



BEECH HILL NEWS

Friday 4th September



Attendance

At Beech Hill, we believe that every school day matters. Regular attendance gives pupils the opportunity to engage fully in their learning while supporting their social, emotional and mental development. Establishing a consistent routine of excellent attendance is essential to helping every child achieve their full potential.

We are committed to ensuring that every child receives the education they are entitled to. To achieve this, we have high expectations for attendance and punctuality and ask all parents and carers to work in partnership with us to ensure that children attend school every day and arrive on time. **The school day begins at 8.35am, and the school gates close promptly at 8.45am.**

The DfE has updated its framework around attendance. Please read below and use the link for any further reading. "Under the national rules, all schools are required to consider a fine when a child has missed 10 or more sessions (5 days) for unauthorised reasons.

The current national framework is as follows:

First penalty notice: £80 per parent, per child if paid within 21 days, or £160 if paid within 28 days.

Second penalty notice (within 3 years of the first penalty notice): £160 per parent, per child (no discounted rate)

Third penalty notice within 3 years: A further penalty notice is not issued. Instead, the local authority may prosecute, which could result in:

a fine of up to £2,500,

a community order,

up to 3 months' imprisonment in the most serious cases

[For more information, please refer to this website: Fines for parents taking children out of school: What you need to know](#)

Every day in school is important. Missing days in school has a detrimental impact on your child's learning and can lead to them not fulfilling their potential. Children must be in school for 190 days per year. Missing just 5 days (1 week) means your child misses 30 lessons. This is 30 lessons of a sequenced curriculum across their subjects where your child will not have acquired the knowledge and skills.

However, we know that sometimes your child cannot come to school because they are really unwell; that's the right thing to do for them and other students. Medical advice is clear, however, that children with mild illness will often be well enough to attend - for example, if they have a cough, or cold, without a temperature. The NHS guidance [Is my child too ill for school? NHS \(www.nhs.uk\)](https://www.nhs.uk) is designed to support parents in their decision making about mild illness.

If your child is unwell, please contact the school office on **01422 345004** before 9.00am providing a reason for absence. If you are planning a trip away in term time, please speak to Mrs Farhat before filling in an absence request form.





Beech Hill School

"Learning Without Limits"

If you have any concerns regarding your child's educational needs please speak to the class teacher in the first instance or make an appointment to speak to them with the year group SENDCo.



Miss Walker is the SENDCo for Years 3, 4, 5 and 6.



Miss Waddington is the SENDCo for EYFS, Years 1 and 2.

SEND Newsletter Autumn 1 2026



Unique Ways is a local **Membership Charity** which operates throughout Calderdale.

What they do – directly support Parent Carers

They offer support, guidance, and a range of free services to Parent Carer Members who have children/young people (aged 0 – 25) who have Specialist Educational Needs and Disabilities (SEND) or any additional need. Parent Carers need to become a charity Member. Membership is free, the Service Offer is free.

Term Time Only Service – Monday – Friday 09.30 – 2.30

[Click here to visit their website for more information](#)

Please click on the link below to find out more about the amount of support available to children, young people and their families with special educational needs and/or disabilities in Calderdale.

[Click here for Calderdale's Local Offer](#)



Saturday Sports Zone

This is a special place where trained coaches organize fun sports and play sessions every week. It's designed for kids and young people aged 5-19 who have special educational needs and disabilities (SEND).

Where: St Jude's Church Hall, Halifax

[Click here to see session times and for information on how to book](#)



Useful Links:

[Unique Ways](#)

[Calderdale SEND Local Offer](#)

[Calderdale Saturday Sports Zone](#)

Secondary School Admissions September 2027

If your child was born between 1st September 2015 and 31st August 2016, then they will be due to start secondary school in September 2027.

You can apply online for your child's secondary school place up to 31st October 2026.

To apply and for more information about the admissions process, please follow the link below:

[Apply Online](#)



Moved address?
New email address?
Have a new mobile phone?

It is extremely important that the details we hold for parents and students are up-to-date.

We need to be able to contact parents at all times so please ensure that the information we hold for you is correct.

If you have moved house recently or you have changed your contact number, please let the office know as soon as possible.

You can let us know any changes by emailing admin@beechhillschool.co.uk or by calling into the school office and talking to Mrs Hafiza or Mrs Farhat.

Thank you for your continued support!

Important Dates

w/c Mon 7th Sep - Rights Respecting
Council Nominations

Tue 8th Sep - Y5 Parent Meeting 8:45am

Wed 9th Sep - Y6 Parent Meeting 8:45am

w/c Mon 14th Sep - Rights Respecting
Council Elections

Tue 15th Sep - Reception Parent Meeting
8:45am

Thu 24th Sep - Nursery Parent Meeting
8:45am and 2:30pm

Thu 24th Sep - Y6 Healthy Eating
Workshops

w/c Mon 5th Oct - Harvest Festival

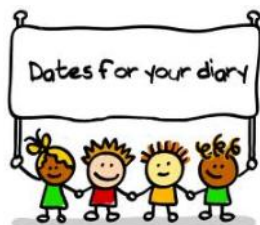
Tue 6th & Thu 8th Oct - Y1 Parent Lunches

Fri 9th Oct - Hello Yellow Day

Wed 21st Oct - Y5 Fire Safety Talk

Thu 22nd Oct - Y6 Fire Safety Talk

Fri 23rd Oct - School closes for half term



Beech Hill Values

At Beech Hill, we focus on 8 different core values throughout the year. These values are something that we feel our pupils need to learn and demonstrate, in all aspects of life.

Each half term, we reward children for demonstrating excellence in a particular value. We encourage you to help your children to demonstrate these values at home and in the wider community.

We also invite you to let us know ways that your children have demonstrated the different values.

Please see below for each half term's focus value.

Honesty

Tolerance and Respect

Determination and Perseverance

Appreciation

Friendship

Kindness



This half term's value is:

Honesty

Seatbelts: No Exceptions

A recent police patrol near our school highlighted something that we cannot ignore: **too many children are travelling in cars without wearing a seatbelt.**

During the last week, officers had to remind **five families** to put their children's seatbelts on.

Please remember that **it is a legal requirement to wear a seatbelt**, and parents and drivers have a responsibility to ensure children are properly restrained.

A seatbelt takes seconds to put on, but it can make the difference between life and death in a crash.

Before the car moves, every child must be buckled up. No exceptions.



Top Tips for SUPPORTING CHILDREN'S RETURN TO ROUTINE

Returning to school after the holidays can be challenging for some children and young people, and both families and education settings can play an important role in helping them readjust. Consistent routines, clear expectations, and supportive communication can support children and young people's wellbeing, self-regulation, and academic success. These practical tips can help make the transition back to school feel more manageable.

1 START EARLY

Gradually reintroduce school-day sleep, meal, and wake-up routines around a week before term begins. In education settings, familiar routines and expectations can also be introduced from the start of term to help pupils settle back in. A gradual and predictable approach can make the transition feel less abrupt and give children and young people the time they need to readjust to the structure of school life.

2 REBUILD ROUTINES TOGETHER

Involve the children and young people in your care in the rebuilding of familiar routines at home and in education settings. Having a say in their daily schedule can increase predictability for them and give them a greater sense of control. This might include discussing morning routines at home or reviewing classroom timetables, expectations, and activities together at the beginning of the school day.

3 ENCOURAGE RESPONSIBILITY

Giving children and young people age-appropriate responsibilities can help foster their autonomy and engagement. For younger children at home, this might include getting dressed independently or checking their school bag. In education settings, children and young people could organise their learning materials, complete simple classroom tasks, or follow a familiar morning routine. These manageable responsibilities can help them feel more involved in the school day while developing useful skills.

4 RECONNECT WITH PEERS

Re-establishing friendships can help children and young people feel more confident and connected when they return to school. Families might arrange opportunities for their children to speak to or spend time with school friends, while educators can use group activities, 'buddy' systems, or collaborative tasks to help rebuild classroom connections.

5 SUPPORT HEALTHY NUTRITION

Regular, balanced meals, particularly at breakfast, are linked to improved concentration, behaviour, and academic outcomes. Families can gradually return to familiar school-day mealtimes, while education settings can reinforce healthy eating routines at the start of term and signpost breakfast provision where available. Consistent access to food can help support children and young people's energy levels and concentration throughout the day.

6 COMMUNICATE OPENLY

Talk to the children and young people in your care about how they feel about the return to school and give them the opportunity to share any worries or questions. Anxiety around going back to school, particularly when starting a new year group, can be common, and children and young people may benefit from your reassurance and support. Parents and educators can all help with this by listening calmly to concerns and questions, and sharing relevant information with one another where appropriate.

7 RECONNECT WITH LEARNING AND PEERS

Light educational activities before term begins can help children become familiar with learning routines again without creating any unnecessary pressure on them. In school, low-pressure recap activities and familiar tasks from the previous year group can serve a similar purpose during the first few days back. Keeping learning positive and achievable can help rebuild children's concentration, confidence, and academic motivation as they settle back into their usual routine.

8 PRIORITISE SLEEP

Ensure the children and young people in your care get age-appropriate sleep and begin returning to their usual bedtime habits before term starts. Reducing screen use before bedtime may also support better sleep quality. Educators can also be mindful that tiredness may temporarily affect children's concentration, behaviour, and emotional regulation as they readjust to school routines.

9 PREPARE AHEAD

Organising uniforms, bags, lunches, and other school essentials in advance can reduce unnecessary stress when school mornings begin again. Educators can also help by preparing pupils for any changes to classrooms, timetables, staff, or behaviour expectations. Giving children clear information about what to expect ahead of time can make the return feel more familiar and help build up their confidence and independence.

10 BE PATIENT AND FLEXIBLE

Children adjust to changes in their routines at different rates, so your patience and flexibility can be important during the first days and weeks back. Some may settle quickly, while others need longer to adapt to earlier mornings, classroom expectations, or busy schedules. Parents and educators can support children and young people's readjustment by maintaining consistent routines, all the while recognising that concentration, behaviour, or confidence may temporarily look different for them.

WELCOME BACK!

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School, and a business development specialist for Minds Ahead, which works with schools to improve their mental health provision.



#WakeUpWednesday

The
National
College

See full reference list on our website

X @wake_up_weds

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BEECH HILL SCHOOL

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Halifax
HX1 5TN

Tel: 01422 345004



Thursday 3rd September

Dear Parents and Carers,

Following the recent announcement of the new School Food Standards, we have reviewed our school menus and made a number of changes for September 2026. We have kept some of the children's favourite dishes, reintroduced some old favourites and added new recipes to provide greater variety and choice.

Over the coming year, we will also gradually introduce some changes ahead of the full implementation of the new School Food Standards in September 2027. These will include replacing some fried potato products with healthier alternatives, offering options such as rice, boiled new potatoes or pitta bread, and increasing the use of wholemeal and brown bread, pasta and rice.

We would really appreciate your support in encouraging your child to try some of the new foods and dishes, particularly those they may not normally choose. Trying something new can sometimes be a great opportunity to discover a new favourite!

We hope the new menu offers something for everyone and that the children enjoy their school lunches throughout the new academic year.

Yours faithfully

S. Bowling S. Cockcroft

Mrs S Bowling and Mrs S Cockcroft
Co-Headteachers

Dinner Menu from Monday 7th September

If you require an allergy list please email kitchen@beechhillschool.co.uk

2	Monday	Tuesday	Wednesday	Thursday	Friday
Hot Meal Option	Cod & Parsley Fishcake 2	Sausages 5	Homemade Lasagne 5, 10	Roast Chicken Dinner	Homemade Creamy Chicken Pasta 5, 10
	Quorn Hot Dogs Sausage 5 Bun 5, 14	Homemade Vegetable Quiche 5, 10, 12	Pizza 5, 10	Homemade Vegetarian Cottage Pie 4, 10	Mac n Cheese Croquettes 5, 10
Vegetables	Chips Spaghetti Hoops 5 Peas	Mashed Potato 10 Broccoli Carrots	Wedges Green Beans Sweetcorn	New Potatoes Broccoli Cauliflower	Wedges Peas Sweetcorn
Served Daily	Jacket Potatoes with various fillings (Tuna Mayo, Beans, Cheese) Selection of Wraps & Sandwiches Salad Bar Fresh Fruit, Yoghurts & Fruit Cocktail				
Dessert	Arctic Roll 4, 5, 10, 12	Cheesecake 5, 10	Homemade Choc Chip Sponge 5, 10, 12 Custard 10	Vanilla Milkshake 10 & Homemade Cookie 5, 10, 12	Fresh Fruit Selection
	American Pancakes 5, 10, 12	Assorted Ice Cream 10	Strawberry Jelly	Mango & Orange Frozen Smoothie	Choobs 10



Gold Book Nominations



Northern Ireland - Yousaf Sani Butt for having a brilliant start to year 1 and being an exceptional role model to all children in year 1.

Scotland - Mustafa Khan for trying really hard in his learning, settling into year 1 fantastically and for being a positive role model to all his peers.

Wales - Sufyan Awais for having an amazing start to year 1. He has shown excellent listening and enthusiasm in all lessons.

Denmark - Imaan Mehrban for showing great enthusiasm in all of her lessons this week and for being polite and kind with her teachers and classmates.

France - Oscar Tanimoyo for being extremely helpful and trying really hard during his RWI lessons.

Switzerland - The whole class for making an amazing start to their learning journey in year 2 - they are already showing a mature attitude to their learning and displaying the Beech Hill values and behaviours everyday.

Canada - Ines Ramzan for her fantastic start to year 3!

Mexico - Ematullah Ben-Ahmed for a fantastic start to the year. She is a kind, polite and hard-working member of the class. Well done!

Nigeria - Daniel Ononiwu for a flying in start in year 4. He has impressed me with his attitude towards work, determination and manners. I am so happy he is in my class.

South Africa - Hareem Mahmood for being a fantastic role model in the classroom and always doing the right thing. Hareem has really impressed the adults in class with her positive and hard working attitude to her learning.

China - Aila Altaf for her excellent start to year 5 and for being an excellent role model!

Japan - Aizah Ahmed for a super start to year 5. She has worked incredibly hard in all lessons so far and is really impressing the adults in Japan. Keep it up Aizah!

Australia - Aarav Dwivedi for his brilliant enthusiasm in lessons this week.

Fiji - Abu Zarr Shabbir for the positive start that he's made to year 6. I have been really impressed with his enthusiasm and effort so far!

New Zealand - Ayaan Nadeem for showing enthusiasm and thirst for knowledge in maths this week!

**OFF TO A
Great Start**