



Inclusion Matters!



Dear Parents,

Welcome to the fourth edition of Inclusion Matters! In this newsletter, I hope that you will find some useful information about Dyslexia and ADHD.

IEPs were sent out recently and I would like to thank you for your contributions to these. I know that the staff at school have really enjoyed reviewing these IEPs with you and they have found your input so valuable. Strong relationships between home and school will really help improve the outcomes for the children so thank you for your co-operation with these reviews. I have particularly enjoyed reading what the children have said about their targets or what they enjoy doing at school. Hopefully you are finding Edukey a useful tool to view your child's IEP. If you have had any problems viewing online, please get in touch on senco@oreston.com



Miss Ritchie



Links to local offer:

<https://www.plymouthonlinedirectory.com/>

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer/about>

Our SEND Information Report can be found here:

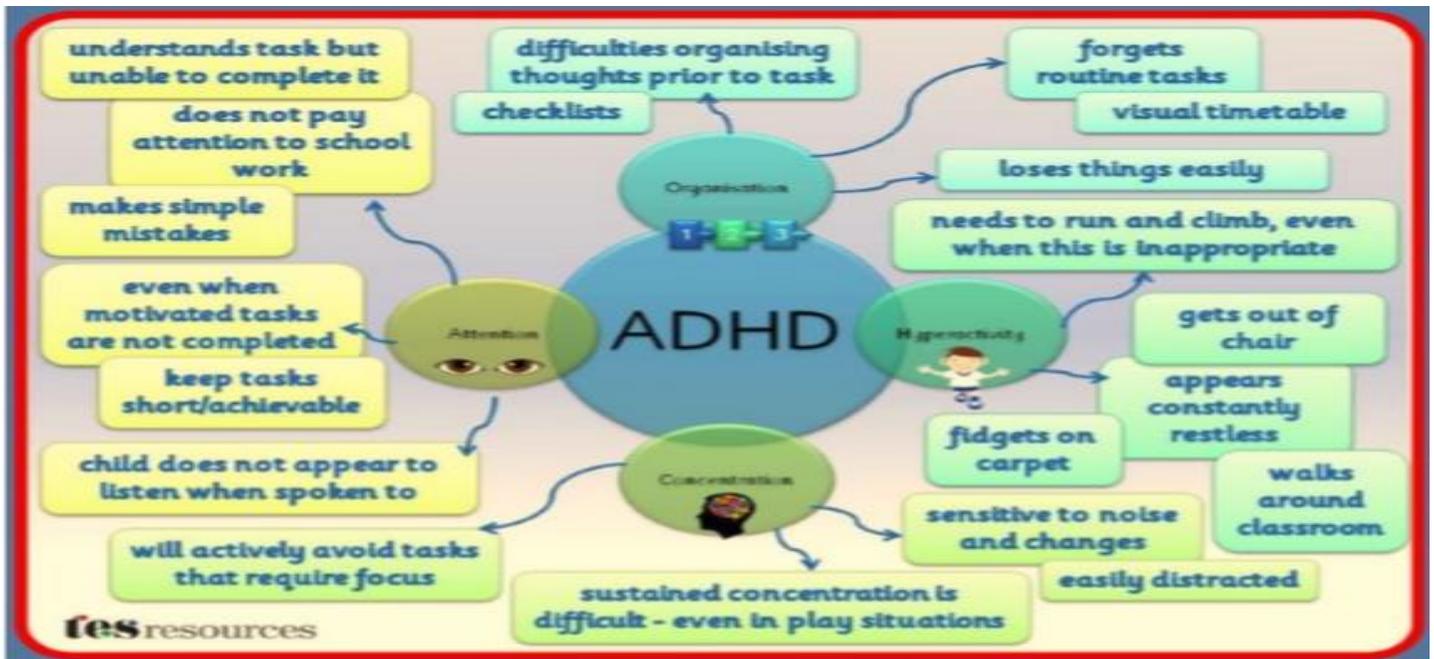
shorturl.at/gyBUZ



What is ADHD?

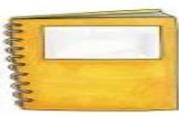
Attention deficit hyperactivity disorder (ADHD) is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse. The symptoms of attention deficit hyperactivity disorder (ADHD) can be categorised into 2 types of behavioural problems: inattentiveness, and hyperactivity and impulsiveness.

Most people with ADHD have problems that fall into both these categories, but this is not always the case. For example, some people with the condition may have problems with inattentiveness, but not with hyperactivity or impulsiveness. This form of ADHD is also known as attention deficit disorder (ADD). ADD can sometimes go unnoticed because the symptoms may be less obvious. (NHS, 2021).



Strategies to Help Learners with ADHD

www.thepathway2success.com

<p>Give clear, written and verbal directions</p> 	<p>Schedule an organization check-in time</p> 	<p>Give extra opportunities for movement</p> 
<p>Consider flexible seating options</p> 	<p>Chunk long-term projects</p> 	<p>Provide fidgets (and teach how to use them)</p> 
<p>Set up a work station in each class</p> 	<p>Use a thought journal to share ideas</p> 	<p>Teach and practice predictable routines</p> 
<p>Teach executive functioning skills</p> 	<p>Use a timer for work sessions</p> 	<p>Spend time building confidence</p> 

Clipart by Kate Hadfield, Illumismart, & Sarah Pecorino

What is Dyslexia?

It is widely acknowledged that dyslexia is an emotive and often contested issue and it is recognised that there are many different definitions of dyslexia.

The definition of dyslexia adopted in Plymouth is that proposed by an independent, multi-professional review commissioned by the Government, known as the Rose Report (2009):

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

- characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- dyslexia occurs across the range of intellectual abilities.
- it is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.
- a good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention (Plymouth City Council)

