

## **Dyspraxia – Harlands**

[Developmental co-ordination disorder \(dyspraxia\) in children - NHS](#)

[Dyspraxia UK - Specialist occupational therapy](#)

[Dyspraxia in Children: A Quick Guide](#)

[Understood - For learning and thinking differences](#)

[Details - West Sussex County Council](#)

[Occupational therapy - West Sussex County Council](#)

[Developmental coordination disorder \(DCD\) or dyspraxia - Amaze Sussex](#)

[West Sussex SENDIAS Service](#)



# DYSPRAXIA

Understanding. Supporting. Empowering.  
Helping every child reach their potential.



## WHAT IS DYSPRAXIA?

Dyspraxia, also known as Developmental Coordination Disorder (DCD), is a condition that affects movement and coordination. It is not related to intelligence. Children with dyspraxia may find it more difficult to plan, organise and carry out everyday tasks and activities.

Dyspraxia can affect both gross motor skills (like balance, running or catching) and fine motor skills (like handwriting, using scissors or doing up buttons).



## POSSIBLE CHARACTERISTICS

- ★ Appears clumsy or has poor balance
- ★ Finds it hard to learn new physical skills
- ★ Struggles with tasks that involve coordination
- ★ Difficulty with handwriting and fine motor tasks
- ★ Difficulty with dressing, fastening buttons, shoelaces or using cutlery
- ★ Finds it hard to plan and organise movements
- ★ Easily tired, especially after physical activity
- ★ Avoids activities that involve movement
- ★ Bumps into things or drops items
- ★ Difficulty judging distance or spatial awareness
- ★ Finds changes to routine or unfamiliar tasks challenging
- ★ May take longer to complete tasks
- ★ Can become frustrated or anxious when tasks are difficult



## STRENGTHS ASSOCIATED WITH DYSPRAXIA

- ★ Creative and imaginative
- ★ Good problem-solvers
- ★ Strong verbal skills
- ★ Excellent at big-picture thinking
- ★ Persistent and determined
- ★ Kind, empathetic and caring
- ★ Great sense of humour
- ★ Excellent long-term memory
- ★ Think outside the box
- ★ Tenacious and resilient



## HOW WE SUPPORT CHILDREN WITH DYSPRAXIA AT HARLANDS

### 1. IDENTIFICATION AND ASSESSMENT



- Early identification of needs.
- Observations by teachers and teaching assistants.
- Use of screening and assessment tools where appropriate.
- Discussion with parents/carers.
- Referral to specialist professionals, such as Occupational Therapists, where needed.

### 2. ADAPTED LEARNING ENVIRONMENT



- Classrooms organised to reduce clutter and distractions.
- Visual timetables and clear routines.
- Movement breaks when needed.
- Access to appropriate equipment and resources.

### 3. TEACHING AND LEARNING STRATEGIES



- Clear, step-by-step instructions.
- Tasks broken down into manageable steps.
- Visual supports and demonstrations.
- Extra time to complete tasks.
- Alternative ways to record learning.
- Praise and encouragement to build confidence.

### 4. TARGETED SUPPORT



- Small group interventions to support motor skills and coordination.
- Fine motor skill programmes.
- Gross motor activities to build strength and balance.
- Regular monitoring of progress.

### 5. SPECIALIST SUPPORT



- Advice and programmes from Occupational Therapists.
- Individual support plans.
- Access to specialist equipment where appropriate.
- Multi-agency working with professionals involved in your child's care.

### 6. STAFF TRAINING



- Ongoing training for staff on dyspraxia and its impact.
- Strategies to support motor skills, organisation and memory.
- Creating movement-friendly learning experiences.

### 7. PARTNERSHIP WITH FAMILIES



- Regular communication with parents/carers.
- Sharing strategies and activities to support at home.
- Working together to support progress and well-being.



### 8. MONITORING AND REVIEW

- Regular assessment of progress against individual goals.
- Adapting support to meet changing needs.
- Collaborative working between school, families and professionals.

This graduated approach ensures that every child receives support that is right for them to help them build confidence, independence and success.



## HOW YOU CAN HELP AT HOME



- Encourage daily movement and physical activity.
- Break tasks into small, manageable steps.
- Use visual timetables and checklists.
- Allow extra time for tasks and transitions.
- Praise effort and celebrate achievements.

- Create routines and keep instructions clear and simple.
- Use practical, hands-on activities to build skills.
- Encourage independence with dressing, organising belongings and daily tasks.
- Work in partnership with school and professionals.



### USEFUL NATIONAL LINKS

- NHS – Developmental Coordination Disorder (DCD)  
[www.nhs.uk/conditions/developmental-coordination-disorder](http://www.nhs.uk/conditions/developmental-coordination-disorder)
- Dyspraxia UK (Information and Support)  
[www.dyspraxiauk.com](http://www.dyspraxiauk.com)
- Child Mind Institute – Dyspraxia Overview  
[www.childmind.org/article/what-is-dyspraxia](http://www.childmind.org/article/what-is-dyspraxia)
- Understood – Dyspraxia Resources  
[www.understood.org](http://www.understood.org)



### USEFUL WEST SUSSEX LINKS

- West Sussex Local Offer  
[www.westsussex.gov.uk/local-offer](http://www.westsussex.gov.uk/local-offer)
- West Sussex Occupational Therapy Service  
[www.westsussex.gov.uk/education-children-and-families/health-and-wellbeing/occupational-therapy](http://www.westsussex.gov.uk/education-children-and-families/health-and-wellbeing/occupational-therapy)
- Amaze Sussex – Dyspraxia Information  
[www.amazesussex.org.uk/conditions-concerns/dyspraxia](http://www.amazesussex.org.uk/conditions-concerns/dyspraxia)
- West Sussex SENDIAS  
[www.westsussexsendias.org](http://www.westsussexsendias.org)



At Harlands, we celebrate strengths, remove barriers and support every child to thrive.

