



IN THE KNOW

Staffing updates:

We welcome Leanne Tegg who has joined us as a teaching assistant. Leanne has a wealth of knowledge and is already an asset to our team.



We say a very sad good-bye and good luck to Kirsty

Turner from our Redwood class, who leaves us today for new adventures. We wish you all the best, but we will miss you so much!

Policy of the week is our **Safeguarding Policy**

Please [click here](#) to keep up to date.

HEADTEACHER HIGHLIGHTS

As we have reached the end of the Spring term, I want to take a moment to celebrate all that we have achieved together over the past few months. It has been an incredibly busy and rewarding time. I am so proud of how hard our learners have worked, and the many ways in which they have engaged within class environments with visits from a sea shanty group and our emergency services, and out in our community with Bikeability, transport experiences and a visit to Newquay Zoo. Our learners have behaved impeccably, and these interactive visits have not only been fun, but also educational.



We welcomed Sara Attra, our school improvement partner to our school last week. The focus of the visits was on supporting leaders, including our pathway leads, to further improve teaching and learning across pathways. The school environment remains positive, with high levels of pupil engagement. Sara commented on the classroom environments and how we have really developed welcoming spaces for all learners. Our focus for next term is to continue to refine our curriculum for the Exploration pathway.

As we approach the Easter break, I hope you all have opportunity to rest, recharge, and enjoy time with family and friends. I look forward to welcoming everyone back after the holidays, ready for another term of learning and success.

Wishing you all a very happy and sunny Easter break!

Heidi Hoskin

SPOTLIGHT ON... EHCPs (Education, Health and Care Plans)

Thank you for your continued support in attending your child or young person's annual review. Please could we ask that if you are unable to attend you let us know with as much notice as possible. As every child who attends Doubletrees has an EHCP in place the logistics of re-arranging meetings, and ensuring all professionals are invited, can be challenging. We very much appreciate parents support in keeping us up to date on which professionals are involved with your young person. We are also mindful that, as dates are set so far in advance, meetings may be forgotten. We will endeavour to support with this by sending out reminder texts and/ or making phone calls.

As an educational setting, we are able to amend the education section of an EHCP and submit these to the Local Authority for approval, however, any changes within the health and social care sections would need to be requested by a health and social care colleague, or evidenced on headed paper from a professional; eg, a paediatrician. We are happy to scan and update any medical letters that you have been given, however, we are not able to access these direct. Thank you for your support with this. *Jo Hobbs. Assistant Head teacher and SENCO.*

LEADERSHIP INSIGHTS... Read all about what we get up to...



LETS GET TO KNOW...

Emma
Kalarus



Class
Teacher,
Exploration
Pathway
lead &
Communication and interaction
lead.

As the Exploration Pathway Lead Emma oversees four classes within Doubletrees School, ensuring consistency across the pathway, upskilling staff on new learning and sensory approaches/strategies and monitoring the progress of all learners within the pathway. As Communication and Interaction Lead, Emma develops and monitors the communication offer at Doubletrees School. She ensures that a total communication approach is available to the learners and alongside the communication team, upskills staffs' knowledge of Makaton, core boards and symbols. Emma also teaches in Holly class and has a fantastic relationship with her learners. Last week Emma received a certificate for 'employee of the week' for being 'an incredibly passionate and committed practitioner' Well deserved.

About me:

'I am originally from London and moved down to Cornwall 17 years ago. I am a very creative person and love working on different projects at home, from crafts to decorating.'

Fun fact:

'I had a pet chipmunk growing up!'

SPOTLIGHT ON...

Phonics

At Doubletrees we have three learning pathways within school. The pre-formal learning pathway, Engagement Pathway, where learners follow the Engagement Model. The Exploration cohort is a semi-formal learning pathway, where learners access the pre-requisites to learning and the early stages of the National Curriculum. The third pathway is our Discovery pathway, where learners access the National curriculum through formal learning opportunities. We have an EYFS and Post 14 provision.

Our learners are complex and diverse, and we take a personalised learning approach to our curriculum, making adaptations to ensure that learning is accessible to all. We aim to support our learners to become as independent readers and writers as they are able. To achieve this, we aim to equip our young people with a range of decoding and sight word recognition skills, supporting them with the written word. This will begin with a focus on sound discrimination, understanding pattern and oral motor skills, whilst developing their skills to attend and learn.

As our young people progress through the school, we aim to prepare our young people to access the written world in the wider world to foster their independence skills. This may include the introduction of social sight and functional vocabulary recognition where appropriate.

SHOWCASING...

EYFS

EYFS have been focusing on embedding pre-writing skills through Write Dance and Dough Disco on a daily basis. This promotes the gross motor and fine motor skills needed to be able to write with increased control over time.

We are beginning with horizontal and vertical lines (up and down, side to side) before moving onto circular movements. Both sessions are accompanied by music and can be high energy sessions, allowing learners to focus on co-ordinating different parts of their body, whilst developing spatial awareness and motor memory.

When using dough, learners are prompted to apply some functional skills e.g. cutting with a plastic knife, using a rolling pin to flatten the dough, single finger squishing and whole hand manipulation of the dough. All of these skills enable learners to find a preferred hand, develop strength and dexterity in their fingers, all whilst keeping active in response to the music.

Here, we are enjoying the dough aspect of our learning!





STUDENT STORIES & STAR LEARNERS!

Each week we have a star learner assembly where we recognise all of our learners achievements. We select a star learner that corresponds with our core values below...

ACHIEVE Star learner in Elm class was Adam for excellent work taking part in sensory circuit daily and focusing on his organising tasks; 'beanbags in cones' and 'lids off pots'.

BELONG Lowen is star learner in Juniper class for exploring the wider classroom environment, including playing alongside an adult in small world activities for extended periods of time!

COMMUNICATE Piran in Oak class for excellent communication and engagement during adult led sessions.

DEVELOP Bella was Maple classes star for having a really good week at school and working hard in all of her lessons.

ENJOY Isla in Cherry class for her thoughtfulness in bringing cakes in for her friends to decorate and enjoy for the cake sale, and for being a kind and supportive friend.

SPOTLIGHT ON SUCCESS

Learning to Navigate the Transport System: A Key Step Toward Independence

As part of our ongoing efforts to promote personal growth and responsibility, our Cherry class learners have been learning how to navigate the local transport system. Whether it's taking the bus or train, this valuable skill not only helps them get from one place to another but also teaches them about the many benefits of independence.

We have learnt how to use the bus this term, to become more self aware for our futures, and by understanding timetables, routes, and ticketing systems, our learners are gaining confidence in their ability to travel independently.



SCHOOL COUNCIL

Comic Relief & World Down Syndrome Day

A very BIG thank you to everyone who rocked their odd socks for World Down Syndrome Day, wore red for Comic relief and to everyone who donated and purchased cakes in our bake sale! Please click on the link below for the full story! We also thank our school council for choosing the dress up theme and the charities this year.



[Doubletrees School - Comic Relief - Red Nose Day & World Down Syndrome Day.](#)
Total Raised £220!!

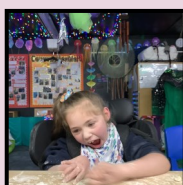
EYFS

Please [click here](#) to see what we have achieved in EYFS this week..



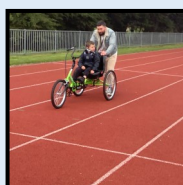
ENGAGEMENT

Please [click here](#) to see what we have achieved in the Engagement Pathway this week..



EXPLORATION

Please [click here](#) to see what we have achieved in the Exploration Pathway this week..



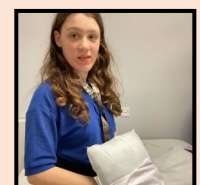
DISCOVERY

Please [click here](#) to see what we have achieved in the Discovery Pathway this week..



POST-14

Please [click here](#) to see what we have achieved in our Post 14 teams this week..





COMMUNITY CORNER

WHAT'S HAPPENING IN THE COMMUNITY...

Please click on the links below to see what educational, fun or even free events that are happening in our community over the Easter period.

[Click here](#) for our latest school Easter blog

There's so much to explore and enjoy for families during Easter in Cornwall, with a perfect mix of outdoor activities, cultural experiences, and delicious treats. Here are some great things to do with children in Cornwall this Easter.



[Please click on this link for booking sessions with Parent Carers Cornwall](#)

**Barriers to Mental Health
Support For
Neurodivergent Individuals**
Joanna Grace & Tigger Pritchard

30th April 2025
10.30am-2.30pm
Lunch Provided

St Austell
Conference Centre.
(Sat Nav PL25 4EJ)



DID YOU KNOW? SPOTLIGHT ON 'TIS' (Trauma Informed Schools)



Here at Doubletrees School, we believe the mental health and wellbeing of all our learners and staff is paramount. Through the Trauma Informed Schools (TIS) approach we can ensure children feel psychologically safe in school by adopting a culture of warmth and social engagement in staff and learner's interactions. We are aware that the word 'trauma' can be a distressing concept. However, trauma is something we all suffer from, it is just the different degrees in which it affects us that varies. The TIS approach acknowledges the need to see beyond the learner's presenting behaviours and to ask, 'What does the learner need?' rather than 'What is wrong with the learner?'

So, what do we do to support TIS? Firstly, we prioritise relationships, as a fundamental aspect to development and quality of life. By forming relationships, you are enabling learners to move from a state of toxic stress to tolerable stress and moving into a state of calm, helping to build upon social connections. This approach is embedded from the beginning of the day when all staff meet and greet learners at the front of the school. Right until home time through the PACE approach (Playful, Acceptance, Curiosity and Empathy). With members of staff modelling positive behaviours and attuning to the learner's emotions, providing empathy and care throughout the day. We also embed the TIS approach through a variety of targeted activities provided by a trained TIS practitioner in our Rainbow Room. These can include sensory spa and massage experiences, arts and crafts, board games/ dressing up and listening to music, drawing and talking session, breathing techniques, sand play, focused stories and focused activities on emotions and feelings. These can be carried out on a 1-1 basis or in a small group if appropriate, all helping learners to manage their big feelings and emotions supporting behaviours.

For these interventions to take place teachers will complete a level 1 referral form. This shall allow for specific outcomes to be put into place, addressing specific needs. All of the activities listed above allow relationships to develop which can provide learners with emotionally available adults at school, someone who they can trust and is there to support them when having periods of dysregulation. We also use an online assessment called Motional to create comprehensive snapshots and programmes. Throughout Doubletrees we value pupil voice and providing learners with opportunities to be heard. This can be collected through a variety of different ways which are suitable for the learner's needs and their ways of communication.

KEY EVENTS

22.04.2025 - Learners return to school for the start of the Summer Term.

MEDICAL TRACKER

Thank you to all our parents who have signed in and approved data in our new Medical Tracker system. If you haven't approved or signed in to your account yet, please ensure this has been completed as a matter of priority. Medical Tracker is a database that lists medical conditions and where you can approve the most up to date medical data, such as plans and medications for your child. If plans and medications are not approved, we can not implement them. Please contact us if you require any IT support.