



Lancashire SEND

Specialist Teacher

Parent SEND Resource Toolkit

No 11 June 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.



Anxious children?

During a health scare, particularly one of these proportions, it's natural to be worried. Children are generally very resilient and, in a loving and nurturing environment, will often work through problems and difficult times without needing too much additional help. These exercises will help your child explore, express and explain their worries and open up the conversation with you.

Relaxation exercises

Ask your child (or children) to lie down on a rug or carpet with plenty of room around them and ask them to close their eyes. Slowly read these instructions to them in a calm, quiet voice.

1. Breathe in through your nose. Hold your breath for a few seconds, then breathe out. Take another deep breath in through your nose. Imagine your tummy is a balloon filling with air. Breathe out slowly and let the air escape quietly like a leaky balloon.
2. Stretch out your legs in front of you, and point your toes. Stretch out your arms either side of you, stretching all the way to your fingertips. Concentrate on feeling the ends of your fingertips.
3. Now you are going to tense all the muscles in your body. Begin with your toes. Curl them over so they are clenched. Then think about tensing the muscles all the way up your legs. Then the muscles in your tummy. Make it as hard as a wall.
4. Now tense your arms as well, so your arms are by your sides and even your fists are clenched. Bring your shoulders up around your ears.
5. Now scrunch up your face. Push your lips together and frown down into your face so your forehead is all crinkled.
6. Make your body go limp again. Think about each part of your body in turn going limp and relaxed: your face, your shoulders, your arms, your tummy, your legs and your toes. Imagine yourself as a floppy rag doll.
7. Take a deep breath in through your nose and breathe out again, Notice how relaxed and calm you feel. When you are ready open your eyes.

It might take children a few times to take it seriously if they are not used to doing this, but you will be surprised because many teachers use these kind of exercises in class. To help

your child get used to the order of the instructions swap places with them and allow them to read the instructions. Let them be teacher. You might find it helps you too!

One important point is not to wait until you see your child being anxious and stressed to try this exercise. It might be a little late. Build it in your day as a regular event, perhaps to prepare them for a few minutes of quality learning.

The Worry Jar

Make a worry jar to help contain your child's worries.

It can be a drawing or an actual jar. It is better for younger children in particular if it is a real jar as this involves a physical, real action.

Ask members of your family what they are worrying about. Get them to write it down to help younger children to write it down, perhaps on a small piece of paper like a post-it note. Together fill up the jar with your worries.

When you have finished, put the lid on to stop the worries getting out again.

Or leave the jar in a communal place with pieces of paper and a pencil nearby like a suggestion box. This might work for older children who might feel hesitant to talk. If you notice new worries going in the jar you might get chance to read them and address them.

A brilliant way into opening a conversation is beginning with "I am wondering if you..." Sometimes all that is needed, though, is to acknowledge the worry.



For younger children many schools use cuddly toys that "eats" the worries, called Worry Monsters. See this YouTube video:

https://www.youtube.com/watch?v=P3c8J2cO_gE

Your child may already have a cuddly toy or a pyjama holder that could do this job rather than buying a new one.

(Some ideas from *No Worries!* By Dr Sharrie Coombes, Studio Press)

Continuing to Cope with Lockdown

- **Be positive**

It is really important to remember to find ways to be positive, to remember good things and give your children things to look forward to, particularly as the lockdown doesn't have a fixed end date yet. To children it might feel like this is going to go on forever. We tend not to be good at being positive. Our children need us to be the over the top positive.

Post-it notes are brilliant for a quick visual impact. Try using them for displays on:

- What they are looking forward to when the Lockdown is over.

- What your child likes about school
- What your child likes about their friends – name of child – nice comment
- The whole family writes 3 post-it notes about what they like about each person in the house and then stick them on a piece of paper with that person's name. It is surprising how good we feel reading nice things about ourselves.

Keep the displays up and use them to remind your children if you spot them feeling low.

- **Follow a routine**

Follow a routine and keep to it. It can be any routine, a totally new one if you wish, it doesn't matter. But make sure everyone in your family knows the routine. Children like structure and routine no matter how much they appear to grumble about it!



You might even set them cleaning jobs!

Go to <https://www.elsa-support.co.uk/> for details of this 14 day challenge. There are some lovely ideas that you can complete as a family.

ELSA SUPPORT 14 day Home Challenge

Click the BLUE writing to take you to a resource which you can download and print.

<p>Happy fab Booklet</p> <p>Look at the five things you can do each day to help you feel happier. Developing relationships with others can be done by telephone or video chat. It could also be done by writing a letter or by making a card for someone.</p>	<p>Jar of Courage</p> <p>Make a jar of courage with help from an adult. Put the labels on your jar and fill it up with the positive quotes. Take one out each day and read it. Believe it!</p>	<p>Hug in a Mug</p> <p>Give yourself a hug in a mug. Decorate the mug and add all the things that make you feel happy in the pieces of marshmallow</p>	<p>Star Breathing</p> <p>Learn how to do star breathing so that you feel nice and calm when you feel either anxious, angry or upset. I bet you could draw your own star too. See if you can copy the poster and draw your own.</p>	<p>Self-esteem Bookmark</p> <p>Colour your own self esteem bookmark and read it every day to remind yourself how amazing you are. You can use it when you read your book. You can do lots of reading at this time</p>
<p>Mindful Flip Flop</p> <p>Some lovely mindful colouring today. I wonder if you can manage to colour all the sections and think about the words. Can you find time to really relax today? Enjoy opening and closing your flip flop!</p>	<p>Happiness Challenge</p> <p>There are five days worth of activities here but I bet you could do them all in a day if you set your mind to it. Lots of lovely happiness fun!</p>	<p>Mandala Wishes</p> <p>Today you need to draw your picture in the centre of the mandala and then think about your wishes. Write them in the petals and then do lots of lovely mindful colouring.</p>	<p>Mindful Rainbow Walk</p> <p>You might only be able to go into your garden if you have one but you could do this around your house and by looking through the windows. What do you notice?</p>	<p>A- Z of Self-care</p> <p>What can you do to look after yourself today? Read through the poster and then make your own A-Z of self-care.</p>
<p>Doodle a Day</p> <p>Doodling is relaxing. Try filling this all in today. What creative doodles can you do?</p> 	<p>20 Faces</p> <p>Can you fill in all the faces with different expressions? Think about all the emotion words you know and try and put a face to each one.</p>		<p>Mindful Challenge</p> <p>There are five days of activities here but I bet you can do them all in a day if you set your mind to it. Have a lovely mindful time!</p>	<p>My Perfect Day</p> <p>What would your perfect day look like? Fill in this comic strip with all the things that would make it just perfect.</p>

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).

Games and Exercises for young children (EYFS and KS1)

Most of these games do not take long, and the skills they teach are foundational to future lessons.

1. Guess the Object

This is a fun game for children to practice the power of description. Cut a hole in a box that is large enough for their hands. Make sure that they understand that they’re not allowed to peak into the hole. Place an object in the box. Have the child describe what the object feels like. Have your child take turns guessing what it might be.



2. Feelings Corner

Many times, children at this age have trouble communicating how they are feeling. Emotions can be so abstract; they may not yet have the skills to recognize them at first.

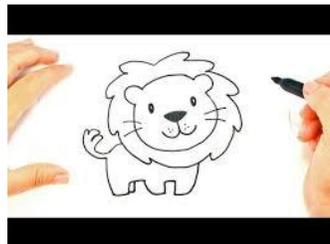
Create time during the day to address these feelings with your children. This creates a place for trust and understanding in an age group prone to outbursts when feeling misunderstood or wronged.

3. Turn-Taking

Taking turns in speaking is much like sharing a favoured toy, and children need to learn the skill. An engaging exercise for this age group is colour circle time. This works best if there is more than two players. Each child gets a turn in the centre of the circle speaking about a chosen subject.

For instance, the colour yellow. The child would get 15 seconds to list all of the yellows he or she sees in the room. Then that child names another colour for the next child in the centre. Before the next turn, each new participant says two things that they heard from the previous sharer.

4. Picture Telling



Have a variety of pictures for each child. Give each a time limit and let them describe what they see in story form. During this exercise,

they are processing visual cues and utilizing their ability to speak them to the classroom. The other children practice their listening skills.

5. Finish the Nursery Rhyme or Story:



Children need to be familiar with the particular nursery rhymes for this activity to be fun. Help children imagine and express alternative endings to nursery rhymes in

a fun and creative way. Have your child add to the shared ending and develop alternative endings to various nursery rhyme stories.

Storytelling is a rich way to practice listening and communication.

Games and Activities for Older Children

1. Famous Pairs



Create a list of well-known famous pairs. For instance, Romeo and Juliet, Superman and Lois Lane, Batman and Robin etc. Each participant should receive a post-it-note with one half of a famous pair on their back.

Each participant has three questions to try and figure out who the person is on their back.

2. Drawn Understanding

Sit back-to-back. One person has an object and the other has coloured pencils and paper. The person with the object must describe it in as much detail as possible, without directly saying what it is.

The second person must draw the object as best they can, based on the communication of the student with the object

Supporting Literacy



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

Visit kids.classroomsecrets.co.uk for online games to support learning.

Join our  Group: Coronavirus Home Learning Support for Teachers and Parents

This week we'd like to remind you about the **Classroom Secrets** home learning packs. There are some fabulous activities for each year group for primary schools.

<https://classroomsecrets.co.uk/free-home-learning-packs/>

Complete the words. What other things can you label in the picture?

Write a sentence or more about the picture. Use your completed words to help you.

Layla's favourite hobby was snowboarding. She was so happy to be at her favourite ski resort in the Swiss Alps.

Layla woke up early and got dressed in her snowboarding gear. She loved getting started while it was still quiet. Locking up her chalet, she walked to the slopes.

The sparkling snow crunched under her boots. She stood at the top of her favourite slope and looked down. The path was clear, so she strapped her feet onto the board and got herself in position.

She pushed herself forwards and started to slide over the edge. She picked up some speed and happily glided down. When she reached the bottom, she took off her board and looked around. She breathed in the cold morning air and closed her eyes. It felt like she was in heaven.

She turned around to make her way back up the bank when she saw a dark figure in the distance. She couldn't see who it was, but she knew they were staring right at her.

5. Write the next paragraph to continue the story. Use the fronted adverbial 'Suddenly' to start your paragraph.

6. Oscar swaps paragraphs 2 and 3. Does the text still make sense? Convince me.

7. Is Suzie correct? Explain why.

I could add the fronted adverbial 'Eventually' to the first sentence in paragraph 5.

Write a story called 'The Little House over the Bridge' using the image below. Remember to include all the features of a story. Think about the language used when describing settings and use expanded noun phrases and personification in your story. Remember to punctuate your story accurately and organise your ideas using paragraphs.

Non ideas:
 Take a well-known fairy tale on riding.
 Give it a completely different title.
 Use the story of 'The Little House over the Bridge', but write it for a lot in Nursery or Reception.

<p>Who is the tallest in your house?</p>	<p>Can you find any of these in your house?</p>	<p>Create your own puppet.</p>
<p>Encourage your child to discover who is the tallest. They could measure using a size chart, paper, by comparing size standing up or they may think of a different way! Ask them to explain who is the tallest and how they found out.</p>	<p>Ask your child if they can find any of these objects. They all link to the az, igh, oa and oo sounds. Can they find anything else linked to those sounds? You could ask your child to write what they have found.</p>	<p>Find further guidance linked to this activity, and others for developing fine motor skills, on the next page. You could also watch it in action: https://www.youtube.com/user/ClassroomSecretsLtd</p>

Maddie and Greg Science Activities:

https://www.youtube.com/results?search_query=maddie+and+greg+let%27s+go+live+



Daily science lesson and activities for your children to make and do at home. Each week has a different theme.

Home Learning: Money skills



<https://barclayslifeskills.com/families/home-learning-money-skills/>

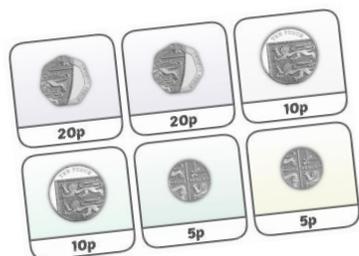
Supporting young people with money management now can help to set them up with good money habits as they enter adulthood. Use these easy to follow activities to explore financial risks, fraud and scams.

You don't need to be an expert on the subject as guidance and example answers are provided for you, and the worksheets can be printed, or viewed and completed online.



<https://www.senteacher.org/printables/mathematics/>

Generate random coin addition sheets at several levels of difficulty with UK, US, Australian, Canadian and Euro coins. With UK coinage you can optionally choose to include 16 common commemorative 50p and £2 coins.



Sets of printable coin matching pairs cards – great for playing games,

Money Games <https://www.topmarks.co.uk/maths-games/5-7-years/money>

These free money games can help children who are learning to use UK money. Understanding money is a difficult concept when children are introduced to single coins having different values. These games range in challenge from basic counting with single coins to those where children need to work out problems involving adding amounts and change.



Toy Shop Money Game

Money games where children work out which coins will buy toy shop items and where they can calculate change. Different levels of difficulty. AUD and USD options also available.

Not Flash



Custom Car Garage

Use the coins to customise your sports car to your own design. UK, Euro and USD currencies are supported.

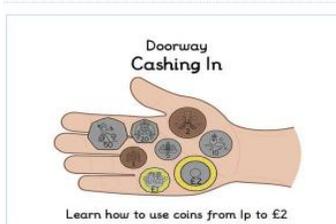
Not Flash



Coins Game

Coins game is a money game which introduces children to coinage in British, Australian, American and Euro currencies. There are three modes: Sorting, Ordering and Counting money. Works well on an interactive whiteboard.

Not Flash



Cashing In

Choose coins to make specific sums of money. Amounts range from working within 10p to working within £2. The site works well on an interactive whiteboard.

Not Flash

Supporting Sensory and Physical needs:

Signed stories:

<https://m.youtube.com/playlist?list=PL7zNI2HpED2imeU0ZDV3W6BF4DiISUAeg>



There are several stories available. Have a look, see if you can find your favourite.



<https://www.youtube.com/watch?v=NliT3p7GhQY&list=PL7zNI2HpED2imeU0ZDV3W6BF4DiISUAeg&index=2>