

Dosthill Primary Academy

SEND Newsletter

Issue 3 – November 2024



Dear Parents and carers,

Welcome to our monthly SEND newsletter – Addressing all things related to Special Educational Needs and Disabilities.

I wanted to start by thanking you for attending and contributing to ILP reviews this month. Your support is greatly appreciated and means we are all working towards shared goals.

Just a reminder that I am in school all week but my days as SENCO will be Monday, Tuesday and Wednesday. However, I can be contacted by email at senco@dosthill.org.org on the other days of the week and I will endeavour to respond to you as quickly as possible. Please do email me or speak to the office if you would like to arrange to meet or for me to contact you.

I would also love some feedback on the SEND newsletter. If there is something that you would like a focus on or support with a specific need drop me an email and I will include this in the next edition.

Mrs Katie Smith
SENCO

Family Support in Staffordshire - Malachi

Staffordshire:

Family Support and Outreach Services

Malachi Family Support Workers will work predominantly with adults in the household to provide support for children and young people from the ages 0–19 years (up to 25 years for those with special educational needs and disabilities). Our aim of the service is to offer a range of therapeutic and practical support to families who are facing a range of challenges.

Did you know that Malachi can offer support for the whole family?

You are able to self- refer or come and see me and we can do this together.

How can we help?

We offer a range of therapeutic and practical support to families who are facing a range of challenges...

- ▶ Parenting skills and strategies
- ▶ Building healthy relationships
- ▶ Emotional wellbeing
- ▶ Staying safe in the community
- ▶ Building confidence and self-esteem
- ▶ Child development (inc. early years)
- ▶ Building positive relationships between home and school
- ▶ Housing and financial issues
- ▶ Returning to employment or education
- ▶ Developing positive community relationships
- ▶ Access to local services and facilities

November is Men's Mental Health Month and below is a link to some resources and inspirational stories that may be of interest:

[Autumn: Equality, Diversity and Inclusion awareness events](#)

Each month I will select a different 'need' to focus on. For this month I have chosen dyslexia. (As above, please share your requests with me so that I can share material that is useful for you and your families).

Dyslexia

Dyslexia can affect anyone at any age. It is estimated that 10% of people over 16 in the UK alone have dyslexia. Sometimes learning may be challenging and frustrating. If dyslexia is undetected, it can effect learning and achievement.

There are however all sorts of dyslexia friendly tools and techniques that can be used to make teaching and learning fun, easy and effective for dyslexia learners and ALL learners!

Dyslexics have the potential to achieve wonderful things (as do all learners), provided they have the right tools and learning opportunities.

What is Dyslexia?

Dyslexia is a learning difference. It comes with a combination of strengths and challenges which affect the learning process of reading, writing, spelling and sometimes numeracy.

Dyslexia learners can sometimes have weaknesses in short-term memory, sequencing and the speed at which they process information. They often find it difficult learning to read, write and spell because of these learning differences.

Some of the most famous and successful people in the world have dyslexia! This is because they have built on their strengths - Walt Disney, Jamie Oliver, Steve Redgrave, Albert Einstein, Winston Churchill to name just a few!

What might indicate your child has Dyslexic tendencies or Dyslexia?

The following characteristics may be seen at home and/or at school.

- Finds spelling and reading difficult.
- Puts letters and figures the wrong way round.
- Confuses b and d and words such as on and no.
- Takes a long time to write things down.
- Written work does not match oral language skills.
- Unable to copy from the board successfully.
- Struggles with handwriting - letters and numbers.
- Needs lots of support to complete written activities.
- Has difficulty remembering sequences and facts.
- Finds it hard to remember spoken instructions.
- Has difficulty hearing sounds 'p', 'f', 'v', 'th'.
- Uses bizarre spellings, omits letters or puts them in the wrong order.
- Has problems understanding what he/she has read.
- Problems with sight vocabulary and phonic development.
- Mispronounces words or jumbles up words.
- Has difficulty tying shoes laces, dressing, cutting.
- Surprises you because in other ways she/he is bright and alert.
- Has difficulty in remembering and organising.
- Dislikes reading and writing.
- Messy work with lots of attempts, uses the rubber lots!
- Has problems with co-ordination - left/ right, up/down.
- Can be very artistic and creative.

How to offer support to a child with Dyslexia

- iPads are an excellent interactive resource, with lots of free/ low cost apps to help develop literacy skills. Dyslexia friendly apps can be found easily. Word processing rather than writing can help.
- Pencil grips help to reinforce correct pencil grip and provide comfort when writing.
- Reading rulers have been found to help children with visual dyslexia. They also help to stay focussed when reading by keeping track on the line that is being read.
- Highlighters are a key tool in the classroom or for homework- to highlight patterns in sounds and key pieces of information.
- The alphabet arc is a super tool to teach letter names and the alphabet order.
- Comic Sans is the easiest font on the computer for a dyslexic child to read!
- If writing instructions for your child write each line a different colour or underline every other line in a colour.
- Cursive handwriting should be taught/used to help spelling, fluency, neatness and speed.
- Don't be cross if your child is unorganised and forgetful, provide them with a checklist, keyring or visual timetable to ensure they remember the things they need.
- Remember they might need help in other subjects such as maths (reading a question) or Geography (spelling a word). Dyslexia is not just apparent in English, it is with them all of the time.
- A special dictionary called the 'Ace' dictionary is an excellent way for your child to check their spellings. Once they know how to use this special tool they will have no problems in checking their spellings. Making them become more independent in editing their work.

Some useful websites:

[British Dyslexia Association](#)

[Help for People with Dyslexia | Dyslexia Research Trust](#)

[Dyslexia - NHS](#)

[Dyslexia - The Brain Charity](#)

Parent/Carer Cause for Concern

Please email to senco@dosthill.org to return to Mrs Smith, SENCO.

This is the link to an MS Forms version: <https://forms.office.com/e/F4SnWgsGxC?origin=lprLink>

Child's Name: **D.O.B:** **Class:**
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Child's strengths and achievements:

Concerns at home:

Concerns at school:

Parent/Carer information:

A description of all available information about your child.

Areas of concern:

- | | | |
|------------------------------------|------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Visual | <input type="checkbox"/> Auditory | <input type="checkbox"/> Communication/Speech |
| <input type="checkbox"/> Emotional | <input type="checkbox"/> Behaviour | <input type="checkbox"/> Attendance |
| <input type="checkbox"/> Physical | <input type="checkbox"/> Medical | <input type="checkbox"/> Punctuality |
| <input type="checkbox"/> Social | <input type="checkbox"/> Eating | <input type="checkbox"/> Other (Please state): |

Signed: **Date:**
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