



Springmoor Grange School Newsletter Volume 30 – Friday 8th May 2026

Good Luck Year 6!

Next week, Year 6 children at Springmoor Grange and across the country will be completing their Key Stage 2 SATs. We are really proud of the children and would like to wish them the best of luck. The children have all worked hard, along with the staff who have supported them terrifically. The hard work will pay off and we hope that the children enjoy completing this week's homework – relax, have plenty of fun and rest!

Sad News

Many of you will remember the lovely Mrs Jayne Smith, who was HT at Oxclose Nursery for 14 years and then started a new chapter in her career as the owner of Sweet Rose Ice-cream Parlour. Unfortunately, Mrs Smith sadly passed away last weekend. Mrs Smith worked tirelessly to ensure that all children had the best start to their education showing exceptional dedication and commitment. I am sure that you will join myself, the staff and Governors in sending condolences and love to the family at this exceptionally sad time.

The Return of Outdoor Education Day

We're delighted to be bringing back one of our favourite events after its huge success last year—Outdoor Education Day! On Thursday 25th June 2026, all children from Nursery to Year 6 will take part in a full day of outdoor learning and activities. Pupils will enjoy a range of fun, engaging experiences throughout the day, as well as a picnic lunch. This much-loved event will take place whatever the weather, so please keep an eye out for further details coming soon—we're looking forward to another fantastic and memorable day!

Go Well Trails

Go Well Trails launched in Jubilee Park on the 26th April and I am pleased to share that Springmoor Grange have registered as a group to be a member of this initiative. Go Well Trails is an interactive digital trail project designed to get more people active in the places they already spend time. Using QR codes placed around the park, participants can follow trails, answer questions, learn new things and earn points as they go.

Last week, we were 3rd – could we be any higher this week? There are also specific questions about our school this week!

Here is a poster with further information:



Weekly Class Charts Top Scorers

Reception	Arthur W	Year 4	Jenson N
Year 1	Poppy D	Year 5	Isla B
Year 2	Kieron F	Year 6	Elliott L
Year 3	Alexandra R		

Attendance and Punctuality

Overall attendance for the week is 91.9% and the Year Group with the highest attendance is Year 2 with 96.9%. The winning class this week was Maple Class with 97.6% - well done!



The overall school attendance for the academic year is 93.6% for the whole school and 94.5% for children in Reception to Year 6.

The Primary starts at 8:30am, with the gates opening from 8:20am. Please ensure that your child is at school on time so that they do not miss out on any learning. This week, we have had 239 late minutes and lost learning time.

Attendance Update

As a school, we are working hard to increase our attendance and be in line with the national expectations. We ask for your support with this by helping us with the following:

- If your child has an illness that can be managed in school, such as cold or hay fever, please send your child into school and we will support them. If we feel they are not well enough to be in, we will call.
- Please book medical and dental appointments outside of school time wherever possible. When this is unavoidable, please provide evidence of the appointment to the Office staff and we will be able to authorise the absence for half a day.
- Please don't be alarmed if you receive a call from Miss Simpson, our Parent Support Advisor, to check in whilst your child is absent. We are just making sure that there is nothing further we can do to support your child returning to school.

If anyone does have any concerns or would like support with attendance or punctuality, Miss Simpson is happy to speak and meet with parents and carers – please just call the Office to make an appointment.

Dogs on School Premises

A polite reminder that dogs are not permitted on the school grounds at any time including onto the school yard at home time. We appreciate your cooperation with this.

Dates for the Diary

Monday 11 th May – Thursday 14 th May	KS2 SATs
Monday 18 th May	2pm – Kingfisher Class – Parent/Carer Workshop
Tuesday 19 th May	2pm – Swallow Class – Parent/Carer Workshop
Wednesday 20 th May	2pm – Owl Class – Parent/Carer Workshop
Thursday 21 st May	2pm – Y5 Parent/Carer Workshop
Friday 22 nd May	3pm Close for Half Term
May Half Term	
Monday 1 st June	Children back to school
Monday 1 st June	Careers Day – Summer 2
Monday 1 st June – Friday 12 th June	Year 4 Multiplication Check
Friday 5 th June	Nursery – Visit to Hall Hill Farm
Monday 8 th June – Friday 12 th June	KS1 Phonics Screening Check
Wednesday 10 th June	2pm – Y6 Parent/Carer Workshop

Monday 15 th June	Phototronics – Nursery Graduation Photos
Tuesday 16 th June	1:30pm – Nursery Sports Day <i>Reserve Date – Tuesday 23rd June</i>
Wednesday 17 th June	Y6 – Whitworth Park Transition Day
Wednesday 17 th June	1:30pm – Reception Sports Day <i>Reserve Date – Wednesday 24th June</i>
Thursday 18 th June	1:30pm – Y1/2 Sports Day <i>Reserve Date – Friday 26th June</i>
Friday 19 th June	Wear Pink for Team Solan Day
Friday 19 th June	1:30pm – Y3/4 Sports Day <i>Reserve Date – Friday 3rd July</i>
Monday 22 nd June	1:30pm – Y5/6 Sports Day <i>Reserve Date – Wednesday 8th July</i>
Monday 22 nd June	1:45pm – Reception Father's Day Event
Thursday 25 th June	Outdoor Education Day
Sunday 28 th June – Wednesday 1 st July	Y6 Residential to Newby Wiske Hall
Tuesday 30 th June	2pm – Y1 Parent/Carer Workshop
Wednesday 1 st July	2pm – Y2 Parent/Carer Workshop
Friday 3 rd July	10:15am and 2pm – Buttercup Stay and Play
Monday 6 th July	Reception – Visit to Seaham Marina
Thursday 9 th July	SpringFest
Friday 10 th July	Years 3 and 4 – Visit to Jarrow Hall
Wednesday 15 th July	1:45pm – Nursery Graduation
Thursday 16 th July	9am – Year 6 Celebration Assembly
Friday 17 th July	2pm – Year 6 Guard of Honour
Friday 17 th July	3pm Close for Summer
Summer Holiday	
Tuesday 1 st September	PD Day – School Closed
Wednesday 2 nd September	PD Day – School Closed
Thursday 3 rd September	Start of New School Year – Open to Children

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.

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'.



See full reference list on our website

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