



Donnington Wood CE Junior School

SEND Newsletter Summer Term 2024



Welcome to our termly SEND newsletter! A newsletter addressing all things related to SEND (Special Educational Needs and Disabilities). In this issue find out about getting ready for secondary school and what you can do to help. Transitions for all children can be difficult and sometimes more so for children with SEND find out how to help get it right.



Mrs Joanne Jenks
SENDCO
Donnington Wood CE
Junior School

Contents of this newsletter:

- SEND in focus - Dyslexia
- Tips to help learning at home
- Transition support
- SEND support in Telford

As Donnington Wood Junior's Special Educational Needs and Disability Coordinator (SENDCO), I am here to offer support and advice regarding additional needs or SEND support for your child. As a school, we value the engagement of our parents so please do not hesitate to get in touch if you have any questions. My contact email address is: a3035@taw.org.uk
Alternatively, you may find further information about our SEND provision on our SEND Information Report: <https://donningtonwood.files.wordpress.com/2024/01/dwj-information-report-23-24.docx>

SEND local offer



For further information about the Telford and Wrekin SEND offer, please see the link below:
<https://www.telfordsend.org.uk/site/index.php>





SEND IN FOCUS



Hearing the words 'Special Educational Needs' or 'Learning difficulty' can be a worrying experience for parents especially if little is known about the different 'terminology, phrases, conditions and diagnosis that are often talked about by professionals. At Donnington Wood, we want to help parents to make sense of the 'jargon' and give some guidance, advice and ways you can help your child at home.

This term's focus is: Specific literacy Difficulties including Dyslexia.

What is a specific literacy difficulty including Dyslexia?

The British Dyslexia Association (BDA) defines a specific literacy difficulty including Dyslexia as: 'a learning difference which primarily affects reading and writing skills.' The BDA goes on to state that specific literacy difficulties including dyslexia is also about information processing and many people have difficulty remembering and processing information they see or hear.; this in turn, this can affect the learning and acquisition of literacy skills. Specific literacy difficulties can also impact upon organizational skills.

Some common characteristics of a specific literacy difficulty such as Dyslexia as taken from the BDA (not exclusive list):

- Difficulties with remembering and using phonics over time.
- Difficulty following instructions.
- Lack of fluency in reading (affecting comprehension/understanding)
- Inaccurate decoding.
- Persistent and marked difficulty with spelling.
- Difficulty in finding the right word.
- Trouble remembering sequences e.g. alphabet, numbers, days of the week.
- Finds it hard to copy from the board.
- Visual discomfort when reading.
- Weak short-term memory.
- Mixing up letters/symbols
- Needs additional time to respond to questions asked

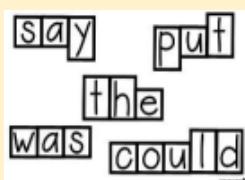
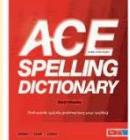
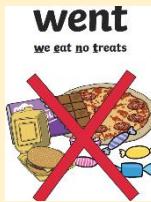
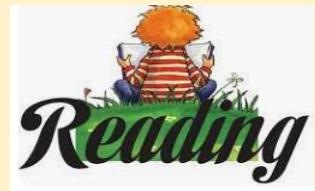
What should I do if I'm concerned that my child could have a specific literacy difficulty?

It is important to note that any concerns regarding specific literacy difficulties will be seen over time both at home and within school. All teachers have received up to date training and difficulties will be initially addressed by the school through the Assess, Plan, Do, Review process. If you are concerned that your child is showing some characteristics of literacy difficulties, it is important that you speak to your child's class teacher. If your concerns are shared by the class teacher, then the school SENCO will be informed, and further advice will be sought. It is important to note that screening/diagnosing dyslexia in young children has many challenges. Children learn information and skills at different rates, and it is important not to place a label but to provide strategies, resources and support to help the child in all aspects of their reading, spelling and writing.



Tips to support learning at home.

- Check the book is suitable and not too challenging.
- Use a coloured overlay as sometimes the whiteness of the page makes it difficult to read.
- Use a reading ruler under each sentence to help with tracking.
- Practice phonics and letter sounds.
- Break unfamiliar words into sounds/syllables.
- Listen to audiobooks at home.
- Use pictures as clues.
- Take turns in reading aloud.
- Talk about unfamiliar words.
- Use highlighters to support comprehension and understanding.

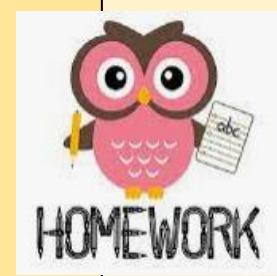


A multi-sensory approach to spelling is needed for children with dyslexia. Strategies/resources can include:

- Writing words in foam/chalk/sand/soil/paint.
- Look at the shapes that words make
- Using actions to remember sounds/words
- Learning spellings in different ways e.g. rainbow writing.
- Use pictures to help remember words - especially useful for homophones
- Use Mnemonics to learn tricky words e.g. because 'big elephants can always understand small elephants'
- Use an ACE dictionary for homework.
- Overlearn tricky words e.g. and, when, where, so, what.
- Pyramid words - adding a letter each time.
- Spell words using magnetic letters on the fridge.

Homework Tips:

- Establish a routine with homework e.g. day of the week, time, space to work in.
- Break homework down into smaller manageable chunks.
- Use ICT where possible.
- Encourage and praise even if there are errors.
- Read instructions aloud to them and read their work back to them.
- Make list of spellings that they may need.
- Support when possible.



Transitions: how can I help my child



Transitions whether they are between Year Groups, or Schools can be a stressful time for children as they get use to new routines, new adults, new friends and new surroundings. This is the case for all children and for children with special educational needs the changes can be even more unsettling.

As a parent or carer, you can help!

Starting conversations with your child and finding out how they feel about the transition is a great start. Asking them what they are looking forward to, what they will miss about their old school and class. Thinking about what they enjoy doing and what they find difficult.

These are all ways of helping your child get ready and make the best possible transition. Below are some different resources that you might like to use if you want further guidance on supporting your child. If you have concerns about the changes coming, please don't hesitate to get in touch with the school.



BBC Bitesize have produced some new resources to help support young people and their parents with change to secondary school. There is advice, videos and quizzes.



[Starting secondary school - BBC Parents' Toolkit - BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/z988n39)

Parent Webinar A parent webinar to support with helping your child make a smooth transition to secondary school.

https://www.youtube.com/watch?v=nK1E_XgAWww



Finding your Feet: A video for Y6 children to help reassure them about transition to secondary

https://www.youtube.com/watch?v=nK1E_XgAWww

SEND support in Telford and Wrekin



PODS is a parent carer/peer led charity with staff and volunteers who have the relevant 'real life' experience to support families who have a child with a disability or additional need (aged 0 - 25 years).

For further information, support and advice: www.podstelford.org

01952 458047



Jungleland soft play centre offers an exclusive family session for children of any age with special educational needs/disabilities. Siblings are welcome to join as well.



Saturday mornings 8-9:30am with reduced admission £3.45 per child and £2 per adult

<https://www.junglelandtelford.com/disabilities-special-needs/>

Area 51 are offering weekly SEND sessions at the popular trampoline park. Music will be lowered, and lights dimmed to ensure children are not over stimulated.

Tuesday/Wednesday 6pm - 7pm, 1hr session only £7.50

1 carer free entrance (must be over 18 yrs)

<https://airea51.co.uk/activities-classes/sen-sessions/>



Telford and Wrekin want every child in Telford to have the best possible start in life.

If you have a newborn or are expecting, take advantage of our one-stop booklet, Best Start for Life, collaboratively developed with a range of local early years support groups and providers.

It includes all you need to know about the help and assistance available in our borough throughout your baby's first two years. Discover local childcare options, support groups and services, breastfeeding help, first aid guidance and many other useful resources.



Right help at the right time



Best Start in Life - Family Hubs information flyer

Autism West Midlands is offering an opportunity for Parents/Carers to enjoy a walk around Attingham and talk to staff from Autism West Midlands - optional Coffee and Cake. Open to parents/carers to talk to staff from Autism West Midlands and enjoy nature in a calm outdoor setting. **23rd May at 10:30 am - 12:00 pm**

https://www.eventbrite.co.uk/e/attingham-park-wellbeing-walk-shropshire-council-residents-only-tickets-895146696867?utm_campaign=social&utm_content=attendeeshare&utm_medium=discovery&utm_term=listing&utm_source=cp&aff=ebdsshcopypurl

The meeting point is outside the entrance. Car parking is available Toilets and café on site. Places are limited so please book a space - Any questions please contact:

shropshire@autismwestmidlands.org.uk

