



Lancashire SEND

Specialist Teacher

Parent SEND Resource Toolkit

No 14 July 2020

Home learning ideas for pupils with Special Educational Needs

The Coronavirus outbreak means that **parents and carers** of young people with **SEND** are facing uncertainty. We know schools are on the front line and are playing a **hugely important role** in keeping communities going in these challenging times. If your child is not able to attend school, we want to be able to **support** you with some practical home learning advice, hints and suggestions. This is an evolving picture, so we hope this SEND resource toolkit goes some way to support parents and carers through this unprecedented time.

Home Learning

This SEND Resource Toolkit is intended to be used by parents and carers of children with special educational needs. The suggestions and practical ideas have been written by specialist teachers working within the Lancashire Specialist Teacher Service. This weekly bulletin will contain ideas and suggestions of activities you can do with your children at home. Features will vary from week to week, but will cover broad areas of cognition and learning, communication and interaction, social and emotional wellbeing and sensory and physical needs. We welcome any feedback from parents and carers.

Getting Started

1. Have a daily plan – include your child's interests and motivators
2. Flexibility – be prepared to change the plan
3. Chunk activities with a practical, movement break between.
4. Developing life skills is also learning.
5. Incorporate a range of tools to engage learning e.g. books, apps, garden, household objects.
6. Remember every young child can learn, just not on the same day or in the same way.



Supporting Social and Emotional Wellbeing

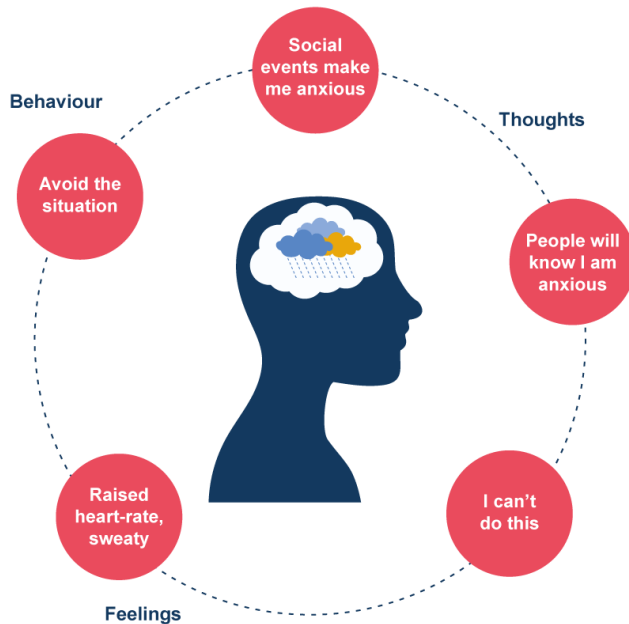
There is much that each one of us can do to support the wellbeing of those in our lives, including children and young people who may already be vulnerable or suffering from mental health difficulties.



Worry and Anxiety

Worry and anxiety are a part of life and the management of these feelings is a skill to be learnt and developed if we are able to fulfil our potential. Sometimes children and young people need help and support in order to achieve this.

Anxiety Driven Cycles



Negative thoughts impact our feelings which then steer our behaviour. The more anxious you get, the more you worry and the more you worry, the more anxious you become! It can be a vicious circle. For example: fear that people will think I'm stupid > so I don't ask for help when needed > I make mistakes > I fall behind in class > I have more anxiety.

Another cycle we often see is anxiety about attending school > I miss days from school > I miss out on shared activities with friends > I feel left out at school > I have more anxiety.

Mood

Some young people who experience significant anxiety problems also experience symptoms of low mood or depression, such as loss of interest in usual activities, tearfulness or irritability, feelings

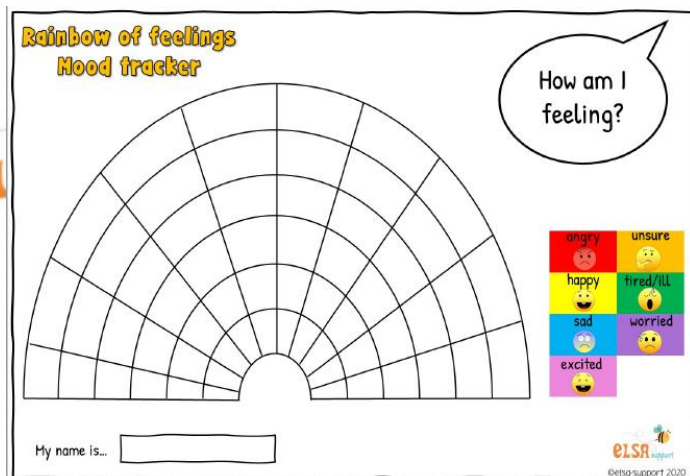
of worthlessness, and physical symptoms such as poor appetite and sleep problems.

Tips to try and break the worry/anxiety cycle

Encourage your child to do the following:

- Take Notice - Notice when you are worrying or feeling anxious! This is the first step in making things better.
- "Stop"! - When you notice you are worrying, say to yourself "stop"! and see if you can get your brain into doing something else (especially something nice, relaxing, or enjoyable). Try doing something to keep your brain occupied (like reading, watching TV, doing a hobby, or stoking your pet).
- Schedule Worry Time -Think about your day and find a time in it when it would be okay to worry – no more than five or ten minutes is needed. This is your special "worry time". When you find yourself worrying at a time when you have other things to do (like at bedtime, or while you are trying to concentrate on something else), tell yourself to stop and put off the worries for later, at your worry time.
- Self-talk- If you find yourself worrying about the same thing over and over (for example, "I'll start my new school and no one will like me") then write down for yourself the opposite, "positive" thought (for example, "People will like me. I'm a nice person"). Then every time you notice yourself worrying the first thought, tell yourself the positive thought
- Problem Solving– A problem shared is a problem halved. If you can tell someone else that you trust what your problem is, they can often help you with solving it, or coping with it.

You may find the following tools helpful is supporting your child's anxiety and mood.



<https://www.elsa-support.co.uk/rainbow-mood-tracker/>

If you have created a free account for the **Twinkl Home Learning Hub**, you maywell have seen these wellbeing resources for keystone 1 pupils (age 5 to 7). It's not too late to join and you'll find many home learning resources.

<https://www.twinkl.co.uk/resource/weekly-wellbeing-journal-pack-1-5-7-t-tp-2549456>

Here are some ideas for Apps suitable for Teenagers:



Self-help for Anxiety Management – find details on the appropriate App store for your device

SAM is a friendly app that offers a range of self-help methods for people who are serious about learning to manage their anxiety. SAM may be used with or without the support of a registered health practitioner but you may wish to consult with your local health or well-being practitioner if you are uncertain about using SAM.

In Hand - A tool to focus where you're at and bring back the balance.

Using a traffic light system, In Hand acts as a digital friend to help you in times of stress or low mood.



Supporting Communication and Interaction



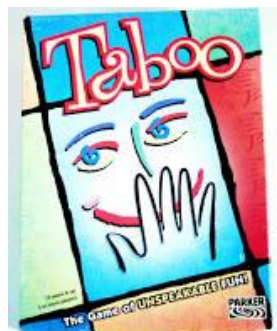
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.

Activities for older young people:

Taboo

The activity

Communication and language area(s) of development: Vocabulary, expressive language, confidence & self-esteem



In a nutshell – Each card consists of a picture that players have to explain to each other without using the three words listed underneath. It's an amazing, playful activity that takes vocabulary development to a whole new level and encourages creativity.

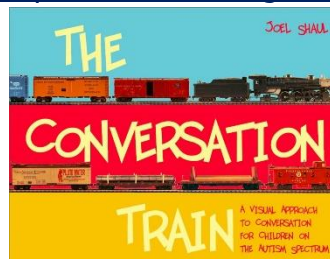
to a whole new level and encourages creativity.

The Conversation Box: Conversation training tool for children with high functioning autism and Asperger's

<http://autismteachingstrategies.com/autism-strategies/the-conversation-box-conversation-training-tool-for-children-with-high-functioning-autism-and-aspergers/>

The Conversation Train:

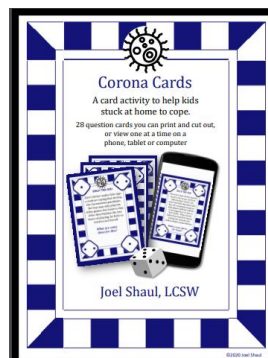
<http://autismteachingstrategies.com/the-conversation-train/>



[the-conversation-train/](http://autismteachingstrategies.com/the-conversation-train/)

Published by Jessica Kingsley Publishers

This is a helpful book aimed at giving autistic children and young people a better understanding of how everyday conversations work, using the analogy of a steam train. It breaks down each element of a conversation, has several examples and then has visuals to support the child's own conversations.



28 question cards to guide discussion and process social and emotional issues associated with the recent crisis.

<http://autismteachingstrategies.com/wp-content/uploads/2020/04/Corona-Cards-For-Coping-and-Family-Social-Skills-Free-Download.pdf>

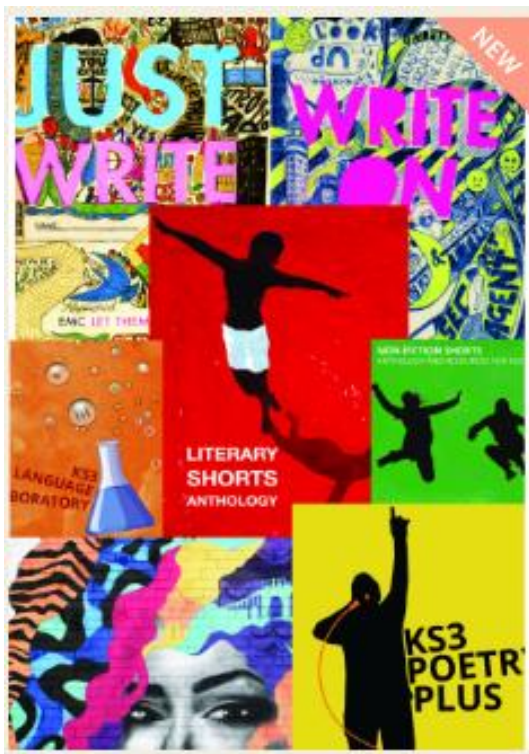




Supporting Literacy

Young people can have difficulty in reading, writing, spelling and comprehension. Each newsletter will focus on a different aspect of literacy support.

Need activities for your young person in Key Stages 3 and 4?



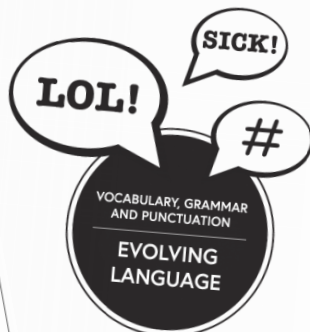
Materials in this free download resource come from:

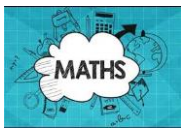
- *Diverse Shorts*, an anthology of stories and extracts from novels, with accompanying activities.
- *Poetry Plus*, an eclectic mix of poems designed to intrigue and engage, with work to develop enjoyment and understanding of poetry.
- *Literary Shorts* and *Literary Shorts Teacher Resource*, brilliant short stories to challenge, entertain and inspire, with activities to explore the writer's craft.
- *Non-fiction Shorts*, an anthology with resources for KS3.
- *KS3 Language Laboratory*, a book to develop knowledge about language and how it works, through exploration, reflection and experiment.
- *Just Write*, a workbook with 44 creative writing activities.
- *Write On*, a forthcoming workbook of creative writing activities.

<https://www.englishandmedia.co.uk/publications/free-key-stage-3-and-home-learning-pack>

The video clips you require are here: <https://www.englishandmedia.co.uk/video-clips/ks3-language-laboratory-writers-choices/>

SHORT STORY FEATURE COMPARISON CARDS	
Setting When and where does the story take place? How is the setting described? What sense of place and time do you get from the story?	Ending How does the story end? Is it a satisfying ending? Is there a twist? Is the ending left open?
Beginning How does the story start? How does it grab your attention? What elements of the rest of the story are foreshadowed?	Suspense How does the writer keep you wanting to read more? How much do you want to keep reading this story?
Language What kind of language does the writer use? Does he or she rely on certain types of words? How descriptive is the writing? How does the writing bring the story to life?	Main character Who is the main character? What is he or she like? Are you interested in them? Do you feel positive towards them? How are they described by the writer?
Plot What is the storyline? What works particularly well in the storyline? How is it structured? How well does it make you want to read on?	Originality What surprises you about the story? How is it different from other stories? Does it meet with or surprise your expectations?





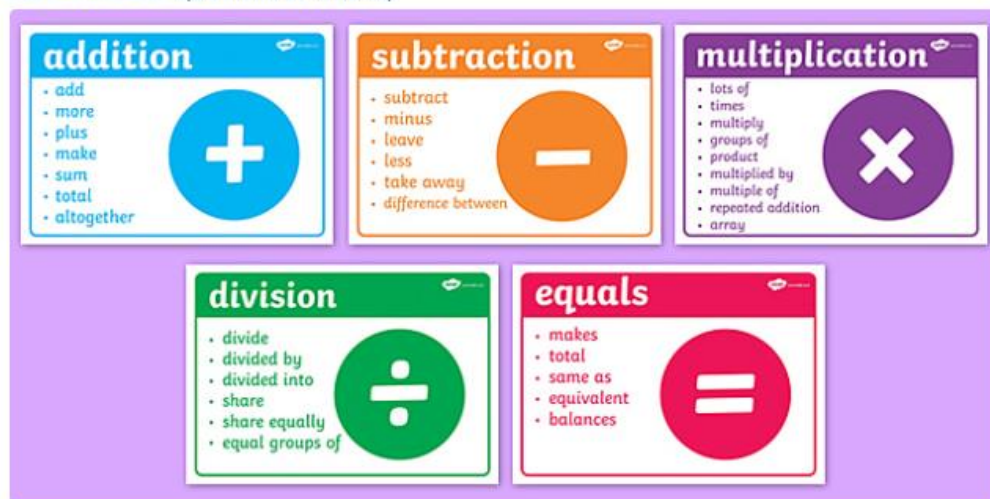
Supporting Number

Some young people struggle with maths purely because they do not understand the meaning of maths terminology. You might want to check if your child understands the interchangeable words for: addition, subtraction, multiplication, division and equals.

Twinkle has a range of posters and vocabulary booklets you could use with your child to help them to understand the maths terminology.

Maths Signs and Vocabulary Posters

★★★★★ (35 member reviews)



National Numeracy is offering free activities to

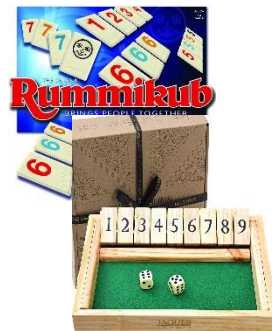
help families keep up with their maths together during school closures following the Coronavirus COVID-19 outbreak. The activities are aligned with the National Curriculum and are also linked to every day, real life maths. https://www.nationalnumeracy.org.uk/news/free-family-maths-activities-children-aged-4-11-0?utm_source=FMT

The following games will give your child plenty of maths skill practise:

- Ludo
- Snakes and ladders
- Monopoly
- Racko
- Card games
- Pairs
- Dice Games



- Rummikub
- Shut the box
- Dominoes
- Tetris
- Battleships
- Os and Xs
- Connect 4



Supporting Sensory and Physical needs:

British Blind Sport #StayInWorkOut Facebook page – Live workouts for all ages and abilities.



DIY face masks with clear panels

<https://www.ndcs.org.uk/blog/diy-face-masks-with-clear-panels/>

The National Deaf Children's Society have put together a list of resources that can help you with ideas and patterns to make your own face masks at home that have a clear panel in it.