15th April 2026

Hornbeam News

limeacademyhornbeam.london

Message from the Head teacher:

Dear Parents/Carers,

It seems strange that we have already reached the summer term and that the end of the academic year is drawing ever closer. I hope you have had a restful Spring break and it was a pleasure to be greeted by so many smiley faces Monday morning. All that positive energy has definitely had the sun shining!

This term looks to be just as packed with events and special occasions as the previous two. Some of our Post-14 learners have started their Entry Level exams this week and will continue over the next two weeks. They have been working hard to prepare for the exams and all of us at Lime Academy Hornbeam wish them the best of luck. We are proud of the immense effort and maturity they have shown towards their studies.

Summer term is going to bring with it many mixed emotions for some of our learners as they start to prepare for leaving our school and moving on to pastures new. If any of your children who are leaving are feeling anxious about what lies ahead for them, please do not hesitate to reach out to us so that we can support them and you.

As always, please continue to check letters, emails and newsletters for any important updates.

Thank you

Bernice Docherty

Assistant Headteacher

SCHOOL CALENDAR	
4th May	Bank holiday – School Closed
22nd May	Last day of term
1st June	Return to school

This Weeks Top Attendance

Whole School Attendance

(Average this year)

88.4%

Attendance Congratulations

Classes with above 90% attendance

(WM) Wonder – 94.0%
(WM) Goldberg – 93.9%
(WM) Charles – 93.6%
(WM) Doyne –93.4%
(WM) Pearson – 93.1%
(WM) Eilish – 92.8%
(WM) Reeve – 92.2%
(BH) Rose – 91.3%
(WM) Angelou – 90.6%
(BH) Violet – 90.4%
(BH) Ruby – 90.2%

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Learning @ BH – Purple class

Purple Class have been thoroughly enjoying our new sensory story.

We have been exploring a range of fun resources as part of an exciting underwater adventure. Learners have been highly engaged as they investigate different textures, sounds, and visuals linked to the story.

We have begun using choice boards to support learners in identifying and selecting different parts of the story. This has encouraged intentional communication, anticipation, and active participation. All learners are responding positively to this approach, showing increased engagement and confidence when making choices.

The learners are doing very well with this and are clearly enjoying the experience, demonstrating strong interest, curiosity, and enjoyment throughout the sessions.

Learning @ WM – Goldberg Class

Our class Goldberg recently enjoyed a valuable and engaging trip to the Museum of the Home, where pupils explored how everyday life has changed over time. The visit supported their learning by bringing history to life through interactive exhibits, sensory experiences, and real-life objects from different eras. Students were encouraged to compare past and present homes, helping to build their understanding of change and develop communication skills through discussion and observation.

The trip also provided an opportunity to build confidence, independence, and social skills in a new environment, making it both an educational and enriching experience for everyone involved.

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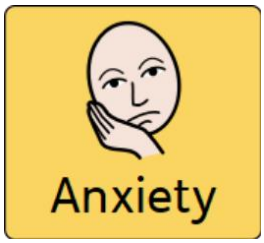
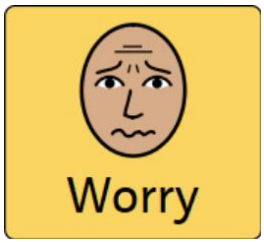
Emothion of the week - Anxiety

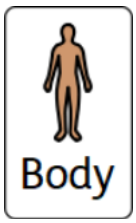
As part of our ongoing commitment to supporting emotional literacy in our learners, we're continuing with our **"Emotion of the Week"** focus to help learners build awareness and regulation strategies around different feelings.

This week's emotion is Anxious, sometimes referred to as worry.



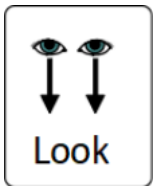


Anxiety is a common emotion that can arise when we feel unsure, unsafe, or anticipate something going wrong. It may be triggered by new situations, changes in routine, fear of failure, or sensory overload. Supporting learners in recognising and managing anxiety helps them build trust, confidence, and emotional resilience. Anxiety is an emotion in the Yellow Zone.



How it might feel in the body:

· Tight chest or stomach ache
· Racing heart or fast breathing
· Sweaty palms or shaky hands
· Feeling frozen, restless, or needing to escape
· Busy or "spinning" thoughts



How it might look to others:

· Avoiding tasks, people, or eye contact
· Asking lots of questions or seeking reassurance
· Fidgeting, nail biting, or repetitive movements
· Withdrawing, hiding, or becoming tearful
· Difficulty focusing or starting activities

Strategies and tools to support learners:

· **Name it to tame it**: Help learners identify the feeling with emotion visuals or worry symbols
· **Reassurance and predictability**: Use visual schedules, now and next, objects of reference, transition music, timers, and previewing to reduce uncertainty
· **Breathing and grounding exercises**: Try 5-finger breathing, "5 things you can see," or calm-down visuals, refer photos of their favourite things or of the environment.
· **Comfort objects or sensory supports**: Allow access to fidgets, weighted items, chewies or calming textures
· **Safe space to reset**: Provide a quiet zone where learners can feel secure and take a break.

Let's also remember that anxiety can be hard to spot, some learners mask it by shutting down or appearing distracted. Being gentle, observant, and proactive can help reduce anxious feelings and create a sense of safety and control.

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Word of the week - No

Word of the Week

Negation is important for students to be able to say they do **not** want / like / feel something or say **no** to someone. Being able to express **no/ not** is so important for safety and emotional wellbeing.

Role play scenarios when a student may need to say **'no'**

Songs

'No, No' Bedtime Song – Cocomelon

'Five Little Monkeys'

'We **Don't** Talk About Bruno'

Natural opportunities that are led by the child or young person (e.g. when a child pushes away an item they **don't** want)

Simon Says

Play Simon Says but using negation (e.g. 'Do **NOT** touch your nose')
Or
Treasure Hunt (e.g. 'Find something that is **NOT** red')

When a student makes a request, playfully give them the wrong thing and encourage them to say **'no'**
(only use this for students who will enjoy this silliness!)

Books

'That's **Not** My Dragon / Train / Unicorn / Bee'*

'No Means **No**'*

'Where's Spot?'*

*on YouTube

Jack Petchey Achievement Award School

Lime Academy Hornbeam
Putting Learners First

We Are Proud to Be a Jack Petchey Achievement Award School!

We are delighted to share that our school has been recognised as a **Jack Petchey Achievement Award School**.

it is a fantastic opportunity to celebrate the amazing achievements of our students. This programme shines a spotlight on pupils who show brilliant effort, kindness, resilience, and leadership in their own unique ways. It helps build confidence, encourages independence, and empowers our young people to keep pushing themselves while supporting one another. We can't wait to celebrate their success and show just how incredible our students truly are!

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Destinations Fair @ BH – 15th May 10am – 12pm

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