

# Special Educational Needs



## & Disability



### MARICOURT PARENT/CARER NEWSLETTER AUTUMN 2018

#### INTRODUCTION

Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. The recent Parental Engagement Guidance report (December 2018) from the Education Endowment Trust (EFF) highlights the effective use of school communications as being particularly important for engaging some parents and carers who could play an important role but may have less contact with school. As a consequence we are hoping to publish on our website a termly newsletter informing parents and carers of recent developments and support for students with additional needs. We hope you find our first newsletter with a focus on working memory, informative and helpful.

Thank you for your continuous support

Jo Cowans SENCo

#### Dates for your Diary

- **Monday 17<sup>th</sup> December:** 3:45 – 4:45 Y10 & Y11 Parent Workshops – Working Memory & Revision (Arnold Support Centre)
- Together Trust (Autism support) Parent Workshops **Thursday 17<sup>th</sup> January** – Ideas for Sleep **Thursday 28<sup>th</sup> February** – Y6 to Y7 Transition
- **Monday 4<sup>th</sup> – Sunday 10<sup>th</sup> February** – Children's Mental Health Week
- *Learning more about ADHD: Practical Support – Knowsley* – **Wednesday 6<sup>th</sup> March**  
<https://witherslackgroup.co.uk/events/adhd-knowslev/>

#### Useful websites/resources

##### **School website - SEND area for parents.**

<https://www.maricourt.net/about/parents/send>

- Maricourt SEND Offer
- Sefton Local offer
- Access Arrangements for examinations policy
- Dyslexia and Specific Learning Difficulties resource booklet (2018) from Dyslexia Action

##### **Support for ADHD**

- <https://www.adhdfoundation.org.uk/>
- <http://www.advancedsolutions.co.uk/>
- ADHD Nurses (Sefton) 01704395720

##### **Support for Autism**

- <https://www.autisminitiatives.org/ossme>

##### **Together Trust Autism Support for parent workshops**

- [James.Clark@sefton.gov.uk](mailto:James.Clark@sefton.gov.uk)

##### **Parents SEND Support**

- <https://witherslackgroup.co.uk/events-support/>
- <http://www.livpac.co.uk/>  
LivPaC is a local parent carer forum in Liverpool independently run by parents for parents and carers.

#### SEND INCLUSION AWARD 2019

This academic year Maricourt SEND department are striving to attain the SEND inclusion award. The SEND Inclusion Award offers mainstream schools the opportunity to gain accreditation for high-quality provisions and outcomes for children with SEND.

The award will help schools develop high-quality SEND provision throughout the school by:

- ★ promoting awareness of SEND issues and inclusion for all staff, parents, pupils and governors
- ★ evaluating and improving classroom practice and interventions
- ★ focusing on pupil outcomes, practice and interventions

**If you haven't done so, I would appreciate if you could complete the parent/carers questionnaire**

<https://app.awardplace.co.uk/stakeholder-evaluations/user-survey/5c0697b99ae65>

## WORKING MEMORY

A term used to describe our memory system which we use every day to follow instructions, remember numbers etc. Working memory helps kids hold on to information long enough to use it. Working memory plays an important role in concentration and in following instructions. Weak working memory skills can affect learning in many different subject areas including reading and math. Information in the working memory can be easily lost through distraction or overload.

### MEMORY AND LEARNING DIFFICULTIES

- Poor working memory capacity is a characteristic of children with many kinds of learning difficulties:
- Language impairments (including dyslexia), ADHD, developmental co-ordination disorder.
- About 70% of children with difficulties reading obtain very low scores on tests of working memory.

Working memory checklist

- <http://inspirededucationservices.com.au/wp-content/uploads/2017/09/Working-Memory-Checklist-1.pdf>

## PROFILE OF A STUDENT WITH POOR WORKING MEMORY

### Profile of a student with poor working memory

Nathan is in year 7. He often fails to follow instructions such as 'Put your sheets on the green table, arrow cards in the packet, put your pencil away and come and pack away'; typically, he will complete the first part of the instruction and proceed no further. He also makes errors in activities that involve remembering even small amounts of information at the same time as processing other material. Often he loses his place in complex tasks, Nathan's teacher says that he has a short attention span and is easily distracted. Many teachers/parents have students with similar profiles of behaviour and achievement to Nathan's, but are unlikely to know that this is as a result of poor working memory.



### Strategies to help students with poor working memory.

<https://www.parentingscience.com/working-memory.html>

**Work on visualization skills** – (Encourage your child to create a picture in his mind of what he's just read or heard).

**Have your child teach you.**

**Suggest games that use visual memory.** (You can also turn license plates into a game. Take turns reciting the letters and numbers on a license plate and then saying them backwards).

**Play cards with your child.** (Your child has to keep the rules of the game in mind. But he also has to remember what cards he has and which ones other people have played).

**Encourage active reading.** (Jotting down notes and underlining or highlighting text can help kids keep the information in mind long enough to answer questions about it).

**Chunk information into smaller bites.**

**Make it multisensory.** (Write tasks down so your child can look at them. Say them out loud so your child can hear them).

**Use Graphic organisers.** (For example spider diagrams and concept maps reconstructing their revision topics, making meaningful links and connections).

### YEAR 7 IDL PROGRAMME

The IDL dyslexia program has now been in operation since September 2018. There are 47 exercises to each module; for the programme to work each student needs to practice 3 times a week. Those students enrolled should be using the programme at home along with the session in school. Please could you encourage your child to work on the IDL programme at home. If he/she cannot remember their login, please do not hesitate to contact us in school.

