

A Note from the Headteacher

Transition

I hope that all of our students have enjoyed the first week of transition in school. I know there have been some challenges for some but hopefully these 3 weeks of transition will help them to manage the change and start building relationships with their new classes. In Secret Student today, I specifically asked the selected students to share their 'what has gone well' and what would be 'even better if', for transition. Here are some of their responses:



What has worked well

"I like who I am with – students and adults. I feel like I am doing better at doing my learning and being prosocial. I feel like I am already used to it, except I did nearly walk in to my old class this morning because I was having a good yap session!"

"Even though I have different LSAs I am adjusting well because I am bonding with them well."

"The work experience student has helped me get things and helped me with some of my work."

"Having staff that know me already helps."

"Making new friends in a different year group has been good."

"It is better knowing in July than September."

"KS4 lunch is paradise compared to KS3."

Even better if

"I already miss swimming. It's one of my best sports."

"I didn't like the way we quickly moved and didn't get used to our new teacher like we did last year."

"I wish we had Creative Arts back on the timetable."

"The new year 7s are too loud in the dining hall!"

End of year reports

We are currently finalising and collating the end of year reports for sharing with families. These will be sent home the week beginning the 13th July.

Kids Out

We had the annual visit to Adventure Island for Kids Out on Wednesday. Check out page 2 of our newsletter for some pics from the day. A huge thank you to the Rotary Club for making this event possible. The students had an amazing day, as always.

Wishing you all a fabulous weekend.

Mrs L Fox

Headteacher



KS3 HOME ECONOMICS COSTS



As part of our school's curriculum, we offer home economics to all students in KS3 (years 7, 8 & 9). This requires a small fee from parents for ingredients. Students are able to bring home their food, if a contribution is received.

The cost is **£10 per term**.

This can be paid for using our online payments system. Please contact the school office if you need help in getting set up on this system.

Thank you for your contributions.

TERM DATES 2025-2026:

Summer term ends: Mon 20th July

**STUDENTS RETURN TO SCHOOL ON
THURSDAY 3RD SEPTEMBER 2026**

KEY DATES FOR YOUR DIARY

July

8th	3.15pm-4.45pm	Parent Forum Social Club
8th	5pm-6pm	DofE Year 9 Information Evening with Mr Wood
13th - 17th		SCHOOL ACTIVITY WEEK
13th	1.30pm-2.45pm	Bingo for students only
14th		St. Nick's Got Talent
15th		Sports Day— for students only
16th	3.15pm-4.45pm	St Nicholas Summer Fair
17th		Water Activity Day and BBQ lunch
20th		Last day of Summer Term

DATES IN **RED** ARE ADDITIONS OR EDITS SINCE LAST WEEK'S NEWSLETTER

INSET DATES FOR THE NEXT ACADEMIC YEAR:

1st September 2026

2nd September 2026

2nd November 2026

22nd January 2027

12th February 2027

28th June 2027

SCHOOL MEALS

Monday 6th July will be week 2 of the menu.

WEEK 1		WEEK 2		WEEK 3	
MONDAY		MONDAY		MONDAY	
MAINS	Beef Burger in a Bun	MAINS	Shepherds Pie	MAINS	Lasagne
VEGETARIAN	Vegan Burger in a Bun	VEGETARIAN	Tomato Pasta	VEGETARIAN	Vegetarian Lasagne
SIDE	Diced Potato - Peas	SIDE	Baked Beans - Peas	SIDE	Garlic Bread - Broccoli
JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo
SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras
DESSERT	Chocolate Sponge and Custard	DESSERT	Carrot Cake	DESSERT	Flapjack
TUESDAY		TUESDAY		TUESDAY	
MAINS	Sausages	MAINS	Chicken Nuggets	MAINS	Sausages in Tomato Sauce
VEGETARIAN	Quorn Sausages	VEGETARIAN	Quorn Nuggets	VEGETARIAN	Vegetarian Sausages
SIDE	Mash - Carrots - Gravy	SIDE	Pasta - Sweetcorn - Peas	SIDE	Pasta - Sweetcorn - Peas
JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo
SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras
DESSERT	Fruit or Yogurt	DESSERT	Plain Sponge and Custard	DESSERT	Fruit or Yogurt
WEDNESDAY		WEDNESDAY		WEDNESDAY	
MAINS	Garmon	MAINS	Roast Chicken	MAINS	Garmon
VEGETARIAN	Quorn Fillet	VEGETARIAN	Cauliflower Cheese	VEGETARIAN	Quorn Fillet
SIDE	Roast Potatoes - Carrots - Peas	SIDE	Roast Potatoes - Carrots - Cabbage	SIDE	Roast Potatoes - Carrots - Cabbage
JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo
SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras
DESSERT	Iced Sponge	DESSERT	Fruit or Yogurt	DESSERT	Jelly
THURSDAY		THURSDAY		THURSDAY	
MAINS	Chicken Tikka Massala	MAINS	Spaghetti Bolognese	MAINS	Cheese & Tomato Pasta
VEGETARIAN	Stir Fry Noodles	VEGETARIAN	Tomato Pasta	VEGETARIAN	Tomato Pasta
SIDE	Rice - Peas - Sweetcorn	SIDE	Garlic Bread - Peas - Sweetcorn	SIDE	Peas - Sweetcorn
JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo
SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras
DESSERT	Ice Cream	DESSERT	Angel Delight	DESSERT	Muffin
FRIDAY		FRIDAY		FRIDAY	
MAINS	Fish Fingers	MAINS	Pepperoni Pizza	MAINS	Cod Fillets
VEGETARIAN	Fishless Fingers	VEGETARIAN	Cheese Pizza	VEGETARIAN	Fishless Fingers
SIDE	Chips - Baked Beans - Peas	SIDE	Chips - Baked Beans - Peas	SIDE	Chips - Baked Beans - Peas
JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo
SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras
DESSERT	Fruit or Yogurt	DESSERT	Fruit or Yogurt	DESSERT	Fruit or Yogurt

***Extras - Lettuce, Cucumber, Tomatoes, Peppers or Savoury Snack**

FRESH FRUIT, YOGURTS AND WHOLEMEAL BREAD ARE AVAILABLE DAILY.



Weekly planner

Hub open Monday - Friday 9am to 3pm
Saturday 10am - 12noon.
During school holidays please contact
us directly as timings can change.



MONDAY

9.30AM - 11.30AM

Monday
Stay and Play
Session



TO BOOK YOUR PLACES SCAN BELOW
QR CODE OR VISIT...

WWW.BOOKWHEN.COM/LITTLEHEROESASD

LITTLE HEROES ASD SUPPORT HUB,
GARON COMMUNITY CENTRE,
GARON PARK,
SOUTHEND-ON-SEA
ESSEX
SS2 4FA

TUESDAY

10AM - 2PM

Wellbeing Tuesdays

It's important for parents and carers to look after
themselves, so they can look after their families.
This is why we have introduced 'Wellbeing Tuesdays'
from counselling sessions to Zumba classes.
Contact us to find out more!



WEDNESDAY

10AM - 12NOON

Wednesday
Stay and Play
Session



1ST & 2ND THURSDAY OF EACH MONTH

4.30PM - 6PM

A SOCIAL ACTIVITY ON THE 1ST & 2ND THURSDAY OF EACH MONTH



"Two little heroes transition to big heroes"

FRIDAY

10AM - 12NOON



Parent/ Carer
Support Session



2ND SATURDAY EACH
MONTH 10AM - 12NOON

GIRLS CLUB



3RD SATURDAY EACH
MONTH 10AM - 12NOON

YOUTH CLUB



4TH SATURDAY EACH
MONTH 10AM - 12NOON
**SATURDAY STAY
AND PLAY**



www.littleheroesasd.co.uk  littleheroes.asd@gmail.com



St. Nicholas

Wednesday 8th July—3.15pm—4.45pm

PARENT FORUM SOCIAL CLUB

- ♦ CRAFTS
- ♦ READING
- ♦ PIZZA
- ♦ BOARD GAMES
- ♦ PUZZLES



**SO★CIAL
CLUB**



St Nicholas School

Philpott Avenue, Southend on Sea



St. Nicholas



Thursday 16th July — 3.15pm — 4.45pm

SUMMER FAIR

- **CRAFTS**
- **RAFFLE**
- **ICE CREAM**
- **STALLS**
- **GIFTS**
- **GAMES**



St Nicholas School

**Philpott Avenue, Southend
on Sea, SS2 4RL**



Screens are now part of daily life, but for very young children, simple and predictable boundaries can make a big difference. This guide explores how adults can help under fives build healthier digital habits by choosing content carefully, keeping devices in shared spaces, protecting bedtime routines and making screen time feel calm rather than constant.

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

MANAGING DIGITAL BOUNDARIES FOR CHILDREN UNDER FIVE

Screens are part of everyday life, but they should not take over early childhood routines. For under-fives, healthy digital habits are built through simple, steady boundaries that protect sleep, play, connection, and development. Current UK guidance advises avoiding screen time for children under two – except for shared activities such as video calls – while children aged two to five should ideally have no more than one hour a day.

1 ASK A GROWN-UP FIRST

For under-fives, autonomy is important, but not when it comes to choosing digital content. Establish an 'ask a grown-up first' rule early, whether at home or in an early years setting. Adults should choose the video, app, or game, therefore helping children avoid unsuitable content and understand that devices are tools to be guided, not toys to control.

2 PROTECT SLEEP BUFFERS

Screens can make it harder for young children to wind down, especially when content is bright, noisy, or fast paced. Aim for a screen-free hour before sleep or start with 30 minutes if that feels more realistic. Use this time for calming routines such as stories, bath time, quiet play, or cuddles, helping children recognise that bedtime is approaching.

3 CO-VIEW AND CHAT

Screen time is safer and more meaningful when adults are involved. Sit with children, even briefly, and talk about what they're watching. Ask simple questions like, "What can you see?" or "How does that character feel?" This turns passive viewing into shared interaction, supports language development, and helps adults spot adverts, unsuitable content, or confusing messages.

4 KEEP DEVICES HIDDEN

Young children are more likely to ask for screens when they can see or reach them. Keep devices out of sight when they're not being used, and consider casting content to a shared screen instead of handing over a phone or tablet to a child. This reduces private scrolling, supports shared viewing, and helps adults stay in control of what appears next.

5 PLAN THE TRANSITION

The hardest part of screen time is often stopping. Before the screen goes off, tell the child what's coming next and offer two acceptable choices, such as blocks or drawing. This gives them a sense of agency without removing the boundary. A planned next activity prevents a sudden gap, which can quickly become frustration or distress.

6 LEAD BY EXAMPLE

Children notice adult habits long before they understand adult explanations. If they're expected to put their screens away, they need to see adults doing the same thing during meals, play, and conversations. Create a shared 'phone home', such as a basket or shelf, to show that technology has a place in daily life but does not need constant attention.

7 MAKE SCREENS PREDICTABLE

Young children do not always understand minutes, but they quickly learn patterns. When screen time happens at a regular point in the day, it becomes a routine rather than a negotiation. Use the same start and finish signals each time, such as a timer, goodbye wave, or tidy-away moment, so children know what to expect next.

8 CREATE SCREEN ZONES

Physical boundaries help children understand digital boundaries. Keep screens out of bedrooms to protect their sleep and away from tables to preserve mealtime connections. Choose one agreed 'yes space', such as a shared living room area or supervised classroom corner. This makes limits feel less personal and more like a clear family or setting routine.

9 USE SIMPLE SCRIPTS

Transitions are easier when children hear the same calm language each time. Use short, repeatable phrases such as, "First tidy, then tablet," or "When the timer beeps, we stop." Avoid long explanations during emotional moments. Simple scripts reduce negotiation, help adults stay consistent, and give children clear expectations they can gradually understand and follow.

10 PRIORITISE SLOW CONTENT

Not all screen time feels the same to a young child's brain. Fast-paced clips, loud sounds, and rapid scene changes can make it harder for some children to settle down afterwards. Choose slower content with simple stories, gentle voices, and natural pauses. Think of digital content like food, with more calm, nourishing choices than fast-paced, digital 'sugar rushes'.

Meet Our Expert

Neha Agarwal is the founder of Cyber Ved Kids, an innovative educational initiative that transforms complex cybersecurity concepts into engaging, age-appropriate adventures for children aged 3-10. With her unique background leading cybersecurity services for corporates and serving as an expert panel advisor on Internet Matters, Neha brings corporate-grade cybersecurity expertise to the early years world.



#WakeUpWednesday

The National College®

See full reference list on our website

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