

NEWSLETTER

31 JANUARY 2025

THIS WEEK'S NEWS

Building Update

We are sorry to have had to share the news about our building at Mary Road with you this week. We understand that for many of our SuMS families this will be both frustrating and disappointing - as it is for all of the SuMS team - but we know that we will find a good solution to this issue and will continue to provide an excellent and deep mathematical education to your young person. For full details of what we know to date, please refer to the email sent to you yesterday afternoon. If you would like to discuss this further, please feel free to get in touch with the [Co-Headteachers](#) or our [Chair of Governors](#).

Managing Needs Event

We are looking forward to welcoming you to next week's online session. In this event led by [Sarah Bourne](#), our school SEND Co-Ordinator (SENDCo), we will discuss the concept of Neurodiversity, specifically thinking about how we may recognise neurodivergent traits in our young people - including their significant strengths as well as areas that may pose challenge. We will consider how to discuss these ideas with young people, explore the different support avenues available and consider what a diagnostic pathway may look like.



Please note that the date of this session has changed and it will now run on **Friday 7 February, 1600-1645**. There will be a short presentation followed by Q&A. If you would like to ask a question anonymously beforehand, please submit it using [this form](#). There is no need for you to register to attend, you can just join the conversation here: [Join the meeting](#).

Observatory for Mathematical Education's Y12 cohort study

At SuMS, we are committed to improving the provision of mathematical education across the country and we are delighted to be participating in a research study being carried out by the [Observatory for Mathematical Education](#) based at the University of Nottingham. Earlier this week we emailed you a letter explaining the study and the involvement of your young people. It also contained [this link](#) to their short online parent/carer survey, which they hope many of you consider completing, as they are keen to ensure that the voices of all stakeholders are represented in this research. For more information, [please click here](#).



PROGRESS CHECKS



This week we have reminded our students about Progress Check 2, which will take place on the 24-26 February. Next week they will be given study resources by their Subject Leads and they will have a series of revision lessons before the half-term break, to support their preparation. We recommend that each student spends a maximum of 3 hours preparing per subject during the break, so that they also have some time to rest and recharge.

IMPORTANT REMINDERS

- DofE Expedition - 2nd instalment due - 31 Jan
- Half-term break - 17-21 February
- INSET day - 3 February
- Progress Check 2 - 24-27 February
- Managing Needs event - 7 February
- DofE Expedition - 3rd instalment due - 28 Feb



SAFEGUARDING

We take Safeguarding very seriously at SuMS, and it forms one important element of our holistic approach to taking care of your young people. This week we have started sharing useful information with the students about how they can protect themselves and one another, and we'd like to share this information sheet with you, as their parents and carers.

Please do talk to your young person about this important topic and if you have any questions or concerns reach out to us. Our Designated Safeguarding Lead (DSL) is Ms Kettleborough, and our Deputy Designated Safeguarding Lead (DDSL) is Mrs Shillabeer; all of the SuMS team have Safeguarding training.



Safeguarding for parents

What is safeguarding?

Safeguarding ensures that every child, regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation, has a right to equal protection from harm. It's the steps that people take to protect children and vulnerable people from harm.



Examples of safeguarding concerns to look out for:

 <p>Physical</p> <p>A group of children pushing or hitting a smaller child when an adult isn't looking.</p>	 <p>Emotional</p> <p>A crying child running towards their parent who responds in a harsh manner using inappropriate language.</p>	 <p>Sexual</p> <p>A teenage girl walking home being catcalled and harassed, or being touched without consent.</p>	 <p>Neglect</p> <p>A child wearing the same dirty clothes every day and stealing food from other children.</p>
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How can you help?

If you ever see anything happen to a child that makes you feel uncomfortable, please let your safeguarding lead / person know. You're not causing problems – you could save a child from unnecessary harm.

Any one of these things might not mean anything, but if your safeguarding lead / person isn't told, they can't help.



Speak to: Ms Kettleborough / Mrs Shillabeer

Talk to me about your concerns

For more support with safeguarding, search

Tes safeguarding advice 