



# Friday Flyer

Stannard  
school

## Be kind - Try your best - Thrive

Stannard  
school

Date: Friday 29<sup>th</sup> November 2024

Edition 8

**Dear Parents and Carers,**

Every fortnight, we will be sending home a 'Friday Flyer'. This is an opportunity for us to communicate and share all the wonderful things that have happened and are upcoming.

Our value for November was 'Thoughtfulness'. As we move into Advent in December in preparation for Christmas, our value is 'Kindness'. To help develop community awareness, our pupils will be given opportunities to research what our local community has to offer. Furthermore, at the back of this edition, there is an invitation to attend sessions with a local badminton club!

At Stannard School, staff and pupils are continuing to work in supporting the importance of reading. Each pupil has a reading log and these are updated daily. Staff are also on week four of a six-week enhanced phonics training programme, based on Read Write Inc. I continue to be impressed at how engaged our pupils are with their phonics programme and also how good reading is across our school.

We are reaching the business of the Autumn Term points-for-prizes scheme. Pupils have been selecting their prizes as a reward for their commitment to our motto - Be kind – Try your best – Thrive. Some examples of exceptional progress include:

- Increased calmness and sense of purpose around the school
- Excellent progress against EHCP and IEPs
- Excellent progress with reading
- Increased access to Speech and Language therapy
- Increased access to ELSA support (Emotional Literacy Support Assistant).

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In December we are hosting our inaugural Parent Consultation evenings. There are still slots available should you wish to meet your child's class teacher to discuss how they have settled into the Autumn Term and their general progress to date.

And remember, if you need to talk with us, please do contact us via the class teacher and we will endeavour to support you. The term dates for 2024-2025 are at the end of this Friday Flyer.

Best wishes,  
Michael Davis

## Headteacher

### **Feedback on Communications between School and Parents & Carers**

*Calls home.*

Following the staff training in communication home, we would be most grateful if you can provide feedback on how well we are doing and areas for improvement. A survey will be available at Parent Consultation evening.

### **Stannard School Careers events launched!**

This week saw the launch of our first careers workshops, courtesy of NHS England.

In each key stage, pupils were engaged in interactive workshops informing them of exciting careers options that exist in the health sector.

Feedback from pupils was extremely positive.

Watch this space for more careers events to follow.



*Some Stannard pupils are considering a career as a doctor, nurse or paramedic.*

### **Coffee morning replaced by Parent Consultation Evenings**

Stannard Coffee morning has been postponed until Spring Term. It has been replaced with Parent Consultation evenings on 9<sup>th</sup> and 10<sup>th</sup> December. We look forward to seeing you then – by appointment only.



*Autumn Term Parent Consultation evenings are an opportunity to meet the class teacher and discuss how your child has settled in.*

### **New Facilities Feature**

Over the coming weeks, exciting new parts of the school will be revealed...

#### *New Kitchen facility!*

We are delighted to announce a new kitchen facility at Stannard. Pupils will gain regular access throughout the coming weeks and months. The feedback from pupils is really positive. This apparatus helps our pupils improve their basic cooking skills and can be used as a learning resource for other subject areas.

### **Attendance Matters!**

- Attendance is currently 83%.
- This has remained consistent – our target is over 90%.
- Please be reminded of the importance of attendance.

#### **[Why is school attendance so important and what are the risks of missing a day? – The Education Hub](#)**

What are the risks of missing a day of school?

- Every moment in school counts, and days missed add up quickly. For example, a child in Year 10 who is absent for three days over a half term could miss 15 lessons in total.
- The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform.

More information from The Education Hub.



*At Stannard School, pupils have a carefully managed and mostly successful transition into school life. Pupils respond positively to certificates awarding their attendance and gain more points towards their end-of-term prizes.*

### Curriculum Matters!

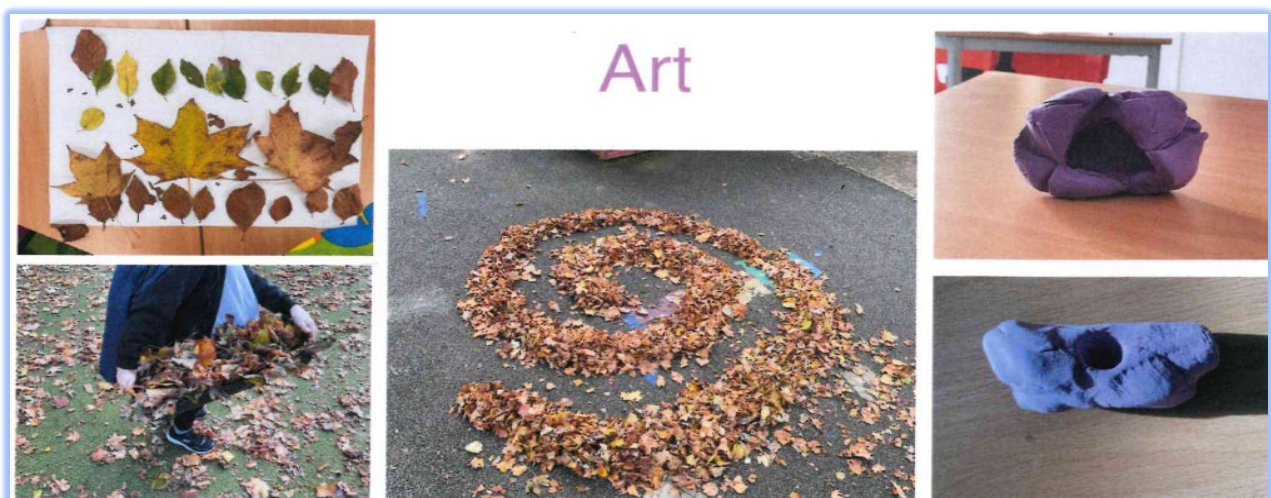
#### **Bluebell Class**

Bluebell have had an exciting time in their learning these last two weeks. In Art we have continued exploring the work of British sculptors.

The students were able to create a Henry Moore inspired nature art using leaves. The teamwork was a joy to behold.

In Maths we are finishing work on shapes. Students were able to identify lines of symmetry in 2D shapes. They found the properties of 3D shapes by counting the number of faces, vertices, and edges.

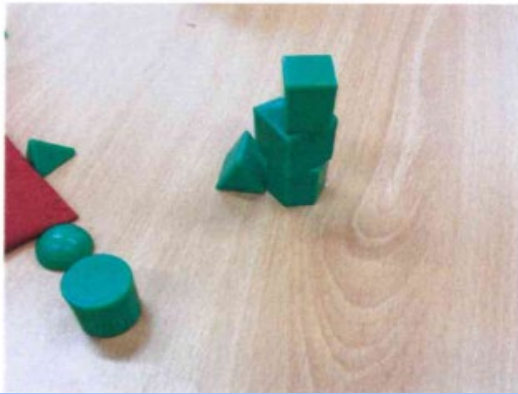
The PHSCE lesson focus on viruses was relatable with discussions common colds and other illnesses that require vaccinations. As with other classes, Bluebells revisited and embedded the Headteacher's Rewards Assembly presentation.



# English



# Maths



# PSHCE



*Bluebell class use lots of experiential learning to access the Key Stage 2 curriculum.*

## **Sunflower Class**

This week in Sunflower Class, we've been immersed in a variety of exciting activities and learning adventures. Here's a glimpse into our week:

### **English**

This week, we have dived into **Aladdin**! Students brought the text to life by acting out scenes from the story, exploring characters and dialogue in a fun, creative way. Their performances were fantastic, showcasing both confidence and imagination.

**Computing** Our young tech enthusiasts continued working on **web page creation**. They're learning the basics of layout and design, creating their very own web pages to share their knowledge and ideas.

### **Geography**

Students are studying the **Tropic of Cancer** and the **Arctic and Antarctic Circles**. Using maps and e-resources, they've gained a deeper understanding of these geographic features and their significance.

## + Mathematics

Geometry has been our focus, with students exploring shapes and mastering coordinates on a grid. The students are making impressive progress!



Creativity is in full bloom!

## History

This week, we've been exploring the **Empire**, focusing on the structure of its army, weapons, and daily life. Students have been fascinated by the strategies and tools that shaped history.

## Computing:

Our young tech enthusiasts continued working on **web page creation**. They're learning the basics of layout and design, creating their very own web pages to share their knowledge and ideas.

## FR French

We practiced describing people using **physical and personality traits**. Students confidently described themselves and others in French, building both vocabulary and communication skills.

## Art and Design

In art, students are developing their unique styles in sculpture. They've been experimenting with materials and techniques while thoughtfully evaluating their creations.

## Design Technology

Students evaluated the shopping bags they designed and created. They analysed their strengths, weaknesses, and areas for improvement – a wonderful exercise in real-world problem-solving and reflection

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## Science

Our budding scientists explored displacement reactions. They discovered how more reactive metals can displace less reactive ones, bringing chemistry to life with hands-on experiments that left everyone amazed.

*Pupils in Sunflowers, Stannard School's KS3 class, have been engaging with the KS3 curriculum.*

**Date for your diary!**

**Last Day of Term:**

19. December

**School Lunch – Christmas Dinner:**

Standard Christmas dinner will be served on Tuesday 17<sup>th</sup> December.  
It will be at the usual time of 12:45pm.





**HCL**

**Winter Menu 2024-2025**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>WEEK 1</b>	<b>MAIN MEAL 1</b> Breaded Chicken Grill <b>MAIN MEAL 2</b> Margherita Wrap <b>SIDE DISH</b> Brown and White Rice or Pasta Shapes <b>COLD OPTION</b> Tuna Roll <b>EXTRA OPTION</b> Jacket Potato (Various Toppings)	Chicken Pie <b>VEGETARIAN</b> <b>VEGAN</b> <b>GLUTEN FREE</b> Veggie Sausage Bow Pasta Diced Potatoes <b>EXTRA OPTION</b> Cheese Spread Sandwich Jacket Potato (Various Toppings)	Roast Beef with Gravy Shepherdess Pie Roast Potatoes or Wholmeal Pasta Ham Roll Jacket Potato (Various Toppings)	Quorn Hot Dog <b>NEW</b> <b>NEW</b> Egg Breakfast Muffin Penne Pasta or Hash Browns <b>EXTRA OPTION</b> Cheese Baguette Jacket Potato (Various Toppings)	Battered Fish Fillet <b>EXTRA OPTION</b> Cheese & Tomato Pizza Potato Wedges or Tricolour Pasta <b>EXTRA OPTION</b> Egg Roll Jacket Potato (Various Toppings)
<b>WEEK 2</b>	<b>MAIN MEAL 1</b> Veggie Sausages & Gravy <b>MAIN MEAL 2</b> Macaroni Cheese <b>SIDE DISH</b> Mashed Potatoes or Garlic Bread <b>COLD OPTION</b> Cheese Baguette <b>EXTRA OPTION</b> Jacket Potato (Various Toppings)	Chicken Pasta Bake <b>VEGETARIAN</b> <b>VEGAN</b> Homemade Vegan Sausage Roll & Gravy Penne Pasta or Diced Potatoes Ham Roll Jacket Potato (Various Toppings)	Roast Pork with Sage & Onion Stuffing & Gravy Roast Quorn Fillet with Sage & Onion Stuffing & Gravy Roast Potatoes or Brown & White Rice <b>EXTRA OPTION</b> Cheese Spread Sandwich Jacket Potato (Various Toppings)	Beef Burger in a Bun <b>VEGETARIAN</b> Tomato Bolognaise Potato Wedges or Spaghetti Tuna Roll Jacket Potato (Various Toppings)	Harry Ramsden's Salmon & Sweet Potato Fishcake <b>NEW</b> <b>EXTRA OPTION</b> Cheese & Tomato Pizza Oven Chips or Tricolour Pasta <b>EXTRA OPTION</b> Egg Roll Jacket Potato (Various Toppings)
<b>WEEK 3</b>	<b>MAIN MEAL 1</b> Pork Sausages with Gravy <b>MAIN MEAL 2</b> Cheese Pinnerwheel <b>SIDE DISH</b> Mashed Potatoes or Pasta Shapes <b>COLD OPTION</b> Tuna Roll <b>EXTRA OPTION</b> Jacket Potato (Various Toppings)	<b>EXTRA OPTION</b> Quorn Burger in a Bun Italian Pasta Bake <b>VEGETARIAN</b> <b>VEGAN</b> Potato Wedges or Herby Bread Cheese Spread Sandwich Jacket Potato (Various Toppings)	Roast Chicken with Sage & Onion Stuffing & Gravy Creamy Quorn Pie Roast Potatoes or Wholmeal Pasta Ham Roll Jacket Potato (Various Toppings)	Beef Bolognaise Breaded Bean and Vegetable Grill Spaghetti or Diced Potatoes <b>EXTRA OPTION</b> Cheese Baguette Jacket Potato (Various Toppings)	Fish Fillet Fingers <b>EXTRA OPTION</b> Cheese & Tomato Pizza Oven Chips or Tricolour Pasta <b>EXTRA OPTION</b> Egg Roll Jacket Potato (Various Toppings)

Seasonal vegetables and a variety of salads are served daily.  
 🌱 = Vegetarian 🌿 = Vegan.

We are proud to use the following food brands:

We are accredited by:

Week 1: 4 Nov, 25 Nov, 16 Dec, 6 Jan, 27 Jan, 24 Feb, 17 Mar  
 Week 2: 11 Nov, 2 Dec, 13 Jan, 3 Feb, 24 Mar  
 Week 3: 18 Nov, 9 Dec, 20 Jan, 10 Feb, 10 Mar, 31 Mar

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 www.hcl.co.uk

**SEND / Parents article.**

As we navigate the first term together, we will be adding a feature for parents to read in each edition of the Friday Flyer. This edition will focus on ‘What challenges do autistic people face?’

It is written by Bedford Borough Parent Carer Forum. We hope you find this feature useful!

## Autistic Masking

It can be difficult to obtain a diagnosis of autism when a child appears sociable, but if you know them well enough you can see how much energy they are having to put into performing to appear “normal”. This is called ‘Masking’.

Some autistic people can socialise incredibly well, but this can be exhausting as it is often learnt behaviour rather than intuitive. Pretending to be something you are not can take up a lot of emotional and physical energy.

### How this might affect your child?

Some autistic children learn to mask without even realising they are doing it. They are noticed for autistic behaviours (stimming, talking about their special interests, not maintaining eye contact etc.) and naturally try to suppress them to stop the criticism. Some autistic children and young people worry about being ostracised by their peer group, so learn to mimic how others might behave.

The problem is that the longer the child masks their natural autistic self, the more stressed they become. It is one of the reasons why teachers may not see a problem with some autistic children in school, but when that child gets home the stress from being the model student all day long becomes too much to bear and they end up mentally exhausted and overwhelmed; perhaps exploding with rage, tears, or withdrawing completely. It is even more likely to occur if they don't

have a diagnosis, which helps them to understand why they may behave in a certain way, or why they may have specific needs that differ from their peers.

Masking may also make diagnosis more difficult as schools will be asked for their observations, and if a child is masking at school, the school may say that they see no signs of neurodiversity, even though a parent provides a long list of things that they are concerned about. We have provided links to information about masking, which you may wish to share with your school to help explain that this is a common problem.



#### Further information

[www.reframingautism.org.au/self-reported-camouflaging-behaviours-used-by-autistic-adults-a-summary-for-non-academics](http://www.reframingautism.org.au/self-reported-camouflaging-behaviours-used-by-autistic-adults-a-summary-for-non-academics)

Autistic Masking resources from Kieran Rose, The Autistic Advocate [www.theautisticadvocate.com/autistic-masking](http://www.theautisticadvocate.com/autistic-masking)



## What masking may look like

Copying gestures  
Learning scripts

Ignoring  
sensory needs

Excessive self-  
monitoring  
behaviour

Hiding  
stims

Worrying or overthinking  
previous conversations  
to understand what you  
did wrong

Trying to disguise or  
contain meltdowns

Trying to behave  
'normally'



## Girls and Autism

The way that boys and girls are assessed for autism is the same, however, the areas in which they face challenges can be different. Please note that these are generalisations and that some girls will present with typically “male” autistic traits and some boys will present with the “female” traits and it is often the case that parents of these boys will also struggle to secure a diagnosis.

*“It took 3 years for my daughter to be diagnosed and were initially told she didn’t have autism because she had an imagination! My son’s diagnosis took around a year. We were fortunate to have the support of their primary school who put many interventions in place while we were going through the long diagnostic processes. We were relieved when they were both diagnosed as it meant there were reasons behind their behaviours and proper structures and interventions could be put in place to limit their anxiety.”*

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For girls who have complex needs, autistic traits may be clear, but for many in a mainstream environment, the way that autism presents may differ significantly to the male presentation.

Historically, more boys than girls were diagnosed with autism, as the diagnostic criteria was biased towards boys. That is starting to change as understanding improves about the differences.

Girls are more likely to:

- Have special interests in the same way that many boys do, but are often in more culturally acceptable areas, for example, Harry Potter, Our Generation dolls, boy bands, make-up tutorials on YouTube etc.
- Seem better able to manage social relationships when they are young, but difficulties often occur in later primary years as they approach adolescence.
- Be more likely to become withdrawn than behave aggressively.
- Mask their differences. Many boys do this too, but it is a very common feature for girls.
- Have a group of friends who support them and guide them through difficult social situations. However, these relationships can change as girls grow up and interests change, and they may find it very difficult to lose not only friends but also their support network.

### > Further information

Free mini guide - Girls and Autism: Flying under the radar | Nasen ([nasen.org.uk/resources/girls-and-autism-flying-under-radar](https://www.nasen.org.uk/resources/girls-and-autism-flying-under-radar))

Book - Women and Girls with Autism Spectrum Disorder - Sarah Hendrickx - **Girls and Women and Autism: What’s the difference?** - Sarah Hendrickx - YouTube (<https://www.youtube.com/watch?v=yKzWbDPisNk>)



You tube presentation by Tony Attwood: Autism in females (<https://www.youtube.com/watch?v=wFOHnt4PMFo>)

*“If people just understood all our differences a little more, especially about girls, because a lot of girls mask like me and then this makes things very hard for us”*

## Pathological Demand Avoidance (PDA)

PDA is a characteristic whereby the child or young person avoids the demands of everyday activities due to fear, anxiety, reaction to sensory or communication difficulties etc. If these demands feel overwhelming there will be a desire for the person to try to control situations/ environments.

It goes beyond simply not wanting to do something and can cause extreme anxiety and resistance. As a parent, it can be very challenging to support a child who is struggling to cope with the demands of everyday life, but it is important to understand that they are not deliberately being defiant, they are having difficulty adjusting and are trying to take control of their environment.

Not all professionals agree with the diagnosis of PDA or that it is something that should be diagnosed separately from ASD. There are strategies that can help reduce pressures from demands and potential conflict and the most important thing is to show understanding. With the right support in place, the ability to cope and self-confidence will grow, which can help people better cope with day-to-day life.

### Parent experiences of PDA

Parenting a child with PDA may need a different parenting approach and challenges can be different for every child. We asked families for their experiences and tips on what has helped them:

- ‘Demands aren’t bad per se but too many can cause problems and can result in a meltdown’

- 'Try to have a joint decision-making process so that when a demand is made, your child may not respond as dramatically'.
- 'Agree the non-negotiable rules and boundaries. If you can give clear reasons for these boundaries and agree them together then this can help.'
- 'When a rule cannot be compromised, it can be helpful to remove the personal aspect and explain why it is needed. We use sentences like. 'Sorry it is health and safety rules, that's just how it is. I can't do much about that'
- 'We always have an exit strategy and so does the school. We support my child to know how to appropriately remove themselves from an anxiety provoking situation. Together with school and at home, we understand my child may need to avoid a stressful situation, but you need to agree an appropriate way to do this together. For instance, you might agree a quiet zone to which a young person can retreat. You can also provide reassurance that if something can't be done today it can be tried again another time.'

### Rewards can be challenging

- 'My son does not like praise and rewards as it can be trigger point, particularly personal praise can be overwhelming, as it feels like an expectation and we handle it very sensitively.'
- 'In fact, rewards can create a demand in themselves, as there is pressure to do well to get the reward. Surprise rewards work a lot better for us.'
- 'We find that saying something like "you've put a lot of effort into that and I know you were a bit worried about it, why don't you have a break/do something of the you are interested in now' can be helpful.'

### Sanctions and consequences

- 'My child has difficulties with sanctions or consequences. This often leads to escalations as she feels out of control when the sanction is being given to them. When she calms down, we find it useful to talk through ways to avoid these situations arising in future. We will ask for her views on what she thinks she could have done differently, or what she would feel is a fair outcome.'

Read the experiences of adults with PDA:

- Kirsty Forbes is a highly qualified PDA support specialist and blogger. Kirsty Forbes - Autism & Neurodiversity Support Specialist ([www.kristyforbes.com.au](http://www.kristyforbes.com.au))
- Sally Cat PDA ([www.sallycatpda.co.uk](http://www.sallycatpda.co.uk))

*Article produced by Bedford Borough Parent Carer Forum.*

## Dunstable and Houghton Regis Junior Badminton Club



Every Sunday, 11am to noon at Houghton Regis Leisure Centre, Parkside Drive, Houghton Regis, Dunstable LU5 5PY.

Junior Badminton club affiliated to Badminton England, catering for ages 7 to 16.

Session fee £6, with coaching from level 1 and level 2 qualified badminton coaches.

For further information, please contact Bruce Hallam or Alan Stewart via email below or scan the QR code



[sirsheffield.hallam@gmail.com](mailto:sirsheffield.hallam@gmail.com) - 07799 202454

[alan@dunstablebadmintonclub.co.uk](mailto:alan@dunstablebadmintonclub.co.uk) - 07768 270223



We hope you have found this edition useful!  
Remember, do contact us if you have any concerns or require any further information.

Best wishes,  
*Michael Davis*  
*Headteacher*



2024-2025

Term Dates

Stannard School, Dunstable

September 2024						
Mo	Tu	We	Th	Fr	Sa	Su
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30						

October 2024						
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November 2024						
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December 2024						
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January 2025						
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February 2025						
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March 2025						
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April 2025						
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May 2025						
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June 2025						
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July 2025						
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August 2025						
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25	26	27	28	29	30	31

Key			
	Pupil days		Bank holidays
	School Holidays		Staff training days

Additional information: Term dates align with Central Bedfordshire local authority calendar, with the exception of additional staff training days on 2<sup>nd</sup> – 4<sup>th</sup> September 2024, 18<sup>th</sup> November, 22<sup>nd</sup> April 2025 and 2<sup>nd</sup> June 2025. Stannard school offers 183 days per year of pupil days. –

Useful information