

Weekly Bulletin 24th April 2026

Upcoming Dates

| | | |
|-------------|--------------|-----------------------------------|
| May | Mon 4th : | Bank Holiday |
| | Fri 15th : | Class Photos |
| | Thurs 21st ; | SJM Sponsored Colour Run |
| | Fri 22nd : | End of Term 5 |
| June | Mon 1st : | First Day Term 6 |
| | Mon 22nd : | INSET Day |
| July | Fri 10th : | Sports Day |
| | Tues 21st : | Leavers Service & Last Day Term 6 |

<https://sjm.academy>

Telephone: 01323 730255

Email: office@sjm.academy



Whole School Reminder:
We are an allergy aware school.

NO NUTS are to be brought in to school. Thank you.

School Notices

Healthy Snacks

Please provide fruit for snack time rather than crisps or chocolate, as we are a Healthy School.

Dear families,

● Parent View 2026

If you haven't already done so, please do scan the QR code to complete your parent view. The deadline has been extended to next Friday 1st May.



Parent View QR Code

● Dangerous Driving

We have had a complaint from a neighbour today about dangerous driving during school drop off. Please can we remind everyone to **drive and park considerably and safely** at drop off and pick up. Please do not park on the zigzags, and drive with caution up and down the roads.

● Colour Run

We are so excited to share the details of our Sponsored Colour Run with you. Taking place on the school field on Thursday 21st May from 2.15pm. Check your email or ClassDojo for more details.

● Thank You - to Mr Bowater, who has donated some fantastic Action Bibles to every class.



Thank you for your ongoing support.

Attendance This week: Best attendance: Reception

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Whole School |
|------------|------------|------------|--------------|--------------|--------------|--------------|--------------|
| 98% | 95% | 95% | 96.9% | 93.7% | 95.2% | 96.4% | 95.7% |



LIGHT Awards

Well done

to this week's LIGHT
award winners:

Frankie R

Emil Y1

Freddie Y2

Quinn Y3

Richard Y5

Elliot Y6



Headteacher Awards



Well done

to our Headteacher's
Award winners for
excellent work this week!

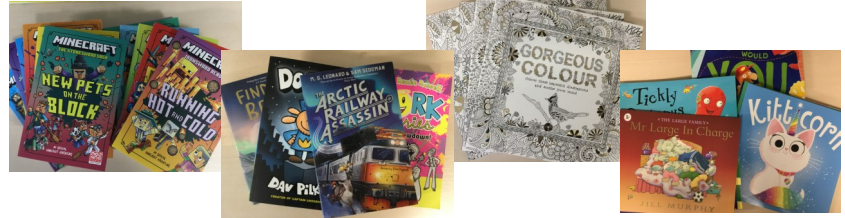
Ella, Ruby, Elsie,
Dollie, Penelope,
Richard, Skylar,
Alana, Bella, Harry,
River, Angus and
Quinn



Read, Relax, Repeat Winner



Well done Abi - this week's Reading Raffle winner!



This weeks raffle entries by class:

R: 2 Y1: 4 Y2: 0 Y3: 5 Y4: 6 Y5: 10 Y6: 3

Don't forget: Read 5 times to be entered next week!



Meet our Senco



Hello, my name is Kelly Hitch, and I am the Special Educational Needs and Disabilities Coordinator (SENCO) at St John's Meads.

My role is to work closely with children, families, teachers and outside professionals to ensure that all children who need extra support are identified early and supported effectively, so they can make progress, build confidence and thrive in school. If you ever have concerns about your child's learning or development, I encourage you to speak to your child's class teacher or contact me directly.

The SEND Code of Practice recognises four broad areas of need. A child may have needs in one area or across more than one. We follow a graduated approach, which means support is increased gradually and thoughtfully, based on a child's needs.

Please see the visuals below that show how our school supports children using the graduated approach for each area of need.

If you have any worries or questions about your child's learning, development or wellbeing, please speak to the class teacher in the first instance or contact me as the SENCO.

Working in partnership with families is key to ensuring the best outcomes for every child.



Cognition and Learning Needs



Referrals

Referrals are needed for children to access:

- A consultation with an Educational Psychologist (EP)
- Communication, Learning and Autism Support Service (CLASS)

Please discuss any worries that you have about a child with our School SENCO



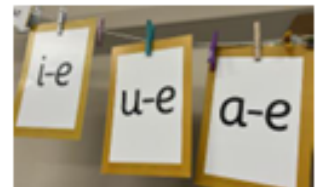
EP CLASS

A few children may need a referral to request specialist support from an Educational Psychologist (EP) or from the Communication, Learning and Autism Support Service (CLASS)



Group or 1:1 support

Some children will be identified through screening that they require additional support, which may include; Phonics intervention, Precision Teaching for spelling or additional reading, writing or maths intervention.



Screenings

All children in Reception & Year 3 will be screened using the Infant or Junior Language Link. In consultation with parents, children may have further assessments including, but not limited to, a DST-J dyslexia screen, Schonell Testing, Accelerated Reader.



Class strategies

All children's needs are best met by high-quality, adapted teaching which is based on children's prior knowledge and promotes independence, taking account of the needs of each child, with in-built support and challenge. This quality teaching is informed by regular assessment and quality marking and feedback. It includes the provision of an inclusive learning environment, specific interventions, support from trained teaching assistants and a range of specific resources to target individual needs.

Cognition and Learning Needs

The SEND Code of Practice describes this as; Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



Communication and Interaction Needs



Referrals

Referrals are needed for children to access:

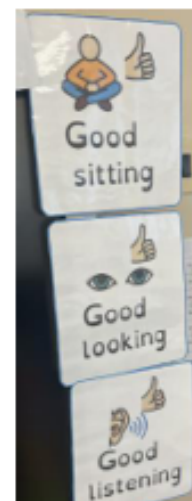
- SALT (Speech and Language Therapy)
- Community Paediatrics (Autism assessment)
- CLASS

Please discuss any worries that you have about a child with our SENCO



SALT

A few children may need a referral to request specialist support from SALT (Speech and Language Therapy) through East Sussex CITES (Children's Integrated Therapy Services)



Group or 1:1 support

Some children will be identified through screening that they require individual or group support for speech or language. These sessions follow Speech Link and Language Link, typically 3 sessions a week for 20 minutes, for 6-12 weeks upon review.



Screenings

All children in Reception and Year 3 will be screened using Infant and Junior Language Link. If a child is demonstrating, speech difficulties, the child will be screened for speech using Speech Link, as needed.

Class strategies

We use specialist advice on strategies and teaching approaches from Speech and Language Therapy. We use 'Good Listening' prompts in all classrooms to ensure children understand what skills are needed to actively listen. We use Speech Link and Language Link resources to support class teachers and parents. If children are identified as needing support to understand vocabulary, the Speech and Language TA will work alongside the class teacher to help deliver support that can then be integrated into classroom practice to help the child. There are also visual timetables and Vocabulary mats in every class.

Communication and Interaction Needs

The SEND Code of Practice describes this as, 'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.'



Sensory and/or Physical Needs



Referrals

Referrals are needed for children to access:

- SNS (Sensory Needs Service) for hearing or visual impairments
- CITES (Children's Integrated Therapy Services) for Occupational Therapy or Physiotherapy
- Sensory Circuits

Please discuss any worries that you have about a child with our SENCO

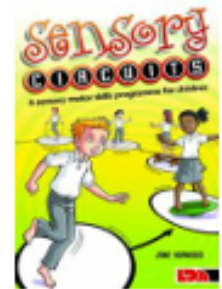
SNS/ CITES

A few children may need a referral to request specialist support from SNS (Sensory Needs Service) or CITES for OT or Physiotherapy (Children's Integrated Therapy Services)



Group or 1:1 support

Children will be identified through screening, discussion with a parent or a teacher referral that they require individual or group support of programme called Sensory Circuits: A movement based activity program used in schools for 20 minutes x 5 times a week.



Motor Assessments

All children in Foundation will be screened using a fine motor assessment and will receive fine motor intervention based on this. Our TA's will also observe and assess Foundation children's gross motor skills. All Reception, year 1 and 2 pupils complete handwriting assessments to inform next steps for fine motor skills. The NHS offers routine vision and hearing screening for reception aged children.

Class strategies

We use specialist advice on strategies and teaching approaches from the Sensory Needs Service (SNS) for children with hearing or visual impairments and from Physiotherapy, Occupational Therapy and other specialist colleagues. Learning is made active as much as possible, and activities including 'GoNoodle' and 'Dough Disco' help children with opportunities for movement when learning. Children can access sensory equipment; as appropriate and in discussion with parents. Within classrooms, we use Zones of Regulation to help children achieve a 'just right' level, so they are ready to learn.

Sensory and/or Physical Needs

The SEND Code of Practice describes this as, 'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.'

Identified barriers and/or needs may include; hearing impairment, vision impairment, physical disability, severe and complex medical needs, physical sensitivity including hyper and hypo responses and possible sensory processing difficulties and sensitivity to sensory stimuli.



Social, Emotional and Mental Health Needs



Referrals

Referrals are needed for children to access:

- CAMHS
- School Health
- 1:1 or group support

Please discuss any worries that you have about a child with our SENCO.



CAMHS

A few children may need a referral to request specialist support from East Sussex CAMHS (Child and Adolescent Health Services)



Group or 1:1 support

Weekly intervention for 6-12 weeks. Some children may be affected by mild to moderate mental health needs. Through discussions with parents, some children may be referred to School Health or other agencies to support, such as; MHST, MyTime or Dragonflies.



Screenings

Through screening, some children may need extra support working in a group or 1:1. We offer the "talkabout" programme which is a well known social skills programme used by schools to help with children's self-esteem and self-awareness. Using screening tools, we will identify key targets for the child to work on.



Class strategies

At St John's Meads, we are committed to supporting the mental health and emotional wellbeing of our children and their families. We foster an open culture where feelings and emotions are discussed freely, empowering children to understand and regulate their emotions. To support this, we implement the Zones of Regulation curriculum in every classroom. This programme teaches children to recognise emotions in themselves and others, fostering self-regulation and emotional control. Once these skills have been taught, children are supported to use these to help them regulate themselves using a 'pause & reset' table. These are based in, or just outside, every classroom.

Social, Emotional and Mental Health Difficulties (SEMH)

The SEND Code of Practice describes this as, 'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'

Online Safety & Safeguarding



National
Online
Safety

7 questions to help you start a conversation with your child about online safety

#WakeUpWednesday



1



Which apps/games are you
using at the moment?

THIS WILL GIVE YOU A GOOD OVERVIEW OF THE TYPES OF THINGS YOUR CHILDREN ARE DOING ON THEIR DEVICES, ALONG WITH THEIR INTERESTS. REMEMBER THAT THEY MIGHT NOT TELL YOU EVERYTHING THEY ARE USING, SO IT IS A GOOD IDEA TO ASK THEM TO SHOW YOU THEIR DEVICE, BECAUSE NEW APPS AND GAMES ARE RELEASED REGULARLY. IT IS IMPORTANT TO HAVE THIS CONVERSATION OFTEN TO ENSURE YOU ARE UP TO DATE WITH WHAT THEY ARE DOING.

Which websites do you
enjoy using and why?

AS IN THE TIP ABOVE, ASKING THIS QUESTION WILL ALLOW YOU TO FIND OUT WHAT YOUR CHILD IS DOING ONLINE, AND ENCOURAGE POSITIVE CONVERSATIONS ABOUT THEIR ONLINE ACTIVITY. ASK THEM HOW THEY USE THE WEBSITES, AND TAKE AN INTEREST IN HOW THEY CAN USE THEM IN A POSITIVE WAY, ALSO ASKING THEM TO SHOW YOU IF POSSIBLE.



2

3

PLAY AGAIN?
YES NO



How does this game/app work?
Can I play?

SHOW A GENUINE INTEREST IN WHAT THEY ARE DOING. WHILST YOU ARE PLAYING A GAME OR USING AN APP WITH THEM, IT MIGHT HIGHLIGHT SOMETHING THAT THEY DON'T NECESSARILY THINK IS A DANGER TO THEM. IF THEY ACT LIKE THEY DON'T WANT TO SHARE THEIR ACTIVITIES WITH YOU, QUESTION WHY.

Do you have any
online friends?

CHILDREN CAN FORM POSITIVE RELATIONSHIPS WITH PEOPLE ONLINE, AND THIS HAS BECOME MORE COMMON THANKS TO ONLINE MULTI-PLAYER OPTIONS, BUT THEY MAY NOT FULLY UNDERSTAND THE DIFFERENCE BETWEEN A FRIEND AND A STRANGER. YOU COULD MAKE THE QUESTION MORE SPECIFIC TO YOUR CHILD, FOR EXAMPLE: "HAVE YOU MET ANYONE ONLINE THAT YOU LIKE TO PLAY GAMES WITH?" THEY MAY NOT WANT TO SHARE THIS INFORMATION WITH YOU, SO ENSURE YOU TEACH THEM ABOUT HEALTHY RELATIONSHIPS.



4

5



Do you know where to go for help?

ALTHOUGH YOU MAY BE THE ADULT THEY TRUST THE MOST, SOME CHILDREN STRUGGLE TO TALK ABOUT WHAT HAPPENS ONLINE DUE TO CONFUSION OR EMBARRASSMENT. BECAUSE OF THIS THEY MAY STRUGGLE TO APPROACH THE NORMAL PEOPLE WHO WOULD HELP, SUCH AS YOURSELF OR A TEACHER. HAVE A CHAT TO YOUR CHILD ABOUT EXACTLY WHERE THEY CAN GO FOR HELP, AND HOW THEY CAN REPORT ANY ACTIVITY THAT THEY BELIEVE IS INAPPROPRIATE ONLINE.

Do you know what your
personal information is?

YOUR CHILD MAY ALREADY KNOW WHAT THEIR PERSONAL INFORMATION IS BUT THEY MIGHT NOT THINK ABOUT HOW IT CAN BE SHARED. HAVE A CONVERSATION ABOUT WHAT PERSONAL INFORMATION IS AND HOW THIS CAN AFFECT THEM IF IT IS SHARED BEYOND THE INTENDED RECIPIENT. IT IS IMPORTANT THAT YOUR CHILD UNDERSTANDS THE DANGERS OF SHARING CONTACT DETAILS OR PHOTOS, AS INFORMATION SUCH AS THIS CAN SPREAD QUICKLY ONLINE.



6

7



Do you know your limits?

CHILDREN MAY NOT UNDERSTAND THE NEGATIVE IMPACTS OF DEVICE OR GAME ADDICTION. TALK TO THEM OPENLY ABOUT HEALTHY HABITS AND ASK WHETHER OR NOT THEM SPENDING TIME ONLINE OR PLAYING A GAME IS AFFECTING THEIR SLEEP, PERFORMANCE AT SCHOOL OR IF THEY ARE GENERALLY LOSING INTEREST IN OTHER ACTIVITIES. YOU MAY LEAD ON TO ENCOURAGING ALTERNATIVE ACTIVITIES AND DISCUSSING THE INTRODUCTION OF TIME LIMITS WHEN AT HOME.

www.nationalonlinesafety.com

Twitter - @natonlinesafety

Facebook - /nationalonlinesafety

Phone - 0800 368 8061

Mrs L Pomeroy - (DSL) Designated Safeguarding Lead

Mr B Berhane - Deputy Designated Safeguarding Lead and Mrs K Hitch - Deputy Designated Safeguarding Lead

Please email any concerns: dsl@sjm.academy

24 APRIL 2025

FRIENDS NEWS

Our first Colour Run! Help us raise £1000



We are THRILLED to invite all children to take part in our first ever Sponsored ColourRun; a special fun run where children are doused in coloured powder!

A letter with all the details, plus a sponsorship form, have been sent home today. Please ask your rep, or the office if you have any questions.

We are hoping to raise £1000! St John's - let's do this!

» 3 ways you can collect sponsorship money:

- Collect cash from friends/family and complete the paper form
- Donate online: > click here to visit our donation site & share with friends/family
- Create your own online fundraising page: > click here to visit our donation site, then click 'Join this Campaign' to set up your own special page.

We're in Tesco! Please vote for our school

Pop to your local Tesco next week (and up until end of July) and vote for us to receive funding for an upcoming school project called 'Plant, Eat, Grow'. You'll find special charity voting stations at **all Tescos (large & small) across Eastbourne**; your vote will really help us get the cash we need, so please pop in and vote!



WOW – THANK YOU FOR YOUR TOMBOLA DONATIONS

What a fab Mufti Day - thank you! Tombola coming soon at Stay&Play...

Dates for your diary...



Coming in May...

SCHOOL TEA TOWEL

Children's hand drawn self portraits printed on a tea towel. Available soon!



Thursday 21 May, from 2.15pm

SPONSORED COLOUR RUN

A fun run with obstacles and coloured powder. Adults invited to watch.

About The Friends sjm.academy/friends

We are a group of parents and carers, hosting fun events that raise money for the school. **If you'd like to get involved, or have ideas to share, we'd love to hear from you.** Please email: chair@stjohnsmeadsfmsa.org.uk

FUN FRIDAYS AT ST JOHN'S

games, crafts, food and non-stop fun!
Ages 6-11, £2 per child.
Tell your friends and bring your parents!

FIRST FRIDAY OF THE MONTH
4.30-6PM

amanda@stjm.org.uk

ST JOHN'S

FACE **May 2026 Timetable**

All regular sessions delivered live online via zoom. 90 minutes long
£24 each or FREE with School Membership
Book online at facefamilyadvice.co.uk
Recordings available for 48 hours

| | |
|---|---------------------|
| School Anxiety | 4 May 10am |
| Understanding Anger | 4 May 7pm |
| Facing Defiance | 5 May 10am |
| Supporting Healthy Screen Use | 5 May 7pm |
| Cannabis and Ketamine Awareness | 11 May 10am |
| Anxiety Explained | 11 May 7pm |
| Introduction to OCD | 12 May 10am |
| What is ACT? | 12 May 7pm |
| Decreasing Depression | 18 May 10am |
| Raising Self-Esteem | 18 May 7pm |
| Supporting Healthy Sleep | 19 May 10am |
| Understanding the Teenage Brain | 19 May 7pm |
| Autism: Improving Communication | 25 May 10am |
| Improving Family Communication | 25 May 7pm |
| Supporting a Child with ADHD | 26 May 10am |
| Understanding Addictive Behaviour | 26 May 7pm |
| FREE Getting a Good Nights Sleep | 28 May 7-8pm |

Multi Activity and Fun Football Holiday Camps

Join us for a fun filled day of Multi Activity and Fun Football! Loads of fun activities to explore and enjoy including A Wide Selection of Sports . Fencing . Gymnastics . Dance . Painting . Art and Craft Activities . Movies . Party & Circle Games . Team Games . Football Matches . Football Skill Drills . Competitions and loads more! Fun for all no matter of your age or ability!

What to bring
Packed Lunch . Break time Snacks . Refillable Water Bottle . Change of Clothing (expect to get muddy!) . Trainers (Multi Activity) . Football Boots and Astro Turf Trainers Advised (Fun Football)

NEW Uckfield
Multi Activity and Fun Football Holiday Camp
Manor Primary School, Downsview Crescent, TN22 1UB
May Half Term
Tuesday 26th to Friday 29th May 2026
Summer Holidays
Thursday 23rd July to Thursday 20th August 2026

Hailsham
Multi Activity and Fun Football Holiday Camp
Hailsham Primary Academy, Bulrush Lane, BN27 4FB
May Half Term
Tuesday 26th to Friday 29th May 2026
Summer Holidays
Thursday 23rd July to Thursday 20th August 2026
Summer HAF funded spaces at this camp - Thursday 23rd July to Thursday 13th August 2026

Eastbourne
Multi Activity and Fun Football Holiday Camp
Ocklynge Junior School, Victoria Drive, BN20 8XN
May Half Term
Tuesday 26th to Friday 29th May 2026
Summer Holidays
Thursday 23rd July to Thursday 20th August 2026
Summer HAF funded spaces at this camp - Thursday 23rd July to Thursday 13th August 2026

Options & Prices

- Breakfast Club - 07:45-08:45 - £7.50
- Half Camp Day - 08:45-12:45 - £19.50
- Main Camp Day - 08:45-15:15 - £29.50
- After Camp Club - 15:15-16:15 - £7.50

activeeducationsussex.co.uk/book-a-course

Follow our socials
Active Education Sussex

Ofsted Registered
HAF Holiday Activities and Food Provider

Eastbourne Uckfield Hailsham

MAY & SUMMER HOLIDAY CAMPS

SCAN ME

VARIETY OF SPORTS
ART & CRAFT
FOOTBALL
STRATEGY GAMES
DANCE
PERFORMING ARTS

MAY AND SUMMER HOLIDAYS - AGES 4-11

We now offer even more childcare vouchers!

Childcare Vouchers: edenred, Bright Horizons, Childcare Choices, CGPS, bravo benefits, GEMELLI