



**A massive St John's 'well done' to all our Silverdale Stars this week.**

**Curlews – Elora**

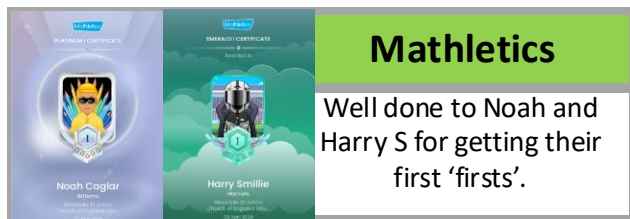
For being the smiliest, happiest friend she can possibly be!

**Bitterns – Marnie**

For being flexible, unwaverable and so confident in who she is!

**Harriers – Olly**

For his jokes and his ability to catch the fastest football ever! Such skill!

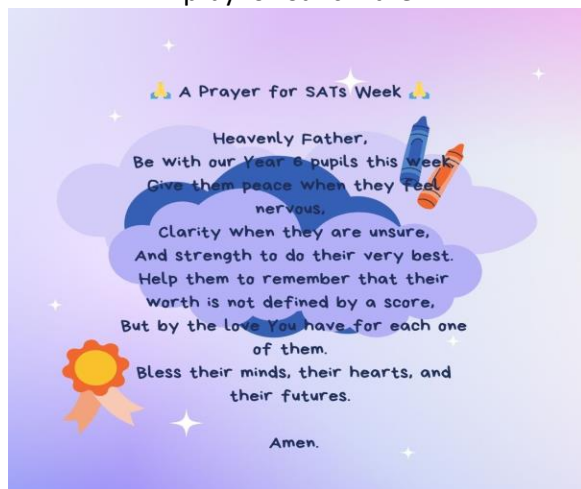


## Mathletics

Well done to Noah and Harry S for getting their first 'firsts'.

## SATS

Our year 6s will be sitting their SATS next week. Miss Jackson will be providing breakfast at 08:15 every morning. Please encourage children to get a good night's sleep and a restful weekend. We pray for our children



## Transition Days

QES - New intake evening 18:00 24.06.26  
Induction day 07.07.26  
Dallam - New Intake Evening 29.06.26  
Induction Day 30.06.25

## Friday Thought

Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your request to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus. Philippians 4:6-7

## Church News

09:00 on Sundays - an informal gathering to sing songs and talk about the Bible readings for the day in the Parish Room.  
10.30 - a service with hymns, Bible readings, prayers and Holy Communion alternate weeks (1st & 3rd). All welcome any time.

## Field Day

Field day is on **Sat 20th June 2026**. The committee need all trophies back from last year asap. If you have or know anyone that has a trophy, please can you drop it in at school. School will also be having a little stall. We need ideas for this! Children will be selling loom bands and selling crafts made by our after school club.

## Lunchtime Legends

Our 'Lunchtime Legends' this week are...  
Quinn, Scout, Jaxson, Finley.  
Super children doing super stuff at lunchtime!

## Landscaping

We need equipment for our mud kitchen still and also, that much needed shed for our larger play equipment. We also need pallets! Please let Miss Sanderson know if you can help.

## Class Blog

It's Harriers' class this week! Please [click](#) on the link to gain an insight into what the children have been learning in class.

## Lunches

**Week 1 WC 11.05.26**



# Newsletter – WC 4<sup>th</sup> May 2026

Inspiring success through learning, community and faith.

I can do all things through Christ who strengthens me

- Philippians 4:13

The words of Jesus: Our Christian Value this week is Forgiveness

## PTA Events

### Helpers needed at the arts trail cafe!

Please can you spare two hours on June 27<sup>th</sup> or 28<sup>th</sup>? Duties include washing & drying up, serving and clearing tables.

Please sign up

at <https://tinyurl.com/PTAARTSCAFE>

We need at least six adults and five children per session.

## Safeguarding

Our safeguarding leads at school are currently Miss Sanderson, Miss Jackson and Mrs Hodgkinson. Please contact them if you ever have any safeguarding concerns.

## Field day

If anyone can help with a small stall at the field day event on June 20<sup>th</sup>, we would very much appreciate it. We usually have lucky dip and shuttle board. If anyone would like to have a go at face painting, then please get in touch with Miss Sanderson. Please also return any trophies to school, if you have one.

## Worship in School

On Wednesday, we continued to focus on our theme of Forgiveness through a story about Two Sons. One of which took his inheritance and squandered it all. We discussed how difficult it was for the son to come back to his father when he had lost everything. He had to have a lot of humility! However, his father welcomed him with open arms. Forgiveness is powerful.

## Vacancies

We have two vacancies in school. Both would be a great opportunity for someone local to come and join our lovely school family.

### Welfare Assistant

Monday, Tuesday, Wednesday 12:00- 13:00

### After School Assistant

Monday, Tuesday, Wednesday, Friday, 15:00 – 16:30

## Next Week...

11.05.26 – GPS paper SATS

11.05.26 – Spelling paper SATS

12.05.26 – Reading paper SATS

13.05.26 – Maths paper 1 & 2 SATS

14.05.26 – Maths paper 3 SATS

Please don't forget to check the online calendar for future events

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## Attendance

Well done to Harriers this week

Harriers 97.7 %

Curlews 90.6%

Bitterns 85.2%

AVERAGE SCHOOL 91.3 %

## Medical Updates

Please remember to update the office with any changes to medical information for your child. This may include if your child no longer requires an inhaler or if they now need one. We also ask if possible for all routine dentist appointments or medical appointments to be made outside of school hours to avoid missed learning and disruption during the school day.

## Reception 2026 intake

Currently, we have 3 children down to attend Silverdale St John's, which is below our usual intake. We are aware of low birth years; however, if you know of anyone who is unhappy with their choice of school, please let them know that we have room!

## Forest School

Thanks to Belinda and Eve again, for some awesome sessions of forest school at Trowbarrow. We are truly blessed to have such opportunities on our doorstep. And truly blessed to have such a committed team of people to support us

# Silverdale Village Fun and Field Day



**Saturday  
20<sup>th</sup> June  
2026**

## **Silverdale Village Institute, Spring Bank**

A wonderful day for all the family – young and old. Let's make this a day to remember.

There will be a fancy-dress competition, a parade through the village, lots of stalls, a fully stocked bar, food vans (doughnuts, pizza), tea/coffee and cakes, children's races with cash prizes, medals and trophies, the iconic adult fell race to the Pepper Pot, the famous tug of war and live music.

### **Key timings for the day (approximate)**

#### **11.45am**

Fancy dress entries - individual, groups (large and small), adults and children, arrive at Silverdale St Johns Primary school for judging at **12pm**.

#### **1pm**

The parade leaves the school for the Institute field traveling down Emesgate Lane, along Stankelt Road and then down Spring bank. Walking fancy dress entries will be at the front of the parade followed by the floats and vehicles. If you're not in the parade, then please line the streets and give everyone a wave and a cheer.

#### **2pm onwards**

Fun on the field – races, competitions, stalls, bar, food, music

# Transitions

**The information contained within this newsletter can be adapted for use with environmental, emotional, development, tasks at any time regardless of any diagnosis.**

## Things to consider around Transitions

Not all children and young people find the move from one year to another difficult as they may be excited about trying new things, meeting new teachers and possibly learning a new subject. It's important to focus on the positives if your child or young person is worried about this step. It is also important to validate their worries as some children can find this difficult so listen to their concerns and help them find solutions. Ask for support from school if needed.

In school transitions from one year to another can be difficult for some children especially if moving to a new classroom or part of school. Speak to the class teacher in the summer term about any transition plans or questions you might have.

Young Minds have developed a resource to support children and young people to understand the transition in Primary school. [youngminds.org.uk/professional/resources/supporting-school-transitions/](http://youngminds.org.uk/professional/resources/supporting-school-transitions/)

Schools will often have their own transition planning tools for children with additional needs, so please speak to them if you have any concerns as soon as possible.

## Transition to High School Top Tips



- Try and ask the young person what they are worried and excited about. Use this as the basis for any support strategies. Don't assume they will have problems with certain aspects, they might have their own strategies already. When you see them at the end of the day, remember they might need a rest and some food before talking about school... Lots of children struggle with open ended questions

such as 'Did you have a good day'. So you could try to ask specific questions such as: Did anything funny happen at lunchtime? Tell me 1 thing that made you smile / happy today? What was your favourite part of the day? Did you meet anyone new? What was the hardest thing about today?

- Home-school communication - Is there a person the family can contact about any issues and what is the best way to get in touch? Please remember this is daunting for all parents of first-time year 7 starters. There may be a few hiccups to start with but hopefully your young person should settle in fairly quickly. If there are any major concerns, try to find a solution and contact the school where necessary. Please be patient and provide solutions if possible as you know your young person best, school will have strategies ready to go but it's important that young people are given the opportunity to try for themselves first to build their confidence, self-esteem and independent skills.



We are

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- New uniform – Check the school policy and don't leave it too late to buy what you need. School shoes are an issue for some, buy early if possible so they have time to try them on and get used to them. LABEL EVERYTHING! AND show them where their name is on their clothes so they can check it's theirs. I guarantee they will lose at least one thing including coat, calculator, drinks bottle & PE socks! Asda (George Online) do some great sensory friendly pieces of uniform as do M&S

- Do they take a mobile phone? There are lots of apps you can install to track their journey, with their consent, if you need that extra reassurance they have made it to school or have set off home. Mobile phone rules – Schools have different policies around phones in school, please make sure to check these out before they start.



- Forgotten items - What to do if they forget their PE kit, pencil case, lunch. Who can they ask for help? Lost items - What to do if they leave their PE kit, coat, lunch box etc. and can't find it. Does it get taken to a specific area? If so, where and how do they access it? Make an easy to read list of what ifs and put it in their pocket / pencil case / phone case. Keep copies as they may lose those too!

- Homework – expectations and explanations. Consider if the young person will need help recording homework details in their planner. Asking the teacher or Learning Support Assistant/Teaching Assistant to check they have the right info recorded saves a lot of stress and worry. Does the school offer homework support sessions? Some young people have a mental barrier with completing homework at home. Can they access the library after school or have access to support during the week to help with homework issues?



### Carol Gray- Social Stories

Carol is best known for the development of Social Stories, a respected evidence-based practice used worldwide with people with autism of all ages. Carol is also known for initiating a very effective social philosophy that 1) 'abandons all assumptions', 2) regards both the typical and autism perspective as 'equally valid', and 3) recognizes the 'social impairment in autism' as shared (noting the well-intentioned but nonetheless misguided mistakes of parents and professionals). She has completed ground breaking work on some of the toughest topics in autism by reviewing the research, developing new theories, and proposing practical instructional strategies, most notably Gray's Guide to Bullying (2004) and Gray's Guide to Loss, Learning, and Students with ASD (2003). <https://carolgraysocialstories.com>

### Visual supports

Visual supports are a communication tool that can be used with autistic people. They can be used in most situations, are adaptable and portable. <https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/visual-supports>

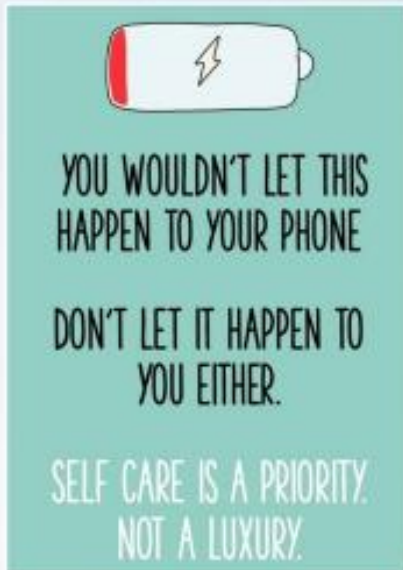
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If you have a child with special educational needs or a disability and are looking for a school for them, you may find information from SENDIAS useful please visit their website for more details [lancssendias.org.uk/information-and-advice/choosing-a-school/](http://lancssendias.org.uk/information-and-advice/choosing-a-school/)



As parent carers, we always prioritise the needs of our children. Their wants and needs come first, as they should. However, to maintain this level of support for our kids, it's important that our own wants and needs are also taken care of. If you can make time for yourself, you absolutely should and you should also NOT feel guilty for it. As the saying goes, you cannot pour from an empty cup. Your own mental and physical health can be impacted by the constant level of stress you experience when raising a child / children with additional needs. Everyone has different ways of keeping themselves going. Even planning something can give you a boost to keep you going until you can find the time. If you are lucky enough to have friends or family that have offered to help, take them up on it. It might not happen often but if they can give you a break now and again, it will help.

Suggestions include: wild swimming with a local group has become increasingly popular, going for walks, talking with friends, meeting other parent carers on virtual or in person groups, sleeping whilst the kids are being looked after / at school, doing

something creative like writing, arts and crafts, making clothes, decorating, or even going to work can be a way to make you feel like you again. This is not a complete list and you may find you already have your own strategies. Whatever it is, if it brings you joy, is healthy and makes you feel like you again, **don't feel guilty for making the time to do it! Your children will notice the difference in you too.**

**If you feel you are struggling and need support for your own mental health, please speak to your GP. For urgent advice and support call 0800 953 0110**

For a range of mental health support charities please go to <https://www.mentalhealth.org.uk/>



# 10 Top Tips for Parents and Educators

## HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

### 1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

### 2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

### 3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

### 4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

### 5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

### 6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

### 7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

### 8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

### 9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

### 10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

## Meet Our Expert

Catrina Lowri is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of 'The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class'.



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See full reference list on our website



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# STAY & PLAY



Our sessions are every Friday morning.  
Term time  
In our early years classroom.  
09:00-10:30  
All welcome



**Silverdale St John's Primary School**