

# SEND Coffee Morning - Dyspraxia

21<sup>st</sup> May 2025

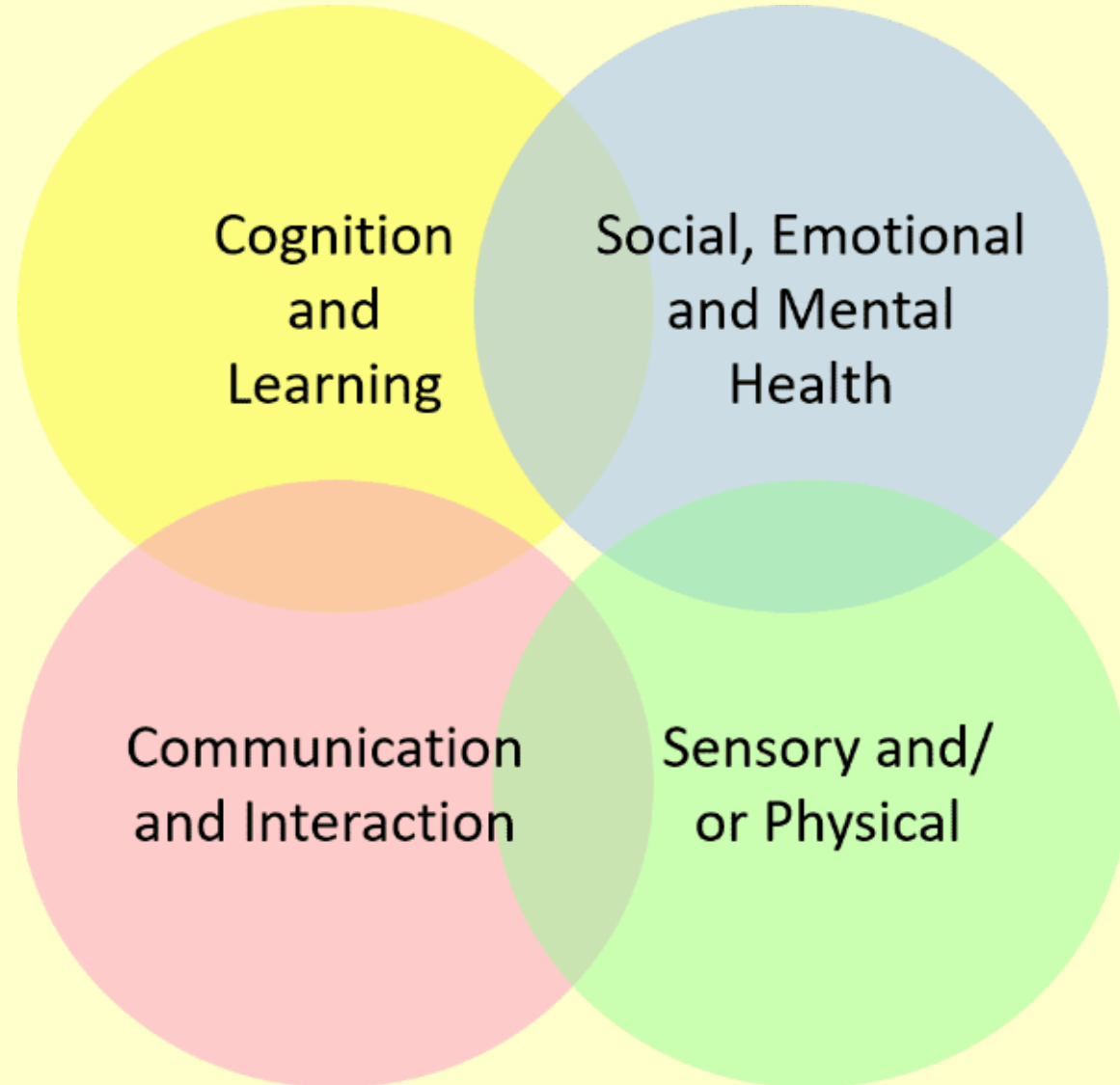
Help yourself to refreshments!

# What is Dyspraxia?

Dyspraxia, also known as developmental co-ordination disorder (DCD), is a common disorder that affects movement and co-ordination.

Dyspraxia does not affect your intelligence. It can affect your co-ordination skills — such as tasks requiring balance, playing sports or learning to drive a car. Dyspraxia can also affect your fine motor skills, such as writing or using small objects.

(NHS, 2023)



*'Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.'* SEND Code of Practice: 0-25 years, 2015, p98.

## What might be seen in school if a child has weak motor/coordination skills?

### **Gross motor**

Poor balance and coordination  
Frequently falls over  
May bump into things/people in the classroom or on the playground  
Difficulties with PE / games, dance, swimming, poor ball skills  
Difficulties maintaining good sitting posture – may slump or support head with hand / arm  
May wrap their legs around the legs of the chair, or tuck them up  
May drop / break things easily  
May not be able to ride a bike  
May tire easily  
Hesitant when using stairs  
May find swimming difficult

### **Fine motor**

Poor handwriting – poor letter formation and/or illegible script  
Messy eating  
Slow to dress / undress for PE – difficulties with zips, buttons, etc.  
Difficulties cutting / sticking  
Difficulties with recording ideas on paper – slow  
Difficulties with sizing / spacing  
Poor manipulative skills affecting art, craft or DT  
Pencil grip too tight / loose  
May experience pain in their hand when writing  
May struggle to turn pages in a book

What other difficulties might be seen in school if a child has dyspraxia/DCD?

<p><b>Visual perception</b>                  Poor copying skills                  Reversals/orientation difficulties                  Poor spatial awareness                  Poor at sequencing                  Discrimination difficulties                  Difficulties tracking                  Difficulties with jigsaws/sorting games</p>	<p><b>Social skills</b>                  Often isolated                  Difficulties judging how to behave in company (sharing/talking etc.)                  Not included in games                  Poor understanding of rules – e.g., personal space                  Can be volatile, erratic, hard to get on with                  Feeling and possibly being different</p>
<p><b>Attention and concentration</b>                  Fidgety                  Poor concentration                  Distractibility                  Inability to complete tasks                  Poor listening skills                  Difficulties keeping track of thoughts                  Requires activities to be broken down                  May be affected by background noise                  Difficulties think of words to write</p>	<p><b>* Speech, Language and Communication</b>                  Disordered speech sound development                  Impaired expressive language skills                  Difficulties remembering and following sequences of instructions                  Words may be muddled                  Difficulties understanding positional language (on, in, behind, etc.)                  Difficulties following directions and remembering way around new environment</p>
<p><b>Organisation</b>                  Very muddled and disorganised                  Difficulties following sequence and rules                  Requires visual reminders                  Difficulties laying out work and planning                  Poor sense of time</p>	

# Process

If you have concerns that your child has dyspraxia, then:

- Consult with your child's class teacher or the SENDCo in the first instance
- QFT strategies in place to support
- If little or no progress with provision in class, implement SMART targets for gross/fine motor
- Access, Plan, Do, Review
- Proceed with dyspraxia pathway after 3 cycles of intervention

# Dyspraxia process

The Dyspraxia pathway is an evidence-based pathway.

- Parents can complete Occupational therapy referrals/consultant
- Complete the motor checklists
- Complete the motor referral
- Complete child's voice and parent's voice
- Undertake interventions over a period of time and then use these plans as evidence. E.g. SMART Moves
- Learning Support Team undertake assessments and give identification where applicable

[Dyspraxia Pathway Feb 2024.pdf](#) For pathway resources

Support in school - [Dyspraxia wave 1 to 3.pdf](#)

Thank you for listening. Any  
questions?