

Newport C.E. Junior School SEND



newsletter Spring 2025

Spring term 2025

Dear Parents/Carers,

Happy new year! We hope you all had a restful Christmas and new year and are eager to start the new term.

Our SEND coffee afternoon is on Monday 10th February at 1.45pm with PODs in attendance. Please pop in and join us for a cuppa.

Termly focus

Each term we will focus the spotlight on a particular area of special educational needs and disabilities. This term we will focus on dyscalculia

What is dyscalculia?

According to the British Dyslexia Association, Developmental Dyscalculia (DD) is a specific learning disorder that is characterised by impairments in learning basic arithmetic facts, processing numerical magnitude and performing accurate and fluent calculations. This means that an affected pupil will struggle during maths lessons – in particular arithmetic. It is thought that about 25% of the population have some degree of dyscalculia.

Children with dyscalculia often have other developmental disorders such as dyslexia or ADHD. This is usually because of a poor working memory.

Children with dyscalculia often find it difficult to count backwards, need to resort to counting when trying to do arithmetic and have difficulty remembering number patterns despite lots of practice. Equally, they may struggle with estimation and becomes anxious and/ or avoidant when challenged in maths lessons

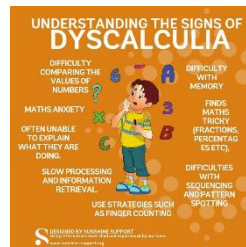
Dyscalculia affects different areas:

- **Counting**
 - can lose place easily
 - Struggles to count in 2s, 3s etc...
 - Difficulty navigating back and forth along a number line or sequence
- **Memory**
 - issues with organisation
 - Need to constantly relearn or recap skills
 - Cannot accurately recall number facts
- **Calculations**
 - struggles transferring information
 - Lack of confidence in their answers
- **Spatial/temporal**
 - problems telling the time
 - Map reading difficulties
 - Confuses left and right
- **Measures**
 - struggles handling money
 - Problems understanding concepts in maths

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Helping a pupil with dyscalculia:

- **Be patient**

It can be very frustrating for a student to not be able to complete tasks. It is very important that you are patient with dyscalculic students and that you make sure that they understand that they can take their time.

- **Give extra time**

A student with dyscalculia may need additional time to complete tasks and you should take this into account. It is also possible to apply for additional time for examinations if the child's abilities fall below a certain threshold.

- **Provide differentiated work**

The child might not be able to complete the same tasks as others in the group. Although he or she will have to learn the same topics, in accordance with the curriculum, consider using different methods and resources to support the child in their learning.

- **Offer one-to-one support**

The student may need additional one-to-one support beyond the whole class approach to teaching. This will help you to put other strategies in place as well.

- **Use concrete apparatus**



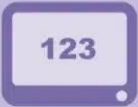







Students with dyscalculia often find it helpful to use concrete apparatus instead of relying on printed resources and verbal teaching. This allows them to have a more kinaesthetic, or hands on, approach to their learning. Such apparatus might include counting blocks, rulers, clock faces, or fraction segments etc.

- **Give frequent praise, rewards and encouragement**

Many students with dyscalculia are embarrassed and frustrated by their difficulties. You can help to motivate them and make them feel proud of their progress by offering praise, rewards and encouragement for small steps of achievement.

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Designing for users with dyscalculia or low numeracy

Do...	Do not...
<p>round numbers to the nearest whole number </p>	<p>use decimals unless it's money </p>
<p>leave space around numbers </p>	<p>overwhelm people with too much content </p>
<p>fill in the information you already have </p>	<p>expect users to repeat or remember numbers </p>
<p>use sentences to add context about numbers 1 in 20 people have dyscalculia</p>	<p>use tables and grids without explaining what the numbers mean </p>
<p>let people include spaces when entering numbers 12 34 56</p>	<p>rush users to enter a number accurately </p>
<p>user research with people who struggle with numbers </p>	<p>force people to enter a number or do a sum to verify themselves </p>

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Key Contacts

SENDSCO: Jane Kerr

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Inclusion Manager: Megan Wheat

SEND admin: Hayley Sidaway

Headteacher: Nicola Moody

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Local offer:

<https://www.telfordsend.org.uk/site/index.php>

Telford and Wrekin SEND parent newsletter:

www.telfordsend.org.uk/info/1/home/109/send_news

If you wish to discuss any concerns you have in regards to dyscalculia please speak to the class teacher or contact the SENDCO.