

# SEND Newsletter

Welcome to our newsletter which is dedicated to special educational needs and disabilities. We hope you find this useful. If you have any suggestions for future newsletters, please let Mrs Kane know. Many thanks.

At Burradon Community Primary School, we are proud of our 'open door' policy, so please do not hesitate to get in touch, if you have any concerns, queries or require further support from our team. You can make an appointment with the class teacher by phoning the school office or emailing the school. Our SEND Governor is Mrs Watts. For further information, please visit our dedicated SEND page on our school website where you will find the Local Offer, as well as external links for charities or support websites.

## Spotlight on Dyslexia

Dyslexia is a specific learning difficulty which primarily affects reading and writing skills, however, it is important to note it does not only affect these skills. For a dyslexic person, they may have difficulty processing and remembering information they see and hear, which can affect their learning and retention of literacy skills. It can also impact on organisational skills.

Only a trained professional can diagnose dyslexia. Within North Tyneside, a school can refer a child over the age of 7 years old to the Dyslexia Team however, it is important to note they do not diagnose dyslexia, only dyslexic traits. A referral to the Dyslexia Team, requires a child to have received at least 2 terms worth of intervention and its impact, as well as a specified reading and spelling test carried out. If the reading and spelling scores are a certain level, the referral cannot be made due to the North Tyneside Dyslexia Team criteria. It is advised a child's hearing and vision is checked prior to a referral if possible.

To support with dyslexia or dyslexic traits, a child can:

- \*read to your child and discuss the vocabulary, this will support your child's vocabulary and listening skills
- \*read the same book several times, although this does not mean the whole book in one go. Break down to rereading the same 3/4 pages (depending on the text size and length) 2/3 times together.
- \*practise spellings or learning using a multisensory approach. This could be practising saying spellings aloud with one word being spelt aloud in a different room in the house, spell the word in shaving foam, on a tray of rice, spilt peas or sand. Use chalk or other drawings tools to record the word or learning down.
- \*make the word using magnetic letters or cut letters out of newspapers or magazines to create the word
- \*highlighting or colouring the part of a word or a word which the child finds tricky to read
- \*find smaller words in the word such as island = is land
- \*create mind maps
- \*break large tasks or activities down into smaller steps
- \*some children and adults benefit reading using a coloured overlay strip
- \*giving your child extra time to complete tasks whether this is linked to school or home
- \*having a routine