

Friday 1st March 2019

SCHOOL DIARY

THURSDAY 7TH MARCH
World Book Day

FRIDAY 8TH MARCH
Staff INSET (In Service Training) Day

TUESDAY 12TH MARCH
A/S Art – Royal Academy London

WEDNESDAY 13TH MARCH
Winchester Science Centre Visit Year 8

FRIDAY 15TH MARCH
Comic Relief Red Nose Day
£1 donation for activities at school

MONDAY 25TH MARCH – REWARD TRIP
Airhop - Group 1

TUESDAY 26TH MARCH – REWARD TRIP
Airhop - Group 2

THURSDAY 28TH MARCH – REWARD TRIP
Airhop - Group 3

MONDAY 1ST APRIL – REWARD TRIP
Coral Reef - Group 1

TUESDAY 2ND April – REWARD TRIP
Coral Reef - Group 2

TUESDAY 2ND April – REWARD TRIP
Animazing Animals

THURSDAY 4TH April – REWARD TRIP
Coral Reef - Group 3

FRIDAY 5TH APRIL
Last day of Term

12:30-1:30pm – Family Forum
1:30-2:30pm – Easter Fayre
(Parents are welcome and can take their children home afterwards).

8TH – 22ND APRIL inclusive
EASTER HOLIDAYS

TUESDAY 23RD APRIL
First day back after Half-Term

FRIDAY 3RD MAY
Staff INSET (In Service Training) Day



St Dominic's Tuck Shop

Located in the little room at the bottom of the therapy block staircase, the tuck shop at St Dominic's is open to all pupils, students (& staff!) on the following days:-

Monday & Thursday 10.45 - 11am

There is a range of sweet and savoury goodies to buy including Oreo biscuits, Pringles, Mentos and Chocolate Buttons. Items are priced between 5p and 50p.

Pupils and students are each allowed one item plus a carton of drink if they are in stock.

Remember your pennies and support your friendly tuck shop!

Luke (7SRN)



Physical Education Stars of the Week

W/E 1st March

Ben – Year 7

Thomas – Year 7

Toby – Year 8

Harley – Year 8

Noah – Year 11

Excellent sportsmanship and contributions in class



POSITIVE SLIPS

This week's winner is Jamie in Year 10



It's still early days, but in the short time my son has attended St Dominic's, he has become a happy, confident boy. I'm sure that with continued support at St Dominic's, we will begin to see measurable progress in all areas of his needs soon.

Residential Becky Deans



This week pupils and students planned a trip to the cinema in Guildford to see 'How to Train Your Dragon 3'.

They visited the local shop first to buy some sweets and drink.



As part of David's life skills programme, this week he cleaned his bedroom and made some cakes for the afternoon snack in Phoenix House. David has worked extremely hard this week.

Therapy Beth Rubens



This week, pupils have started a variety of new topics through the Needs-Led Curriculum.

8APR and 9.2 have started the topic of 'board games'.

They discussed the variety of board games that are available nowadays and talked about what makes them board games.

They looked at rules, counters, cards and different styles of playing boards. They finished by discussing the different skills required to play board games, as these will be the skills they will improve on over the term.

Each week they will have the opportunity to play a different game and will then discuss what went well, what skills they used, and how they could play better next time.



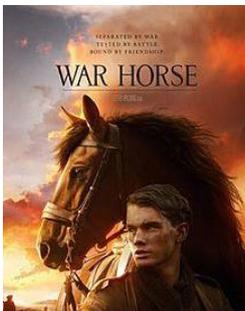
Pupils in 9.2 started a topic called 'Religion around the world'. This week, they started the topic by discussing religion in general, naming as many religions as they could and talking about why it is important to be aware of different religions in every day life. In future sessions they will have the opportunity to discuss how religion fits into the world around them, how to show respect to these different religions and also general awareness of what practices and beliefs other religions may use and follow.

Education Joan Grant



In English this week all classes have started new topics and texts.

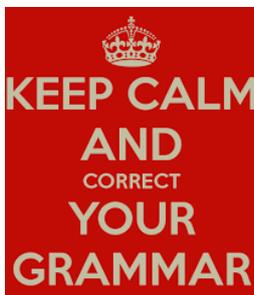
Year 7s have started to read 'Skellig', a mysterious and enchanting book about believing in yourself and facing hardships and forming friendships. Linked to this text, the pupils have been creating their own creatures and using amazing adjectives to describe them.



Year 9s, on the other hand, have been transported back to WW1 where they have begun to realise the impact of this devastating war on soldiers, civilians and also horses!

Pupils have written their own descriptive pieces, pretending to be soldiers in The Great War and one pupil has written:

'I don't quite remember much of yesterday. I never do. But what matters is tomorrow. My tomorrow; our tomorrow. We all know that we will share the same fate, we just don't know what'll be: either we get to see our families again, or we let our bodies rot into dust'.



Meanwhile, some of the year 10s have continued to work on their Functional Skills English where they are learning how important it is to give future employees the right impression, while other Year 10s have begun to read and study Conflict Poetry, which is based on the GCSE Syllabus and includes 17th to 21st Century poems!



We are currently reading and analysing William Blake's 'A Poison Tree', which has generated a lot of discussion about human nature and the need to forgive one's enemies.

Lastly, Year 11s and Sixth Form Students are preparing in earnest for the GCSE Exams in May and June! They are revising texts, practising past papers and honing their skills, ready to conquer English..

Menu for week beginning Monday 4th March 2019

| MENU | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Soup | Homemade Soup | Homemade Soup | Homemade Soup | Home Made Soup | |
| MORNING SNACK | Fresh Fruit | Shortbread Biscuits | Fresh Fruit | Cherry fairy Cakes | |
| LUNCH | Pasta Bolognese & Garlic Bread Italian Vegetable Bake Diced Herb & Garlic Potatoes Jacket Potatoes Peas Roast Tomatoes Fresh Salad Bar Grated Cheese & Red Onion | Chicken & Mushroom Pie (Mashed Potato Top) Leek, Cheese & Parsley New Potatoes Jacket Potatoes Carrots Sweetcorn Fresh salad Bar Spanish Tart | Boiled Sliced Ham & Gravy Diced Quorn ala Crème Roast Potatoes Jacket Potatoes Braised Red Cabbage Roast Parsnips Fresh Salad Bar Tuna Mayo | Teenage Mutant Ninja Turtles Meat Pizza Garfield the Cat's Vegetable Lasagne Mr Potato Head Wedge Potatoes Jacket Potato Popeye the sailor - Spinach Bugs Bunny - Carrots Beatrix Potter Mr McGregor's Salad Bar | I N S E T D A Y |
| DESSERT | Pineapple Upside Down Pudding & Custard Fresh Fruit Basket Lemon Crunch Yoghurt | Bakewell Tart & Cream Fresh Fruit Basket Strawberry Yoghurt | Jelly & ice Cream Fresh Fruit Basket Mango Yoghurt | Willy Wonka's Chocolate Factory Cake Fresh Fruit Basket Mixed Fruit Yoghurt | |

Careers Catherine Hall

Before half-term, Year 7s were looking at the range of jobs people carry out in our school community.

Mr Trott visited 7SRE and told them about the two job roles he has in school, that of grounds maintenance and forest school leader.

The pupils learnt how Mr Trott likes to work outside in the fresh air. He explained that it can be a very cold and wet job in the winter and that people wanting to do this type of job must be prepared to work outside in all weathers, not just when the sun is shining! He also brought along some of the protective clothing he has to wear in his grounds maintenance job and the pupils had fun trying them on. He said that it was his love of the outdoors, which made him interested in training to be a forest school leader and he enjoys combining both his jobs within school.

Mrs Brazier (School Business Manager) visited 7LMA to talk about her role. She explained that her job is about making sure systems are in place so the school runs properly. She talked about checking paperwork, when a member of staff joins the school, and that this is part of the recruitment process. The pupils discovered that Mrs Brazier has worked in other job roles within her career and that before she came to St Dominic's she worked in the IT industry.

St Dominic's School

Social Communication Programme

Sitting to Learn

The target is Target to support development of attention and listening skills.

Adopting the correct sitting position helps the individual to:

- Look at the speaker
- Recognise that the adult is about to give them an instruction/information
- Puts them in the correct position for writing or typing.

Facts regarding ASD

- Many ASD pupils have low muscle tone and poor postural stability so find it difficult to maintain a seated position for long periods of time
- Pupils with poor core stability need to 'fix' their position to stabilise themselves by placing their feet flat on the floor
- Many ASD pupils interpret language literally and do not recognise non-explicit instructions
- For some individuals the strain of maintaining a correct sitting position can adversely affect their ability to concentrate on the verbal message being delivered.

Pupils need clear, concise and descriptive instructions so that they know what they have to do and how to do it. 'Sit up' / 'don't slouch' does not tell a pupil what is expected of them.

Pupils may need to have the instruction repeated several/many times throughout an activity

- Poor short term memory may cause them to forget what you have said
- They might habitually return to their usual position
- Success occurs when a pupil responds positively each time they hear the instruction. Do you sit correctly throughout the day?
- Use of a calm polite voice is important every time you use this instruction.

ASD pupils often do not know that they are included in a group instruction and might need to be named/alerted to follow the instruction

- Alert the child and then give the instruction to the whole group
- The pupil might need to have his instructions given separately.

Use positive praise when the pupil/pupils have followed the instruction.

Use of descriptive praise: 'Well done, everyone is Sitting to Learn, everyone has their back against the chair and feet flat on the floor. Everyone is now ready to learn'.

Suggested Script

- You need to be Sitting to Learn
- This means that you have your back against the chair and your feet flat on the floor
- This will put you in the right position for listening and for writing or typing.