

Inclusivity Newsletter



This is our new half termly newsletter with information on anything to do with Inclusion & SEND. It will include important dates, any relevant information and tips on how you can support your child at home with our useful focus on section.

Meet the SENDCO

My name is Mrs Yendall and I am the SENCO here at Belton. Remember my door is always open so please don't hesitate to get in touch using the contact details below.

In this issue I will be looking at some of the adaptations we use to support all learners in class and the difference between dyslexia and visual convergence.



Contact Details

Please don't hesitate to contact me via the school office on

01530222304

or

office@beltonprimary.org

Is your child awaiting a pediatrician appointment?

Have a look at the Right to Choose website

<https://www.psicon.co.uk/nhs/patients>

or ask your GP for more information.



School Nurse Team - Healthy Together

<https://www.leicspart.nhs.uk/service/healthytogether/>

NHS Autism Chat text messaging service

<https://www.leicspart.nhs.uk/autism-space/lpt-digital-services/chatautism-text-messaging-support-service/>

SEN Advice & Support

<https://www.witherslackgroup.co.uk/advice-and-support/>

Autism Space

<https://www.leicspart.nhs.uk/autism-space/lpt-digital-services/chatautism-text-messaging-support-service/>

Adaptive Teaching

Adaptive teaching is an instructional approach that involves continuously assessing individual learners' strengths and needs and adjusting teaching methods accordingly. This is something that occurs daily in our classrooms. These are a selection of the strategies we use.

Classroom Environment

- Seating a child near the front or away from distractions.
- Providing a quiet space or "calm corner" for regulation and reflection.
- Using visual timetables and clear routines to give structure.
- Ensuring the child can see/hear the board and teacher clearly.
- Minimising sensory overload (lighting, noise, clutter).

Teaching & Learning

- Breaking tasks into smaller, manageable steps.
- Using visuals, word banks, sentence starters, or scaffolds.
- Offering additional processing or "thinking time" before expecting answers.
- Differentiating tasks (e.g. simplified texts, alternative recording methods).
- Giving clear, concise instructions and repeating/rephrasing when needed.
- Using manipulatives and practical resources to aid understanding.
- Providing alternative ways to record work (typing, scribing, drawing, voice notes).

Support & Interaction

- Checking in regularly for understanding and reassurance.
- Pairing with a supportive peer or buddy.
- Allowing movement breaks or sensory activities.
- Encouraging participation in class discussions at a comfortable level (e.g. pre-warning of questions).
- Using positive reinforcement and celebrating small successes.

Assessment & Feedback

- Allowing extra time for tasks, assessments, or transitions.
- Providing verbal feedback instead of only written.
- Offering opportunities to revisit learning in smaller groups or 1:1.

Parent Network Group - Working Together

Are you interested in joining our new network group to work together to share ideas on inclusion & SEND at our school? Please contact the school office if interested.

COFFEE MORNINGS

Please let me know if you would like another information coffee morning and the theme via the school office.

Causes of reading difficulties

Causes of Reading Difficulties

1. Poor Eye Control

To read easily you need to be able to focus both eyes on the same point and track smoothly across the page.

Children with Convergence Insufficiency can't do this, and therefore struggle with reading and spelling.

Symptoms

1. Reverses letters and words
2. Skips words and lines
3. Words look blurry or appear to move

2. Dyslexia

Dyslexia is caused by poor phonological awareness, which means you can't hear individual sounds in words.

People with dyslexia often also have poor working memory and slow processing.

Symptoms

1. Struggles with phonics
2. Struggles with eye-spy and rhyming games.
3. Struggles to read words automatically

3. Poor Auditory Discrimination

Poor auditory discrimination means you struggle to hear the difference between some sounds – like b and v.

Symptoms

1. Misunderstanding words or instructions.
2. Struggle to understand speech in noisy environments.

Convergence Insufficiency can make text look double when trying to read

If you can't focus both eyes on the same point, you have convergence insufficiency. This causes your eyes to wobble when you read, so you can't track smoothly across the page. It can also cause text to appear blurry, or to move.

Convergence Insufficiency causes you to skip lines and words. It also makes it hard to copy off the board.

It is a very common problem caused by weak eye muscles and is easy to treat. However, it is not normally tested for by an optician, so usually goes undetected.

Improving convergence is the most effective thing you can do to improve reading, fluency and comprehension.

The first exercise to improve your convergence is pencil push-ups:

1. Hold a pencil at arm's length and stare at the eraser.
2. Slowly move the pencil towards your nose, while staring at the eraser.
3. Stop when the eraser appears double.
4. Focus hard on the eraser and try to regain a single image.
5. Move the pencil back to arm's length and try again.

The goal is to be able to move the pencil all the way to your nose without seeing double.

For more information about convergence insufficiency and dyslexia have a look at the following websites.

<https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/visual-difficulties>

<https://www.specsavers.co.uk/eye-health/dyslexia-and-vision>

SOME OF THE STRATEGIES TO SUPPORT AT SCHOOL

Literacy Gold website

Reading Rulers

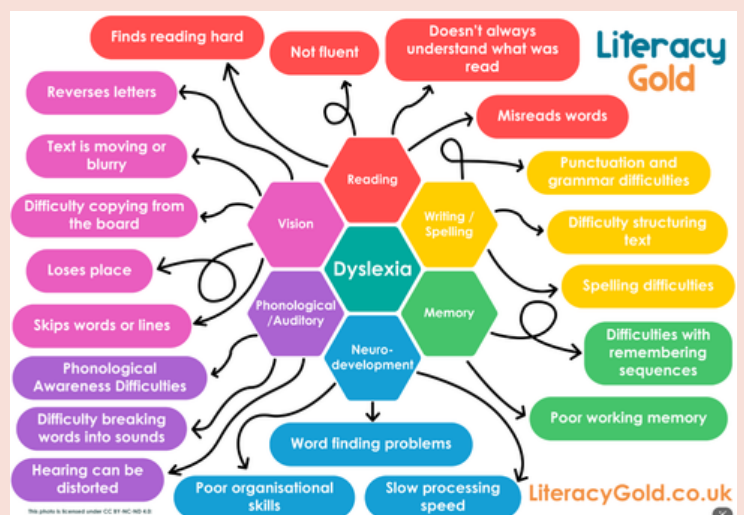
Coloured Overlays

Word games

Recommend an eye test

Activities to strengthen the eye muscles

Use dyslexia friendly fonts and backgrounds



SEN Flow Chart



SEN Flow Chart

1

If there are concerns regarding the progress and development of your child, their class teacher will arrange a meeting with you.

Together, they will look at the strengths and needs of your child and where any adjustments needed to support and teaching that may be required.

The class teacher will put this into place and arrange a meeting with you again to review progress.

We have a school 'monitoring list' to ensure we keep a regular focus on children at Step 1.

2

Where challenges with progress and development continue, the class teacher and parents will meet with the SENCo.

Assess

We will undertake an in-depth assessment of your child's strengths and needs and determine whether more long term SEN provision is needed. If so, we then formally place the child on our SEN Register.

Plan

We will write a plan outlining the support your child needs both in class and any additional intervention that may be needed alongside specific targets we hope to enable your child to achieve.

Do

The class teacher will put the plan into place.

Review

Each term your class teacher will review the plan with you, looking at progress made and make further adjustments where needed to teaching and support.

3

The process of Assess - Plan - Do - Review will continue each term; you and your child will be involved at each stage.

Some children will make good progress on the SEN Register at this step (SEN Support) but will continue to need adjustments to teaching and some targeted SEN provision.

If your child makes good progress and it is felt they no longer require additional SEN provision to sustain good progress, we will decide with you whether to take them off the SEN Register and return to Step 1.

4

In some cases, we may need to call upon the expertise of specialists to help us deepen our understanding of a child's needs and to provide advice with adjustment to teaching and support. We will only do this with a parent's permission.

Specialists we may call upon:

Educational Psychologist
Autism Outreach support worker
Speech and Language therapist
Occupational Therapist
Mental Health support worker

We will incorporate their advice into the child's plan and continue with the Assess - Plan - Do - Review process.

In rare cases, where a child's needs are significant, complex and persistent requiring a high level of sustained and personalised SEN provision, we will discuss with parents whether to make an application to the local authority for an Education, Health and Care High Needs Assessment (EHCA).

Achieving the Best Together

If you have any concerns about your child please speak to your child's class teacher in the first instance.