices

09:00-15:00

Early Drop: 08:00

Late Pick Up: 17:00

Daily: £34.00

Week: £145.00

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Scan this QR code which will take you to our website! Or visit

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All Events

Track

60m	300m	800m
150m	400m	1500m
200m	600m	Small Hurdles

Field

Long Jump	High Jump
Triple Jump	Javelin
Shot Put	Discus