



Welcome to our Summer St Joseph's RC Primary School SEND Newsletter!

Each term, our newsletter will provide information about a focus of SEND at St Joseph's Catholic Primary School. We will also keep you updated with the Hereford local offer and guidance.

Welcome!



I am Mrs. Gurney, and as St Joseph'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: igurney@st-josephs.hereford.sch.uk

I have had a wonderful response regarding our 'Turn Up Tuesday' get together. So, I would like to host our very first on Tuesday 30th April 😊 @ 2:00pm in the school library. Refreshments will be provided and I look forward to seeing you there!

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



Contents of this term's newsletter:

- Welcome
- 'Turn up Tuesday'
- Hereford's local Offer
- Interventions at St Joseph's
- SEND in focus- Specific Literacy difficulties including Dyslexia
- SEND in focus- Motor coordination
- SEND Support for families in Herefordshire



Herefordshire's Local SEND offer and guidance can be found here! →





Interventions at St Joseph's- ELSA and Brick Club

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

The information below is about the interventions 'ELSA' and 'Brick Club'



Modes of Intervention

Mode 3 Collaborative

- Building with 3 pupils engineer, supplier, builder
- Set-building
- Freestyle



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 programs 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 Joseph's, our ELSA is Mrs. Trivett.

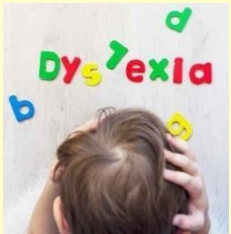


What is Brick Club?

- The focus of the pupils attending the group is on the **LEGO**, the focus of the group facilitator is on **social communication** and the collaboration of the participants.
- It uses LEGO in a structured environment in which the children/young people have clearly defined roles.
- The rules are formulated to dictate appropriate behavioural conduct.
- It draws on shared interest in LEGO to aid acquisition of social skills, development of perspective taking and sharing.

Skills Developed Through Brick Club

- Joint attention
- Communicating ideas
- Listening to others
- Collaboration
- Joint problem solving
- Negotiation and compromise
- Turn taking
- Sharing
- Shared enjoyment!



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.

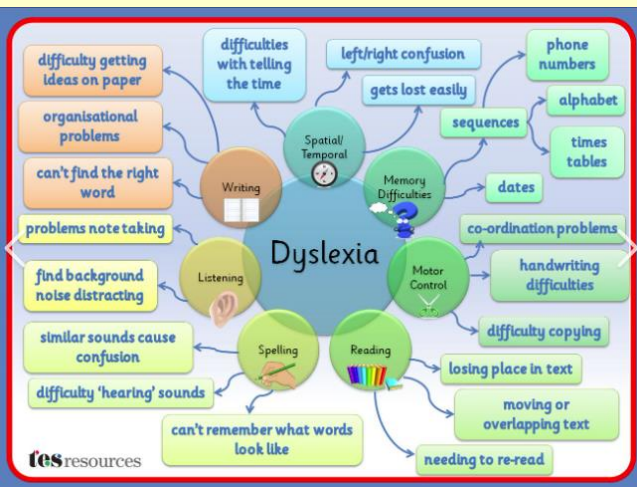
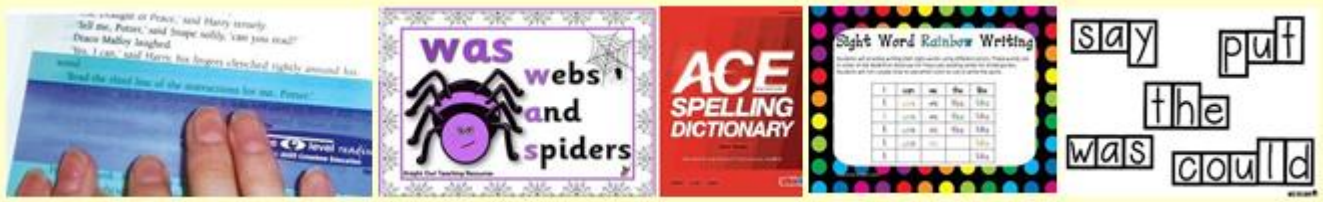
It is important to note that screening/diagnosing dyslexia in young child has many challenges. Children learn information and skills at different rates, and it is important not to place a label but to provide strategies, resources and support to help the child in all aspects of their reading, spelling and writing.



Specific Literacy difficulties- Tips for home!

- 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.

- A multi-sensory approach to spelling is needed for children with specific literacy difficulties. 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.



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 Joseph'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: Fine and Gross Motor Coordination

Motor skills are muscle movement which enable children to complete everyday tasks with increasing independent, from feeding themselves to moving from place to place. Typically, children develop certain motor skills at specific ages, but not every child will reach milestones at precisely the same time

Fine Motor skills:

Fine motor skills involve the coordination of hands and fingers with the eye (Hand-eye coordination). Skills include being able to grip and manipulate objects including knife and fork, holding a pencil, using scissors, getting dressed, doing buttons and zips, building model structures, placing puzzle pieces

Gross Motor skills:

Are movements involving the large muscle groups. Motor skills include walking, kicking, jumping, climbing stairs, throwing and catching a ball, hopping, riding a bike or scooter.

How can we as parents/carers develop gross/fine motor control skills?

Fine Motor activities at home:

- Play dough
- Puzzles
- Drawing, colouring, painting.
- Cutting with scissors.
- Using a knife and fork for all meals.
- Tying shoelaces.
- Getting dressed independently.
- Bath time play.
- Sand/water play.

Gross Motor outside of school:

- Trampolining
- Hopscotch/balancing games
- Family games including throwing, catching.
- Learning to ride a scooter/bike.
- Dancing!
- Balancing activities.
- Family walks.
- Tennis, football, cricket, running.



SEND Support for families across Hereford



Parenting Groups Summer 2024

Full attendance is required for all groups to complete the course – Cut-off date for referrals is one week before the group begins.



Start Date	Time	Location	Facilitators	Type of course	Age Group	To book a place
Town Hall – 11 th June – July 16 th -Tuesday	09:30 – 11:30	Face to Face Town Hall Hereford	To be confirmed	Triple P Stepping Stones- For children with additional needs	2-11	Please email parentinggroups@herefordshire.gov.uk Or call - Children's Help and Advice Team on 01432 260261 –Self Referrals Only
Town Hall – 11 th June – July 16 th – Tuesday	12:30– 14:30	Face to Face Town Hall Hereford	To be confirmed	Triple P Standard Group	2-11	Please email parentinggroups@herefordshire.gov.uk Or call - Children's Help and Advice Team on 01432 260261–Self Referrals Only
19 th June – July 17 th – evening Wednesday	18:00 – 20:00	Face to Face Widemarsh Children's Centre Hereford	To be confirmed	Transitions Group for Separated or Divorced parents		Please email parentinggroups@herefordshire.gov.uk Or call - Children's Help and Advice Team on 01432 260261–Self Referrals Only
19 th June – 17 th July – daytime Wednesday	10:00 – 12:00	Virtual				
April 25 th – 09 th May - Thursday	18:00 - 20:00	Face to Face Hereford Academy	To be confirmed	Fear Less group for parents of children with anxiety	6 – Upwards	Please email parentinggroups@herefordshire.gov.uk Or call - Children's Help and Advice Team on 01432 260261–Self Referrals Only
June 10 th – June 24 th – Monday	10:00 – 12:00	Virtual	To be confirmed	Fear Less group for parents of children with anxiety	6 – Upwards	Please email parentinggroups@herefordshire.gov.uk Or call - Children's Help and Advice Team on 01432 260261–Self Referrals Only
June 14 th – July 19 th – Friday	10:00 – 12:00	Face to Face Town Hall Hereford	To be confirmed	Teen Triple P Group	11 - 16	Please email parentinggroups@herefordshire.gov.uk Or call - Children's Help and Advice Team on 01432 260261–Self Referrals Only

www.triple.net

The Triple P referral form can be found here!



Welcome to
inourplace
Brought to you by the Solihull Approach



Early Help Support

Based on the national [Supporting Families programme](#), this local initiative assists Herefordshire families with complex or pressing needs, through interventions such as Early Help for families. Early help can be provided at any stage of a child or young person's life, from birth through to the teenage years, or up to 25 years old for those with Special Educational Needs and Disabilities (SEND).

In our Place gives free access to the evidence-based parenting programmes based on Solihull approach. CAMHS recommend that prior to referring for an assessment parents/carers complete the following Solihull courses from the website:

'Children and Young people' section

- Understanding your child: from toddler to teenager
- Understanding your child's feelings
- Understanding your child's mental health and well being

