



## Lancashire SEND Specialist Teacher Parent SEND Resource Toolkit

No 10 June 2020

## Home learning ideas for pupils with Special Educational Needs

### 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.



## Support for children and young people with ADHD

Families everywhere are struggling to homeschool children cut off from their normal routines and activities during the coronavirus crisis. Young people with ADHD may need extra structure and support to manage attention and behavior challenges and keep on track with learning in this challenging situation.

### Our Top Tips for supporting your child with ADHD

**1. Structure the day** - Have a daily schedule posted on the fridge that shows what they are going to do at any given time of day. Include activities you know your child will enjoy. Alternate more formal learning with fun activities as a way of motivating your child.

**2. Learning bursts** – this is also known as chunking. Engaging children for a period of time that's realistic for their attention span, and then giving them a break. Do set clear expectations in advance for how long each chunk will last and what they are to do in that time period, and then follow up to see if they did the work as expected.

**3. Give positive attention** – make it big, bold and immediate.

**4. Be present when you're present.** Avoid checking your phone or email during the moments when you have promised them your undivided attention.

ADHD can leave children and young people feeling out of control. People might not understand what they are going through and could think it is deliberate difficult behavior. This in turn can cause adults to respond negatively towards children with ADHD. As a consequence it can make children and young people with ADHD feel isolated, and depressed, or it can lead to feelings of low self-esteem. Encourage your child to talk to you about how they are feeling and ways you can support them.

Different things work for different people. You could try the following to see if they help:

- Limit screen time and sports in the evening
- Avoid taking stimulant medication (or caffeine) after 4pm
- Get enough sleep
- Eat a health balanced diet



## Where to get help

### **YoungMinds Crisis Messenger**

<https://youngminds.org.uk/>

Provides free, 24/7 crisis support across the UK if you are experiencing a mental health crisis

If you need urgent help text YM to 85258

All texts are answered by trained volunteers, with support from experienced clinical supervisors

Texts are free from EE, O2, Vodafone, 3, Virgin Mobile, BT Mobile, GiffGaff, Tesco Mobile and Telecom Plus.

### **Childline**

[www.childline.org.uk](http://www.childline.org.uk)

If you're under 19 you can confidentially call, email or chat online about any problem big or small

Freephone 24h helpline: 0800 1111

Sign up for a Childline account on the website to be able to message a counsellor anytime without using your email address

Chat 1:1 with an online advisor

### **Youth Access**

[www.youthaccess.org.uk](http://www.youthaccess.org.uk)

A place for you to get advice and information about counselling in the UK, if you're aged 12-25.

### **The Mix**

[www.themix.org.uk](http://www.themix.org.uk)

If you're under 25 you can talk to The Mix for free on the phone, by email or on their webchat. You can also use their phone counselling service, or get more information on support services you might need.

Freephone: 0808 808 4994 (13:00-23:00 daily)

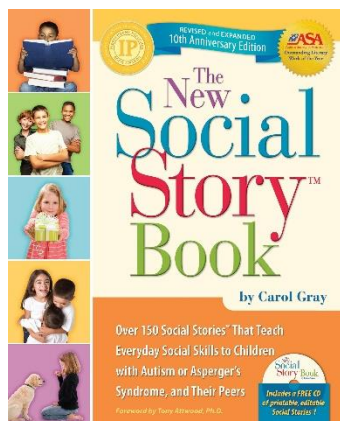
# Supporting Communication and Interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may

change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.’ (Code of Practice 2015).



## Social Stories



Social Stories™ were originally created by Carol Gray in 1991 and are widely used to support social understanding in many different contexts. They are about specific events or situations, with information about

what to expect and what to do. Stories should be tailored to the individual, taking into account their own needs, and their own interests.

Social stories can help in situations that are difficult because they are concrete, they increase structure and predictability and can reduce anxiety.

It should be noted that there are specific criteria for what is a Social Story™ and the trademarks are owned by Carol Gray. Information can be found at [www.carolgraysocialstories.com](http://www.carolgraysocialstories.com).

### EXAMPLE

***My toys – taken from Carol Gray's The new social story book, 2015***

*My toys belong to me. They are mine.*

*Many of my toys were given to me*

*Some of my toys have my name on them.*

*I may play with my toys or share them with someone.*

*I have toys that are mine.*

Social stories could be used in all sorts of different situations, for example, bedtime or school time, social interactions, or before a significant change to a routine. Specific examples of social stories and support on how to use them can be found widely on the internet.

A helpful story has a clear specific goal – identify the situation that is difficult, and the key features of the situation – where does it happen, when does it happen, who is involved, what happens? It should be written from the child’s perspective, using positive language in the first person (i.e. “I”) and in the present tense. The LGFL website has editable social stories regarding corona virus

<https://www.lgfl.net/covid19socialstories>.



**National  
Autistic  
Society**

The National Autistic Society has some additional guidance on writing social stories.

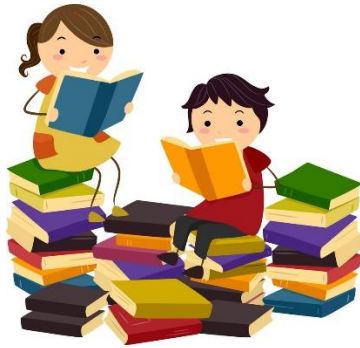
<https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx>

## Supporting Literacy:



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

## Summer Reading Challenge 2020



The Summer Reading Challenge takes place during the summer holidays. You can sign up at your local library, then read six library books of your choice to complete the Challenge. There are exclusive rewards to collect along the way, and it's FREE to take part!

This year, Silly Squad, the Summer Reading Challenge 2020, will celebrate funny books, happiness and laughter. Children taking part in the Challenge will join the Silly Squad, an

adventurous team of animals who love to have a laugh and get stuck in to all different kinds of funny books!

The 2020 Challenge will feature bespoke artwork from award-winning children's author and illustrator Laura Ellen Anderson (Amelia Fang; Evil Emperor Penguin; I Don't Want Curly Hair).

With the disruption caused by COVID-19 and the impact of social distancing on schools and public libraries, the 2020 Challenge will launch as a digital activity to keep children reading over the summer and support parents and carers with children already at home. The Challenge will run from June to September 2020.

The digital Challenge will be free to access, featuring games, quizzes and digital and downloadable activities to incentivise and encourage children and their families to take part in reading related activities at home. Although library buildings are closed, libraries will also continue to deliver the Challenge through virtual services and e-lending platforms.

### Websites

Join Lancashire Library – you can access a great range of e-books and e-audiobooks for free.

<https://www.lancashire.gov.uk/libraries-and-archives/libraries/digital-library/>

## Activities to Support Spelling

- Play 'I spy' but use the letter sounds, not the letter names. E.g., 'I spy with my little eye something beginning with c-c-c-c (cat) or sh-sh-sh' (shop). Repeat this now using rhyming words. 'I hear with my little ear a word that rhymes with can' (pan). You can use nonsense words e.g., 'han'.
- Magnetic letters on the lid of a biscuit tin instantly makes a spelling board. Use these activities: ask your child to make words in rhyming strings e.g., rat, cat, mat. Ask them to make a nonsense word for you to sound out. Make words and break them into sounds or syllables. Make an easy word such as 'dog' and then ask them to change the first sound to make another word (hog) or to change the final sound (dot).
- Arrange jumbled letters to spell the names of animals etc. correctly. Example: rezab (zebra).
- Ask your child: 'What's the difference between the sounds in the words 'band' and 'sand'?'
- Use their favourite book and ask them to look for a chosen word or letter e.g., a word beginning with a particular letter, the sound 'sh', a word ending in 'ed' or an 's' plural, words that look nearly the same but only one letter different. Get them to copy these words into a small notebook.



## Science Activities:

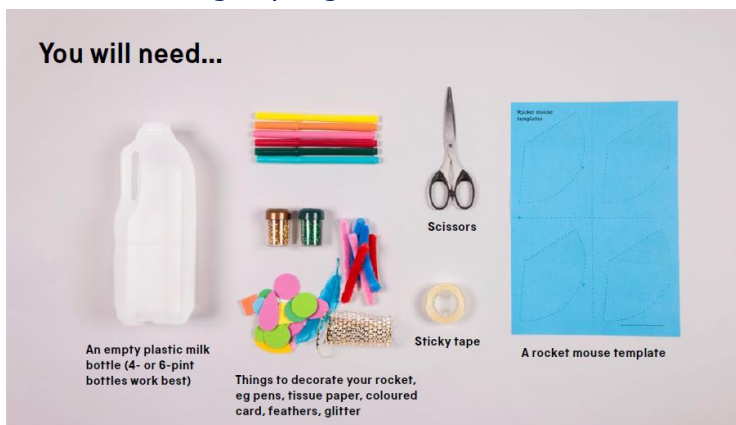
Science activities are a fantastic way to include a whole host of skills and yet still remain fun!

The activity we've included involves the following skills:

- reading and following instructions,
- measuring – using a ruler, estimating
- fine motor skills – cutting, decorating
- communication and interaction – turn taking, sharing, talking about the experiment
- investigating - problem solving and processing information

Look for the activity pack here: <https://learning.sciencemuseumgroup.org.uk/resources/rocket-mice/>

## Rocket mice (30 minute activity):



## Think and talk about...

- What makes your rocket fly?
- What makes it come down again?
- How do you think a real rocket works?

## Investigate...

- How could you make your rocket travel higher?
- How could you make your rocket go more slowly?
- Can you make your rocket spin as it falls?

### Follow these steps...



**1** Cut out a template along the dotted lines.



**2** Roll it into a cone shape and secure it with tape – this is your rocket.



**3** Decorate your rocket any way you like...



**4** Now pop it on top of the bottle.



**5** Hit the sides and launch your rocket into the air!

## Science in your world

Just as increasing the air pressure in the bottle sends the rocket flying, you use air pressure when you squeeze shampoo or ketchup from a plastic bottle.





# Supporting Sensory and Physical needs:



**National  
Deaf Children's  
Society**

## **Become a NDCS Buzz Blogger:**

<https://www.buzz.org.uk/get-involved/become-a-ndcs-buzz-blogger/>

Do you enjoy writing? Want to share your experiences and top tips with other deaf young people? Become one of their Buzz Bloggers!

### **What does a Young Blogger do?**

The Buzz is the only website made for deaf young people in the UK. It is a place where you can share your experiences of deafness, and also receive information and advice. The National Deaf Children Society want to make sure that everyone has an opportunity to tell their own story.

### **Who can be a NDCS Young Blogger?**

- Deaf young people aged 13-25 years old
- Consent form (if you are under 18 years old, we will also need your parent or guardian to give their consent)
- Every month you will be sent different blog topics to write about

### **What can I blog about?**

We plan content for our blog month by month. Each month there will be certain themes and topics that we will seek to cover in our blog, according to what is relevant and timely.

These can range from:

- Your top tips and advice!
- Your experiences as a deaf young person
- Your experiences campaigning for change
- If there is something else you would like to write about, please email the Buzz at: [youngmember@ndcs.org.uk](mailto:youngmember@ndcs.org.uk) to chat about what you would like to write about and whether or not it will be a good fit for the blog.

If you would like to become a Buzz Blogger, please e-mail: [youngmembers@ndcs.org.uk](mailto:youngmembers@ndcs.org.uk)