

# THRIVE

ALL THINGS SEND & WELLBEING IN OUR SCHOOL COMMUNITY, REGION & BEYOND  
ELLOUGHTON PRIMARY SCHOOL, SPRING TERM 2022



WELCOME TO THE THIRD EDITION OF THRIVE – A NEWSLETTER WHICH AIMS TO PULL TOGETHER INFORMATION, RESOURCES AND UPDATES ON ALL THINGS SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES) AND WELLBEING IN OUR SCHOOL COMMUNITY, REGION AND BEYOND.

## TAKING A CLOSER LOOK AT DYSLEXIA

Neurodiversity is based on the concept that neurological variances should be recognised and respected just like any other human variation, such as gender, race or sexual orientation.

Everyone has a differently-wired brain and their own unique way of thinking, interacting and experiencing the world. Dyslexia is a neurological and learning difference that often becomes apparent during a child's education. As each person is unique, so is everyone's experience of dyslexia. It can range from mild to severe, and it can co-occur with other learning difficulties. It usually runs in families and is a life-long condition.

Each child has their own strengths, such as problem-solving and creativity. Through effective teaching techniques and support your child can still achieve success. It is important to remember that there are positives to thinking differently. Many dyslexic people show strengths in areas such as reasoning and in visual and creative fields. Many attributes their success to their unique way of thinking and perceiving the world around them.

[See Dyslexia Differently](#) Signs of dyslexia can be spotted during the primary years and pupils can be screened to identify specific areas of strengths and difficulties.

[Common dyslexic signs at Primary Age](#) (British Dyslexia Association) [Common dyslexia signs in the Early Years](#)

## HOW WE SUPPORT OUR PUPILS

We use a number of different strategies to support our children who have dyslexia:

- Incorporate multisensory techniques into our teaching methods
- Make texts reader friendly (dyslexia friendly fonts)
- Provide Dyslexia friendly texts ([Barrington stoke](#)) is a specific publisher of Dyslexia friendly texts)
- Allow thinking time
- Reduce memory overload
- Keep language simple
- Teach organisational skills
- Delivery of intervention to support difficulties in phonological awareness, difficulties with memories and memory skills, spelling and reading skills.
- Encourage alternative ways to write using assisted technology. Pupils have access to chromebooks and ipads. In KS2 there is a ratio of 1:2 ipads in all classes
- Support the development of gross motor skills through our curriculum
- Support is always targeted towards pupils' individual needs.



# DYSLEXIA SPARKS PROJECT



Elloughton School we are currently working in partnership with Dyslexia Sparks taking part in a school-based tutoring programme. Schools were asked to apply to be part of the project and Elloughton is one of six successful schools in the region.

With school closures having a huge impact on children's learning it is even more critical now that learners with specific learning difficulties have access to the support they need.

This structured programme targets phonological awareness, reading, spelling, writing and memory skills. The project aims to support dyslexic pupils or those displaying dyslexic-type difficulties.

## Benefits

- Improved literacy skills in the areas of reading, writing and spelling.
- Developed strategies to support difficulties with memory, phonological awareness and speed of processing. These strategies will support learners within the classroom and their lives in the future.
- Enhanced health and wellbeing with anticipated improvements in self-esteem and confidence.



## TOP TIPS FOR MAKING READING FUN

CLICK LINK:

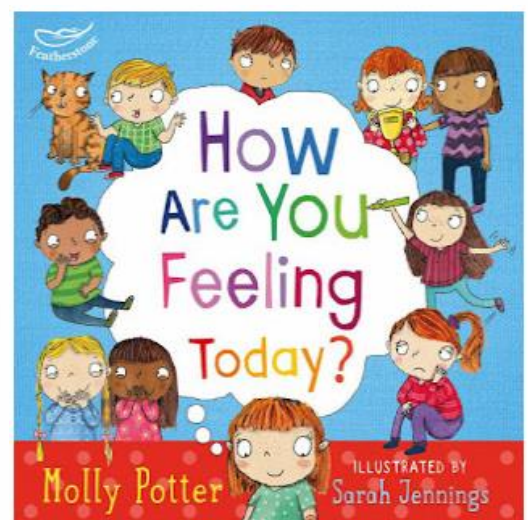
<http://www.dyslexiasparks.org.uk/wp-content/uploads/2022/02/12-Top-Tips-to-Make-Reading-Fun-2022.pdf>

## RECOMMENDED BOOK



**How are you feeling today?** by Molly Potter.

This is a great book for primary aged children and is packed with fun, imaginative ways to help children understand and cope with a whole range of different emotions



## WELLBEING DROP-IN

Mrs Dakin now facilitates a 'Wellbeing Drop' in every Thursday lunchtime, which any KS2 child can book a 10 minute appointment slot for. This is an opportunity for a child to access pastoral support and share anything that might be on their mind or any worries they may have. Years 5/6 can email [iamworried@epsch.co.uk](mailto:iamworried@epsch.co.uk) and Years 3/4 can place their name on a post it note and place it in the box outside the Smile Room.

# BUILDING EMOTIONAL LITERACY IN OUR CHILDREN



Understanding and managing our emotions can be difficult for both adults and children. Children's worlds are ever changing and life often throws challenges and difficulties their way which they have to learn to deal with. Teaching children about feelings and facilitating discussion around them from an early age stands children in good stead for adolescence and adult life when being comfortable talking about our struggles can be the first step to dealing with problems in a positive rather than negative way. Equally, children who are self aware and know how to help themselves get through challenging times and deal with difficult emotions - the ability to self regulate - will be more resilient.

Here are a few messages we, as adults, parent and carers can give to support children with their understanding of the feelings they experience:



There are no 'good' or 'bad' feelings - all are welcome. However some emotions feel nice (happy, proud and calm) and some feel uncomfortable (angry, sad or worried)



Uncomfortable emotions are a normal part of life and we can learn to control and cope with them but it takes practice!



Feelings come and go so if we are feeling uncomfortable, this feeling will pass. There are things we can do to help us feel better. Different things work for different people. Explore together.



Feelings can be big or small. The big feelings can take over our body, which we don't want. We want to be in control of our actions, not the feeling. There are a range of ways we can calm big feelings such as deep breaths, physical activity, talking about how we feel or distracting ourselves with a fun or comforting activity. Sometimes a child just needs time and space to calm down but calming down should never be a punishment or isolating for the child.



When adults share their experiences of uncomfortable emotions, it helps children to realise they are not alone in their struggles. It also models talking about difficult emotions, which normalises it. Children respond very positively to this.



Equally, discussing and modelling reflecting on what helps to cheer you up or calm you down is a helpful discussion to have with children.



# FAMILY LINKS NURTURING PROGRAMMES FOR ELLOUGHTON PARENTS

The Spring term saw Mrs Brammall and Mrs Dakin deliver the popular Family Links course to a group of Elloughton parents. The 10-week course covers many of the common family challenges; from understanding your child's behaviour, changes in your relationships and even just making sense of what it means to be a parent. It offers practical strategies to build self-esteem in children, effective praise and positive approaches to boundaries, discipline and looks at the impact of giving children choices and consequences.

A shorter, four week course will also be delivered to Key Stage 1 and EYFS parents in the Autumn term which focuses on the four pillars of the nurturing programme; positive discipline, appropriate expectations, self awareness and empathy and how to use these practically. In the future we are also looking to deliver 'Talking Teens', a programme designed for parents to prepare to support their children as they enter the teenage years. The focus here is on relationships within the family, communication, negotiating, decision-making and strategies to reduce conflict.

If you are interested in any of these Nurturing Programmes you can contact Mrs Dakin our Pastoral Advisor on 01482 666231 or at [SEND@epsch.co.uk](mailto:SEND@epsch.co.uk). Alternatively Brough Children's Centre deliver Nurture Programmes and can be contact on 01482 669474 or visit [www.familylinks.org.uk](http://www.familylinks.org.uk)



## PARENT LED CBT COURSE (COGNITIVE BEHAVIOURAL THERAPY)

Does your child suffer from mild to moderate anxiety and are you looking for ways to support them?

This parent led programme could help. Child Well-being Practitioners provide short-term interventions to parents and carers, in a 12-week programme, with sessions lasting between 1hr to 1hr 30 minutes, through a variety of virtual group-sessions and telephone support. The therapy is low-intensity, which means it does not interfere with day-to-day life, where possible. The free programme is designed for parents and carers who would like to support their child in overcoming their worries and anxieties, and requires participants to access an evidence-based workbook, which should be completed between sessions, to better aid their child's progression. Research shows that this age group of children are less able to understand their own cognitions and physical sensations, hence the importance of alternative parent-led CBT support. The CBT approach is also particularly successful in reducing symptoms of anxiety. Any parent or carer can access the service, with a child aged between 7 and 11 years old, with an East Riding of Yorkshire address. For further information on Parent-led CBT support contact:

[cwp@eastriding.gov.uk](mailto:cwp@eastriding.gov.uk) or contact Mrs Dakin via the school office.



Standing in the Gap is one of the few organisations offering emotional support to children aged 0-11. This Early Intervention Mental Health Charity, is helping pre-school and primary aged children manage big emotions, such as fear, anxiety, anger and grief.

They deliver a range of free workshops aimed at both children and parents and carers;

- Managing Anxiety in 4-11 year olds - workshop for children, parents and carers
- Understanding your 4 year old; getting them ready for school. Seminar for parents and carers.
- Preparing your child for secondary school. Seminar for parents and carers of Year 6 children
- Range of digital resources and worksheets around managing change, managing stress, what is normal?, raising self-esteem and understanding temperament.

You can self refer and book onto the virtual workshops via their website which also has lots of free resources as well and packs that can be purchased to supplement the workshops

<https://www.sitgap.org/>

# ROUND UP OF LOCAL SEND OFFER:

FOR THE FULL, LATEST EDITION OF THE EAST RIDING NEWSLETTER CLICK :

<https://downloads.eastriding.org.uk/local-offer/downloads/send-local-offer-newsletters/SEND-Local-Offer-Newsletter-Edition-6-March-2022.pdf>

## 'POP UP' EVENTS FOR PARENTS & CARERS

Are you wanting to know more information about how the 0-25 SEND Team can provide advice/ information to families of children and young people with special educational needs and disabilities within the East Riding?

Come along to one of the pop-up pods to meet members of the 0-25 SEND Team and to access information including:

- Support groups and services
- Charities and grants
- Local activities
- Assistance on how to access FISH and the Local Offer and signposting

There is no need to book - please just turn up at one of our upcoming sessions:

Beverley Leisure Centre Café:  
Monday 27<sup>th</sup> June 5-7pm

Brough Library:  
Wednesday 26<sup>th</sup> July 10am - 1pm

Haltemprice Leisure Centre Café:  
Tuesday 2<sup>nd</sup> August Time TBA & Friday 5<sup>th</sup> August 10am - 1pm

For more info contact Mark Frampton Tel: 01482 394000 (option 6) or Email: [mark.frampton@eastriding.gov.uk](mailto:mark.frampton@eastriding.gov.uk)

## WORKSHOPS ON ADHD AND AUTISM IN HULL

Matthew's Hub are a support service who offer a range of training and workshops on Autism and ADHD. Whether you or your child has a diagnosis or you just want to know more, there are courses available.

Visit [www.matthewshub.org](http://www.matthewshub.org) for more info.

<b>WHO'S IT FOR?</b> INDIVIDUALS CONSIDERING SEEKING A DIAGNOSIS/ RECENTLY DIAGNOSED FAMILY & FRIENDS OF AUTISTIC PEOPLE.  ANYONE WHO WANTS TO KNOW MORE ABOUT AND GAIN AN UNDERSTANDING OF AUTISM	<b>WHEN IS IT?</b>  <b>13/07/2022</b> <b>17/08/2022</b> <b>14/09/2022</b>
<b>AUTISM TRAINING</b>  <b>'AUTISM, A SHORT INTRODUCTION'</b>	<b>WHAT TIME?</b>  12.30 - 2.30pm
<b>HOW DO I BOOK A PLACE?</b>  Email: <a href="mailto:hello@matthewshub.org">hello@matthewshub.org</a>  Phone: Kath on 07391 063901	<b>WHERE IS IT?</b>  Matthews Hub Unit 3 23 Arthur Street Hull, HU3 6BH
	

## HULL & EAST RIDING CHILDREN'S NEURODIVERSITY SERVICE LAUNCH

This service is a partnership, where the main (Children's Community Team for Learning Disabilities (CTLD), Autism and ADHD assessment and diagnosis, Children's Sensory and Children's SEND Sleep Support services) and other children's services (health, education, care and support to children with neurodiverse needs), work together with parents and their child to understand what support is needed and how help, advice and support can improve outcomes for their child and their family.

Parents and young people (and staff on their behalf), in Hull and the East Riding will be able to request support, and access early help, information and advice, and a range of coordinated services based on the neurodiverse needs of their child. This service is not dependent upon a child/young person having a formal diagnosis; however, it will support children and young people to access further assessment if and when needed.

Support will be coordinated by the service and/or a named worker for children with more complex needs, who will meet with the child and their parents/carer to facilitate an individual discussion around the child's needs. This discussion will take place within 4 weeks from the request for support.

Requests for support can be made directly by young people, parents and carers themselves (and staff/professionals, with consent) in person, via the telephone, or online.

You can contact the service by Telephone: 01482 692929 or Email: [hnf-tr.herneurofrontdoor@nhs.net](mailto:hnf-tr.herneurofrontdoor@nhs.net)