December 2023

St Gregory's SEND Newsletter

Issue 4

Dear Parents/Carers,

Welcome to our fourth issue of the termly SEND newsletter. We hope you will find it useful. We want to continue to work closely with the St Gregory's community to support pupils and parents on their journey throughout St Gregory's.

Our SEND newsletter is where we will celebrate the great achievements of our children, share topics of interest and also signpost some useful information and advice.

During the last academic year we ran a number of successful SEND events, we are hoping to run more of these this academic year. Please get in touch to offer suggestions of what we could run—'a regular coffee morning and catch up', or 'something more specific'. All ideas and suggestions are welcomed. Some of our children have, once again, shared their interests/hobbies outside of school; read on to find out more …

If you have any suggestions for future content in the newsletter please get in touch.

To view the SEND section on our school website please visit:

https://www.stgregorysps.co.uk/send/

Loving all, like Jesus, we flourish together

Spot light on dyslexia:

Dyslexia (persistent literacy difficulty) is a neurological difference and can have a significant impact during education, in the workplace and in everyday life. As each person is unique, so is everyone's experience of dyslexia. It can range from mild to severe, and it can co-occur with other specific learning difficulties. It usually runs in families and is a life-long condition.

Dyslexia is a common learning difficulty that mainly causes problems associated with 'Literacy'; reading, writing and spelling. However, it does not only affect these skills. Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills. Unlike a learning disability, intelligence isn't affected. People with dyslexia often have good skills in other areas, such as creative thinking, reasoning and problem solving.

It's estimated up to 1 in every 10 people in the UK has some degree of dyslexia. Dyslexia is a lifelong problem that can present challenges on a daily basis, but support is available to improve reading and writing skills and help those with the problem be successful at school and later on in work.

The link below is for a YouTube video produced by the British Dyslexia Association, it explains what dyslexia is it is worth a watch.

https://www.bdadyslexia.org.uk/dyslexia/about-dyslexia/what-is-dyslexia



Continued on page 3

Spot light on dyslexia continued…

What are the signs of dyslexia?

Signs of dyslexia usually become apparent when a child starts school and begins to focus more on learning how to read and write. The signs and symptoms of dyslexia differ from person to person. There are some obvious signs such as a 'spiky' profile which means that a child has areas of strong ability alongside areas of weakness. You may also have other family members with similar weaknesses. It is important to remember that not all dyslexic children will display the same weaknesses and abilities.

General signs to look for are:

Speed of processing: slow spoken and/or written language

Poor concentration

Difficulty following instructions

Forgetting words.

Written work signs to look for are:

Poor standard of written work compared with oral ability

Produces messy work with many crossings out and words tried several times, e.g. wippe, wype, wiep, wipe

Confused by letters which look similar, particularly b/d, p/g, p/q, n/u, m/w

Poor handwriting with many 'reversals' and badly formed letters

Spells a word several different ways in one piece of writing

Continued on page 4

Spot light on dyslexia continued…

Written work continued:

Produces badly set-out written work, doesn't stay close to the margin

Produces phonetic and bizarre spelling: not age/ability appropriate

Reading signs to look for are::

Slow reading progress

Finds it difficult to blend letters together

Has difficulty in establishing syllable division or knowing the beginnings and endings of words

Unusual pronunciation of words

No expression in reading, and poor comprehension

Misses out words when reading, or adds extra words

Loses the point of a story being read or written

Skill related signs to look out for:

Poor motor skills, leading to weaknesses in speed, control and accuracy of the pencil (Indeterminate hand preference—switches between left/right-handed)

Memory difficulties e.g. for daily routines, self-organisation, rote learning

Confused by the difference between left and right, up and down, east and west

Continued on page 5

Spot light on dyslexia continued…

Behaviour signs to look out for:

Uses work avoidance tactics, such as sharpening pencils and looking for books

Seems 'dreamy', does not seem to listen and is easily distracted

Is the class clown or is disruptive or withdrawn

Is excessively tired due to amount of concentration and effort required

A cluster of these indicators alongside areas of ability may suggest dyslexia and further investigation may be required.

What to do:

If you're concerned about your child's progress with reading and writing, first talk to their teacher. If there's an ongoing concern, take your child to see your GP. It may be that your child has health problems that are affecting their ability to read or write. For example, they may have: vision problems , such as short-sightedness or a squint (book an eye test), hearing problems as the result of a condition such as glue ear or other conditions, such as attention deficit hyperactivity disorder (ADHD).

If your child does not have any obvious underlying health problems to explain their learning difficulties, it may be that they're not responding very well to the teaching methods used and a different approach may be needed. If difficulties continue a child can be screened for dyslexia, this will not provide a dyslexic diagnosis—this can only be carried out be a certified assessor. If a child shows dyslexic tendencies then adjustments can be made with the teaching methods used in class and also the use of technology to aid reading/writing.

Useful websites for further information/support related to dyslexia:

British Dyslexia Association

https://www.bdadyslexia.org.uk/

FREE Downloadable
Guide for Parents



This free downloadable is available on the Dyslexia Association Website.

The Dyslexia-SpLD Trust

http://www.thedyslexia-spldtrust.org.uk/

A number of children have special interests and hobbies outside of school. The spotlight this term is on...



This is Alfie, a Year 6 pupil. Alfie has three younger brothers at home and loves spending time with them as a family. Here's Alfie enjoying watching PNE, pumpkin picking and having fun on a trampoline! Go Alfie!





Here is Ruby, a Year 3 pupil. Ruby recently received this amazing teddy, called Jenny, all the way from America! This teddy is very special because it has a PEG for feeding, just like Ruby. Thank you for sharing your teddy Ruby, take care of Jenny!



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You may remember Jake from our last newsletter, Jake is a Year 6 pupil. Jake loves to keep busy! Jake recently became part of the St Gregory's Football team and has represented the school in four matches! Jake is also part of a Drama Group: 'Players Drama Group' (Preston Playhouse). In November he was in a show called, 'Rolling back the years', they performed at the Altringham Garrick Theatre.
Well done Jake!





And here is Kyra, a pupil in Year 6, who is always on the go! Kyra loves to keep busy, learn new things and practice existing skills too! One activity Kyra loves is swimming. Recently she completed a sponsored swim for her club 'Blackpool Polar Bears', Kyra swam 500 metres in 30 minutes! Wow Kyra! Well done!



We would love to hear about the great things that the children get up to out of school. Please get in touch via dojo to share achievements and proud moments out of school, 'spotlights' continue in next terms newsletter!

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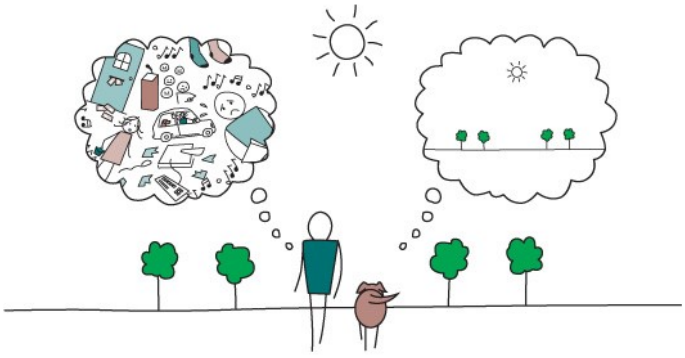
This terms top tips and useful websites:

Never under estimate the power of 'breathing'! Breathing is the core of mindfulness. When a child or adult feels calm, their mind becomes clear and breathing is steady and relaxed. When a child or adult experiences stress and overwhelm, their breathing may become shallow or be at a faster pace, potentially with a busy mind. Deep mindful breathing sends messages between the brain and the parasympathetic nervous system for children/adults to slow down and enhances a more balanced state of calm in the mind and body.

When we teach and promote mindfulness we are giving our children, and ourselves, the tools to build self-esteem, manage stressful situations and deal with challenges in a positive way.

Visit 'Mindful, healthy mind, healthy body' for lots of useful hints and tips around supporting your child with mindfulness and meditation.

https://www.mindful.org/mindfulness-for-kids/



Other information, support and interests...





Children and Family Wellbeing Services offer a wide range of free support, advice and services.

