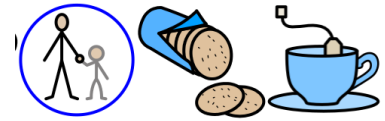


Parkdale Primary School Special Needs Autumn Newsletter

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Parent Workshops



This year we have put together a series of workshops for parents and are giving you the dates now to help you plan and 'book in' for these.

We have aimed to cover a range of topics and are really excited to share this 'coffee morning / workshop style' series of events with you.

The workshops (at the end of this newsletter) can be booked using the QR code / MS Forms link for each workshop..

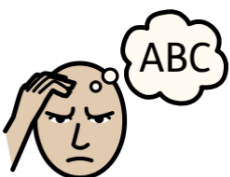
Dyslexia update

Many parents have had discussions with class teachers about possible dyslexia seen in their child and asked for school to carry out 'testing'. In school, we are able to do a 'screening' for **possible** traits and we use the Nottinghamshire Local Authority tool for this. We cannot do a formal diagnosis in school.

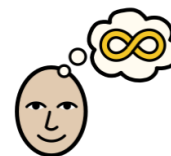
Once screened, the teacher is able to look at the results and then we look at adaptations required to support your child. In reality, as a school on the pathway to becoming a Dyslexia Friendly School and already implementing a range of adaptations to suit the needs of the child (regardless of a 'diagnosis') their needs are likely being met anyway as far as we are able to.

I appreciate that some parents are still waiting for the results/report. We are working hard to get these completed asap now. In the meantime please be assured that your child is receiving high quality adaptive teaching as a 'standard' at Parkdale. All of our teachers have received training from the Local Authority on establishing Dyslexia Friendly classrooms (including uncluttered spaces, dual coding, low cognitive load etc.) and all of the classes have access to adaptive devices which are used effectively to provide task lists, reminders of instructions, access to core vocabulary, alternative recording methods etc.

Please book onto our parent workshop on Dyslexia for support on how we screen, how we support your child and how you can support them at home.



Neurodiverse Pathway update



If you suspect your child may demonstrate traits of a neurodiversity in the form of either Autism or ADHD and would like to explore this further please contact your child's class teacher at the first instance. They may then suggest a joint meeting with our SENCo (Alex Taylor). From here we can support a referral through either Nottingham City or Nottinghamshire County Council pathway—based on where your child's GP is located, not your home address.

Wait times in the City are approx. 18 months and 25 months + in the County. Both Local Authorities changed their referral processes and require more extensive forms to complete compared to the old Getting To Know Me or BEHT forms. If you had a referral under the old schemes and are waiting for a response it may be worth contacting our SENCo to look at whether completing sections of the new forms to help speed up the process could help (no promises here !) so that as and when your child is 'triaged' they have more information. This may not be appropriate in every case but where things have significantly changed between initial referral and now, it could be worth re-visiting information.

Also note, the new processes provide a more immediate confirmation of receipt whereas the previous referral system didn't always do this.

For more information on the County pathway;

[The neurodevelopmental pathway and support guidance | Nottinghamshire County Council](#)

For more information on the City pathway;

[Neurodevelopmental Pathway & Support Team \(NPST\) | Ask Lion - Nottingham City Directory](#)



External Support and Activities

Each half term we will share information and links to external activities and support groups that we are aware of. If you find something that you would like to share please let us know and we can add it to the next SEND newsletter.

Please see attached flyer from the Healthy Families Team.

Reminders

Reminder to parents of children requiring personal / intimate care—Can you please ensure your child has nappies / pull-ups, wipes, and nappy bags in school. You can either send them daily in their bag or send a supply into school for storing in the toilets. We do not have a 'general supply' of these.

Teaching Assistant Support in School



We are very lucky at Parkdale to have a large number of highly skilled and supportive Teaching Assistants who are dedicated to supporting children and their own professional development to enable them to do this comprehensively. The role of a Teaching Assistant has changed a lot over the last 5 to 10 years and we, as most other schools in the Country (not just the County), are adapting to those changes all the time. As with most schools now, we have increasing numbers of children with more complex needs which our Teachers and Teaching Assistants strive to support as best we can in the setting we have.

There are minimal numbers of places available at specialist schools so even where a parent or school believe they would be best supported in a 'special school' the places are not available. Therefore, the vast majority of our Teaching Assistants are currently supporting our more vulnerable learners in school. This means that the intervention groups 'of old' are less likely to take place. If your child is working slightly below the expected level though please do not worry. As a school and as part of Transform Trust there is a big emphasis on adaptive teaching and as mentioned above, we employ a range of adaptive techniques in teaching strategies, lesson planning, class environment and access to devices and technologies. This helps us transition away from a model where a TA would have a group of children to 'boost' in a time where every school is required to step up to be inclusive across the board.

At Parkdale our 'Design for Diversity' project is helping us focus our development on including ALL learners in a safe, inclusive and supportive environment. It encourages children, as well, to experience a world where we are all different, are aware of and more importantly understand, their own and other's barriers to learning or access to provision and support each other in finding ways to overcome barriers. Children learn a lot from what they see and hear around them and are much more likely to grow into inclusive adults where they have experienced this from a young age.



We are incredibly lucky here at Parkdale that our children are excellent role models in this area—we are very proud of all the children here. We will continue to strive to support all the children as best we can with the resources we have available to us and thank you for your support in this too.

