



JoG SEN NEWS



Message from Mrs Abramson, SENCO

Dear Parents/Carers

Welcome to the Summer Term edition of the SEN News, which includes information on transition. Dyslexia and processing speed, as well as a message from our SEN Governor.

The aim of the newsletter is to provide information and support for parents/carers. Some of the links will be useful to parents of pupils with specific SEN but may of the links could be useful, and apply, to all the children at the school.

I know it continues to be difficult for us to meet face-to-face in these COVID times, but I am still here if you would like to discuss anything about your child's support, this newsletter or any other SEN issue. Please feel free to phone the school office or contact me by email. I am in school every Tuesday, Wednesday or Friday

Kind regards

Ruth Abramson
SENCO

Email: senco@burevalley.norfolk.sch.uk



The Local Offer

The local offer can help you find out more about support and services available in Norfolk for you and your child.

It includes information about:

- Educational support
- Health
- Social Care
- Finance
- Training, Events and Things to do
- SEN Support and EHCPs

You can find your local offer on the county council's website at www.norfolk.gov.uk/send



Norfolk Healthy Child Programme

NHS

The Norfolk Healthy Child Programme offers help and advice to all Norfolk families as their children grow up and develop, such as :

- Toileting and bed wetting
- Eating, diet and staying active
- Development, transitions and growing up
- Emotions and behaviour
- Yearly contact if your child has additional needs
- Any other questions or worries you have?

Call: 0300 300 0123

Text: 07520 631590

Visit: JustoneNorfolk.nhs.uk



Further information about the programme can be found on the final page of this newsletter.



Message from our Governor with Responsibility for SEND

My name is Lillie Ferrari and I'm the Governor appointed with responsibility for Special Educational Needs and Disabilities (SEND) for both Bure Valley and John of Gaunt schools. Another governor is responsible for SEND at Aylsham High - but having said that, SEND is the responsibility of everyone on the governing board, and everyone takes an interest. My role is to gather information to pass in both directions - to the board and to Ruth Abramson, your SENCO. Thanks to Covid, Ruth and I have never actually been in the same room together! Similarly with the Governors: I've attended all the meetings, but have not met any governors since my pre-pandemic interview. Thank goodness for phone, email and Zoom! Ruth keeps me informed of any changes in SEND provision, equips me with facts and figures about how many children are involved, and is generally hugely helpful and informative. I write up a detailed report which goes to a Full Governors' Board meeting once a year, and I also pass on any problems, queries or new data that may arise during the rest of the year.

I want to keep SEND high on the agenda, and push for improvement wherever I am able, and I am proud to be part of the brilliant SEND provision at Bure Valley and John of Gaunt Schools.

SEN Information Report

As a school, we have a legal duty to publish information on our website about the support and provision available to children with special educational needs and/or disabilities. This information can be found on our SEN Information Report on the website:

http://www.johngaunt.norfolk.sch.uk/wp-content/uploads/2020/11/sen-information-report-2020_JOG-a.pdf

The information in our SEN Information Report should be updated annually. I am planning to review our SEN Information Report on Friday, 9 July, ready for September and would love some parents/carers to join me in evaluating our current report. If you would like to be involved, please contact me by email at senco@burevalley.norfolk.sch.uk.

Alternatively, if you have any comments or questions about our SEN Information Report, please feel free to contact me by phone or email.



Free parents' information event

Transitions to High School

Find out more about supporting your children to transition to new settings

- Recognising and talking about different emotions and feelings when moving to high school.
- Ways to problem solve and offer alternative thinking strategies with your child
- Relaxation exercises
- Building resilience and the Resilience rucksack activity

**Thursday 1st July
4pm-5pm**

<https://www.eventbrite.co.uk/e/parent-information-event-transition-into-high-school-tickets-154694355983>



Free parents' information event

Transition to early years settings and school

Find out more about supporting your children to transition to new settings

- Discover what's on offer, from virtual tours to top tips
- Get advice on funded early education and childcare

**Wednesday 30th June
1pm-2pm**

<https://www.eventbrite.co.uk/e/parents-information-event-transition-into-childcare-settings-tickets-147789007901>





dysLexia

**Dyslexia
Outreach Service**



The Dyslexia Outreach Service is part of the Cognition and Learning specialism of Norfolk Specialist Resource Bases (SRBs) and works across all key stages, from ages 5-18, to provide support to schools and parents. On their website below, there are a range of valuable support links for parents/carers who have children diagnosed with dyslexia; may show early traits or/and have general difficulties with cognition and learning.

www.dyslexiaoutreach.co.uk/resources/strategies-for-parents

Once you are on the website, if you click the resources section tab, followed by strategies for parents you will find a range of support information for parents listed below.

[A useful Dyslexia Awareness poster from Dyslexia Daily](#)

[Signs your child may be dyslexic](#)

[Strategies to help your child with homework](#)

[Support you can expect in the education system](#)

[Stress reduction ideas](#)

[Ideas for resources to support learning](#)

[Inspirational stories](#)

[Access Arrangements for all stages of education](#)

1. **An easy way to support reading**



Turn on the subtitles! A useful reminder from Stephen Fry about a simple change you can make to support all students develop their reading skills:

<https://www.youtube.com/watch?v=l-zlSnj-oao>



Dyslexia Outreach Service continued

2. Some ways to support your child with spelling

Simultaneous Oral Spelling (SOS)

This method uses letter names instead of sounds:

- Model to the child first e.g. write s/a/w, saying letter names
- Ask child to write the word saying each letter name as they write it
- Child reads back and checks spelling with model word

Then fold a piece of paper into 4 quadrants:

Quadrant 1: write out word 5 times, saying the letters each time in tiny writing

Quadrant 2: write out word 5 times, saying the letters in normal writing

Quadrant 3: write out word 5 times, saying the letters with eyes closed

Quadrant 4: write out word 5 times in silence

Mnemonics

This method relies on listening memory for meaningful (and perhaps silly) sentence. The pupil needs a basic level of spelling to be able to identify the first letter of each clue word in the mnemonic.

Does - Dad Only Eats Sweets?



Said - Save Animas In Danger



Mnemonics can be more memorable if accompanied with a picture.

Manipulating 3D Resources

This strategy involves gaining a physical sense of the word or making the target word using different materials e.g.

- wooden or plastic letters, also try closing eyes to make the word with letters
- write the target word in sand or salt
- trace over the word made from sandpaper letters
- rainbow writing with different colour pens
- make the word with plasticene strings
- write the word outside with a squeezezy bottle of water
- make the word with skipping ropes on the ground.



Cognition and Learning focus - Slow Processing Speed

What does it mean when a child is described as having a slow processing speed?

Processing speed relates to how quickly your brain can process information that it is seeing or hearing. Some people have slower processing either visually or auditory, sometimes both. It has nothing to do with how clever somebody is but it can affect learning, organisation, self-esteem and relationships. A learner with slow processing speed difficulties may appear to be inattentive or not listening, be slow to respond to questions or get very frustrated (wouldn't you if the world was moving too fast for you to be able to join in?).

If a child has slow processing speed, they may struggle in the following areas:

- Struggle to keep up in lessons (they are so busy listening and trying to make sense of what they've heard that they miss the next bit).
- Following instructions.
- Tests and exams – The added pressure of time can make processing of information even more difficult.
- Organisation - Not finishing work on time (they have so much information in their heads that they don't know where to start, often getting frustrated and giving up).
- Reading (they may take a little longer to read texts as they can't process what they are seeing and understand it as quickly).
- Writing (as well as struggling with the organisational aspect of any writing, they may also struggle with spelling, leading them to forget what it was they were writing about).
- Self-esteem (especially as they get older they may feel they are not keeping up with their classmates at school; are constantly getting told off for not paying attention or are having friendship issues).
- Relationships (misunderstandings with friends and family, especially when people are talking quickly. They may miss out hearing bits of conversations or rules to a game as they can't process what they're hearing quickly enough).

What can we do to help?

- The first thing to figure out is if they are stronger taking in information visually or orally. If you can play to their strengths it will give them less difficulty understanding what they need to do.
- Be patient and allow them more time to process information. They are not lazy or not paying attention to you, they can just easily become overwhelmed by information if it's given too quickly.



Cognition and Learning focus - Slow Processing Speed continued

What can we do to help continued?

- Simplify instructions and tasks. Give instructions one at a time and make sure they have understood you before going on to the next.
- Repeat instructions and get them to repeat them back to you. This is supporting their working memory as they have to engage with the information to repeat it back to you
- Give visual clues and reminders. If they struggle with remembering instructions given orally, help them to write notes or give them a pre-written sheet that they can follow as you are telling them about what they need to do.
- Give them an overview of what they are learning about before going into too many details. This prevents overloading their working memory through trying to hold on to too many details at once and also makes the subject more meaningful so they will be able to make connections.
- Encourage them to write things down and use pencil and paper to work things out. This is especially useful in maths with problem solving or reading where they can do quick doodles or notes to remember what they have just read.
- Encourage overlearning. When you're given a set of complicated instructions, it's common to need to read them several times before you understand what you need to do. This follows the same principle, don't assume because they've read or done something once that they understood it. The more times something is practised, the greater the level of understanding and speed the information can be processed and used. This is particularly true for learning spellings and recall of basic maths facts such as number bonds and times tables.
- Minimise background noise as much as possible when you need them to concentrate. In school they are best sat near the front of the class where there are fewer distractions. For homework, help your child to create a quiet space where they can work that contains all the things they may need, eliminating the need to get distracted going to look for a pencil etc.
- Encourage the use of technology. We are lucky that there are so many aids these days to help with memory and processing. You can use a mobile phone to leave verbal instructions that can be replayed as many times as they need. Send them a text or message as a reminder. When doing written work, encourage them to learn to touch-type so they can be confident using a word processing or mind mapping tool. The advantage being that they can put down everything they want to say, and then rearrange it to make more sense afterwards without having to rewrite it. Copy and paste is a wonderful thing! Use apps to get them to practise overlearning of spellings and maths facts in a fun way.

Remember to give lots of encouragement and support. With patience, understanding and time, a child with slow processing can be successful in most things.