



Welcome to our summer St. Luke's SEN Newsletter!

Every term, our newsletter will provide information about SEND at St. Luke's Catholic Primary School. We will also keep you updated with the Telford & Wrekin local offer and guidance.

Welcome!



**Miss Louise Russell
Federation
SENCO**

As St. Luke's Catholic Primary School's Special Educational Needs and Disability Coordinator (SENCO), 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: send.obs@taw.org.uk

Alternatively, you may find further information about our SEND provision on the school website:

<https://www.stlukesatholicprimary.org.uk/sen.php>

Contents of this term's news:

- Welcome
- Individual Provision maps
- Telford and Wrekin's local offer and SEND newsletter.
- Intervention programs - ELSA/Lego Build to Express/IDL/Cool Kids.
- SEND in Focus - specific literacy difficulties
- Transition @ St. Luke's
- BEAM
- PODS support for parents.
- Bee U
- St. Luke's Wellbeing Weekend
- Wellbeing APPs to explore.

Individual Provision Maps

Individual Provision Maps (IPMs) are created for all pupils who are identified as having an additional need within school (SEND).

The purpose of the IPM is to set Specific, Measureable, achievable, Realistic and timely (SMART) targets for the children over a termly period. These are completed by the class teacher.

Alongside each target is the identified provision/intervention that will be put into place to support the child. This might be an intervention, strategy or resource.

At St. Luke's, we always share the pupil IPMs with parents and can recommend how to support at home.

Child Name	Target	Provision/Intervention	Review Date
...
...
...

If you would like to discuss your child's IPM further, please contact either the class teacher or myself.

Telford and Wrekin SEND local offer

For further information about the Telford and Wrekin SEND, please see the link below:

<https://www.telfordsend.org.uk/site/index.php>

You can also find a copy of the Telford & Wrekin SEND parent newsletter.

www.telfordsend.org.uk/info/1/home/109/send_news



Intervention programs @ St. Luke's



To support our pupils with special educational needs, St. Luke's provides a range of intervention/support programs.

The information below is about the interventions 'ELSA' and 'Lego Build to Express.'



ELSAs are 'emotional literacy support assistants'. They are adults within school who have received additional training from the educational psychology service to support the emotional development of children and young people in school.

ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. ELSAs provide the time and space for pupils to think about their personal circumstances and how they manage them.

Most ELSA programmes last for 6-12 weeks, helping the pupil to learn some specific new skills; these could include: social interaction, communication skills, anger management, anxiety strategies.

The ELSA isn't there to 'fix' the child. For pupils with complex or long-term needs, it's unrealistic to expect ELSA support to resolve all difficulties. Change is a long-term process that needs everyone's help.

At St. Luke's, our ELSA is Miss Russell (SENCO)

LEGO® BuildToExpress (BTE) encourages pupils to express their thoughts and ideas symbolically, a more playful, creative and hands-on method to engage pupils of all abilities and achieve results.

The method ensures a secure and non-judgemental process for solving problems, express personal feelings and breaking down barriers to achievement for curriculum based topics.

When using Lego Build to Express, we are offering the children opportunities to:

- Communicate more effectively.
- Encourages reflection.
- Enhances creative, abstract and critical thinking skills.
- Promotes active listening.
- Improves problem solving.
- Supports time management
- Develops cooperative working.

The children love Lego BTE and we are always amazed by their imagination and thinking.



Intervention programs @ St. Luke's



The IDL intervention is a speaking computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and is used as an intervention but is also used at St. Luke's as a school wide literacy intervention.

How does it work?

IDL uses a light, sound, touch and voice to develop children's ability to embed reading and spelling patterns into their short term memory.



Children complete an initial reading and spelling assessment and from this receive a username and password. They are assigned a module which specifically relates to any gaps in their reading/phonic/spelling knowledge. Time is given in school to complete their IDL modules.

To support our pupils with special educational needs, St. Luke's provides a range of intervention/support programs.

The information below is about the interventions 'IDL' and 'Cool Kids'

Cool Kids @ St. Luke's



Cool Kids is a simple, fun and structured exercise program designed to develop children's coordination, balance, attention and self-esteem.

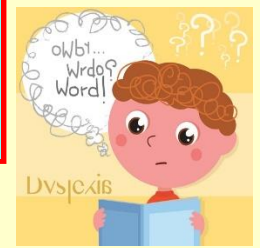
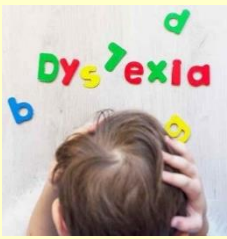
It is based on sensory motor development working through developmental stages of lying on the back, tummy, rolling, creeping and crawling.

Cool Kids offers opportunities for:

Proprioception is the sensation from the muscles and joints that gives us our sense of position in space (where we are in relation to objects around us). **Activities include: crawling, pulling**

Vestibular is our sense of movement and gravity. We receive more vestibular input when we do activities that involve movement and change of head position. **Activities include: rolling, jumping, hopping, spinning/twirling.**

Praxis is the ability to plan an action. Some children may find planning new motor actions difficult. They may be hesitant and need to watch others before attempting an activity. They may also have difficulty with ideation (being able to see play potential). They may also be disorganised. **Activities include: different ways of moving, using equipment, planning activities.**



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 St. Luke's, 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 child 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.

SEND NEWS!



Specific Literacy Difficulties - Tips for Home

Here are some top tips for helping your child at home.

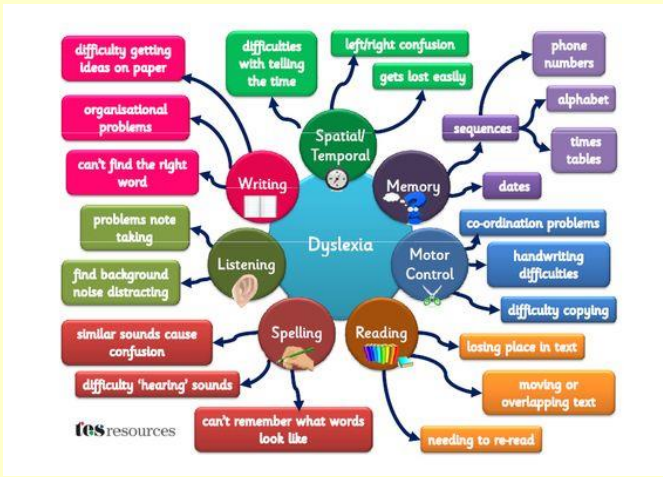
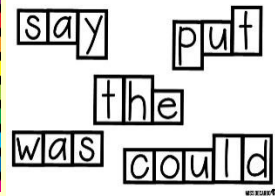
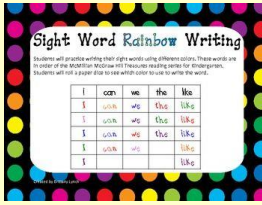
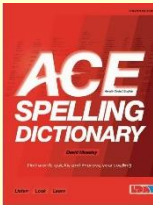
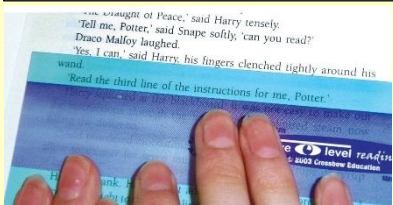


Reading

- Listen to audiobooks at home.
- 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.
- Use pictures as clues.
- Check the book is suitable and not too challenging.
- Take turns in reading aloud.
- Talk about unfamiliar words.
- Use highlighters to support comprehension.

Spelling

- A multi-sensory approach to spelling is needed for children with dyslexia. Strategies/resources can include:
- Writing words in foam/sand/soil/paint.
 - Using actions to remember sounds/words
 - Learning spellings in different ways e.g. rainbow writing.
 - 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.
 - Use pictures to help remember words.
 - Look at the shapes that words make.



Homework Tips!

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



Transition @ St. Luke's

Transition, whether it is to a new class or a new school, can be a difficult time and we endeavour to make sure that we ensure that this process is as smooth as possible for pupils and parents.

Transition to a new class @ St. Luke's

All teachers work closely together to prepare for transition from year to year. Meetings are held to discuss pupils and information is passed on in advance of the new academic year beginning.

For pupils with SEND, Individual Provision Maps are shared with the new teachers so that new Individual Provision Maps can be written at the start of the new academic year. Some children with SEND may need transitional visits to their new classes and this is arranged during the summer term. Social stories may also be used to support transition for pupils with Autistic spectrum conditions (ASC) or particular anxiety.

All pupils visit their new class during the summer term where they can meet their new teacher and begin their transition journey.

Year 6 to Year 7 Transition

Year 6 pupils are supported through their transition from primary to their chosen secondary school.

During the summer term, the pupils meet their new 'Year 7 head of year' and are given the opportunity to ask questions or raise concerns about their next step to secondary school.

Within class, teachers complete work around transition with all Y6 pupils to offer strategies, advice and reassurance about the next step on their educational journey.

This year, due to COVID19, transition visits for Y6 pupils will be happening virtually.

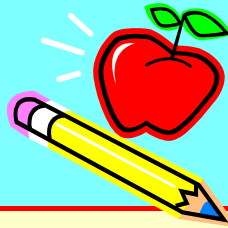
Some secondary schools are also offering summer schools to further support the transition process.

Transition Top Tips

- Look on the school website to find out information about your new school.
- Plot and travel the route to your new school before you start in September.
- Practise getting ready for school - make a list of everything you will need.
- Find out who else is going to your new secondary school with you.
- Find out the school rules so that you know what you are allowed/not allowed to do.
- Check to see if you need an appointment to purchase new secondary uniform.



SEND NEWS!



BEAM

BEAM is a drop in service run by The Children's Society.

Who can use Beam?

If you are under 25 and registered with a GP in Shropshire, Telford & Wrekin, you can receive support from Beam.

You do not need a referral – have a read of this leaflet and if you think we might be the right service for you the back page explains how to get in touch.



What can Beam help with?

Anything relating to emotional wellbeing!

We want to help you understand your thoughts & feelings, and give you practical coping suggestions.



Does Beam support parent/carers?

Beam is a service for and about young people. We recognise there are instances where it is necessary to support parents and carers. The amount of parent/carer support we can offer is limited however. We may be able to signpost you to other services or useful resources.



BEAM

If you would like further information about BEAM, please contact the service via email:

AskBeam@childrenssociety.org.uk

What WILL Beam do?

Our team is made up of **experienced wellbeing practitioners** and wellbeing volunteers who will take the time to listen to whatever it is that is troubling you.

We can recommend **strategies and techniques** that aim to make life easier – for example, how to manage a panic attack, or how to improve sleep.

We will give **practical suggestions and advice** – this might be suggesting you look at website or that you contact another service.

We can provide a **listening ear** if you have something you want to get off your chest.



What WON'T Beam do?

We **won't** assess or diagnose any conditions.

We **won't** automatically make referrals into other services.

We **won't** necessarily have to tell anyone that you have spoken to Beam. (There may be times where we feel we need to speak to other people, services or agencies. We will try and speak to you about this before we do.)

Accessing Beam

We are currently offering phone support. This is how you can access it:

STEP 1:

Send an email to AskBeam@childrenssociety.org.uk

You can include **as much or as little information** as possible. It is always helpful if you can say what area you are in.

Please note this is not an emergency response email, and only monitored between 10am-6pm Mon-Fri.

STEP 2:

We will reply to you so keep an eye on your inbox!

- If you are **new to our service** you will be asked to complete two links included in the email: one called 'Information Sharing & Consent' and the other called 'Registration'.
- If you are **already registered** you will be asked to provide some **basic info** so we can trace you on our system.

If you have any issues with completing the links don't worry – email us your contact number and we can go through them with you!

STEP 3:

Someone from the team will be in touch with you to let you know a date & time that we will call you back. We will try and do this by email & text message.

Don't worry if you can't make that time – just let us know ASAP.

STEP 4:

Appointment time! Find somewhere you are comfortable to talk and wait for us to call you. It will be from a withheld number, so make sure your phone is ok to accept this.

STEP 5:

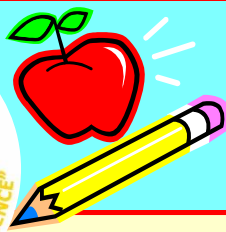
Try out the suggestions made. If you feel like you want some more support, get in touch with us by email again and we can set another appointment up. There is no time limit – we're here when you need us!



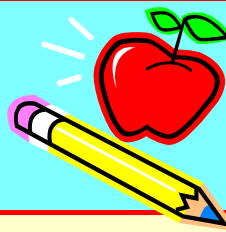
Parents Opening Doors (PODS)

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 see: www.podstelford.org



SEND NEWS!



The Healthy Child Programme for ages 0-19 is an NHS service that offers interventions for children and young people from an early age. This service covers a wide area of provision including Health Visiting, School Nursing, provision for families who may need intensive support and an integrated model of public nursing from pre-birth to 19 years.

Contact Details

www.shropscommunityhealth.nhs.uk/

Tel: 0333 358 3328 (General enquiries and appointments) Text: (Health Advice) Health Visitor Team - 0752 0619 053 School Nurse Team - 0752 0619 051



Bee U is the emotional health and wellbeing service for people, up to the age of 25, living in Shropshire and Telford and Wrekin.

Bee U is designed to:

- Offer advice and support.
- Signpost to services.

For more information visit: www.camhs.mpft.nhs.uk/beeU

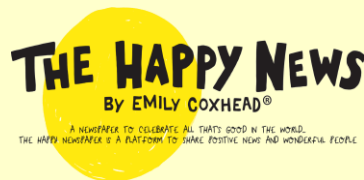
Wellbeing APPs to explore

I have recently subscribed to 'The Happy News' Newspaper.

A wonderful newspaper to celebrate all that is good in the world.

Why not take a look.

www.thehappynewspaper.com



Cosmic Kids Yoga

Cosmic Kids is on a mission to make yoga and mindfulness fun! The APP gives an unlimited ad-free library of fun yoga and mindfulness videos for kids aged 3-9 years.



Wellbeing Weekend @ St. Luke's

Look out each week for our Wellbeing Weekend activity on the school website and Facebook page!

GoNoodle® engages and inspires millions of kids every month to channel their boundless energy-getting them up, moving and becoming more mindful. It is free to download from the APP store or Google play. ☺

