



Specialist Teaching and Learning Service

Ashford District

Newsletter Term 2 | 2022



Dear All!

“We wish you a Merry Christmas, We wish you a Merry Christmas...”

Thank you for all your support and hard work over the last term to make Ashford a fantastic place to work and keeping children at the centre of everything you do!

Have a fantastic festive break - eat, drink and be merry!

Your Ashford STLS Team.



Training

Have you seen this years training schedule?



www.ashfordinclusion.org

Term 3

Date	Time	Title	Venue	Trainer	Cost
16 th January Now 23rd January 2022	9:30am-3pm	ACES Attachment and Trauma <i>Suitable for: All staff</i>	Singleton Environment Centre	Amy Honey Heather Woodcock	Schools: £50 Settings: £25
20 th January	Half day	Sensory Q&A <i>Suitable for: All staff</i>	Virtual	Sara Cave Integrated Health Team	FREE
3 rd February	1pm-3pm	Primary/Secondary SENCo Forum <i>Suitable for: Primary/secondary SENCo's</i>	Goldwyn School	Heather Woodcock	FREE
6 th February	9:30am-3pm	Behaviour Awareness: Emotional Regulation <i>Suitable for: All staff</i>	Singleton Environment Centre	Heather Woodcock Amy Honey Russell Ames	£50
9 th February	1pm-3pm	EY SENCo Forum <i>Suitable for: Early Years SENCo's</i>	Goldwyn School	Dominic Gunn	FREE





DYSLEXIA and DYSCALCULA

(<https://www.bdadyslexia.org.uk/>)

How can we support learners with dyscalculia?

Maths is a hierarchical subject where topics are revisited at a more and more complex level. Therefore, if early concepts have not been understood, this will impact on later learning.

In early learning, children should not just be taught the digit symbol and the name but also form an internal visual representation of that number, in other words 'see' the number as a dice pattern or numicon tile. This helps establish a good understanding of the relationship between the name of the number, the symbol and its magnitude or size. Children then need to develop flexibility of number and know how numbers are made up, for example, 6 can be $4 + 2$, double 3, $5 + 1$, $7 - 1$. This is equivalent to being able to match letters to sounds in learning to read.

Thereafter all concepts need to be modelled using concrete materials such as Cuisenaire rods, dice patterns, Dienes apparatus and similar.

The main cause of failure in maths is when the symbols have no meaning and children are taught in a procedural way, not understanding what they are doing and therefore not being able to remember the procedure or having the confidence to look for different ways to solve the problems.

We also need to be careful to use maths language correctly and ensure that its meaning is understood.

Good sources of information

www.stevechinn.co.uk maths explained

Ronit Bird Video www.youtube.com/watch?v=Gstqj5sEEoo

- Emerson, J. & Babbie, P. (2015) *Understanding Dyscalculia and Numeracy Difficulties*. London: Jessica Kingsley
- Hornigold, J. (2015) *Dyscalculia Pocket Book*. Winchester: Teacher's Pocket Books
- Hornigold, J. (2017) *Understanding Learning Difficulties in Maths: Dyscalculia, Dyslexia or Dyspraxia*. London: McGraw-Hill
- Ronit Bird – Workbooks and ebooks, Moorcraft Paul (2014) *It Just Doesn't Add up*. St Albans: Tarquin

Reasonable Adjustments

Dyslexia can have a substantial and long term adverse effect on normal day to day activities, and is therefore a recognised disability under the Equality Act 2010. The Act states that schools and higher education institutions have a duty to make reasonable adjustments for disabled students (this includes students with learning difficulties such as dyslexia).

The duty to make reasonable adjustments requires a school to take positive steps to ensure that pupils with additional needs can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

Often reasonable adjustments are minor changes and don't have to involve costly materials or additional staff time. Small considered changes can have a big impact on a student's education.

Examples of reasonable adjustments

- Offer alternatives to writing as a key method of recording
 - Provide handouts that contain the learning points rather than asking pupils to copy text from the whiteboard or take notes
 - Repeat instructions/information and check for understanding of tasks
 - Use a visual timetable with colour coding and symbols
 - Alter format options onscreen on an interactive whiteboard
 - Encourage peer support to record homework tasks in the planner
 - Provide access to assistive technology such as a computer, for pupils who find it difficult to read large amounts of text or to write quickly enough in class
 - Use multisensory ways of teaching.
 - Allow time to respond as many dyslexic students are slower to process information
- Break information up into smaller 'chunks'.

These simple changes can benefit all pupils, not just those with a specific learning difficulty.

<https://www.bdadyslexia.org.uk/>

Links and Resources

[Matt Hancock Launches Dyslexia Screening Campaign - ChamberUK](#)

Speaking to Chamber UK, Matt Hancock said: "Thank you to everyone supporting my dyslexia campaign. We need better screening, teacher training and support for dyslexia in schools so every child can fulfil their potential."chamberuk.com

The Handy Little Guide to Dyslexia. A practical guide to supporting dyslexic students. www.nasen.org.uk

MAKATON SIGNS AND SONGS ALL RELATING TO CHRISTMAS

Makaton Songs and Signs by Makaton.org

[Countdown to Christmas - New Tab \(makaton.org\)](http://makaton.org)

SingingHandsUK - Song

[Makaton - WE WISH YOU A MERRY CHRISTMAS - Singing Hands - YouTube](https://www.youtube.com/watch?v=...)

SingingHandsUK - Song

[Makaton - CHRISTMAS ALPHABET - Singing Hands - YouTube](https://www.youtube.com/watch?v=...)

Mr Tumble - Song

[Jingle Bells | Mr Tumble Christmas Songs - YouTube](https://www.youtube.com/watch?v=...)

Mr Tumble – Something Special Christmas Time Compilation

[Mr Tumble's Christmas Time Compilation | +14 minutes - YouTube](https://www.youtube.com/watch?v=...)

The Makaton Charity

<http://www.makaton.org/>

Makaton Advent Calender

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
1st Snowman	2nd Christmas Tree	3rd Sleigh	4th Family	5th Stars	6th Happy	7th Bells
8th Pudding	9th Winter	10th Jesus	11th Reindeer	12th Holiday	13th Presents	14th Church
15th Donkey	16th Stable	17th Candles	18th Angel	19th King	20th Cake	21st Robin
22nd Turkey	23rd Toys	24th Sleep	25th Christmas Day Christmas Day		Father Christmas Father Christmas	

Coping with Uncertainty in Everyday Situations (CUES)

A Parent based group intervention for autistic children

We are writing to you because you have previously expressed interest in the Coping with Uncertainty in Everyday Situations (CUES©) parent group programme for parents of autistic children experiencing anxiety. We are able to offer training and access to the CUES© materials for delivery in clinical services. Details about the training workshops are below:

When?

10am-1pm Wednesday 8th March 2023 AND 10am-1pm Wednesday 15th March 2023.
Delegates need to attend both sessions.

Where?

Via Microsoft Teams. Links will be sent to delegates following registration.

What is involved?

We will be providing training on how to deliver the CUES© programme and support parents of autistic children and young people experiencing anxiety due to difficulties with uncertainty. The CUES© intervention programme supports parents in gaining confidence in their ability to recognise and manage their child's difficulties with uncertainty through group learning opportunities.

To deliver CUES, you will be required to attend two training workshops. We will provide you with the workshop training slides and CUES© therapist manual pre-workshop. Following attendance at both workshops we will also provide you with:

- PowerPoint slides for the 8 therapy sessions (electronic version)
- All corresponding handouts and worksheets for parents (as pdfs)
- A copy of the Uncertain Situations semi-structured interview (as a pdf)

A certificate of attendance

After the second workshop we will send you an anonymous feedback form to get some feedback from you about the training and to help us to plan for future sessions.

How to register?

Please complete the registration form below:

Continued.....

8th March and 15th March from 10am to 1pm on both days:

<https://webstore.ncl.ac.uk/product-catalogue/central-services/business-development-enterprise/coping-with-uncertainty-in-everyday-situations-cues-therapist-workshops-080323-150323>

There will be £50 charge for the training and all of the materials, payable upon registration via card payment. 20 spaces will be available for the training sessions.

If you receive a message to say the form is closed, we have reached capacity for this event. Please email us at CUEStraining@newcastle.ac.uk to be added to the waiting list. We may be scheduling additional opportunities to complete this training and will contact you when the next event is scheduled, and you will have priority booking.

Once you have completed the registration form, we will contact you with the Microsoft Teams link closer to the time.

If after registering, you are no longer able to attend the event please contact us at CUEStraining@newcastle.ac.uk as soon as possible so we can offer the place to someone on the waiting list.

Many thanks,

Professor Jacqui Rodgers & Priyanka Rob (on behalf of the CUES team)

Priyanka Rob
Population Health Sciences Institute
Sir James Spence Institute
Royal Victoria Infirmary
Newcastle University NE1 4LP

ASHFORD YOUTH HUB
CONTACT NUMBER: 03000 417567

CHRISTMAS DROP IN SESSIONS

*If you want to escape the Christmas Chaos,
drop in only! Drinks, snacks and Chat! For
young people age 11-19 (up to 25 with
SEND).*

For Drop In Opening Times See Below

MONDAY 19TH DECEMBER 2-3PM
TUESDAY 20TH DECEMBER 2-3PM
WEDNESDAY 21ST DECEMBER 2-3PM
THURSDAY 22ND DECEMBER 2-3PM
FRIDAY 23RD DECEMBER 2-3PM
THURSDAY 29TH DECEMBER 2-3PM
FRIDAY 30TH DECEMBER 2-3PM





***WISHING YOU ALL
A VERY MERRY
CHRISTMAS
AND
A HAPPY NEW YEAR***