

SEN Newsletter

Welcome!

Welcome back to our second newsletter dedicated specifically for Special Educational Needs. We hope you find this useful for information and to keep you up to date with all the SEN news and updates that take place here at GLPA. If you have any suggestions of what you would like in future SEN newsletters, please let the school office know.



SENCO

Our current Special Education Needs Co-ordinator (SENCO) is Mrs Wadsworth.



She is covering the post whilst Mrs Kirwan is on Maternity Leave.

Contact: info@glpa.org.uk

Some Useful Contacts:

Leeds Local Offer - The Leeds Local Offer is a way of providing information to families with children with special educational needs and disabilities in Leeds. - <http://www.leedslocaloffer.org.uk/>

SENDIASS - information and advice, for parents/carers, children, and young people with Special Educational Needs. - [Leeds SENDIASS](#)

ABC Group Leeds - Leeds and District ABC Support Group is a regional resource for parents of children with an autistic spectrum condition. They aim to provide help, support and advice about services, facilities, education, care and welfare for parents and families of children displaying Autistic Spectrum Conditions including Asperger's Syndrome in the local community of residents in Leeds and surrounding areas. - [Leeds ABC Group – Leeds and District Autism, Behaviour and Communication Support Group \(wordpress.com\)](#)

SCOPE - Advice, support and various services for disabled people and their families. - [Home | Disability charity Scope UK](#)

Leeds MindMate - MindMate offers information for parents, carers, young people and professionals about emotional wellbeing and mental health issues. - [MindMate - Emotional wellbeing and mental health](#)

SEN Glossary

We know that sometimes schools and other professionals can use terms or phrases that not everyone is aware of. This section will aim to shed some light on some terms each issue:

Annual Review: The process of ensuring that a EHCP continues to describe the child's needs and how they should be met through a meeting held once each year.

SALT: Speech and Language Therapist

SENDIASS: Special Educational Needs, Information, Advice and Support Service

SEMH: Social, Emotional and Mental Health

Support Plans VS EHC Plans

There are usually 2 levels of support for children with Special Educational Needs (SEN):

- SEN support, which mainstream state schools must provide
- Education, Health and Care (EHC) plans, sometimes called an EHCP, for when SEN support is not enough for your child to get the support they need

SEN support plans

SEN support plans should have 4 stages: assessment, plan, do and review. Plans can run in a cycle and your child might need another assessment after a review.

You must be involved throughout the SEN process and kept up to date.

Education, health and care (EHC) plan

An EHC plan, sometimes also called an EHCP, is a legal document. It covers:

- your child's needs
- the benefit or difference the support should make to your child (outcomes)
- the support that your local authority must provide (provision)

Special educational provision is anything that "educates or trains" your child. This could be anything from individual support to speech and language therapy.

EHCPs are there to support children who have needs that SEN support cannot meet.

Spotlight Focus...

(Each newsletter will spotlight on one special educational needs)

Dyslexia – Typographic– Daniel Britton

Source - [SEN115 - November/December 2021 \(senmagazine.co.uk\)](https://senmagazine.co.uk)

This typeface recreates the feeling of reading with Dyslexia for a non Dyslexic person therefore creating empathy and understanding for the problem. Like in any case only once a problem is fully understood can it be solved.

How the typeface does this is by breaking down the reading time of a non-dyslexic down to the speed of a dyslexic by removing around 40% of each letter and making each letter almost illegible in turn then slowing down the users reading experience to the speed of a stereotypical Dyslexic person and then recreating the frustration and embarrassment of everyday reading.

I believe that once that Dyslexia is properly understood we can create better learning conditions for Dyslexic students and let them excel in the same way that every other person can. Just think, there are around 8 Billion people living in the world right now with around 10% – 20% of the population being

Dyslexic, so that gives you around 160,000,000 Dyslexic people on the planet, if we can increase our understanding and give the correct help to these people just think how many more Richard Bransons, Elon Musks or Boyan Slats we can produce?

AΛ BΒ CϞ DϞ EΞ
F= GC HII I. JJ
KK L_ MV N\ OϞ
PϞ QO RR SϞ T-
U J V / W\ X^
Y\ Z=

THE TYPOGRAPHY
IS NOT DESIGNED
TO RECREATE WHAT
IT WOULD BE LIKE TO
READ TO READ, YOU
WERE DYSLLEXIC IT IS
DESIGNED TO SIMULATE
THE FEELING OF READING
WITH DYSLLEXIA BY
SLOWING THE READING
TIME OF THE READER
DOWN TO A SPEED OF
WHICH SOMEONE WITH
HAS DYSLLEXIA WOULD
READ

Famous people with dyslexia:

Orlando Bloom –



Richard Branson –



Leonardo da Vinci -



Walt Disney -



Spotlight fidget toy:

Wooden Balancing Stones



Good for:

- Idea for concentration activities that encourages patience and problem solving.
- Helps the development of fine motor skills.
- Promotes hand and eye coordination
- Stimulate sensory development

They can help children with ADHD or autism concentrate by helping them to filter out extra sensory information that would otherwise be distracting.

Some fidget tools have smooth or soft surfaces to promote calm and eliminate anxiety.

Ways we support our Dyslexic children at GLPA:

- **Unnecessary writing removed** - Pupils do not need to write the Learning Objective, this is stuck/written by an adult into books before the lesson starts. Instead, pupils highlight key words.
- **Seating arrangements considered** - If a pupil's underlying ability is good, placing them in low ability groups is likely to affect how they views themselves as a learner.
- **Visual support for writing provided** - Use a writing frame that contains key topic words (with a visual) and words the pupil is likely to want to spell whilst writing. This should help to take away the blank page.
- **Assistive technology used to help pupils to access reading & produce written work within quality first teaching:** Audiobooks, Dragon Speak, Chromebooks, Dyslexia Gold
- **SENIT Phonics Assessments**
- **Active Literacy Kit**
- **Coloured overlays, books and printed sheets. (Also sometimes enlarged.)**
- **Thinking Time** – Allowing time to process information
- **Multi-sensory teaching approach**
- **Ability matched reading material**
- **Explicit teaching of vocabulary**
- **Colour coding blocks of information**

There are many other ways we support children with dyslexia, some of the above may work for your child, some may not. At Green Lane Primary we want to ensure the provision is right for each **INDIVIDUAL** child.