



Mrs Henderson  
Deputy Head / SENDCO

## St John's C of E Academy SEND and Wellbeing Newsletter Dyslexia Focus



Hello and welcome to our St John's SEND and Wellbeing Newsletter! This is the next instalment of information and updates on SEND and Wellbeing at St John's and in the local community. I hope you find them useful and informative! If you have any feedback, please contact me:

[sara.henderson@stjohns.covmat.org](mailto:sara.henderson@stjohns.covmat.org)

We believe that every child at our academy is unique and special, so we aim to provide an inclusive and values driven curriculum, which has been designed specifically for our St John's children and families. We fully believe in equipping our children to **live life in all its fullness. (John 10:10).**

Link to previous newsletters:  
[Special Educational Needs and Disabilities \(SEND\) | St John's Church of England Academy](#)



### Provision Reviews

Learning Journeys / My Support Plans and EHCPs are reviewed termly with your child, parents / carers and the class teacher. The SENDCO will liaise closely with the class teacher and may sit in on some review meetings. These meetings will take place towards the end of the Spring term, look out for a letter containing your meeting date and time.

**Referrals** - If your child has been referred to any of the NHS or outside services, please be patient. Waiting times have crept up and this is beyond our control. As a school though, we will continue all provision in place in school and seek to refine this to support your child in the best way we can.

### Parent + Carer SEND / Wellbeing catch-up

The next Wellbeing / SEND drop-in session is on Thursday 27<sup>th</sup> February from 3.30-5.30pm with Mrs Henderson.

### Children's Mental Health Week

Top tips for families from [Improving children's and young peoples mental health – Place2Be](#)

**1. Encourage journalling** Just like Riley, encourage your older children and young people to express their emotions and thoughts through journalling. It can be less confronting than speaking out loud and is a helpful way to process what is going on.

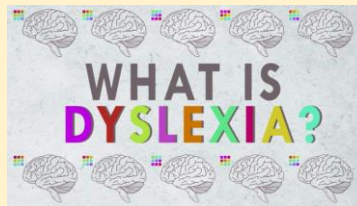
**2. Make space for reflection** When children and young people reflect on their different emotions, it can help them better understand themselves and what they need. Go for a walk, drive, or try some mindful colouring or baking together.

**3. Be visual** Use imagery, such as emojis or flashcards to help children and young people recognise and label their feelings.

**4. Practice mindfulness** Try mindful activities, and quiet family time, to enjoy being in the present moment. This can help children and young people be aware of their thoughts and emotions and learn a useful new coping technique.

**5. Communicate** Feedback is crucial for helping us see our blind spots and gain greater insight. Children and young people are no different. Creating safe and supportive ways to share your own experience with your child can help them understand themselves and their impact on the world around them.

Termly



Dyslexia is a fairly common, lifelong neurological difference that affects around one in ten people. It affects a person's ability to decode words and their meanings, as well as how they process and remember information. If someone has dyslexia, then it is quite likely that other people in the family will have it too.

It is often assumed that when someone with dyslexia reads, their words get all jumbled up, or the letters may move about on the page. However, recent research points to it being more complicated than that! One theory suggests that dyslexia is a disorder of processing phonics. Phonics are specific sounds that are connected to letters, signs and numbers. These are used when we learn to read and write. Phonics can be confusing as they don't all follow the same rules and this makes the system hard to learn, particularly for children with dyslexia. Each person with dyslexia will have different challenges and need to learn their own strategies with support, guidance and help.

This video from the British Dyslexia Association explains dyslexia well. [What is dyslexia? - British Dyslexia Association](#)

If you would like to find out more these websites offer helpful information.

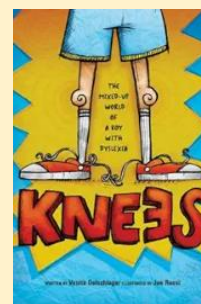
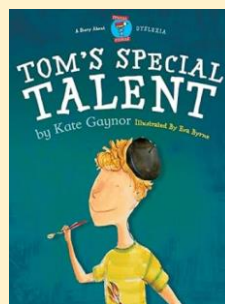
Signs of dyslexia - [Signs of dyslexia - British Dyslexia Association](#)



[Dyslexia - British Dyslexia Association](#)



[Dyslexia - NHS](#)



In school, if parents and the SENDCO (Mrs Henderson) feel that your child may have difficulties in areas linked to learning and potential dyslexic traits, then a referral to the school's Social, Emotional, Mental Health and Learning Team (SEMH+L) specialist teacher may be made. These professionals will help guide further support for your child both in school and may offer advice for at home.

If you have any questions or are worried about your child in relation to any area of SEND or wellbeing, please contact Mrs Henderson, SENDCO, who will be able to chat through next steps and help seek further advice from outside agencies where appropriate.