



Travis St Lawrence CE Primary School SEND Newsletter

Summer 1 2026

Welcome

Welcome to the Travis St Lawrence Newsletter.

Summer brings warm weather and opportunities to play outside. Fresh air and Vitamin C and D are vital for children's development and bone growth. It also plays a huge part in our own mental health.

Take time in the coming weeks to spend time outside in the fresh air. Enjoy activities together as a family such as picnics in the park, trip to the beach or just playing in the garden.

You will all see the benefits of this as a family.

Any queries or questions related to SEND can always be sent to senco@tsl.dsat.education

Mrs Gill and Miss Tembey



SEN Focus ...Slow Processing Speed.

Processing speed relates to how quickly your brain can process information that it is seeing or hearing. Some people have slower processing either visually or auditory, sometimes both. It has nothing to do with how clever somebody is but it can affect learning, organisation, self-esteem and relationships - so it's quite a big deal!

A learner with slow processing speed difficulties may appear to be inattentive or not listening, be slow to respond to questions or get very frustrated (wouldn't you if the world was moving too fast for you to be able to join in?).

If a child has slow processing speed, they may struggle in the following areas:

- Struggle to keep up in lessons (they are so busy listening and trying to make sense of what they've heard that they miss the next bit).
- **Following instructions** – Same as above!
- **Tests and exams** – The added pressure of time can make processing of information even more difficult. Organisation - Not finishing work on time (they have so much information in their heads that they don't know where to start, often getting frustrated and giving up).
- **Reading** (they may take a little longer to read texts as they can't process what they are seeing and understand it as quickly).
- **Writing** (as well as struggling with the organisational aspect of any writing, they may also struggle with spelling, leading them to forget what it was they were writing about).
- **Self-esteem** (especially as they get older they may feel they are not keeping up with their classmates at school; are constantly getting told off for not paying attention or are having friendship issues).
- **Relationships** (misunderstandings with friends and family, especially when people are talking quickly. They may miss out hearing bits of conversations or rules to a game as they can't process what they're hearing quickly enough).

What can we do to help?

- The first thing to figure out is if they are stronger taking in information visually or orally. If you can play to their strengths it will give them less difficulty understanding what they need to do.
- Be patient and allow them more time to process information. They are not lazy or not paying attention to you, they can just easily become overwhelmed by information if it's given too quickly.
- Simplify instructions and tasks. Give instructions one at a time and make sure they have understood you before going on to the next.
- Repeat instructions and get them to repeat them back to you. This is supporting their working memory as they have to engage with the information to repeat it back to you
- Give visual clues and reminders. If they struggle with remembering instructions given orally, help them to write notes or give them a pre-written sheet that they can follow as you are telling them about what they need to do.
- Give them an overview of what they are learning about before going into too many details. This prevents overloading their working memory through trying to hold on to too many details at once and also makes the subject more meaningful so they will be able to make connections.
- Encourage them to write things down and use pencil and paper to work things out. This is especially useful in maths with problem solving or reading where they can do quick doodles or notes to remember what they have just read.
- Encourage overlearning. When you're given a set of complicated instructions, it's common to need to read them several times before you understand what you need to do. This follows the same principle, don't assume because they've read or done something once that they understood it. The more times something is practised, the greater the level of understanding and speed the information can be processed and used.
- Minimise background noise as much as possible when you need them to concentrate. In school they are best sat near the front of the class where there are fewer distractions. For homework, help your child to create a quiet space where they can work that contains all the things

It's not a race...it's a journey

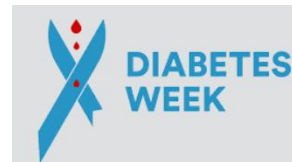
SEN Awareness Days

May

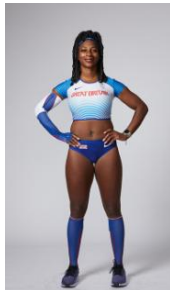
10 th May	World Lupus Day
11 th May	Mental Health Awareness week
21 st May	Global Accessibility Awareness Day

June – Scoliosis Awareness Month

1 st June – 7 th June	World Heart Rhythm Week
8 th – 14 th June	Diabetes Week
15 th – 21 st June	Men's Health Week
15 th – 21 st June	Learning Disabilities Week
22 nd – 28 th June	Deafblind Awareness Week



Famous Person of the Month ... Kadeena Cox.



Kadeena Cox is an athlete who has excelled in both sprinting and cycling.

Cox began her career as an able-bodied sprinter, competing at a national level in the 100m sprint. In 2014, she was diagnosed with multiple sclerosis, which changed the trajectory of her sporting journey.

In 2016, Cox reached the Rio paralympic games where she won gold as both a paralympic sprinter and a para-cyclist. Since 2016, she has won gold in three world para-cycling championships, the 2020 Tokyo Olympics, and the 2024 Paris Olympics.

Off the track, she was awarded an OBE in 2022 for her services to athletics and cycling.

She continues to represent the UK in para-cycling and acts as a public facing ambassador of the sport.

Makaton Sign of the Month.

Makaton is a language support system used by many children and adults with additional needs. It is closely linked to British Sign Language, although it aims to support rather than replace language.

Write

