

HILLCROFT PRIMARY SCHOOL NEWSLETTER

Nurturing children to achieve their personal best

Friday 8th May

As we approach SATs week, we want to wish all of our Year 6 pupils the very best of luck. We hope you know how proud we are of every one of you; we want you to see next week as a wonderful opportunity to shine.

We know that this week can feel intense, so this is a reminder that we are hosting a special Year 6 SATs breakfast each morning to get your day off to a positive start. Finally, remember that the end of the week marks the exciting beginning of rehearsals for your end-of-year production!

From all of us in the Hillcroft Community: Good Luck!



**Good
Luck**

★★★★★ **Nursery** ★★★★★

We have a few spaces left for September in our 2-3 year old Nursery room.

Please contact our Nursery team if you would like to inquire about a space.

**Nursery
Admissions**



Quiz-nic

7th June is a MUFTI day. Please bring in donations of chocolate and sweets.



Key Dates



Please navigate to our [website](#) for information about upcoming key dates.

INSET Day

Friday 26th June
School closed to pupils for staff training

A MESSAGE FROM MR JENSEN

Running a marathon is not easy. I am aware of several keen runners among our parents, and very pleased to acknowledge there is a staff running club as well. This week we recognise the achievements of Jonathon Copestake as he took part in the London Marathon. Not only will his fitness have improved through all of that training and effort, Cancer Research UK will also have benefited from the exposure and donations. Huge congratulations. If any other parents have causes that we may be able to promote, or endeavours and activities we can recognise, please do share. Though it may not be possible to include all messages, we can try.

Summer term in any school can be intense - assessment becomes a focus, especially in Year 6 with SATS just next week. However, I would encourage staff, families and young people alike to recognise this pressure and the impact it can have on us as humans, and be proactive in managing this by getting outside, walking the dog, spending some time with family, laughing, visiting the local park, cooking a fresh meal or just watching an episode of your favourite show. Outcomes are very important and I will support the school in expecting the best of and for all students, but I will also encourage balance.

I have met some of the visiting reptiles, and heard of the science experiments at Caterham School. Bees are buzzing in the School Beehive and our sports field has been painted with an athletics track that many students have already challenged me to a race on. So much to look forward to during Summer term. Wishing you all a wonderful weekend.



CELEBRATING OUR COMMUNITY



Last week, our pupils heard all about the challenge of training for a marathon — how big goals start with small steps, and how determination can carry you further than you think. I'm now putting those lessons into practice myself as I train for the London Marathon in support of Cancer Research UK.

If you'd like to follow my journey or support the cause, you can visit my fundraising page:

<https://fundraise.cancerresearchuk.org/page/jonathans-marathon-mission>

Thank you, Jonathan Copestake
(Luca's Dad)





SEND UPDATES



Dear parents and carers,

As news of the Government's SEND White Paper consultation around reforms to SEND provision, please find below links to some helpful information:

[What every parent can expect from our reforms](#)

[What parents of children and young people with SEND need to know](#)

[Information on SEND Reform for parents and carers of children receiving SEND support in mainstream schools and colleges](#)

[Information on SEND reform for parents and carers who have children with EHCPs](#)

Whilst potential change can cause anxiety, for your reassurance, we continue to follow the existing legislation and processes in relation to SEND until confirmation of any changes are finalised. We understand that, if changes go ahead, this will be a staggered process and we will work with you, as parents, to ensure we are all working in the best interest of your child.

Parents and carers can respond directly to the Department for Education's SEND Reform consultation until the 18th May, [here](#).

Many thanks,

Laura Skingley

We introduce Makaton in Nursery and incorporate small elements into whole school assemblies and as part of our teaching of key vocabulary in Early Years. Follow [this link](#) to find out how Makaton can help your child when they are in the early stages of speech.

SAFEGUARDING



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 Lowrie 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 20 - How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class'.

#WakeUpWednesday The National College

See full reference list on our website

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Tandridge Family Centre

Friday Mornings from
9am to 12 pm

Family Support Drop-in sessions at the Family Centre

Come in to see us and talk in confidence with a member of our team

- Family Life
- Cost of living
- Parenting
- Relationships
- Housing
- Mental health
- Worries

Tandridge Family Centre
Hurst Green Infant School, Wolfs Wood,
Hurst Green, Oxted, Surrey, RH8 0HJ
Call us on 01883 723 496
Email us at:
tandridgefamilycentre@barnardos.org.uk

For more
information scan
the QR code or
call: 01883
723496



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HAPPY 100TH BIRTHDAY SIR DAVID ATTENBOROUGH

On behalf on the students, their families and our staff, we send our birthday wishes to the greatest naturalist to have graced our wonderful planet, Sir David Attenborough.

Celebrating a 100th Birthday is testimony to his endurance and good health. However, it is also an opportunity to reflect on his contribution to recognise the beauty of our natural world, campaign to save environments, individual species and ultimately the planet we call home.

Having several of his books personally signed by him, I will take time this weekend to reflect on his direct impact on my life, but also on our world. I trust you will all find your own way of sparing and sharing well wishes for Sir David in your own way.



TALENTS AND INTERESTS



Ellie	Year 6	Running
Armaan	Year 2	Karate
Maisie	Year 3	Swimming
Daniel	Year 5	Squash
Fraser, Maddie, Edward, Imogen and Emilia	Year 5	Rugby



ATTENDANCE

Just to remind parents/carers that if they take their children out of school without authority for 5 or more days (which do not have to be consecutive), then the following will apply:

1. If you have not incurred a penalty notice relating to this child/children in a rolling 3 year period since 19 August 2024, then the penalty notice will be charged at the rate of £160.00, per parent/carer per child, if paid within 28 days. This will be reduced to £80.00 if paid within 21 days of receipt of the notice. Failure to pay the Penalty Notice will result in Surrey County Council considering legal proceedings against you in the Magistrates Court.
2. If you have incurred a penalty notice relating to this child/children since 19 August 2024, the rolling 3 year period will be activated from the date of the first penalty notice and the second penalty notice will be charged at the flat rate of £160.00, per parent/carer per child, if paid within 28 days. There will be no reduction for payment within 21 days. Failure to pay the Penalty Notice will result in Surrey County Council considering legal proceedings against you in the Magistrates Court.
3. If you have incurred 2 penalty notices relating to this child/children in the rolling 3 year period since the first penalty notice was issued, then you will NOT receive a third penalty notice – Surrey County Council will have no option but to consider a prosecution, per parent/carer per child, in the Magistrates Court under s 444 Education Act 1996.

Surrey County Council is not responsible for authorising pupil absence and therefore cannot withdraw any Penalty Notice requests without the written permission of the Headteacher.

SICKNESS AND MEDICATIONS

When should I keep my child off school?

The Following NHS guidelines state;

- Chicken pox; for at least 5 days from the onset of rash and until all blisters have crusted over.
- Diarrhoea and vomiting; return 48 hours after last episode of either.
- Cold and flu like illnesses; if your child has no temperature then minor symptoms can be managed at school. With a temperature, keep them home until this has subsided and they are feeling well enough.
- Impetigo; Keep your child home until all sores have crusted and healed or 48 hours after they have started antibiotics.
- Measles; Keep your child home until at least 4 days after the rash first appeared.
- Mumps; keep your child home for 5 days after the swelling started.
- Scarlet Fever; keep your child home until 24 hours after starting antibiotics.
- Whooping Cough; keep your child home until 48 hours after starting antibiotics.

Children can attend school with;

- Hand Foot and Mouth, if they are well enough.
- Head Lice; Please ensure you treat the child/family according to the treatment, and repeat as instructed. Also, please let school know as soon as you are aware.
- Threadworms; Please treat accordingly and ensure hand hygiene is practiced often.
- Slapped Cheek.
- Tonsillitis.

Calpol may be administered in school if you feel there is a need for your child throughout the school day. Please speak to office staff who will provide a medication form to be completed. Where possible please supply the Calpol/paracetamol as we have only limited emergency supply.

Antibiotics can be administered again with a medication form, however only if the medication is needed 3 or more times a day.

A high temperature is classified as 38 degrees. If your child has a temperature during the school day, we will contact you to come and collect them. Please do not send your child/children into school with a high temperature. Always seek medical advice from your GP.