



Weekly News

FRIDAY 8TH MAY 2026 - ISSUE 30



A Message from Mr Spink and Mrs Wathen

Good afternoon everyone.

Though a shorter week than usual, it has been a productive one. Some children in Year 4 are heading on their residential later in the Summer term and the teaching team held a meeting with Year 4 parents to ensure they are well prepared for their trip to Horncastle, Lincolnshire. It was great to see so many parents in support of their child's first over-night trip with school. For some it may be a little nerve-wracking but rest assured it is such an exciting adventure for them - they will have an amazing time!

Next week our **Year 6 pupils will be sitting their SATs assessments**. Please be sure to send them into school for an **8 o'clock start** (come to Breakfast Club). We will make sure they have a warm, nutritious breakfast and that their brains are warmed-up ready for the tests each day. Please also make sure they all **get a good nights sleep** so they are refreshed for each test, each new day.

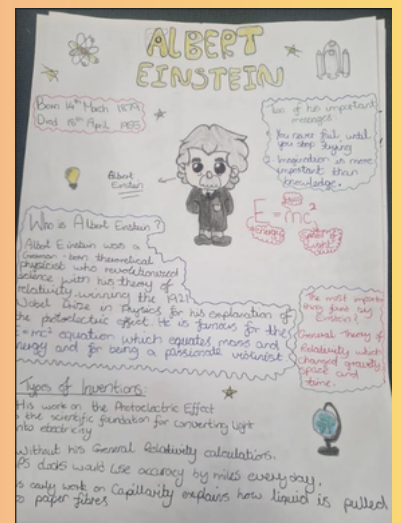
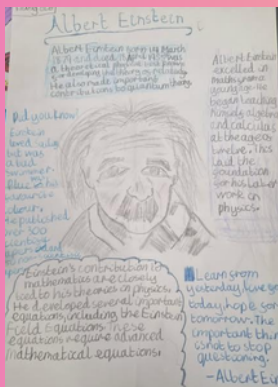
Due to the SATs assessments, there will be no Food Pantry this week as lots of the staff team are involved in the SATs organisation. It will resume the following week (20/5/26) as usual.

Have a wonderful weekend, see you all on Monday.

Mr Spink & Mrs Wathen



What a picture...



DIARY DATES 25/26

11th - 14th May 2026 - **KS2 SATs Assessments for Y6**

Tuesday 19th May 2026 - Y5 Countryside Show Trip

Friday 22nd May 2026 - Culture and Diversity day

Friday 22nd May 2026 - School closes for Spring Bank holiday

Monday 1st June 2026 - School reopens

Monday 15th June 2026 - Y4 Residential Trip

Wednesday 17th June 2026 - Big Talk in school

Friday 19th June 2026 - Dance-a-thon

Tuesday 23rd June 2026 - Wellsing Choir Event

Tuesday 23rd June 2026 - Y5 Opera North Event

2nd & 3rd July 2026 - Y6 Co-Op Leeds Transition Days

Monday 6th July 2026 - Year 6 Cinema Trip

Tuesday 7th July 2026 - Whole School Transition day

Tuesday 7th July 2026 - New Reception Class visit (am)

8th, 9th & 10th July 2026 - Y6 Residential

Friday 10th July 2026 - Ian's Farm to visit EYFS

Thursday 16th July 2026 - Y6 Prom

Friday 17th July 2026 - School Closes for Summer (1pm)



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Good Luck!

Reminder!



Year 6 SATs Next Week

- **Mon 11th May** : GPS papers
- **Tues 12th May**: Reading paper
- **Wed 13th May**: Arithmetic and Maths Paper 2
- **Thurs 14th May**: Maths Paper 3

Year 6 children need to arrive at school for **8am** so that they can have breakfast and be ready for when the tests start at **8.45am**

Please make sure your child has had a good nights sleep the night before.



Good Luck!



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At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about SCHOOL AVOIDANCE

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022-23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a hugely subjective experience which requires a tailored, individual approach.

UNDERSTANDING SCHOOL AVOIDANCE

IMPACT OF SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include tummy aches, headaches, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

MANAGE OVERWHELMING FEELINGS

Acknowledge the child's worries, listen and discuss coping strategies together to help them manage difficulties. These could include mindfulness, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and spent away from screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

RECOGNISE POSITIVE STEPS

Drawing attention to a child's successes – be they big or small – can help to give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Such an approach can go a long way.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



Source: See full reference list on guide page at nationalcollege.com/guides/school-avoidance

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THIS EVENT IS FUNDED BY 

THE OLD FIRE STATION PRESENTS

THE STATION PARTY



FRIDAY 29TH MAY AT 5:30 PM

A FUN NIGHT FOR EVERYONE IN THE COMMUNITY !
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MUST BE BOOKED IN ADVANCE**



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Cygnet Training

Leeds Family Hubs



EAST FAMILY HUBS

A support programme for parents and carers of children and young people, aged 5-18, who are autistic.

By attending a Cygnet autism support programme, it will give parents and carers an opportunity to develop their understanding of autism and consider ways to support their child.

It also provides the opportunity to meet other people in a similar position and hear about their experiences in an informal but supportive atmosphere.

If you are interested in attending this training or future Cygnet Training, please email:

Family.Hubs@Leeds.gov.uk
and quote 'SEND Specialist
Co-Ords Chapeltown &
Compton'

When:

9:30-12:30 starting May
2026

Friday 8th May
Friday 15th May
Friday 22nd May
Friday 5th June
Friday 12th June
Friday 19th June
Friday 26th June

Where:

The Compton Centre
Harehills Lane
Leeds
LS9 7BG



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