

# ASST'S SEND NEWSLETTER

## Welcome

Welcome to our third and final SEND newsletter of the academic year. As we approach the end of term, many families will be preparing for transitions to a new class, a new teacher or a new school in September. With this in mind, we've included a range of resources and practical ideas towards the end of this newsletter to help make these changes as smooth and positive as possible.

We hope you find the information helpful and wish you and your family a wonderful, restful summer break. We look forward to sharing our first SEND newsletter of the 2026/27 academic year with you early in the autumn term.

Summer 2025/26  
Zoe Clancy, SEND Strategic Lead



## The Graduated Approach: How We Support SEND Learners

The Graduated Approach is the process schools use to identify, support and review the needs of children and young people with Special Educational Needs and Disabilities (SEND). Rather than being a one-off intervention, it is a continuous cycle that helps ensure support is tailored to a child's individual needs and adapted as they develop. The approach follows four key stages:

**Assess:** School staff gather information through observation, assessment and monitoring to identify a child's strengths, needs and any barriers to learning.

**Plan:** Clear outcomes are agreed and appropriate support, strategies and adaptations are identified to help the child make progress.

**Do:** The planned support is put into place. This may include targeted interventions, classroom adaptations, specialist resources or additional support from staff.

**Review:** The impact of the support is evaluated and progress towards the agreed outcomes is considered. Decisions are then made about next steps, which may include continuing, adapting or reducing support.

Parents and carers will be kept informed when their child is receiving SEND support. The Graduated Approach is an ongoing cycle, allowing schools to regularly review progress and ensure support remains appropriate, effective and responsive to changing needs.



# SEND SPOTLIGHT: DYSLEXIA

Dyslexia is a specific learning difficulty that mainly affects reading and writing but is also associated with differences in information processing, which can make it harder to remember and process what is seen and heard. Dyslexia may affect organisation, memory and other learning skills. It presents differently in each person, often runs in families and is a lifelong condition.

## How Dyslexia May Present in Children

### Difficulties with Reading

Children may show slow reading progress and find reading effortful, slow or tiring. They may struggle to blend letters into words, recognise familiar words, or decode unfamiliar ones. Comprehension may be affected as most effort is used for decoding text.

### Challenges with Spelling and Writing

Spelling may be inconsistent, even within the same word (e.g. wippe, wype, wiep, wipe). Writing may be slow and not reflect oral ability. Children may struggle to organise ideas, write fluently, maintain spelling patterns, or produce neat work with frequent crossings out. Confusion may occur with similar letters, especially b/d and p/q.

### Memory, Sequencing and Concepts

Children may find it difficult to remember instructions, sequences, or rote learning (e.g. times tables, days of the week, months). They may also struggle with time concepts (yesterday/today/tomorrow) and routines or self-organisation.

### Processing Speed

Children may take longer to respond, complete tasks, or process new information. This does not reflect intelligence, but differences in information processing.

### Attention, Organisation and Classroom Behaviours

Children may appear distracted, have limited concentration, or struggle with multi-step instructions. They may seem "dreamy," lose focus, or use avoidance behaviours (e.g. sharpening pencils, searching for books). Some may become disruptive, withdrawn, or the "class clown" due to frustration or overload.

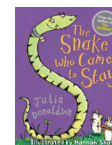
### Frustration and Reduced Confidence

Ongoing difficulties with reading and writing can lead to frustration, anxiety, or reduced self-esteem, especially when strengths are not recognised.

## How Can I Help?

- Give clear, step-by-step instructions.
- Use dyslexia-friendly fonts and uncluttered layouts.
- Read instructions aloud and check understanding.
- Allow extra time for reading, writing and processing.
- Use multi-sensory approaches (visual, audio, practical).
- Reduce copying from the board; provide prepared resources.
- Encourage use of assistive technology.
- Focus on strengths and celebrate progress.

## RECOMMENDED

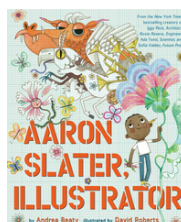


Barrington Stoke books are specially designed for children with dyslexia. They use clear layouts, cream paper, dyslexia-friendly fonts and carefully controlled language to reduce visual stress and make reading more accessible.

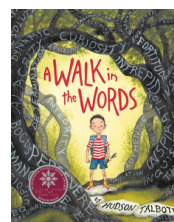
## Dyslexia Superpowers

- Big picture thinking
- Creative and imaginative
- Outside-of-the-box thinking
- Good at problem solving
- Verbal communication

## Characters with Dyslexia in Children's Books



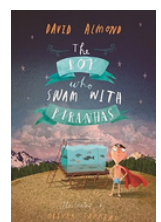
Aaron Slater, Illustrator



A Walk in the Words



A Fish in a Tree



The Boy who Swam with Piranhas

## Smooth Transitions: Moving into a New Class or School

Transition periods, such as changing classes, teachers or schools, can be a daunting time for children and their parents/carers and it is important that these are positive experiences for them. This can be done by planning and preparing in good time before the changes take place, so that the process is as smooth as possible. Here are some ideas to try:



**Transition Passport** containing photos of the new class, teacher or school, along with maps and key information. Looking through it regularly over the summer can help your child become familiar with their new environment, reducing anxiety and building confidence ahead of September.

**'All About Me' Pen Portrait** that helps your child's new teacher quickly understand their strengths, interests, communication preferences and the strategies that help them succeed.

**A Visual Countdown** to September to help make the transition feel more predictable and less overwhelming.

**Practising new routines** such as talking positively about the change, visiting the school, walking/driving the journey, practising putting on the uniform and packing the school bag.

For further support and ideas, you may also find the following links helpful:

- Suffolk Local Offer: <https://www.suffolklocaloffer.org.uk/education/support-to-attend-school/coping-with-change>
- National Autistic Society transition guidance: <https://www.autism.org.uk/advice-and-guidance/transitions/england/starting-or-switching-school>



Suffolk SENDIASS provides free, confidential, and impartial support to families of children with SEND, helping them understand their rights, navigate EHCPs, access resources, explore options, prepare for meetings and work effectively with schools and local services. Phone: 01473 265210

## Activities Unlimited

Activities Unlimited offers a range of subsidised short break activities for children and young people with SEND in Suffolk, many of which are free or heavily subsidised. They provide fun, safe and supportive activities during school holidays and after school, helping children to try new experiences, build confidence and make friends, while also giving families a short break from caring responsibilities.



SCAN ME!



*"Every child has the right to thrive, learn, and be celebrated for who they are. Inclusion is not just a policy, it's the heart of everything we do."*