

Monday Memo

Tuesday 5th May

Summer Term

Issue #29

Celebration Assembly

Congratulations to the recipients of last week's awards.

These children demonstrated exceptional effort and dedication, and their accomplishments reflect the positive culture we continue to build together enabling them to thrive and flourish.

	Star of the Week	Good Work	Fantastic Friend
Reception	Henry P	Jaxon C & Keana H	Reign B
Year 1	Alexander K	Amelia W & Ruby-R T	Frankie O
Year 2	Pippa W	Emma T & Oliver P	Darcy E
Year 3	Eddie O	Ese E & Lola H	Harry S
Year 4	Rosie M	Ellis N & Billy-J W	Jodie W
Year 5	Isabelle B	Isabelle B, Rose W & Charlotte H-W	Marley T
Year 6	Brooke I	Harry D & Katie W	Esmé K



Diary Dates

Friday 8th May Year 4 Lego Robotics		Monday 11th - Thursday 14th May Year 6 SATs week
Friday 15th May Year 4 Reading Breakfast 09:05am-09:30am	Tuesday 19th May Reception and Year 1 Tots on Tyres	Friday 22nd May End of term awards 09:05am Close for half term 3:20pm from School
		Monday 8th June School re-opens for Summer 2 Term

★ Good luck Year 6 ★

From everyone at St. Paul's, we wish our Year 6 children the best of luck ahead of their SATs week. They have shown determination and perseverance throughout their preparation. We are so proud of each of them.

Take a deep breath and trust in what you have learned. You have got this. Remember, all feelings are valid. Shining a light on how you feel, particularly when you're feeling overwhelmed or anxious, can help you find coping strategies to support your emotional health and wellbeing.



St. Pauls' Parish News & Events



Tuesdays 09:00am—11:30am

Warm Space (coffee and bacon butties)

Supported by members of our
Children's Chaplain from
10:00-10:30am

Attendance w/b 27/04

Reception: 99%

Year 1: 96%

Year 2: 97%

Year 3: 100%

Year 4: 99%

Year 5: 99%

Year 6: 97%

Whole School Overall: 99%

Target: 97%

House Points w/b 27/04

Parlick: 106



Longridge: 120



Pendle: 100

Bowland: 110

Worship Values

Our worship value this half term is 'Friendship'.

In our Celebration Assembly, we will celebrate 1 pupil from each class who has shown the term's value.

This term we will celebrate our 'Fantastic Friend'.



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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