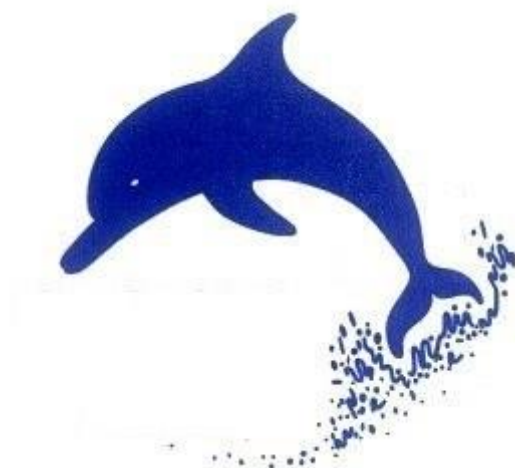




25/04/2025

Headteacher Message





Dear Parents and Carers,

We hope you all had a restful and enjoyable holiday with your children. It's been such a joy to welcome everyone back—there were so many happy faces as the children reunited with their friends and our wonderful staff team. Although the Tuesday start did throw a few of our pupils off (understandably!), they soon found their rhythm again.

Despite the shorter week, it's been a typically busy and exciting start to the term. We were pleased to welcome Keith, our Residential Independent Visitor, who spent time in both of our flats. Keith's role is to advocate for the children and ensure that we are providing the very best care and safeguarding. As always, he was full of praise for the warm, nurturing environment he observed and the joy he saw in the children. His insights will be shared with our governors to help us continue delivering the highest standard of care.

This week also marked the beginning of a fantastic new initiative led by Ivonne, one of our brilliant Assistant Heads. She has begun training our staff on "interoception"—a cutting-edge, research-based approach to help pupils develop greater self-awareness and emotional

regulation. Once staff are fully trained, we'll be rolling this out to parents too. It's an exciting step forward and part of our ongoing commitment to evolving best practice for the benefit of our children.

Looking ahead to next week, we've got lots to look forward to:

- **Harry Goldfinch**, standing in the local elections for Ramsgate, will be visiting Stone Bay to meet with our school council.
- Some of our older pupils will be attending the **Broadstairs Youth Forum** at Pierremont Hall on Wednesday.
- Thursday marks **Internet Safety Day**, and our teachers will be leading sessions to help pupils understand how to stay safe online.
- On Friday, a group of students will attend a **SEND Careers Fair** at the Yarrow Building, Broadstairs College—a fantastic opportunity to explore future pathways.

We are so proud of how confidently and respectfully our students represent the school in the wider community.

Lastly, we'd love your support! We're relaunching our **Stone Bay Charity** and are looking for enthusiastic volunteers—both parents and staff—to help with fundraising. Our first committee meeting will be held at **9:30am on Monday**, either in person or via video link. If you're interested in joining this important work, please email the school office—we'd be delighted to hear from you.

Wishing you a lovely weekend. It looks like the sunshine is making a return, so don't forget your hats and sun cream!

Warm regards,

Jane and the Stone Bay Team

A word cloud shaped like a graduation cap (mortarboard). The words are arranged to fit the silhouette of the cap. The most prominent words, appearing in larger fonts, include 'SCHOOL', 'PUNCTUALITY', 'ATTENDANCE', 'LEARNING', 'TIME', and 'ON TIME'. Other visible words include 'PUN', 'ATTEN', 'SCHOOL', 'LEARN', 'PUNCT', 'ON', 'TIME', 'ATTENDANCE', 'PUN', 'ATTEN', 'SCHOOL', 'LEARN', 'PUNCT', 'ON', 'TIME', 'ATTENDANCE', 'PUN', 'ATTEN', 'SCHOOL', 'LEARN', 'PUNCT', 'ON', 'TIME', 'ATTENDANCE'. The colors of the words vary, including shades of blue, green, yellow, and red.

This weeks attendance was 91.2% ☆☆☆

Education Update



EVOLVING EXCELLENCE being one of our values, we are continuing to build up our repertoire of specialist strategies and expertise. This week four classes completed training on INTEROCEPTION.

Interoception is our 8th sense which allows us to notice internal body signals like a growling stomach, racing heart, tense muscles or full bladder. When we notice these body signals our brain uses them as clues to our emotions. Interoception helps us to feel many important emotions such as calm, anxiety or anger.



Differences in Interoception

are very common and can lead to challenges in identifying exactly how one feels. Common signs of interoception differences can include **difficulty** with one or more of the following:

- Recognizing when hungry, full or thirsty
- Toilet training (daytime and/or night time)
- Identifying when sleepy
- Overly sensitive or not sensitive enough to pain
- Pinpointing symptoms of illness
- Identifying emotions in self
- Identifying emotions in others
- Recognizing building signs of distress (before a full meltdown)
- Independently using coping strategies during times of distress

A circular diagram with a white human silhouette in the center. Surrounding the silhouette are twelve colorful icons arranged in a circle. The icons represent various body signals and emotions: a heart (red), a brain (blue), a stomach (yellow), a face with a sad expression (grey), a face with a happy expression (yellow), a face with a surprised expression (purple), a face with a neutral expression (orange), a face with a angry expression (red), a face with a calm expression (blue), a face with a sleepy expression (green), and a face with a hungry/thirsty expression (pink).

For our pupils, body signals may often be unclear, for example they may appear TOO BIG, too small or DiStOrTeD. We want to provide our pupils with opportunities to improve their

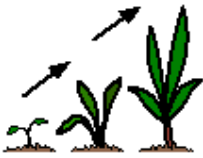





interoceptive awareness. Following on from our training classes are now working on building activities into their day that will help pupils to focus on different body parts with the aim to better understand them. Our first focus is on **HANDS AND FINGERS**

At home you can also try one of the 'daily activities' and chat about how these make your hands and fingers feel - warm, cold, tingly, wet.....?

④ DAILY ACTIVITY LIST ④

Below is a list of everyday activities that can serve as ideal times to use the above prompts.
Use these or add your own.

Hand washing	Eating finger foods	Playing with clay or playdough	Playing in a sensory bin	Playing in the snow or rain	Going outside in hot/cold weather	Hanging on monkey bars	Climbing on playground equipment
Catching a ball	Writing on paper	Typing	Washing dishes	Holding a warm/cold drink	Doing a cartwheel or handstand	Carrying a heavy load	Putting on hand lotion

 <p>grow</p>	 <p>grow</p>
 <p>flowers</p>	 <p>Repeat for plural</p> <p>flowers</p>
 <p>plant</p>	 <p>plant</p>

Spotlight on Robin Class



This term our pathway focus is Catering and Service .

We have started the term off by introducing our menu and pupils have added their favourite options for the term.

We are revisiting our book - Lunch at 10 Pomegranate St - to bring some new dishes from around the world into our menu.

We are developing our rights by focussing on article 24, highlighting the importance of a health including hydration and healthy foods in our diet.

We are being healthy by designing a recipe workbook where we explore produce and get to prepare meals which are broad and balanced. Which we will share with the school community.

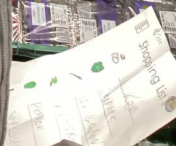
The best thing about being in our class right now is having the opportunity to be active; in school fitness sessions, whilst swimming and walking in the community.

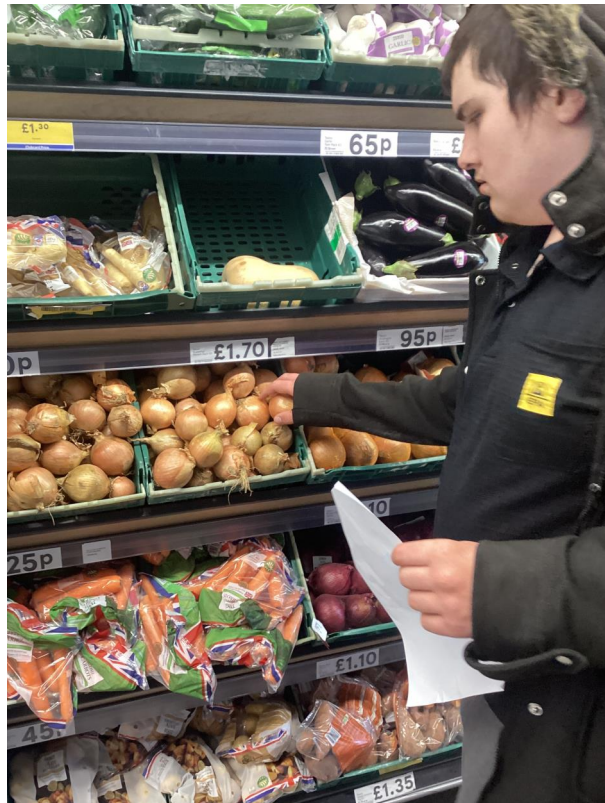
Next term, we will be continue our path to positive physical health with a focus on Sport and Leisure.



School Dinners

by Robin class









Star of the week





We are inviting you to join us for a Stone Bay School Daily Mile!

When: 9AM Friday 9th May 2025

Where: Main Playground

Why: We want as many of our school community to get moving together, to celebrate the positive benefits that daily activity can have on our mental health.

Also as part of our Wellbeing Challenge, we are walking across Cyprus, so join us to add to the mile count.



Please see below info from a member of staff at St Nicholas School in Canterbury:

A research project on the impact of having a child with SEND, and the effects it has within a family. I am requesting help from parents/carers to partake in a voluntary questionnaire. This is a research study that will be conducted by myself Laura Cullen I am currently studying at Canterbury Christ Church University (CCCU) on Early Childhood Studies with Special Educational Needs. I am conducting this study on the Impacts of having a child with SEND, and the effects it has within a family. If you are able to complete the survey responses from parents/ carers on these questions will be beneficial to my study and allow me to shape my essay.

https://forms.office.com/Pages/ResponsePage.aspx?id=qb0yoC-o0kaUOv6ZG_T4Osf4bCz8dFdJtcV7DRtQ715UMk5LVUo1SUZWTFNNTUJSMTMxRTFLV1NYVS4u

Our Residential Provision



This weeks Residential Standard is Standard 6.1-6.4 – Admission and induction

The school should have obtained all necessary information about a child's health, education and care needs, prior attainment and achievements prior to admission. Review meetings shall include a residential report, and involve (where appropriate) the school, the placing authority, the parents/carers or those with parental responsibility, those with significant involvement with the child (such as social services, local authority SEN teams, or health services) and, where appropriate, the child. There are appropriate procedures for induction and support for children on admission to the school to ensure that they are familiar with staff, other children, the school's expectations and daily routine.

Our statement of purpose is designed to explain all about our provision and what to expect on moving in to the flats. Our residential induction process is personalised to each child and family, we work together with the family to overcome any barriers within the transition and we ensure we review the needs and provision provided through regular induction meetings with families. We ask new families to provide us with lots of information so we "Getting it right for every child". Our parental feedback shows how happy parents are with our induction support for the child and family. But we are always keen to hear how we could get even better at this. Please do email the school if you have any ideas for improvement.

This week we have welcomed a new pupil in to our residential provision and his transition visits worked so well that he has settled in and is right at home already! Well done to the team supporting him to feel happy and safe so quickly.

Many Thanks Jane

Please see the link to our website where you can see our [STATEMENT OF PURPOSE](#). It has lots of photos and information.

This week Kingsgate students have been engaging in activities that keep us healthy, and enhance our balance and coordination.

In inclusive sport the residential students had the opportunity to learn some yoga. Coach Hannah focused on team poses that help strengthen and improve flexibility relying on trust from your yoga partner to help stretch into the correct pose.

Some of the residential students went on a shopping trip into the community this week. With the use of their own bank cards the students, with verbal prompting were able to make their own food choices, and then purchase their items using contactless pay, this was a successful trip with the students learning life skills for independent living.

We finished off the short week in residential provision with a disco. Both of the flats joined together to dance along to just dance routines, and the Hokey Cokey! Following the dance moves on the screen encourages coordination and concentration and we think they danced amazingly!

Next week we are looking forward to a session of cricket with inclusive sport, as well as a visit to the donkeys. We also plan on baking some delicious cornflake cakes. All of these activities will aid the students social skills.

Have a lovely weekend.

Kingsgate Team







Supporting children with severe autism to understand safe relationships and personal boundaries is a vital part of keeping them safe. At Stone Bay, we understand that many of our pupils need support in recognising what is appropriate, who to trust, and how to communicate if something doesn't feel right.

This can be a sensitive topic, but it's an essential part of safeguarding—and we want to empower you as parents to feel confident in having these conversations at home, just as we do at school.

Why boundaries matter

Many autistic children, particularly those with limited verbal communication or social awareness, may:

- Struggle to understand personal space or privacy
- Find it hard to identify when someone's behaviour is inappropriate
- Be very trusting of adults or peers, even if they shouldn't be
- Not realise they're allowed to say "no" or ask for help

These challenges can increase the risk of harm, especially in unfamiliar settings. That's why it's so important to help them learn about safe touch, trusted adults, and consent in a way that's tailored to their level of understanding.

What we teach at school

We use consistent routines, visuals, and social stories to teach:

- **The difference between public and private behaviours**
- **Which parts of the body are private**, and the rule: *"My body belongs to me"*
- **Trusted adults** – who they can go to for help
- **Safe and unsafe touch**, using clear, literal language and symbols
- **The right to say 'no'** even to an adult, if something feels wrong or confusing

We teach these messages regularly, not as a one-off, so that our pupils can learn over time and in different contexts.

What you can do at home

Here are some ways you can support these lessons at home:

- **Use visual supports or storybooks** that explain private vs. public, safe touch, and trusted adults

- **Use consistent, simple language** like “safe hands,” “your body belongs to you,” or “only mummy or daddy can help with your body”
- **Help your child learn to say ‘no’** or use a symbol, sign, or communication device if something feels wrong
- **Create a trusted adult circle** – talk to your child about the people they can always go to if they need help
- **Model appropriate behaviour** and gently correct misunderstandings around touch, space, or boundaries

Keeping communication open

Even if your child has limited verbal skills, they can still express discomfort, fear, or confusion—sometimes through changes in behaviour, mood, or routines. If you ever notice something unusual or feel unsure, please talk to us. We’re here to listen, support, and take action if needed.

Safeguarding isn’t about fear—it’s about empowerment.

By teaching our children to understand their bodies, their rights, and the world around them, we give them the tools they need to stay safe, happy, and respected.

If you’d like resources, advice, or support around this topic, please don’t hesitate to contact the safeguarding team. We are always happy to help.

Warmly,

Jane and the Safeguarding Team at Stone Bay





1 - Spotlight on Di

My name is Di

I have been working at Stone Bay for 38 years

I work as the residential team leader in Kingsgate Flat.

The thing I love most about working here is that no day is ever the same, thanks to the wonderful young people we have here. They never cease to amaze me with the progress they make, the things they say and do and they are always happy to see us when they come into the flat after a day in class.

We are a [UNICEF](#) rights respecting school



Thursday 5th June is the date for our RRSA Silver Reaccreditation

We are all working hard to complete the last of the evidence needed. This will be a fantastic achievement. There are only 8 other schools in Kent with this award, and we will be the only special needs school.



At Stone Bay School all staff, parents and carers are: Duty Bearers



They are accountable for ensuring that children experience their rights.

The ABCDE of Rights.

- A. Rights are for **ALL** children (**universal**)
- B. Rights are there at **BIRTH** (**inherent**)
- C. Rights **CANNOT** be taken away (**inalienable**)
- D. Rights **DO NOT** have to be earned (**unconditional**)
- E. All rights are **EQUALLY** important (**indivisible**)



Our Vision, Mission & Values



*Our school vision is to provide an **outstanding, nurturing, learning environment**, where all our pupils can achieve their full potential and progress to lead happy and fulfilling lives.*

*Our mission is to provide each and every pupil with the best possible education, delivered in an environment that is supportive, caring and safe. **"Getting it right for every pupil"***

*At Stone Bay we focus on **Evolving Excellence** in all that we do, working towards making our school the best it can be for pupils, staff and families. We are creating lasting **Trust** with all our stakeholders, **Empowering** each other to learn and grow. By adhering to policies and clear processes we ensure **Fairness** and transparency in our decision making and actions, whilst ensuring we are **Collaborating** with others and always looking for ways to help each other to deliver excellence for our pupils.*

[Click here for our term dates](#)

Mindful March 2025

SATURDAY

1 Set an intention to live with awareness and kindness

SUNDAY

2 Notice three things you find beautiful in the outside world

MONDAY

TUESDAY

4 Notice how you speak to yourself and choose to use kind words

WEDNESDAY

5 Bring to mind people you care about and send love to them

THURSDAY

6 If you find yourself rushing, make an effort to slow down

FRIDAY

7 Take three calm breaths at regular intervals during your day

8 Eat mindfully. Appreciate the taste, texture and smell of your food

9 Take a full breath in and out before you reply to others

10 Get outside and notice how the weather feels on your face

12 Listen deeply to someone and really hear what they are saying

13 Pause to watch the sky or clouds for a few minutes today

14 Find ways to enjoy any chores or tasks that you do

16 **Get really absorbed with an interesting or creative activity**

17 Look around and spot three things you find unusual or pleasant

18 Have a 'no plans' day and notice how that feels

20 Focus on what makes you and others happy today

21 Listen to a piece of music without doing anything else

22 Notice something that is going well, even if today feels difficult

24 Appreciate your hands and all the things they enable you to do

25 Focus your attention on the good things you take for granted

26 Choose to spend less time looking at screens today

27 Appreciate nature around you, wherever you are

28 Notice when you're tired and take a break as soon as possible

29 Choose a different route today and see what you notice

30
Mentally scan
your body and
notice what it
is feeling



ACTION FOR HAPPINESS

Happier · Kinder · Together