

St. Margaret's CEVA Primary School

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SEN Newsletter Autumn 2 2020

This is our second newsletter. Our first half term has quickly flown by. All of the children have been able to follow the new rules concerning COVID-19 much better than we ever thought possible.

The current Somerset SEND news can be found here:

<https://choices.somerset.gov.uk/025/send-news/>

Please check out the school SEND webpages. I have included resources and links for the four needs in addition to the school information resources.

<https://www.stmargaretsceva.com/send.html>

So far this term:

This term the teachers and SENDCo have met to discuss all the children on the SEND register. We have planned interventions and how we can support the children. If you wish to meet with me virtually then an appointment can be made via the school office.

Area of Need:

In the Code of Practice (shared link in the last newsletter) it details the four broad areas of needs. In this newsletter I am going to briefly explain **Cognition and Learning**.

Cognition: Thinking skills and thought processes that a child has gained from prior experiences. Children with learning needs may learn at a slower pace than their peers despite appropriate intervention.

Learning: Learning difficulties can be general or specific and related to one or more areas of the curriculum. Difficulties may be short term in one or more areas or severe and long term.

Specific Learning Difficulties (SpLD): Specific Learning Difficulties affect the way information is learned and processed. They can have significant impact on education and learning and on the acquisition of literacy skills. These can run in families and it does not affect intelligence.

SpLD is an umbrella term used to cover a range of frequently co-occurring difficulties, most commonly known as:

- [Dyslexia](#)
- [Dyspraxia or Developmental Coordination Disorder \(DCD\)](#)
- [Dyscalculia](#)
- [Dysgraphia](#)
- **Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder (ADD or AD(H)D)**

No two individuals experience the same combination of difficulties and some people may exhibit signs of more than one SpLD.



SEMH: Make a self soothe box

If you often find your child is struggling with feelings of anxiety or panic, a 'self-soothe box' is a great way to manage those feelings and help them to feel more grounded and relaxed.

What should be in a self-soothe box?

It's recommended to have a range of **sensory** things and something to **focus** your mind on.

Touch: include something that you can touch; this serves as a good distraction for your hands. Playdough, fidget cubes or spinners, and stress balls are great for this; they're satisfying to touch, and easy to put force into and relieve some stress. It can encourage your muscles to relax, which is what many methods to reduce anxiety involve.

Memories: keep a few photos of people or places or nostalgic items that have only positive memories attached to them.

Smell: This can be personalised depending on what scents you prefer; a few of the typical ones include: peppermint for grounding, and lavender or rose for relaxation and tranquillity. You can put a few drops of essential oil on your clothing, stress ball or playdough.

Music: Keeping some earphones and making an easy-to-access, calming playlist on your phone is a nice, easy way of finding music to listen to.

Water: Drinking water can be such a vital way of reducing symptoms of panic. Not only is it important to stay hydrated, but the regular sipping is a good way to keep a steady rhythm to your breathing.

Calming technique cards: Have a postcard with some steady breathing techniques written on it. It acts as a reminder to keep calm and focused. Also have some muscle relaxation exercises written down on other postcards.

The NHS website has a few breathing exercises for stress which can be used for anxious thinking and panic also. <https://www.nhs.uk/conditions/stress-anxiety-depression/ways-relieve-stress/>

Activity: Having an activity to complete can really help to self-soothe e.g. reading, colouring, playing Lego, playing cards, bubble wand etc.

Sensory and/or Physical:

Doorway Online is a collection of free and highly accessible educational games that learners will find easy to use independently. <https://www.doorwayonline.org.uk/>

Cognition and Learning:

Scrabble

As a parent, you would have some wonderful memories of playing Scrabble with your family and friends. Use the core concept of the game to come up with a variation for your little one.

What You Need: Letters from the scrabble set and a pen and paper

How to Play

Instead of the usual seven letters, give your child a wider variety of letters to use. Make sure vowels are provided aplenty. Ask your child to come up with as many words as they can using those letters. You can provide a guiding list of sorts, by starting them off with three letter words, and then ramp it up to words with more letters. Let them write down each word they make on paper.

Supporting Number

Some children who have trouble with maths just need more time and practice to learn maths skills. You might see your child struggling with very simple concepts, like "more" and "less" and "bigger" and "smaller." Your child might also have trouble understanding amounts or the order of things in a list, such as "first," "second" or "third." Think about how you can increase confidence in these concepts completing everyday tasks. "How many more spoons do we need?" "Who has less chips"

Telling the time

Lots of children of all ages find the concept of telling the time difficult. The key to learning how to tell the time is practice, practise and more practise!

Activities to try at home:

1. Brainstorm different things that only take a second.
2. Predict how many times your child can do a task in one minute and test it out.
3. Create a number line out of 12 groups of 5 linking cubes/counters/Lego pieces until you had 60 total cubes in the line, and then practice counting by 5's, and then by 1's.



4. In order to make the connection with the clock, make the number line into a circle. This helps to reinforce the concept that an analogue clock is really two number lines. (See Ronit Bird You tube clip <https://www.youtube.com/watch?v=hZffJ-Dfs1I>)
5. Clock-Wise and the Hour Hand teach that a DAY = 24 hours, but we count the day in 2 halves so the clock has half of 24 or 12 hours on it.
6. Practise concept of clockwise by getting your child to move in a clockwise direction.
7. Once they can skip-count by 5's and count to 60, they can be shown the minute hand and start the process of learning to tell time to the minute.
8. Twinkl has lots of practical clock templates to download and make <https://www.twinkl.co.uk>
9. The interactive clock can be found at <https://www.visnos.com/demos/clock>
10. Additional games and activities can be found at https://www.123homeschool4me.com/26-telling-time-games-and-activities_43/



Communication and Interaction:

<p>Play Play is a really important part of children's learning and development. Children learn all kinds of skills through play; they learn how things work, how to interact and share with other children, how to play with different toys and to enter a world of imagination. Playing enables children to test things out in a safe way, to learn about emotions and to talk with others. Children often love adults to play with them. It's great if you can follow their lead and join in the fun.</p>	<p>Interaction We communicate and interact with each other in different ways; learning the skills of interaction is really important for having good conversations. We need to learn when to talk and when to listen, how to take turns, how to notice if someone is not listening or bored with what we're saying. We need words to do this, but also skills in looking, listening and noticing people around us</p>	<p>Understanding Understanding is key to talking and learning. Children need to understand what single words mean and when words are joined together into sentences, conversations and stories. Adults play an important role in answering the many questions children have and in checking out whether children understand.</p>	<p>Listening is an essential skill for talking and learning. Everywhere we go there are different noises around us. Sometimes children need a bit of quiet time to help them tune into talking rather than the other noises going on around them. Adults need to show children the way – when we listen to children, they learn what to do in order to be good listeners.</p>
<p>Picture time Have fun making a squiggly picture together. One of you draws a squiggly line and then the other person adds to it to turn it into a picture. The first person adds a bit more and so on... until you are all happy with the picture. Talk about what you have created.</p> <p>Story time Take turns to add different parts of a story so you build a story together: • There was once a... • Who lived... • He decided to... • He met a... • They went to... • Then something amazing happened... • So then they.... • And in the end...</p>	<p>What is different? Get your child to look at you carefully and then ask them to close their eyes. While they are not looking, change something about your appearance, like rolling up your sleeves, messing up your hair or putting on some glasses. Can they spot what is different?</p> <p>Favourite things Play a game sharing ideas of favourite things. Ask your child what their favourites are and tell them yours. • My favourite food is... • My favourite TV programme is... • My favourite day is... •</p>	<p>Riddles Tell riddles and see if your child can guess the answer: • It's an animal, it has stripes, it's black and white... • It's a food, it's round, it's crunchy, it grows on trees, it begins with "a".</p> <p>Jabber jabber Think of a sentence for the following words, but replace the words with jabber jabber. Can your child guess the word? Hat –" you wear a jabber jabber on your head " Cook – "I like to jabber jabber my dinner" Swing – "the jabber jabber is my favourite thing in the park"</p>	<p>Rhyming clues Give clues about different things that rhyme...there might be more than one right answer. • It's a part of your body, it rhymes with bed • It's something you eat, it rhymes with pyjamas • It's something you ride in, it rhymes with throat • It's an animal, it rhymes with peep • It's an insect, it rhymes with wider.</p>