



## Lancashire SEND

### Specialist Teacher

### Parent SEND Resource Toolkit

No 12 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.



## Supporting Transition into High School or College

If you haven't done so already prepare your child for the transition into Secondary school or College. The Moving Up resources are great to guide your discussions

<http://www.manchesterhealthacademy.org.uk/wp-content/uploads/2015/05/activities.pdf>

Talk about the following things together:

- **What is the best way to get there?**



Write down your plan for how your child might get there and rough timings if you can. Set a date to practice the journey.

## Keeping Safe

Talk to your child about:

- Crossing roads
- Cars seeing you easily
- When you'll get home
- Who'll be at home
- Texting or ringing your family so they know you're OK
- Going to other people's houses after school
- Going to the park
- If you're late
- Buying sweets or fizzy drinks
- Using the internet
- Agree a set of safety rules.

**Equipment** – share with your child the school equipment they will be expected to have and which equipment will not be allowed.

Books <input type="checkbox"/>	Ruler <input type="checkbox"/>	Bag <input type="checkbox"/>	Pencils <input type="checkbox"/>	Calculator <input type="checkbox"/>
				
iPod <input type="checkbox"/>	Money <input type="checkbox"/>	Pens <input type="checkbox"/>	Dictionary <input type="checkbox"/>	Sweets <input type="checkbox"/>
				
Cuddly toy <input type="checkbox"/>	Planner <input type="checkbox"/>	Door key <input type="checkbox"/>	<b>what do I need to buy?</b>	
			<i>( tick it off when you have got it ) ...</i>	

# 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).

## Understanding Language Delay

Children with language delay in the early years have a significantly increased risk of experiencing problems with reading in school but may not be ready for literacy. They need to develop the building blocks for language and literacy, such as attention and listening, understanding what’s said, and an ability to use words in sentences as shown in the language pyramid.

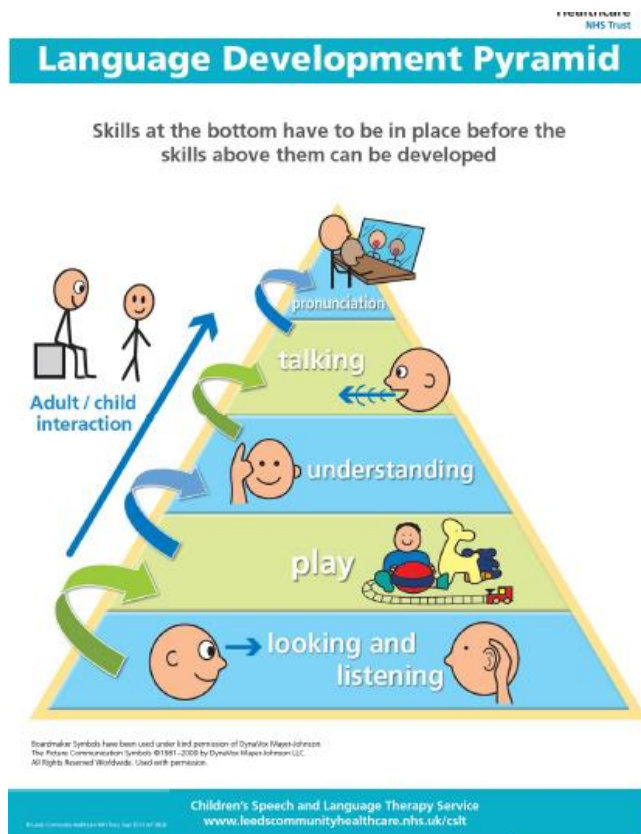
They may also need to develop phonological awareness skills, such as:

- Knowledge of rhyme
- Recognising syllables in words
- Knowing about phoneme/grapheme correspondence
- Ability to pick out initial phonemes in words etc.
- Be able to interact with books and stories for pleasure

Children with language delay may have difficulties in any or all the previous building blocks. They may need a targeted intervention to support these skills and will certainly need an enriched language environment and opportunities to practice the building blocks of language and literacy, such as:

- Turn taking, attention and listening games
- Games and opportunities to develop the child’s ability to remember what’s been said and what they want to say
- Developing the vocabulary the child understands and can use

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- Expanding the sentences the child understands and uses through play, games and 'talk time' opportunities
- Expanding opportunities to develop oral narrative-storytelling and story acting at the child's own level
- Building confidence to use language in conversation and interactions with others

Many children with language delay will have a preference for visual or multisensory learning. They may need increased visual and experiential support for learning such as signs, play activities, toys and real objects, to develop their understanding of vocabulary and concepts.

**The Communication Trust** has produced **Summer Talk** which is a downloadable pack with games and activities that support families to encourage children's communication skills when they are out and about this summer.



Summer Talk includes fun and 'easy to do' activities for trips to the zoo and park. It also contains games and challenges to keep kids entertained on car journeys and at home. The pack can be downloaded from: <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/summer-talk/>

Activities for the first two steps on the pyramid:

## Looking and Listening:

Some children find it hard to listen and concentrate at the level expected for their age in either or both 1:1 and group or whole class situations. Difficulties with attention and listening have an effect on all areas of learning; if a child is not able to listen and attend they will be unable to process information they are given.

### Activities to Develop Attention and Listening for younger children:

- **READY STEADY GO GAMES** - Encourage the child to sit and wait for 'go' before they do an activity e.g. building / knocking down towers, passing a ball, rolling a car, the child pinching the end of an inflated balloon and waiting for 'go' before letting go.
- **TURN TAKING** - Sit in a circle and take turns to play motivational games such as posting, fishing, lotto, feely bag, passing a clap or hand squeeze around a circle. Older

children could say their name or favourite food when a ball or beanbag is thrown to them.

- **ANIMAL ANTICS** - Put a selection of familiar animals in front of the child. Make the sound of one of the animals and let the children take turns to find it.
- **ACTION SONGS AND STORIES** - Encourage the child to sit in a group and join in with songs or stories. Pause before the ends of sentences and wait for the child to fill in the gaps "the wheels on the...(bus)" or "we're going on a .....(bear hunt)".





## Activities to Develop Attention and Listening Skills in Older Children:

- LOTTO, SNAP & MEMORY PAIR GAMES - or any other motivational type games. Gradually increase the amount of time spent on each game.
- GUESSING GAMES - play games such as "20 questions", "guess who" type games. Put objects or pictures in a bag, take turns



to choose one and then the other children ask questions to guess what the object is i.e. is it an animal? does it live on a farm? You could also play "I spy" games.

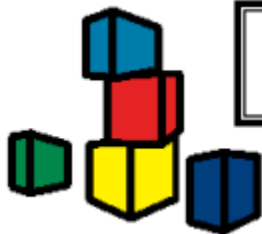
- DRAWING GAMES - The child has to listen to instructions about what to draw i.e. draw a red circle or draw a house with a green door. Make the instructions harder and longer as the child's skills develop.



## PLAY:

For children, play is absolutely crucial for development. Even when your child is playing silently, they are learning important information that they will carry with them and use later. You can use play to help expand your child's speech and language skills.

**Cause and Effect** is an important stage in a child's development of play and learning. This kind of play helps the child to learn that their actions can have an effect in or on something else and encourages the beginnings of problem solving.

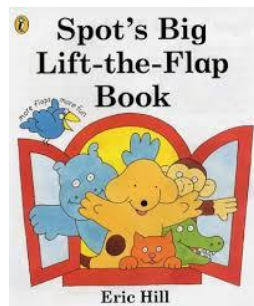


Stack cups or blocks into a tower then knock them down.

Give the child toys they can squeeze and shake



Lift the flap books and books that make noises.



# Supporting Literacy



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

## Built-in smartphone and tablet accessibility

If your child struggles with reading and using the internet make use of the accessibility features. Most smartphones and tablets have built-in accessibility functions which include:

- Text to speech
- Speech to text
- Magnification
- Font & display size
- Changing text and background colours

AbilityNet.org has easy to follow guides for tablet, android and computers to show you how to make the most of built in features. They have free webinars on a range of topics.

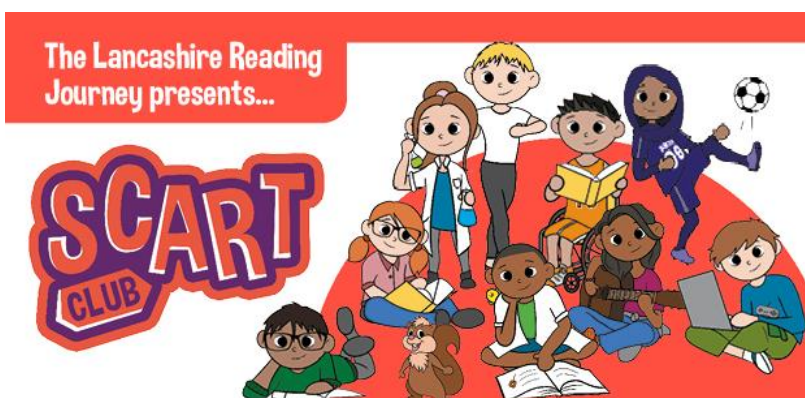
'How to get the most from your smart speaker when working or studying from home'.

'Connecting neurodiverse communities during lockdown'.

'Free Training on Inclusive Technology for Students'.



**Join Lancashire library to access a huge range of free audio books, eBooks and comics.**



Encourage your child to take part in the SCART Club which is Lancashire Library Service's summer reading programme for children which runs through the summer school holidays. For children from 5 years to 12 years old.

# Supporting Number

This week try supporting your child's understanding of numbers and measuring by planting pumpkin seeds that could be harvested ready for Halloween. Now is the time to plant them.



## What to do

### How to sow seed

- Seeds can be sown in pots from April to June. Fill a 7.5cm (3in) pot with compost, place a seed in on its side 2.5cm (1in) deep and cover.
- Label, water and place on a windowsill or in a propagator. When roots begin to show though the bottom of the pot transfer into a 12.5cm (5in) pot.
- Once seedlings have established, plant outside spacing them 2-3m (6-10ft) apart. Seeds can also be

sown from late May to early summer directly into the ground.

- Choose a sunny, sheltered spot. Sow two seeds on their side 2.5cm (1in) deep.
- Once the seedlings have germinated, remove the weakest one.

## Looking after plants

- Protect seedlings with mulch and feed with general fertiliser or tomato plant food, watering regularly though the growing season.
- If you're growing larger varieties use wire as a guide to train shoots as they grow. Remove some fruits before they develop, leaving two or three fruits on the plant. This will encourage the plant to put its energy into producing larger fruit.
- As the fruits get bigger raise them up onto a piece of wood or brick to protect them from rotting. Remove any leaves shading the fruit as it needs maximum light to ripen.
- If there's a risk of an early frost protect the fruit with cardboard and straw.

## Five to try

- **'Hundredweight'** - true to its name this pumpkin is big, it has bright orange skin and needs lots of watering to grow evenly and to its maximum size
- **'Crown prince'** - more unusual in shape and colour, this grey skin pumpkin has orange flesh and is ideal for cooking with
- **'Jack of all trades'** - ideal for Halloween lateens, this pumpkin stores well and also cooks well
- **'Rouge Vif D'Estampes'** - has a strong ornamental shape with red ribbed skin and moist orange flesh, also known as the 'Cinderella' pumpkin
- **'Baby Bear'** - a golden orange fruit, its seeds can be roasted and eaten. Also great for making pumpkin pie





## Supporting Sensory and Physical needs:



Bendrigg Trust is a residential activity centre specialising in high quality courses for disabled and disadvantaged people, of any age or ability. Although there are no courses running at the moment, Bendrigg have opened up their grounds for families to access, safe in the knowledge that they will meet no other members of the public while enjoying their surroundings. Booking is essential. Each time slot is only available for one family, and there will be a maximum of two time slots each day (morning and afternoon). A designated accessible toilet will be available for each time slot and will be cleaned between visits. If you require a hoist and changing bed please let them know in advance.

You will have access to our woodlands and community field but all activities, staff areas and accommodation will be off-limits. A small team of staff remain working in the office and we do have 3 staff members living on site so please be aware of this when you visit.

An email containing more information, as well as downloadable orienteering maps, will be sent to you automatically when you book visit. To book <https://bendrigg.cinolla.com/bendrigg/courses/bendrigg-grounds-access>