



# EAGLE PARK SCHOOL NEWSLETTER 53

Friday 17th January 2025

## Spring Term 2025

Dear Parents, Carers and Students,

The students have been working hard this week on researching and understanding different religions as well as working on developing their life and independent living skills. We have all been so impressed by what the young people are making in Food Technology and it's been hard to resist the tasty treats that different classes have cooked.

The classes have returned to their fitness classes at the Gunnersbury Triangle and students are also making trips to the shops to buy the ingredients for Food Tech.

Please remember to send gloves and scarves to school as the weather is very unpredictable at the moment.

All of us here at Eagle Park wish you a very happy, relaxing weekend.

Margaret Carey

Headteacher.



Term start date:	Monday 6th January 2025
Term Ends:	Friday 4th April 2025
Half Term:	Monday 17th February to 21st February 2025
Easter Break starts:	Monday 7th April 2025
Easter Break Ends:	Monday 21st April 2025

# Class News

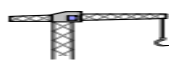
## Crane Class



Winter



Term



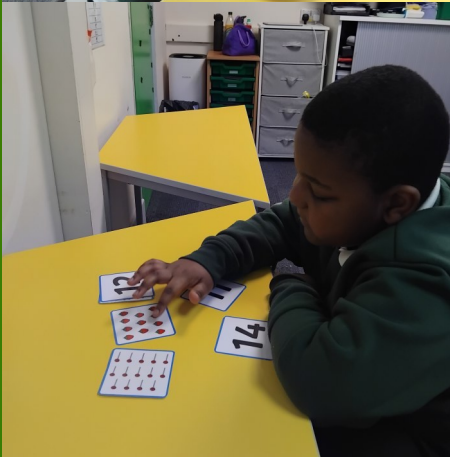
Crane



Class



Activities



Crane class had another fabulous week! We have continued to read *Monkey Puzzle* and sequencing sentences about the story. I was really impressed at how well students did on trying to read the sentences and certainly on recognising even more keywords! In maths we've been going back over counting and we've certainly enjoyed playing games on *Busy Things*.

We started off our seasonal plants planting programme this week in Gardening and we planted some crocuses, hopefully we'll see some changes next Monday. Hopefully they won't get eaten by the squirrels over the weekend. In Science we learned about the lifecycle of butterflies and we look forward to seeing some outside when the weather gets warmer.

In cooking we made another batch of chocolate brownies, this time the students worked more independently and had their first go at cracking eggs... possibly more practice needed there, but it's fun, as well as useful skill to master.

There's so much more to tell, but not enough room here, so I'll give you more details of progress next week! Well done on another smashing week Cranes.

# Class News

## Robin Class

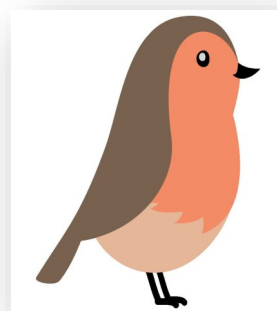


This week has been remarkable in Robin Class! We have been diving into *Spring for Sophie* by Yael Werber, focusing on the grammar within the text. Our spotlight has been on mastering the use of present and past tenses, which has sparked some fantastic discussions.

In art, we unleashed our creativity using a balloon, marble, and elastic band to craft a unique printing tool for flower petals. This hands-on activity helped us hone our fine motor skills while producing delicate and beautiful artwork.

Math lessons have been both challenging and rewarding as we tackled partitioning 3-digit numbers and solving number sentences with missing parts. We also revisited the concept of whole and part terms to strengthen our understanding.

In PE, we've begun exploring "Boat, Bridge, and Beach" spaces using coloured lines, following OT guidance. It's been a week full of growth, learning, and excitement!



# Class News

## Dove Class



In Dove class this week, we have been exploring different religions and their places of worship for World Religion Week. In maths, we have been studying 2D and 3D shapes, along with using our number lines to examine the finer features of these shapes. We have also been applying our number skills to learn about coins.

In English, we have continued to work on action words, focusing on speaking and acting them out more fluently. In computing, we are deepening our understanding of the keyboard and creating/modifying documents. In PE, we have begun making progress towards playing tennis and enjoying time with our friends.

# Class News

## Goldfinch Class



This week in Goldfinch class we have been super busy and working very hard!

In Literacy we have focused on 'The Gruffalo' story by Julia Donaldson, which some of the students are already familiar with and experts on! We all took turns reading the book and answered many questions about the characters, all to help improve our comprehension and handwriting skills!

In numeracy we continued with counting and adding money, but also focused on subtraction and different methods that work for us.

We had a very fun Attention Autism session again this week; where during stage 1 the students wanted to help blow up the balloons, and set them off whizzing around the classroom! Bubbles were also a fan favourite with everyone racing to pop as many as they could.

In Food tech we made 'Pizza Pockets'; we learnt to sequence the steps of the recipe and also practiced hygiene skills when it comes to handling food. The Goldfinch students were all very sensible and produced delicious pizzas which were thoroughly enjoyed.

Lastly, we enjoyed ourselves very much at our return to The Gunnersbury Triangle for our P.E. lesson.

The students practiced how to side-step, jog, crawl and spin before competing in relay races. Our favourite activity was our version of 'ten-pin bowling', you can see this in action in some of the pictures! Have a lovely weekend Goldfinch students!




# Class News Phoenix Class



What do you think Seth Seppi looks like?

"Seth - those tarted Out of the oven. Now!" yelled Henri, causing **Seth** to swirl around on his **apron** **legs** and hustle to the other side of the kitchen. All around him, the air was filled with the smell of garlic butter and roasting meat, and cloudy with a dust of flour, herbs and spices. Steam billowed, jellies set and aspic began to bubble.


Seth carefully lifted one of the fish heads for Nighthade, the hotel cat. He slipped it into **one of the many pockets of the bright blue tunic he wore under his apron**. It might be rather gaudy, but the tunic was almost the only thing left to him by his father. That, and a mirror that was so useless sometimes it looked as if it was reflecting what happened in an entirely different room.



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In English this week we have focused on the magical mystery text 'The Last Chance Hotel'. So far, we have read and summarised the first four chapters as well as discussing and using the dictionaries to look up words that the students hadn't come across before.

In Maths we have focused on rounding to the nearest 10 and 100.

We also made the volcanoes that we made last week erupt using bicarbonate of soda, vinegar and food colouring and in Music the students focused on some new chords.

# EAGLE PARK SCHOOL NEWSLETTER



Students are nominated weekly for a class award.

**This week's EPS Eagle  
Class Award goes to:**



**Crane:** Taylan

“For giving it his all with DJ Raphi in PE.”

**Robin:** Ethan

“For his bravery and resilience in maths.”

**Dove:** Matthias

“For improving his writing.”

**Goldfinch:** Samrat

“For his 'Incredible focus on his school-work during all lessons.”

**Phoenix:** Taylor

“For his focus in Music”



# EAGLE PARK SCHOOL NEWSLETTER

## Parent liaison news:

### CHANGES TO CHILD BENEFIT PAYMENTS

The UK government has introduced a new set of arrangements for Child Benefit payments, with a focus on adjusting the eligibility criteria and payment rates. Key changes include:

- ◇ **Income Tax Charge on Higher Earners:** If one parent or guardian earns over £50,000, they may face a High Income Child Benefit Charge (HICBC). This charge reduces gradually as income rises from £50,000 to £60,000, at which point the benefit is effectively withdrawn. Families with a higher income must pay back part or all of their Child Benefit through self-assessment tax returns.
- ◇ **Claiming the Benefit:** Child Benefit can still be claimed even if the family is affected by the HICBC, but the recipient must decide whether to keep receiving the payments or opt-out. If the benefit is kept, the tax charge will apply.
- ◇ **Payment Rates:** The payment rates for Child Benefit have been updated, with families receiving £21.80 per week for the eldest or only child, and £14.45 per week for each additional child. These payments are usually made every four weeks.
- ◇ **Universal Benefit with Income Tax Implications:** Child Benefit remains available to all families, regardless of income, but higher earners will see the benefit reduced or cancelled out by the tax charge.

These arrangements reflect ongoing changes to ensure the Child Benefit system is targeted and that higher earners pay more towards the system while still providing basic support to families.



# EAGLE PARK SCHOOL NEWSLETTER

## Updates to contact details

If you need to update your contact details, or the details of one of your emergency contacts, please email the school office

**admin@eagleparkschool.co.uk** with the new information as soon as possible.

## Contacting our school office

Our school office hours are 8:00am-3:45pm; by telephone (0203 876 5076), and by emailing **admin@eagleparkschool.co.uk**. All emails for staff are sent to this account; staff's personal email addresses must not be used. Emails are read throughout the school day; we aim to respond to non-urgent emails within five school days. If our office team are unable to answer your telephone call, please leave a message. Your call will be returned as soon as possible.

As a reminder any Safeguarding or urgent enquires you can email Admin on **admin@eagleparkschool.co.uk** or Telephone and leave a message on (0203 876 5076) out of school hours.

## Our School Aim

To give our pupils a purpose & equip them for their future.

To build positive relationships with all stakeholders.

Celebrate success & achievement, no matter how big or small.

## Our School Vision

More than just a school, we are a community with a culture and ethos that embodies "togetherness". We work hand in hand to develop curious and confident children with an understanding of how to be socially, morally, spiritually and culturally aware

## Our school Values

Our 3E's promote self esteem and confidence

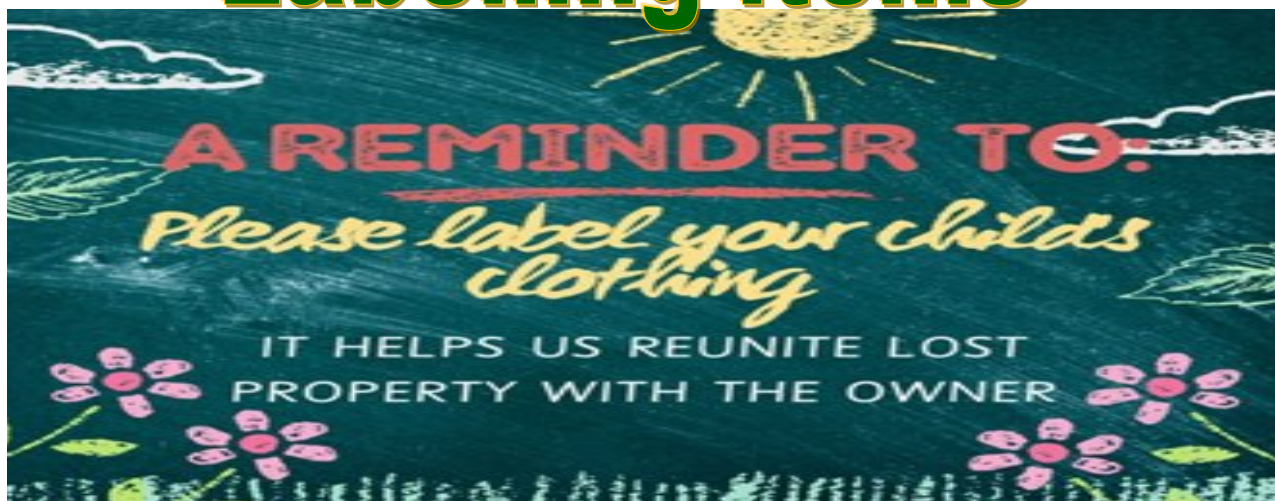
Effort - I will always do my best

Equality - I will always respect others

Empathy - I will try and understand how you feel

# EAGLE PARK SCHOOL NEWSLETTER

## Labelling items



Please ensure every item of your child's clothing - including gloves and hats - is labelled with their name. This ensures items can be returned to their owner and saves time when getting ready to go outside. We have some items of clothing that can never be returned to their rightful owner because they are not labelled.

### Reporting pupil absence



In line with our Attendance Policy, parents/carers must telephone the school (0203 8765076) or sent an email to [admin@eagleparkschool.co.uk](mailto:admin@eagleparkschool.co.uk) to inform us of the specific reason for their child's absence on each day of absence

(unless the illness is prolonged, e.g. chicken pox). Symptoms must be provided; advising that children are 'sick' or 'unwell' does not give enough information. In accordance with Government recommendations, a pupil suffering from diarrhoea and/or vomiting must remain off school for 48 hours before returning. For example, if they are sent home from school on a Tuesday after being sick, they can return on Friday, provided there are no further episodes of vomiting on Wednesday or Thursday.

# EAGLE PARK SCHOOL NEWSLETTER

## THERAPY PAGE

### SPEECH & LANGUAGE THERAPY TOP TIP

#### Sentence building

Children often start to build sentences once they learn to link single words together. This process happens alongside vocabulary development. Sentence construction (whether spoken or written) is an important skill as it helps children make requests, comments, as well as ask and answer questions.

#### **Top tips to support sentence construction skills:**

- **Reduce background noise** when talking with your child. Switch off the TV/radio.
- Provide opportunities for your child to practice forming sentences. **Use pictures, videos and daily activities** to facilitate this. Take turns talking about what is happening, how characters feel etc.
- Offer a **commentary of what you or your child is doing or thinking** (e.g., I am cutting the paper! Cut cut cut!).
- **Be responsive** to any attempts your child makes to communicate (e.g., pointing, taking your hand to guide you to desired objects, gestures). **Model what your child is trying to communicate using simple, clear language.**
- When your child says sentences that are grammatically incorrect, **repeat back his/her questions or statements using the correct grammar**, without necessarily correcting them explicitly.

