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Brooke Weston Trust



Brooke Weston Trust Primary SEND Newsletter

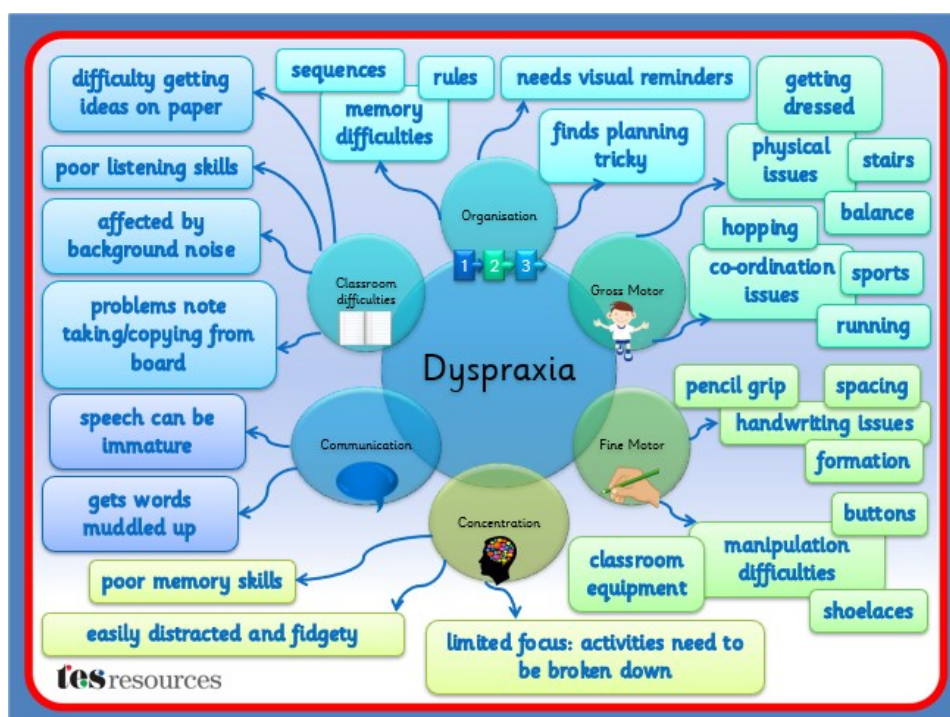
Welcome to the January SEND newsletter. This month's newsletter is all about Dyspraxia. We hope you find the information useful. If you have any questions please contact your child's class teacher or SENDCO at your school who will be more than willing to discuss anything with you.

What is Dyspraxia?

Dyspraxia, also known as Developmental Coordination Disorder (DCD), is a condition that primarily affects physical coordination, often causing difficulty in completing everyday tasks and activities, such as tying shoelaces and handwriting. It's a very common condition, affecting between 6-10% of the population.

Dyspraxia has been described as 'difficulty getting our bodies to do what we want when we want them to do it.' This means that tasks involving fine motor skills and hand-eye coordination - such as drawing or catching a ball - can be challenging. The condition can also affect markers of academic performance, such as reading and writing level and the ability to concentrate and follow instructions.

Although it can be a challenging disorder to learn to live with, many highly successful people have dyspraxia. Some of these people have even spoken about dyspraxia as something that helped them to think differently and succeed in what they do, and the condition is increasingly becoming associated with high levels of creativity.



What are the symptoms of Dyspraxia?

- Bad posture and resting in unusual positions,
- Difficulty playing games or using toys that involve good hand-eye coordination,
- Finding it difficult to eat with a knife and fork, or using unusual techniques,
- Taking longer than is generally expected to reach developmental milestones such as crawling and walking,
- Frequent moving/waving of arms and legs,
- Difficulty in taking part in physical games and activities,
- Slow in learning how to write, or very untidy handwriting,
- General clumsiness that may involve often bumping into things,
- Trouble dressing themselves,
- Fidgeting and difficulty keeping still.

Strategies for Coping with Dyspraxia

There are plenty of simple strategies you can put in place to help minimise the impact of the condition on education. Here are just a few examples:

- Give the pupil as much encouragement as possible,
- Be aware that protracted handwritten work may cause frustration,
- Ensure that the pupil's pen and pencil grip is comfortable,
- Consider alternatives to writing, such as word processors and speech-to-text software,
- Teach touch typing,
- Provide a non-slip mat to go under books,
- Allow extra time to complete tasks,
- Do not provide too many verbal or visual instructions at once,
- Give step-by-step instructions and check they are understood.

Useful References

Parent Description (James) [Childhood dyspraxia: James' story | NHS \(youtube.com\)](#)

Dyspraxia Association [Home \(dyspraxiafoundation.org.uk\)](#)

Movement Matters [Movement Matters – committed to making DCD research accessible \(movementmattersuk.org\)](#)

Can I tell you about Dyspraxia? (Maureen Boon) [Can I tell you about Dyspraxia?: A guide for friends, family and professionals: Amazon.co.uk: Maureen Boon: 9781849054478: Books](#)

The Schools SEND information report can be found at :

<https://www.beanfieldprimary.org/school-info/send>

The Local Offer can be found at:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

If you have any questions, contact the SEN Team on SENTeam@beanfieldprimary.org

Next months newsletter will focus on Executive Functioning