

# Ickworth Park Primary School – SEND News

Welcome back and Happy New Year!

This month's SEND focus is on **Specific Learning Difficulties (SpLD)** including **dyslexia**.

SpLD is included under the umbrella of 'Cognition and Learning' and is part of the four broad areas identified in the SEN Code of Practice. It defines SpLD as affecting one or more specific areas of learning, encompassing a range of challenges such as dyslexia, dyscalculia, dyspraxia and dysgraphia.

In this newsletter, we will be focusing on **dyslexia** and the strategies used at school to support children with literacy difficulties.

If you have any questions or information to share please do get in touch via [senco@ickworthpark.co.uk](mailto:senco@ickworthpark.co.uk)

## Did you know?



It is believed that ten percent of the UK's population are dyslexic.

Over 1 million school children in the UK are thought to have dyslexia. Unfortunately, many of these are undiagnosed.

[Click here](#) to read Ickworth Park's SEND Information Report

## Support Online and in the Community

The British Dyslexia Association (BDA) offers support and information to families of children with dyslexia. They also have a guide for parents which can be found [here](#).

Support for families is offered by the Dyslexia Association. They can be contacted via [helpline@thedyslexia.co.uk](mailto:helpline@thedyslexia.co.uk)

The [NHS](#) offers clear and practical information and support about dyslexia.

## Suffolk Local Offer



For further information about Suffolk's Local Offer, please visit:

[www.suffolklocaloffer.org.uk](http://www.suffolklocaloffer.org.uk)

You can sign up to Suffolk's SEND News and Updates newsletter by clicking [here](#).

**The Source** website has been created to provide information and advice for young people with SEND in Suffolk. Explore the website [here](#).

The Local Offer Helpline supports families with queries about SEND. Contact them on:

**0345 606 1490** (Mon-Fri, 9am-5pm)

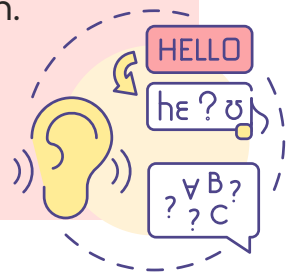


# What is dyslexia?

In May 2024, the Delphi Briefing Paper updated their definition of dyslexia, defining it as 'primarily a set of processing difficulties that affect the acquisition of reading and spelling.' The British Dyslexia Association (BDA) also states that specific literacy difficulties including dyslexia is related to information processing. Many people have difficulty remembering and processing information they see or hear. This, in turn, can affect the learning and acquisition of literacy skills. Dyslexia can also impact upon organisational skills, visual processing and verbal processing.

## Common characteristics of dyslexia in primary school children

- Speed of processing – slow spoken or written language.
- Difficulty concentrating.
- Challenges in following instructions.
- Forgetting words.
- Confusing letters which look similar (b/d p/g n/u)
- Makes anagrams of words when writing i.e. tried/tired, bread/beard.
- Poor motor skills including pencil grip and control during writing.
- Slow reading progress
- Little expression during reading and challenges in comprehension.
- Missing out or adding extra words when reading.
- Challenges in self organisation and telling the time.
- Memory difficulties for daily routines and rote learning.



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## What to do if you think your child has characteristics of dyslexia

It is important to note that any concerns regarding specific learning 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 SENDCo 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.



# How we help at school

In the classroom, you might see the following used to support children with SpLD:

- Phonetic dictionaries
- Checklists and visual timetables
- Writing frames, word banks and sentence starters
- Writing slopes and pencil grips
- Shared reading
- Reading pens and read aloud technology
- Use of word processing (Chromebooks etc.) for writing
- Seating plans to ensure children can see and hear the teacher clearly
- Key words and relevant vocabulary placed around the classroom and on display to refer to
- Overlays and tinted paper
- Key words underlined/highlighted in the text
- Visual representations of ideas and concepts (E.g. flowcharts)
- 'Friendly' fonts used on interactive whiteboards and worksheets
- Longer pieces of text are chunked and bigger spaces used between lines
- Teaching sequences taught in small, manageable steps
- Use of clear and unambiguous language by adults
- Pre and post teach sessions to share/reinforce new concepts, vocabulary or knowledge
- Models used as examples of the learning outcome
- Targeted questioning to check for understanding and misconceptions

## Tips for helping at home

- Use actions to help remember words and sounds
- Use a ruler under the words when reading a book together to support tracking
- Support using pictures as clues when reading
- Learn and relearn tricky and common words so these can be read by sight
- Use mnemonics to learn longer, trickier words. E.g. **B**ig **E**lephants **C**an **A**lways **U**nderstand **S**mall **E**lephants
- Use an ACE spelling dictionary
- Break unfamiliar words into syllables/sounds