

April 2025



The Wycombe Grange

This term has seen my return as Head of School, and it is a pleasure to be back with the TWG family, getting to know new members of the team and our community and understanding their journey and the progress they have made.

We welcomed two new members to the team:

Mohammed Awis - Teacher:

Mo has significant experience working with young people with SEND and SEMH needs. He has already made a great impact with our students, building strong relationships and creating a calm, engaged zone.

Jess Walker - Behaviour Support Lead:

Jess has recently been a Head of Year and has 9 years working in a mainstream secondary school. She is experienced in behaviour management, safeguarding and holds a NPQ in Leading Behaviour and Culture.

A big welcome to Mo and Jess!

Paul Barber, who works across Aspire, joins us on a Monday. He works with students on outdoor education and this has been a huge success with our students, who are thriving with this addition to our curriculum and it is a joy to see.

Last week, we celebrated with an exhibition for our 5th cohort of Finding My Voice students. The turnout was astounding, with families, schools and outreach workers coming together to plan the student's reintegration back to their mainstream school. Students had examples of their work displayed, so all who visited could see their progress and a glimpse of their achievements. The feedback relating to the exhibition has been highly positive from the referring schools. We wish all students returning, the best in their next chapter and hope what they have learnt with us will help and guide them on their journey. A big thank you to all those who contributed to the event and their part in ensuring its success.

Lastly, I would like to say how incredibly proud I am of the community we have here; the dedication and passion that everyone brings everyday. Together, we make TWG a special place where learning, growth, and achievement thrive. I look forward to working with all of you to make the summer term a great success.

Tammy Nichols
Head of School

FMV Zone 1

During our time together, we have explored many different subject areas, as well as discovering many new aspects of ourselves, which has been really exciting. We explored many themes within our class book, 'The Hunger Games', such as rebellion, emotions, power and conflict, identity and diversity as well as equality, love and bravery.

We have created many meaningful and powerful acrostic poems and incredibly vibrant pieces of art in connection with the aforementioned themes in our book. In addition, we have shared our own opinions, beliefs and emotions during our Oracy lessons, which has enabled all of us to develop our authentic oracy skills.

We have also discovered our 'wild' side when we went to Woodrow High House, where we were all put to the test physically and mentally, climbing walls, ropes and crawling underground! We learnt new skills, such as 'spotting' and we really grew together as a team, encouraging each other to take risks and to be brave.



On Wednesdays, we dedicated our day to cooking. The students selected recipes and assisted each other in small teams, listening to and giving instructions. We often shared our food with others in the school, or the students took their creations home. We made a wide variety of dishes from around the world, including cheese and bacon turnovers, homemade chicken nuggets, macaroni cheese, and chicken fajitas. We always included a vegetarian option, even when preparing a traditional fry-up!

Our baking endeavours were equally ambitious, with chocolate blondies and brownies, chocolate chip muffins, and double chocolate chip cookies.

Our students have honed their organisational, communication, and presentation skills. Whether it was in Arty Fridays, our own Hunger Games experiences, or hot kitchen Wednesdays, the students embraced every opportunity and new experience. They worked well within their teams, showing respect and kindness. They should be immensely proud of their achievements, just as we are.

Overall, we had a multitude of experiences, met and connected with many different adults and students, and learned so much about our own emotions, how to handle ourselves in tricky situations, and take responsibility for our actions. We are grateful for all the incredible experiences we've had.

After twelve weeks on the Finding My Voice programme, the students are ready to return to school. As one of our students said:

'I am really ready to return now and I would like to have a gentle start at my school, so that all the good work I have been doing here will help me.'

We wish all of our Zone 1 students all the very best for the future.

Ms Hall, FMV Teacher
Miss Shydlovska, FMV Teaching Assistant



FMV Zone 2

We are pleased to share our latest successes with the FMV students in Zone 2, and the enriching activities we have undertaken during Spring 2025. Students have enjoyed a varied and adjusted curriculum, fostering personal development and enhancing oracy skills, which have been vital for the holistic growth of our students. Through engaging discussions and collaborative projects, students have increased their confidence and communication abilities.

Maths lessons have allowed us to teach innovative strategies that have promoted growth and self-knowledge within our lessons. We have engaged in practical applications of various mathematical concepts, enabling students to understand the relevance of maths in everyday life.

Students have participated in creative interventions, including music sessions that encourage expression and concepts of communication, linking to the key objectives of the FMV programme. In addition, the students have also been busy with their enrichment activities, encompassing a variety of physical pursuits, such as boxing and bowling sessions, designed to promote teamwork and resilience in a fun environment.



Be [♡]
proud of
[♡] your
self [♡]

Zone 2 enjoyed a visit to Woodrow High House, where students had the opportunity to develop their skills in a serene outdoor setting, linked to our Hunger Games topic.

Cooking sessions have also provided hands-on experience, promoting healthy eating and essential life skills.

The class have also had the amazing opportunity to visit The Rye and High Wycombe town centre, allowing students to engage with their communities and experience real-world applications of their learning.

We are incredibly proud of the achievements our Zone 2 students have made this term, and wish them well as they transition back into their respective mainstream schools.

Mr Ahmed, FMV Teacher

Mrs Finch-Leslie, FMV Teaching Assistant

Miss Kuszynski, FMV Teaching Assistant

Zone 3

This term has been exciting and enriching for our students, filled with hands-on experiences and academic progress.

Our class has been actively involved in various activities that have supported their personal development, social skills, and learning across the curriculum.

One of the highlights has been our weekly boxing sessions with The Sweet Science Foundation. The students have fully engaged with the coach, improving their physical fitness and gaining valuable insights from his experiences. These sessions have provided an excellent outlet for energy while reinforcing discipline, resilience, and teamwork.



In addition to boxing, students have continued challenging themselves with pull-up workouts during lunchtime. This has been a great way to build strength, endurance, and a sense of personal achievement.



Academically, students have made excellent progress across various subjects. In Maths, they have been working on conversions between decimals, fractions, and percentages, which has strengthened their numerical fluency.

PSHE lessons have focused on living in the wider world, with particular attention to bullying and discrimination, including the impact of online and cyberbullying.

In English, students have explored gothic literature and poetry, delving into dark and atmospheric texts that have sparked creativity and critical thinking.

Meanwhile, in ICT, they have been learning about different methods of communication, helping them understand how technology shapes the way we connect with others.

As part of our rewards trip, students visited Hollywood Bowling Centre in High Wycombe, where they enjoyed some friendly games of pool. The experience extended beyond just leisure; during the walk into the town centre, students practised essential social norms, with staff modelling positive interactions with members of the public and in various shops. This provided a valuable, real-world learning experience, reinforcing respectful communication and appropriate behaviour in different social settings.

It has been a fantastic term, and we are incredibly proud of the students' enthusiasm and progress. We look forward to building on these experiences in the coming weeks!

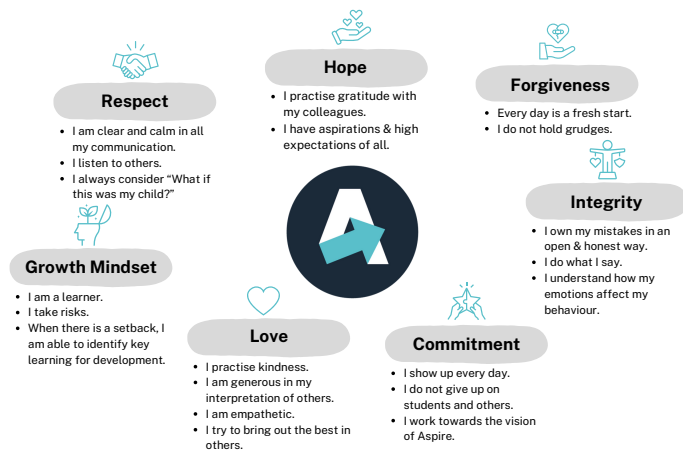
Mr Khan, Class Teacher

Mrs Finch-Leslie, Class Teaching Assistant

Zone 4

Students in Zone 4 have recently welcomed several new students and teachers, bringing a lively and exciting atmosphere to the area. Our focus is on building strong relationships, and fostering a positive learning environment that supports personal and academic growth for everyone.

In Zone 4, our core principle is straightforward: treat everyone equally and with respect. We believe in maintaining a growth mindset and consistently acting with kindness and integrity, which aligns with our Aspire values.



This transition is extremely important as our students come from different backgrounds and experiences. Our goal is to meet them where they are and help them progress and gain confidence in their learning. We know that getting back into a structured learning environment can be tough, especially for those who've had some bumps along the way.

Our students get regular shout-outs in daily briefings for their teamwork and the skills they're developing, always looking out for each other.

To build a sense of community, we offer various activities and strategies that fit our learners' needs. We start each day with a community breakfast, featuring hot chocolate, bagels, and toast. At lunchtime, everyone pitches in with tasks like setting out plates and loading the dishwasher.

We focus a lot on social-emotional wellbeing, helping students develop self-awareness, resilience, and empathy. We know some students have faced challenges outside the classroom, so we make sure to address emotional wellbeing alongside academic progress.

Regular check-ins during breaks, peer support networks and group activities, help students express themselves and feel supported, as they get back into the learning groove.

By looking at both academic and emotional needs, we are confident our learners will thrive in Zone Four and become active, confident participants in their education.

One of our highlights has been reading "Noughts and Crosses" by Malorie Blackman and watching the series together. It has been a real eye-opener and sparked some great critical thinking among the students. The discussions around the book have led to a deeper understanding of societal issues, some of which our students have experienced.

We'd like to say a huge 'thank you' to the parents and carers who are working with us to put these young people first and ensure we all speak with one voice for our students, to help them understand they are cared for and we are listening! We know that the students would also like to thank everyone in the TWG community, for making them feel welcome and for caring so much.

Mr Awis, Class Teacher
Miss Kuszynski, Class Teaching Assistant

Music Intervention

From the moment students step into the music room, they embark on a creative and hands-on journey through the world of music. Here is a glimpse of what they have participated in this term.

Ice Breaker: Introduction to music room equipment on the first day. Students explore prior knowledge and receive explanations about the various knobs, sliders and controls. This hands-on approach helps them become familiar with the tools they'll be using.

Genres: We kick the sessions off with a Q&A to discover what knowledge students have of musical genres. We discuss what genres are and what they mean, sparking curiosity and engagement.

Beats and Bars: Incorporating maths and basic multiplication, students learn about timing, using Logic Pro song-making software. This session provides an opportunity for them to create and make their own songs, blending creativity with technical skills.


Drums and Percussion Instruments: A very hands-on activity where each student gets a chance to play the drums and add percussion. This session encourages rhythm and coordination.

Basic Song writing: Students unleash their creative side by writing lyrics, poems, or any form of expression through spoken, sung, or rap means. This can lead to recording their work as a song, jingle, or other creative outputs.

Creative Design: In this session, students design album covers, CD covers, or posters of their favourite artists or bands. This allows them to merge their artistic talents with their musical interests.

Back to the Old School: We take students back in time, with hands-on activities using a record player, mixer and vinyl records. They also explore iconic items from yesteryear, such as the Sony Walkman, mini discs and vintage audio cassette tapes.

Remember creativity knows no bounds!

A scenic landscape featuring a calm body of water in the foreground, reflecting the sky. In the background, there are dark, silhouetted mountains under a dramatic, cloudy sky with some light breaking through. The overall mood is serene and majestic.

Where words fail,
music speaks.

Hans Christian Andersen



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Dates for your diary:

End of Spring term: Friday 4 April 2025

Bank Holidays: Friday 18 April 2025 & Monday 21 April 2025

Start of Summer term: Tuesday 22 April 2025

Bank Holidays: Monday 5 May 2025 & Monday 26 May 2025

Half term: Tuesday 27 May 2025 - Friday 30 May 2025

Inset Day: Monday 2 June 2025

Finding My Voice Exhibition: Wednesday 25 June 2025

End of Summer Term: Friday 18 July 2025

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