

**Welcome to the  
first, joint, SEND  
coffee meet up  
for St. Margaret's  
Infant and Junior  
Schools.**



"Every child deserves a  
**CHAMPION,**  
an adult who will never give up on them,  
who understands the power of  
connection, and insists that they become  
the best that they can possibly be."

Rita Pierson



[RootsOfAction.com](http://RootsOfAction.com)



**Mrs Pascall – SENDCo and Assistant Head for the Infants.**

**Mrs West – SENCo for the Juniors.**

**Mrs Brown – FLO for the Infants.**

**Miss Lacey – Well-being and pastoral lead for the Juniors.**



All teaching and support staff receive appropriate training. This ensures they have confidence and an up-to-date knowledge of teaching strategies to cater for children's needs.



## **Some of the strategies we include are ...**

Specific equipment is available for individual children that may have specific needs. Items such as colour overlays, fiddle toys and visual timetables are available in both schools. Furniture height, shape, positioning and size is carefully selected in each classroom to take into consideration the age of the children in the class.

Outside agencies will visit to support and advise us how to cater for children with individual needs.

Working walls and displays prompt the children and help them to recall and retain knowledge and understanding.

The use of talk partners and talking groups encourages children to explore, explain and amend their ideas as well as giving them an opportunity to express their opinion.



In both schools we monitor your child's progress through the following strategies.

Book scrutinies

Moderation

Lesson Observation

Learning Walks

Monitoring of intervention  
planning

Teacher Assessment results

Tracking of progress and  
discussing this with teachers.



We strive to ensure that we ...

Work with you to identify your child's needs.

Ask for your permission to involve other professionals to work with your child.

Involve you in all decisions and listen to your views.

Involve your child in decisions about their learning.

Assist you in contacting organisations who can give advice and support.



We will work in partnership with you, in order to support and assist you and your child in the best and most secure ways possible. We can also refer and liaise with other agencies if this is what is required by the family.

If we think your child needs extra support, we will always talk to you about this.

Your child's teacher will talk to you about the progress that has been made. We operate an open door policy and you can make an appointment to speak to your child's teacher or the SENCo at any point during the year



# 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: *Niles, Anderson and Hirsch, 1988*



Some useful tips ...

<https://www.nessy.com/uk/parents/dyslexia-information/10-facts-every-parent-needs-know/>



### **10 Things Parents Should Know About Dyslexia**

The better a parent can learn to support their child, the better the family understands dyslexia's strengths and weaknesses. Here are 10 essential facts for parents.

## Supporting children who stammer

Slowing down may help fluency. **TELLING** them to slow down usually doesn't. Slow your own rate instead - it works!

Looking away from a stammering child says you have lost interest. Value what they say. Maintain eye contact & wait for them to finish.

Content is more important than form. Make sure children know **WHAT** they say is more important than **HOW** they say it.

Never finish their sentences. Your words are not their words and it is not helpful to make it a race!

Pauses help a stammering child. They slow the pace and give time to process and plan. Take a second to respond!

Be open about stammering. 'That was a bit tricky wasn't it?' can be all it needs to make a child feel supported.

Even if a child stammers, most of their speech will still be fluent. Don't forget to tell them when their talking is great!

There are loads of successful people who stammer. Make sure children hear about some great role models so they know they can still do whatever they want to do.





# OCD Awareness Week!

October 7-13, 2018



## What do you wish people knew about OCD?

It isn't just a habit to be broken, like smoking. It is much deeper than that.

When people who don't have the illness say "I'm really OCD about this or that"...  
**THIS ISN'T COOL!**

Even my illogical thoughts feel so. real.

Don't tell me to stop "questioning myself". I can't do that, and if I could, I would have a long time ago.

Having OCD isn't a choice, it is an illness. I cannot stop performing a compulsion just because someone asks me to.



## What is DCD?

- Developmental Coordination Disorder (DCD), also known as Dyspraxia in the UK, is a common disorder affecting fine or gross motor co-ordination in children and adults.
- This lifelong condition is formally recognised by international organisations including the World Health Organisation.
- DCD is distinct from other motor disorders such as cerebral palsy and stroke and occurs across the range of intellectual abilities. Individuals may vary in how their difficulties present; these may change over time depending on environmental demands and life experience.
- An individual's coordination difficulties may affect participation and functioning of everyday life skills in education, work and employment.
- Children may present with difficulties with self-care, writing, typing, riding a bike and play as well as other educational and recreational activities.
- In adulthood many of these difficulties will continue, as well as learning new skills at home, in education and work, such as driving a car and DIY.
- There may be a range of co-occurring difficulties which can also have serious negative impacts on daily life. These include social and emotional difficulties as well as problems with time management, planning and personal organisation. These difficulties may also affect an adult's education or employment experiences.



# 8 WAYS A CHILD'S ANXIETY SHOWS UP AS SOMETHING ELSE

## 1. Anger

The perception of danger, stress or opposition is enough to trigger the fight or flight response leaving your child angry and without a way to communicate why.



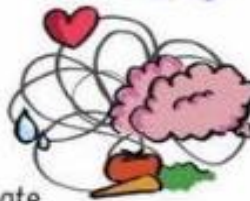
## 2. Difficulty Sleeping

In children, having difficulty falling asleep or staying asleep is one of the hallmark characteristics of anxiety.



## 3. Defiance

Unable to communicate what is really going on, it is easy to interpret the child's defiance as a lack of discipline instead of an attempt to control a situation where they feel anxious and helpless.



Chandeliering is when a seemingly calm person suddenly flies off the handle for no reason. They have pushed hurt and anxiety so deep for so long that a seemingly innocent comment or event suddenly sends them straight through the chandelier.

## 4. Chandeliering



## 5. Lack of Focus

Children with anxiety are often so caught up in their own thoughts that they do not pay attention to what is going on around them.

# FOCUS

## 6. Avoidance

Children who are trying to avoid a particular person, place or task often end up experiencing more of whatever it is they are avoiding.



## 7. Negativity

People with anxiety tend to experience negative thoughts at a much greater intensity than positive ones.

## 8. Overplanning

Overplanning and defiance go hand in hand in their root cause. Where anxiety can cause some children to try to take back control through defiant behavior, it can cause others to overplan for situations where planning is minimal or unnecessary.



# Personal qualities not measured by tests



We hope you have found this  
afternoon useful.

If we offered another meet up would  
you like there to be a focus eg play  
therapy, SALT, school nurse etc.  
Please pop any ideas on the post its.

Finally happy Christmas.

