

SEND newsletter for parents – October 2021



Introductions

My name is Pauline Adams, and I have been the SENCo at Bishop Sutton since 2008 and at Stanton Drew since 2013.

I work 1.5 days a week / 3 days a fortnight across the Federation. This is currently every Thursday (usually at Bishop Sutton) and alternate Wednesdays (usually at Stanton Drew), although I am in contact with both schools on these days.

My role is to coordinate provision for children with SEND / additional needs. This involves a range of things, such as reviewing support strategies with staff; accessing resources and training; referring to external agencies; and managing the requirements of Education, Health and Care Plans for those children with more complex needs. I spend most of my time with teaching and support staff, and with external professionals, and I am continuing to build on my contact with children and parents (as Covid restrictions allow!).

Should you wish to contact me directly, to share information, discuss concerns, or request a meeting / phone call, you can send an email to the relevant school office and Mrs Dimmock or Mrs Clubbe will forward it on.

Individual Support Plans

All our children with identified additional needs and who are on our school SEND register will have an Individual Support Plan. This outlines their interests, strengths and difficulties; strategies that support them in the classroom; targets and interventions; and outside agencies involved.

Hopefully you had the opportunity to discuss the support in place for your child with their Class Teacher during Term 1.

Your child's Class Teacher is the person working with them day to day, and so they are always your first point of contact if you have any questions or concerns.



SENCo / parents coffee morning



I am hoping to reintroduce the SENCo / parents coffee mornings soon, again as Covid restrictions allow.

The idea of these is for parents to come together, share experiences and find out more about how children with additional needs can be supported – at school, at home or by the LA or other services.

I am hoping we will be able to invite people in from outside school, who may have experience in a particular area.

Is there anything that you would like to find out more about? If so, please send an email titled "**SEND coffee morning**" to the school office, and they will pass this on to me.

Watch this space for more details / dates soon ...

Website & Padlet

There is a lot of information for parents available online, via our school website and online noticeboard (padlet).



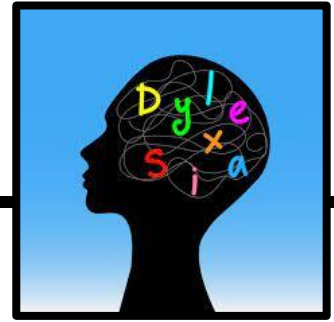
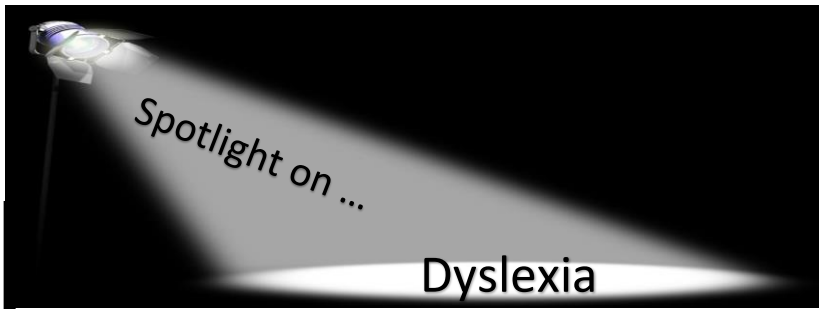
- <https://bishopsuttonstantondrew.co.uk> >> Federation Information >> SEND and Pastoral Care

This is a page devoted to SEND provision, which includes school and LSP documents such as the policy and information report. This also contains links to local sources of support and information, including the Local Offer and SENDIASS (Parent Partnership Service).

- <https://padlet.com/padamssenco/padamssenco>

This is an online noticeboard full of links to websites, information and resources for a range of needs and support, both locally and nationally. There is also more general information on there for supporting well-being and mental health.

It also contains links to child-friendly articles / videos, to support any parents who are having conversations with their children around different additional needs. Just click on this link, then navigate across and down the columns.



One of the difficulties which we know parents are often concerned about is Dyslexia.

- **What is it?**

"Dyslexia is a learning difference which primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills."

(quote from BDA website)

- **How is it identified?**

At BS/SD, we have a number of ways we can identify traits of Dyslexia. We have our own checklists, we use an online screener, and for some children we may involve our LSP Advisory Teacher, Andy Baker.

Should parents want a formal assessment, this would need to be carried out by a Specialist Assessor or Educational Psychologist. This is not something that we can provide within school resources, and would need to be sought privately.

- **What support might be put in place in school?**

Whether a child is showing traits of Dyslexia, or whether this has been formally identified, the same support strategies may be helpful, such as

- *Using visual timetables to help with organisation*
- *Using multi-sensory ways of teaching / learning*
- *Using tinted paper, overlays or screen backgrounds*
- *Allowing time to respond, to allow for processing of information*
- *Breaking information and instructions into smaller 'chunks'*
- *Repeating instructions and checking for understanding of tasks*
- *Providing information in front of pupil as well as on class whiteboard*
- *Encouraging peer support / peer modelling*
- *Allowing alternative ways of recording information*
- *Allowing use of technology – spellcheckers, dictation software, word processing*

- **How can I help at home?**

It is always worth making sure that your child's eyes and hearing are tested regularly, to rule out any other difficulties.

When working with your child at home, try to find a quiet time to spend together, and aim to keep the session short. With writing or maths tasks it is not how much but how well it is done that matters. With spelling or times tables, little and often is best.

Reading with your child on a daily basis is always beneficial – it can help with language awareness and vocabulary.

We all have different learning styles, so try to use a range of visual, spoken, practical (and fun!) games and activities.

Develop memory skills by playing simple games ... for example 'Kim's game' (where an object is removed) and 'Snap' or 'Concentration' (matching pairs of cards) are good for visual memory, and 'Granny went to market and bought apples, bacon, carrots ...' is good for auditory memory.

Develop independence and organisation by encouraging your child to pack their own bag, perhaps with a visual checklist.

Build your child's self-esteem by also focussing on their strengths and encouraging their talents. People with Dyslexia can often show creative or practical talents ... spatial awareness and visualising skills / enhanced creativity / aptitude for constructional or technical toys / lateral thinkers and imaginative problem solvers / holistic or big picture thinkers / drive and determination

- **Where can I find more information?**

British Dyslexia Association ... <https://www.bdadyslexia.org.uk/dyslexia>

"See Dyslexia Differently" ... <https://youtu.be/11r7CFIK2sc>