



# COFFEE AFTERNOON

17/6/19

# SEND WEBSITES

<http://www.stmargaretsonline.net/>

<https://www.stmargaretsinf.medway.sch.uk/medway/primary/stmargarets-inf>

# LOCAL OFFER

- <https://www.medway.gov.uk/localoffer>

# SUPPORT OUTSIDE OF SCHOOL

- Snapdragons – parent support groups
- School Nursing incl. Mental Health Nurse (Scott)
- MAGIC (Medway Autism Group and Information Centre) - 01634 570706  
<http://www.medway-magic.org/>
- Young Medway Parents & Carers Forum
- ROCC Stars – Rivermeade Outreach Community Challenge
- SPA Helpline – 07976742812 (Single Point of Access)

# SCHOOL NURSING

- Sleep
  - Anxiety
  - Well-being
  - Diet & Nutrition
  - Behaviour
- Oral Health advice
- Podiatry
- Continence

# ANXIETY WORKSHOP

- Show Flyer (SEND/Admin)

# NEFLT

- Only 35% of their funding comes from Government Funding however from October 2020 they are likely to have had a bid secured to fund a *Medway Health Team*.

# SEND SURVEY - JUNIORS

- My child is happy in school – 29% (Strongly Agree)      71% (Agree)
- I believe my child feels safe – 50%      50%
- I feel my child is supported - 57%      43%
- I feel my child is making progress - 21%      58%      21% (Disagree)
- My child can turn to an adult - 42%      58%
- The SENCO is approachable and supportive – 58%      42%
- Issues I raised are addressed - 64%      36%
- I am kept informed of interventions - 58%      42%
- I am informed when outside agencies are coming in - 50%      50%

# READING

Children who read at home do well at school. They are more likely to ...

Read fluently

Write confidently

Speak articulately

# READING

- Saying sounds correctly
- Linking sounds to letters
- Two letters, one sound
- Practise, practise, practise
- Putting sounds together to read simple words
- Tricky words
- Reading books
- Using pictures
- Writing letters
- Read to your child as much as you can

# HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to  
**1.8 MILLION**  
words per year  
and scores in  
**90th PERCENTILE**  
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to  
**282,000**  
words per year  
and scores in  
**50th PERCENTILE**  
on standardized tests

A student who reads

1:00

minute per day

will be exposed to  
**8,000**  
words per year  
and scores in  
**10th PERCENTILE**  
on standardized tests

 SCHOLASTIC

Source: Nancy Anderson and Thomas, 1987

# SPELLING

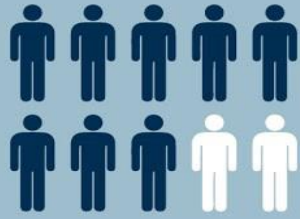
At least



**1 IN 10**

people are thought to be affected  
by **dyslexia**

- Maria



80% of the population believes that dyslexia is associated with low intelligence

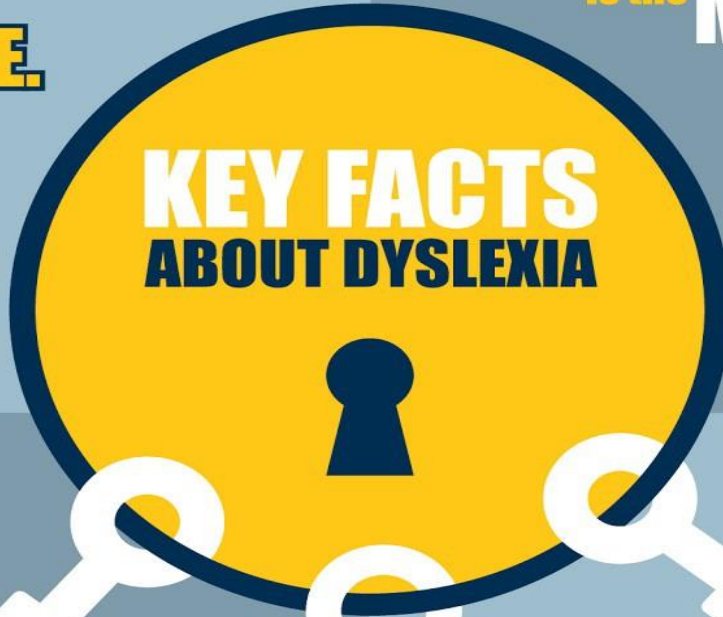
**THIS IS NOT TRUE.**

**DYSLEXIA** occurs in people of **ALL** INTELLECTUAL LEVELS

**DYSLEXIA** is the **MOST COMMON** LEARNING DISABILITY



and affects **15-20%** of the US population



**KEY FACTS ABOUT DYSLEXIA**

**dyslexia** **RUNS IN FAMILIES**

parents with dyslexia **ARE MORE LIKELY TO HAVE CHILDREN with dyslexia**

research has proven that students with dyslexia

**CAN LEARN TO READ** when instruction is:

Explicit and systematic	Phonics based
Multisensory	Individualized
Consistent and frequent	Emotionally reinforcing



# HOMEWORK

- Pick your battles
- Communicate with us
- Have a time limit
- Quiet space
- Independent
- Anything you try will be a benefit – don't worry yourself about 'old methods'.

# MEMORY

- Definition of working memory:
  1. Ability to keep information **active in memory**
  2. To carry out some **processing task**
  3. And to **resist the distraction** caused by that processing task

# WHY IS IT IMPORTANT FOR US TO KNOW ABOUT IT?

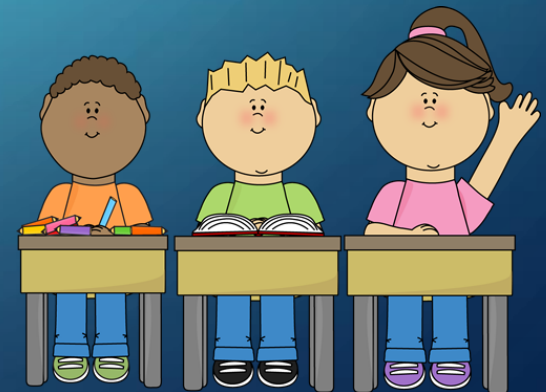
- 1) One of (if not the) best predictors of academic achievement we currently know of
- 2) An estimated 10% of children in a class will have a difficulty with working memory
- 3) Working memory difficulties often co-occur with conditions such as Autism Spectrum Conditions (ASC), ADHD, ADD, dyslexia/literacy difficulties, dyscalculia/maths difficulties, anxiety

# STRATEGIES FOR THE CHILD/ YOUNG PERSON

- Rehearsal and repetition
- Rhythm and Rhyme
- Visual aids (visual and spatial cues)
- Using longer term memory links – creating an image in mind: grouping imagery

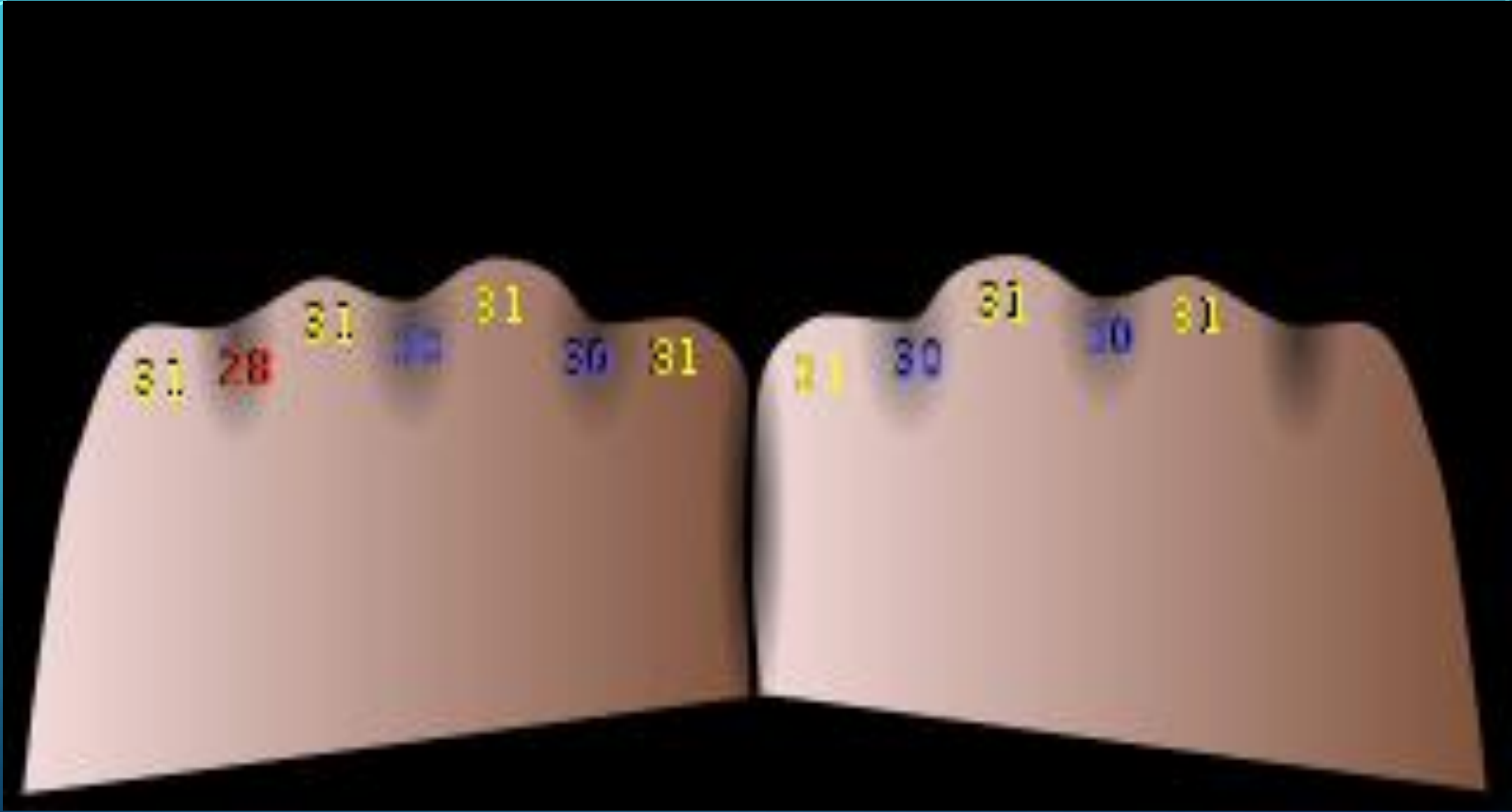
## Other resources

- Post it notes/ personal whiteboard/ mind maps
- Talking tins for writing sentences
- Other ideas – what do you do?



# SUMMARY:

- Working Memory is:
  1. Ability to keep information **active in memory**
  2. To carry out some **processing task**
  3. And to **resist the distraction** caused by that processing task



# RHYMES – NUMBER BONDS

Swim & Dive – 5 & 5

Knock on door – 6 & 4

Go to Devon - 3 & 7

I need the loo – 8 & 2

Nearly done – 9 & 1

Feeling fine - 1 & 9

I need a wee – 7 & 3

Open the gate – 2 & 8

Funny tricks – 4 & 6

Always a hero – 10 & 0

# BEHAVIOUR

- Give simple instructions
- Have clear boundaries and rules
- Allow processing time
- Choose the battles you need to face
- All involved need to be consistent
- Keep rewards manageable
- Prepare children for changes
- Time out should be no more than 1 minute for each year of age

# BEHAVIOUR

***Anger Rules***  
It is o.k. to be angry but...

- Don't hurt others
- Don't hurt yourself
- Don't hurt property

  
Talk about how you feel

NOW ...

NEXT...



The background is a teal-to-blue gradient. In the corners, there are decorative white line-art elements resembling circuit traces or neural network connections, with small circles at the end of the lines.

# THANK YOU FOR COMING

Please have a look at resources and flyers etc.