

# SEN Team Termly Newsletter

We are here to help-

Call us on 01983 299233 or email

LPS-SENTeam@lanesendprimary.co.uk

Spring 2

2025



## Focus this Issue...

Every issue we are going to explore some practical strategies to support with an area of SEN.

Today we are looking at improving fine motor skill, specifically how to cut out.



### 1. Make sure your child is holding both the paper and scissors

You may try to help your child by holding the paper and letting them only hold the scissors. In order to be successful with cutting skills, **children need to learn to use both of their hands together**. They must be able to **hold the paper steady** and in the right position for the scissors. Then, they need to learn how to line the scissor up with the paper. If the adult is holding the paper for them, they don't learn scissor skills correctly as they aren't learning how to coordinate both hands at the same time.

### 2. Make sure your child's thumbs are facing the ceiling

It is essential that the child has their **thumbs facing the ceiling**. This tip applies to **both hands**. They must position their hands so that their thumbs are on top and their little finger faces the floor.

### 3. Make sure your child is looking!

A child will never be successful or accurate with their cutting unless they are **looking at the scissors and paper** whilst they are cutting. If the child isn't showing any interest, maybe they are not ready to be learning to cut and they need to be working on earlier fine motor skills.

### 4. Start to learn how to cut using different equipment

For children that are really struggling to co-ordinate the idea of squeezing scissors, **tongs can be a nice place to start**. Using kitchen tongs is a good next step. Then your child can use ice tongs as these are smaller and a similar size to scissors. Once your child has the idea of squeezing they could also try tweezers. So, whilst it might feel like a sideways step, using tongs and tweezers can be great way to help children **practice the hand movements** required for cutting skills.

## SEN Team Updates

The Lanesend Primary School SEN this term have been busy analysing the results of our recent survey. Thank you so much to everyone who took part!

Something that was raised by a few families was to have more regular opportunities to find out about the progress of your children in addition to the termly plan reviews.

In order to support with this, we are offering bookable slots **every Wednesday afternoon** for you to talk to a member of the SEN team.

Please use this time if you want to find out anything about your child and their progress.

Just call or email or book in!

We are looking forward to seeing you soon!

*Mrs Napier, Jessi and Jade*

### Dates for your diary:

Edukey closes to families for teachers to review:

SEN coffee afternoon:

Edukey review opens for families to view:



# SEN Support at Lanesend Primary School

## What does this look like for my child?

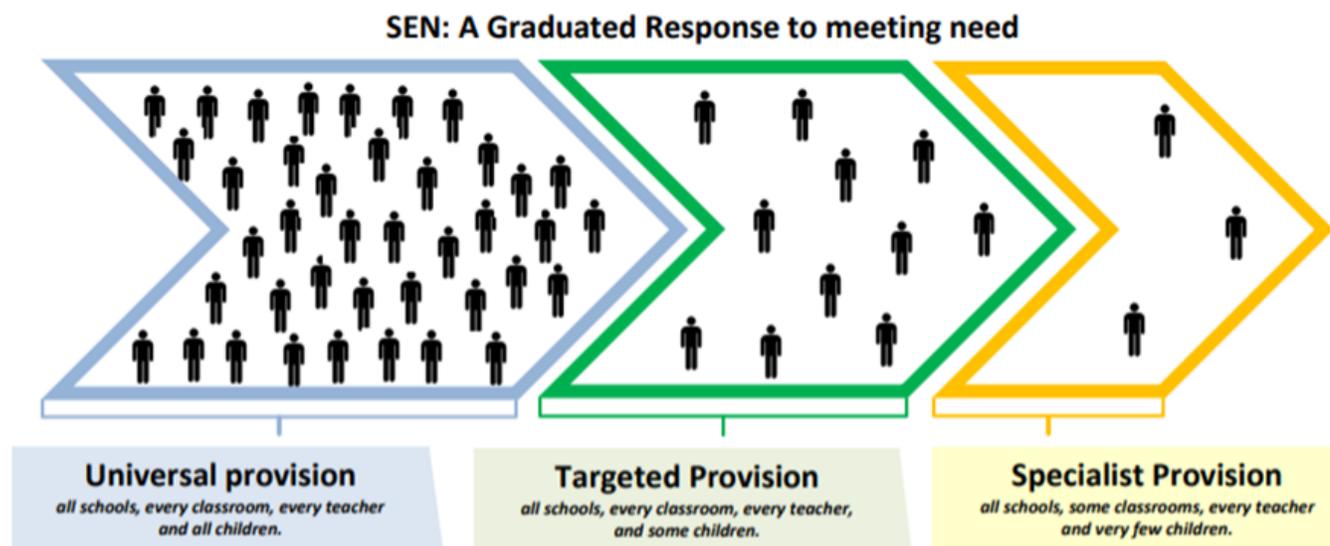
At Lanesend Primary School, first and foremost, children's needs are by quality first teaching in all out classes. Class teachers are responsible for the learning and progress of all children in their class.

Some children may require some extra support. Sometimes this is for a little while, and sometimes this is for longer. We are constantly reviewing data and listening to both teacher and support staff, as well as families of course to see if a child needs more help.

When the support needed for your child to achieve is considered as *different to* or *additional from* other children in their class, we will seek your consent to add them to the SEN register. This means your child will have an Individual Education Plan (IEP) listing targets to help them to achieve their very best as well as any targeted support they get. Teachers review this plans each term and families can review them too. This is via our online system, Edukey.

A few children in school need even more support beyond that school offers at SEN support. These children may require support from a range of professionals and could be working at a very different level to their peers. These children may have an Education, Health and Care Plan (EHCP) to ensure they achieve the very best outcomes possible. These children have an IEP also as well as an statutory Annual Review to track their progress.

This range of support is known as the Graduated Approach.



If you are unsure of what level of support your child is receiving or what to discuss adding or removing your child from the SEN register, please do contact us and we will be happy to help.

**Look out for our next issue available in Summer 1!**

**Don't  
Forget!**

**SEN team bookable sessions- every Wednesday afternoon in person or online.**

**Book in to discuss anything related to your child and their needs including discussing referrals for Autism or ADHD.**