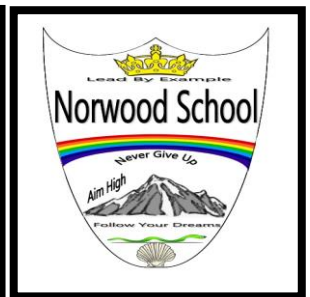


Norwood Primary School

SEND NEWSLETTER

Autumn 2 - 2020

SENCo — Mrs J Cockerill



I can't believe we are nearing the end of the Autumn Term already. Your children have adapted so well to coming back to school and we are so proud of how they have coped with the changes in place.

Despite the restrictions, the adults working with your children have done an amazing job to make sure that their needs are met whether it be with resources, adult support or alterations to the environment.

It was lovely to catch up with you at the SEND meetings earlier in the term. Thank you for bearing with my technical problems! We got there in the end with a mix of telephone calls and last minute Zoom meetings!

As many of you will know, children with Special Needs tend to like routine and so the lights, people and changes to the usual daily activities can be overwhelming at this time of year.

With this in mind, you might find it useful to try a social story around the idea of Christmas- please have a look in the Social Story section.

I hope you all manage to enjoy the Christmas break and make it as magical as possible for the children.
Merry Christmas, Everyone!

Jane Cockerill



Top Tip

Does your child struggle to put their shoes on the right feet?



Try cutting a sticker in half. Put the sticker on the inner sole in a position that when the shoes are laid out correctly, the sticker is complete like a 2-piece puzzle.

Learn to ride with Bikeability Training Years 1 – 4

Training takes place in the playground and teaches pupils how to ride for the first time.



When - Monday 26th April 2021.

Places for this training are limited.

Contact- Email admin@norwoodschool.co.uk .

Deadline is 14th December 2020.

Spotlight on Social stories

Lots of children with additional needs find change difficult to manage.

The build up to Christmas can be very unsettling with noises, lights, changes to routine, changes to environments. This can cause additional stress and anxiety for children, and you may find that their behaviours decline.

Social stories can be used to support a child in reducing a specific behaviour and for helping children to manage change by making it as predictable as possible.

Social stories can be particularly helpful to use with Autistic children but all children can benefit from them. <https://www.autism.org.uk/social-stories>



<https://littlepuddins.ie/christmas-social-story/>

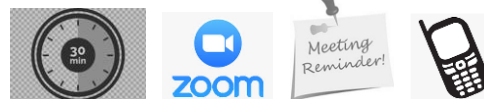
There are lots of ready-made social stories on the internet that are free to download:

[Printable social stories](#)

<https://www.abaresources.com/social-stories/>

but you may need to adapt a story to make it suit your child. Please contact Mrs Cockerill, if you would like help to create a social story for your child.

Bookable appointments with Mrs Cockerill, SENCo



These 30 minute meetings are for parent/carers who wish to discuss any concerns about their child.

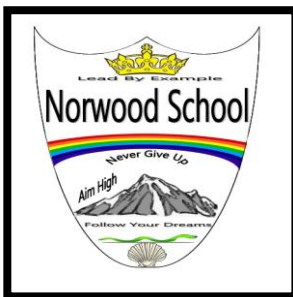
These will be via telephone/Zoom and can be booked through our email senadmin@norwoodschool.co.uk

Your enquiry should state, your child's name, year group and the reason for your request.

Next planned meetings are:

- **14th January, 9:30 -12pm**
- **23rd February, 9:30 – 12pm**

Note: SEND meetings with Mrs Cockerill, SENCo and your child's class teacher are planned for week beginning 01/02/2021

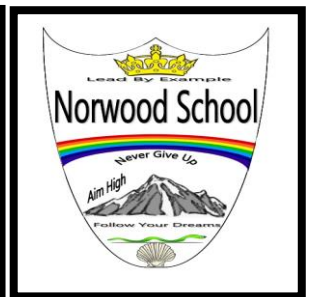


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Spotlight on Dyslexia...

Children can be assessed from the age of 8 years old. Please note that many of these signs are common in young children- (KS1). If these difficulties persist into Year 3 and beyond, please contact your child's class teacher to discuss further.

Difficulty in

- > remembering instructions
- > clapping syllables
- > hearing and reproducing rhyme
- > remembering shapes of letters and order to write them
- > sequencing, e.g. the alphabet, days of the week
- > Words or whole lines may be omitted or repeated when reading
- > Reading or spelling words with more than one syllable cause difficulty
- > Spelling may be unusual/unrecognisable with every word spelt as it sounds.
- > Spelling rules prove very difficult to grasp and retain
- > Poor concentration skills
- > Poor fine/gross motor skills
- > Speech delay or disorder
- > Instructions may not be remembered or understood
- > Planning written work may be problematic.
- > Learning alphabet sounds and names
- > A difference between what the child can write and their spoken language
- > Writing may be slow, untidy and sometimes indecipherable
- > There may be problems with reversal and orientation of letters and words e.g. b/d, was/saw, upper case B & D may be used to avoid this.

How to help:

Encourage your child to listen for syllables in words e.g. clapping syllables in each other's names.

<https://www.phonicbooks.co.uk/2019/03/12/what-is-a-syllable/>

<https://images.app.goo.gl/XKgCSBSscfQAoRqr8>



A B C D E F G
 H I J K L M N
 O P Q R S T U
 V W X Y Z

Listen to and use rhyme e.g. poems, make rhyme books, make rhyming sentences (the fat cat sat on the mat).

Play lots of games where the child has to isolate the first sound in a word e.g. I spy.

Picture links with alphabet sounds e.g. alphabet mats.

Letter sounds and word building using multi-sensory techniques e.g. sight,

sound, speech and touch.

Early reading learning letters and sounds

<https://www.nessy.com/uk/apps/hairy-letters/>

Spotlight on...Visual stress

Some people experience visual stress when reading. It is common with children who are dyslexic but it is a separate condition. Visual stress causes distortions and discomfort which can make reading difficult and tiring.

<https://www.crossboweducation.com/visual-stress-symptoms-and-solutions>

Headaches	Sore eyes
Words or letters appear to move or jump on the page	Coloured spots appear on the text
White of the page appears to lift through the words 'rivers' of white lines appear through the text	
Re-read several times to make sense of the text	

At Norwood, we have a Visual Stress Assessment Pack which enables us to carry out a basic assessment to see if a coloured overlay and coloured exercise books would benefit a child's reading.

Supporting letter formation

Children with dyslexia benefit from writing in a cursive style.



All children at Norwood learn this style from Year 2 onwards. We use a programme called letter join and handwriting booklets. Log in details have been attached with this newsletter.

Contact Details and Norwood Website

[Click here](#) to open Norwood school website for copies of all letters and news updates. Click on Children's Zone to see your child's curriculum.

[Click here](#) for our Norwood school road safety tips

[Click here](#) to open our Special Educational Needs page

Mrs Jane Cockerill. SEND Co-ordinator (SENCo),

Contact details for SEND at Norwood School

senadmin@norwoodschool.co.uk Tel: 01733 574717

Term Finishes on Friday 18th December

Spring Term starts on Wednesday 6th January 2021

Wishing you all a very Merry Christmas and a Happy New Year

