



# Wansdyke Primary School

## **How can I support my child during schools closure if they have SEN?**

This is a document to give a starting point if your child has any level of SEN (Special Educational Needs). This can include children who are behind in their learning, or managing challenging behaviours. It is only a starting point, compiled from many places and experiences, but I hope to add to it! I have tried to consider the support we offer in school and split this pack into sections.

1. Speech and language-Language strategies
2. Speech and language-attention and listening strategies
3. Speech and language-working memory
4. Speech and language (attention support, including attention autism)
5. Speech and language (Speech and pronunciation concerns and phonics)
6. Sensory Breaks and Mindfulness
7. Anxiety and worries
8. Autism
9. Social stories for the current climate and staying safe.
10. BCC & CCHP/Outside agency current info on contact details during Covid 19

Please remember that your child is particularly likely to need very active, or very calming breaks in any part of the day you are planning. They are likely to also be very reassured with knowing what they're doing in the day and we would recommend a timetable or at least a written list of what you will be doing, even if these things are not 'work' e.g. baking, park, Ipad time, reading, lunch, snack, colouring. Here are some examples and this is a more thorough website to produce resources, which might be helpful if your child uses a personalised now and next board at school

<https://www.teacherspayteachers.com/Product/FREE-Home-Schedule-for-School-Closures-5333595>

## Daily Schedule

Before 9:00 AM	Wake up!	Make your bed, eat breakfast, brush teeth, get dressed
9:00-10:00	Outdoor Time	Family walk or outdoor play
10:00-11:00	Academic Time	No Electronics! Reading, homework, study, puzzles, journal
11:00-12:00	Creative Time	Creative play, drawing, Legos, crafts, music, cooking, baking
12:00-12:30	LUNCH	
12:30-1:00	Home Chores	Clean rooms, put away toys, take out garbage, pet care
1:00-2:30	Quiet Time	Reading, nap, puzzles, yoga
2:30-4:00	Academic Time	Electronics OK! Educational games, online activities, virtual museum tours
4:00-5:00	Outdoor time	Family walk or outdoor play
5:00-6:00	Dinner time	Family dinner, help with clean-up and dishes
6:00-7:00	Bath time	Bath or shower
7:00-8:00	Reading/TV time	Relaxing before bedtime
9:00 PM	Bedtime	Put on PJs, brush teeth, clothes in laundry

# COVID-19 Daily Schedule

@thedenverhousewife

for kids

Before 9am	Wake Up	Wake up, eat breakfast, make bed, get ready for the day
9-10am	Free Time	Watch TV, Ipad, Play Games, ect
10-11am	Outside Time	Take a walk, play in the yard or walk dog
11-12am	Creative Time	Art projects, Slime, Coloring, ect
12-12:30pm	Lunch	
12:30-1pm	Chores	Do appropriate chores
1-2pm	Quiet Time	Read, Puzzle, Nap, or color
2-4pm	Academic time	Educational Games, Math, Online education, Science Project, Writing
4-5pm	Outside or Play Time	Go outside to ride bikes or play in the house
5-6pm	Dinner	
6-9pm	Free time until bed	Free choice time. fam Movie Take showers/ready for bed

If you are planning to use lots of online resources, do not forget to keep up to date with online safety advice. Thinkuknow will be updating their guidance very soon, and they have SEND specific guidance too <https://www.thinkuknow.co.uk>

Good luck and remember you can only do your best. This is a guide to dip in and out of or look to if you get stuck and there is plenty more on the internet (but I can find that very daunting myself!)

Alice Hall Senco (Special Educational Needs coordinator).

## Speech and Language

### 1. Language support.

Many children have speech and language difficulties and you will know better than any of us if your child struggles to listen or follow instructions. These are quite generic statements that may help you.

- Gain your child's attention before giving an instruction (use their name 1<sup>st</sup>).
- Keep instructions short and simple. Break instructions into smaller chunks, give a bit of information at a time. Say things in the order they need to be done
- Repeat instructions more than once.
- Encourage your child to support themselves with **strategies** e.g. visualisation, or repeating instructions back to themselves.
- Check that your child has understood what they need to do. Get them to repeat it back to you.
- Use visual or contextual support to help her to remember and understand fully. E.g. Give longer, more complex instructions in a **visual or written form**; pictures, diagrams and bullet pointed steps of tasks. Some children are more likely to be a much better visual learner.
- Encourage your child to ask for clarification when necessary and praise them for recognising that they haven't understood and need help.
- Model activities before they do them. i.e. show versus tell
- A helpful web videos is by children's communication Charity ICAN, check out their webpages or search videoican in youtube for some helpful videos

### 2. Attention and listening:

- Get your child's attention before asking them to do something. – say their name!
- Use specific prompting to encourage your child to listen and remain focused on the task i.e. "show me good listening" "show me good sitting" etc.
- Allow more time for your child to process and respond to questions and requests.
- Use natural gesture to reinforce requests e.g. quiet, sit down, listen.
- Encourage your child to ask for repetitions or clarification if he/she was not listening, forgot or did not understand.
- **Allow opportunities for short physical breaks between tasks.**
- Be explicit about how and when to listen.
- Developing attention and listening skills through listening games and activities
  - giving and following instructions (barrier games, Simon Say's, taking messages, listening comprehension tasks)
  - asking and answering questions and responding to direct requests e.g. "please open the book" (interview tasks, role plays, Guess Who)

### 3. Working memory.

A lot of our Speech and language children are working on working memory activities. This affects children from Year R to Year6, and in KS2 we have sessions on working memory 3x per week!

Although the Meemo resources aren't online, there are 15minute activities you could do to plan into a routine.

### **Memory Games Ideas**

## Visual Memory Games

1. Kims Game – place objects, letters, pictures, words on a tray, show them to the pupil, cover them up and get them to name the objects. Alternatively you can remove one, two, three etc. The pupil has to guess what has been removed. Or you can role a dice and the pupil has to name the number of items as indicated by the dice.
2. Repeating a visual sequence. This can be pictures, letters, shapes or words. Start with 2 or 3 and increase. The pupil looks at the sequence and then has to repeat it with matching objects.
3. 'Find the difference' pictures.
4. Complete the shape – show the pupils a shape and then give them an incomplete drawing of the same shape. Ask the pupils to complete the shape from memory
5. Complete the picture – show the pupils a simple picture and then give them an incomplete drawing of the same picture. Ask them to complete the picture from memory.
6. What can you remember game (resource provided). The pupil chooses a card. They look at the card for about 10 secs. The pupil turns the card over or looks away. They then shake one or two dice and recall that number of items from the card.
7. Memory Matrix Game – (resource provided). The pupil turns a card over with a pattern on a grid, they look at it for about 10 secs. They then have to copy the matrix pattern on their grids using counters provided.

## Auditory Memory Games

1. A Journey to Remember (resource provided). The pupil shakes the dice and moves that number of spaces to a square with a picture on it. They make a sentence referring to the picture to start the story. The next player does the same but they have to repeat the previous sentence and then add another – more detailed instructions on the game.
2. I went to the shop and I bought..., I went into space and I saw..., I went into the garden and I saw..., I went to the cinema and I saw...etc.
3. Pass the object, picture and add a comment about it, for example: **a viking ship**, you sail in it, the Vikings build it ... **a book**, you can read it, it has a picture on the front...
4. Simon Says with 3, 4, 5, 6 instructions e.g. before you turn around twice, touch your nose, stand on one leg and clap your hands
5. Shopping – put items on the desk and ask the pupil to select a number of items. Increase number and get them to place them in sequence to increase difficulty.
6. Give a series of instructions to a pupil to draw a picture. E.g. Draw a big square in the middle of your paper, add a door, two circular windows with red curtains etc.
7. Get the pupil to repeat oral sequences. This can be extended; give the pupil a group of letters, get them to put them in a sequence that makes a word and they then read the word. You could also give them a sequence of letters, the pupil gets the wooden letters and puts them in the correct sequence and then sees how many words they can make from the letters.
8. Odd One Out – give the pupil 3,4,5 words and they have to repeat them and then say which is the odd one out.
9. Opposites/Synonyms – the children recall sentences but give opposites or synonyms of key words, e.g. The man got off the bus and ran down the long road becomes the lady got off the train and walked along the short street.
10. Barrier games – the idea is you give instructions to make or draw something the child cannot see. They try to recreate it from listening alone. It might be you draw a house with a dog on the roof and a tree next to the house. And they have to try and draw what you say. You then

compare. If you have two identical pictures you can say what colour something needs to be. In addition to grids and pictures, you can:

- a. Make models with lego, bricks etc.
- b. Make words with wooden letters then get the pupil to read the word. E.g. Put the letter **w** in the second square, an **s** in the first square and a **t** in the last. Then two **e**'s in squares 3 and 4. You can also have coloured squares, e.g. put an s in the yellow square

The following books are also very useful:

- Auditory Memory Skills by Mark & Katy Hill, LDA
- Visual Memory Skills by Mark & Katy Hill, LDA

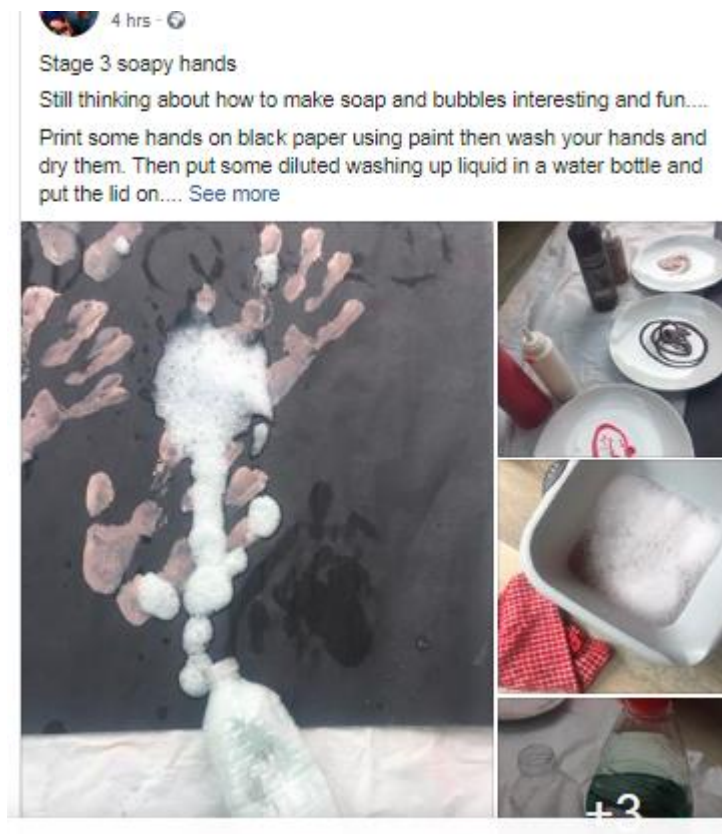
#### **4. Attention classes (inspired by the Attention Autism structure).**

If your child has been having lessons to help them focus their attention (they last around 15 minutes and will have been run by Miss Hall and Mrs Dixon, or Miss Hunt and Mrs Quinn) this section may be a little more specific.

They take a bit of setting, up, but they might be an excellent way for you to lead their concentration from home. The important thing is that they watch you do something before they join in. We've really enjoyed the sessions and we thoroughly recommend being brave a trying some of the messier things involved, or some of the simpler thins but using it as a chance to build some calm, 'watching' time into your routines. We take ideas from the Gina Davis Autism page on facebook, but often it's a case of hiding something in a box to reveal it, and simply watching it, e.g. a wind p toy, a lava lamp, a flashing toy. Gina is hoping to upload videos in the coming weeks, and Video 1 is already up, giving you a really quick insight into what we've been doing and why!







## 5. Speech pronunciation (rather than language) and phonics

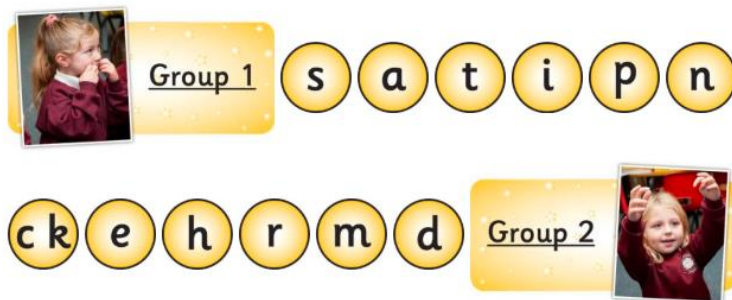
As well as continually building the phonics sounds, these resources can be used for you to hear if your child is able to make the correct sound. <https://www.jollylearning.co.uk/resource-bank/learn-the-letter-sounds/> Interestingly, this is as important with our KS2 children who are slightly behind, as it is with our KS1 children who are learning it daily.

In Jolly Phonics, the 42 main sounds of English are taught; not just the alphabet. Hear all the letter sounds here.

The video below goes through all of these sounds, in British English, or you can view the American English version of this video by [clicking here](#). Alternatively, you can listen to any of the letter sounds by clicking on the icons below the video.



Click the icons below to hear each letter sound in [British English](#). Alternatively, you can download all 42 letter sounds by [clicking here](#).

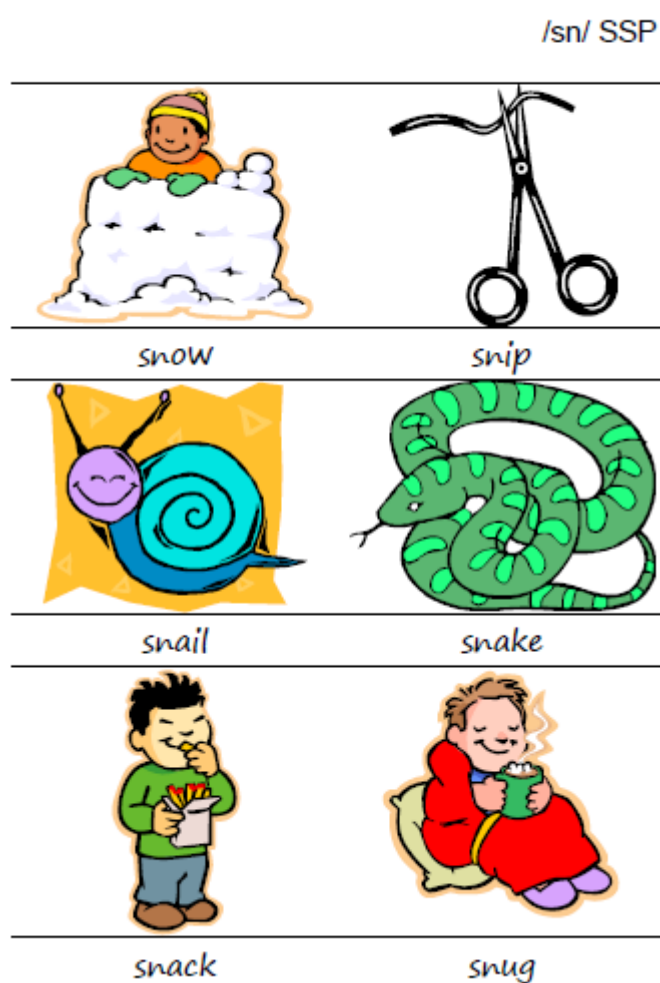


It is amazing what daily persevere and repetition can do to enable children to make sounds, we have sometimes had TAs working 1:1 for months on end to achieve 1 sound, in both KS1 and KS2, yet when they do persevere, that child's speech is transformed. This is something you could do if you consider having a daily 10-15mins slot on it (using resources like the 'sn' one below).

**Also, remember this focussed 1:1 attention will be great for your child's listening and attention skills, but they will enjoy the games too, maybe consider letting them play them afterwards! Children won't naturally select something they can't do so you could guide them with the sounds they need to persevere with.**

There are lots of similar flash cards available, and games to play. One website offering free phonics games is phonics play <https://www.jollylearning.co.uk/resource-bank/learn-the-letter-sounds/>

Use the log in march20 and password:home



## 6. Sensory breaks and mindfulness.

Ultimately, you know your child best! In school, we find physical or 'sensory' breaks in the day can really help children focus, and children are often happier to come back to start something if they know they are having a stretch or a run 'now' and then some learning 'next'.



Sensory covers a range of ideas but here are some starting points:

- press ups
- star jumps
- pushing and pulling against you
- Running on the spot or in a garden
- Tight squeezes and clenching, then relaxing
- Calm music time
- Lights turned down time
- Fairy lights time
- Popping bubble wrap
- Biting into crunchy apples, carrots, or even ice cubes
- wrapping up in soft blanket
- Permission to shout or scream in a set time
- Messy play (mud, shaving foam, bubbles, soapy water, icy water, leaves, sand, pouring water)

**Mindfulness** has lots of routes, many of which we are doing everyday in KS2 now.

- We start by saying 3 things we are grateful for, these can be tiny (my fluffy cat licked me) or huge (my breakfast was yummy)
- We take 3 deep breathes before we come back in after play and lunch to 'reset' ourselves
- We do a short mindfulness activity (I highly recommend Go Noodle, for a massive range of things) but this could include colouring, or simply listening to a bell, or chime, or piece of music, much like when we use our class Jigsaw chime.
- We have even started to 'jog' a daily mile (or set distance)-yes me included, and I can honestly say it really wakes you up and resets you, we're positively buzzing afterwards, even when I REALLY don't fancy it!

## **7.Anxiety and Worries**

Setting aside some time to talk, or time to write down worries.

This is really important. Children approach us all day with little worries, and it's important we thank them for sharing their worries with us. They are reassured to hear we are also going to think about their worries, but we often don't given them a solution but consider a problem shared is a problem halved. The NHPCC has guidance on this, including imagining your worries as a physical bag. If it's too full, you can't carry it. If you've emptied it through the day through sharing, you will feel the weight is lifted.

The more they talk to you, the more you will be able to determine the cause of their worries, which might then be something you can explore together.

In addition to the mindfulness steps, we regularly encourage our children to manage their breathing and take time to feel calm. Often we do it with them, or using physical resources to help.

There are LOTS of ways here, more than I have ever thought possible!

<https://copingskillsforkids.com/deep-breathing-exercises-for-kids>

### **SQUARE BREATHING**

Start at the bottom right of the square

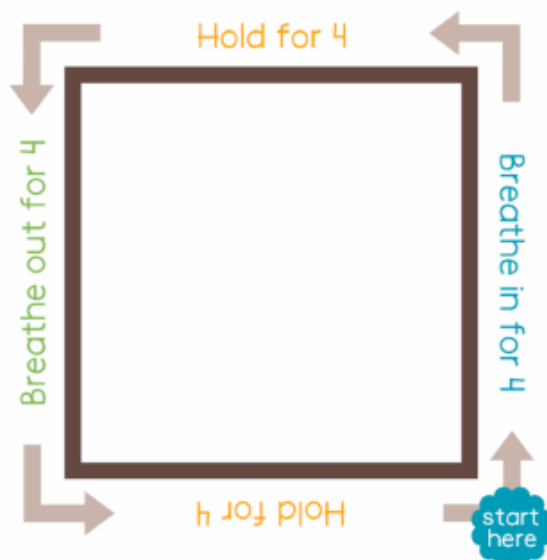
Breathe in for four counts as you trace the first side of the square

Hold your breath for four counts as you trace the second side of the square

Breathe out for four counts as you trace the third side of the square

Hold your breath for four counts as you trace the final side of the square

You just completed one deep breath!



## **8. Autism.**

If your child has autism, there is an entire primary autism toolkit that educators can access. I would highly recommend exploring this, as there may be some little features in it that really help you, particularly the now and next visuals. There is too much to add here but you can download it here and I think it is FANTASTIC. Also, autism websites will be updating daily to provide you with support.

<https://www.bristol.gov.uk/documents/2193095/3536388/Bristol+Autism+Team+Primary+Toolkit.pdf/c87f3b06-7855-c908-946e-e7b648da63e9>

Another very recommended website with a section for families:

<https://www.autism.org.uk/about/family-life/parents-carers.aspx>



I also highly recommend signing up to the email alerts, this week's contained the following:

### Latest advice and guidance on coronavirus (COVID-19)

**We cannot ignore the escalating public health situation we are finding ourselves in with COVID-19.** The best way to combat this anxiety is to remain as informed as possible and heed the latest advice issued by the Government. To access this information and help stay up-to-date, please visit our website to find clarity and follow links to the most recent official advice. To help explain coronavirus to a family member or to anyone you may support, [take a look at Carol Gray's social story](#), which works to make understanding these unprecedented times that bit easier. We will be continuing to update our website and provide more information in the coming days on how you can support yourself, an autistic relative or an autistic student during this period of uncertainty.

[Find out more about coronavirus >](#)

### Curbing anxiety in the classroom

**When you're anxious, this plays out in your behaviour.** Most of us can relate to that, but what we might not relate to or truly comprehend are the reasons why our autistic students are anxious, and this is where we need the help of autism specialists such as Sarah Hendrickx, **who shares her first-hand experience of where anxieties in the classroom can arise** and how to mitigate them.

[Read more about anxiety >](#)

### Sensory distress and how to navigate it

**Sensory overload is a primary cause of distressed behaviour.** Being able to recognise when this is the case and how steps can be made to alleviate sensory distortion is key. These issues can arise

from two main sources: **environmental** and **insufficient support** from learning staff due to a lack of understanding. Even if certain environmental factors are outside of your control, **the latter is definitely something we can help with!**

[Find out more about sensory overload >](#)

## Strategies and support with challenging behaviour

Learning to understand the cause of distressed behaviour is a great first step, but **how can you prevent further distress?** What can you do to prevent this behaviour in the first place? We look at both the formal frameworks and strategies as well as the informal ways in which you can make a difference in the classroom.

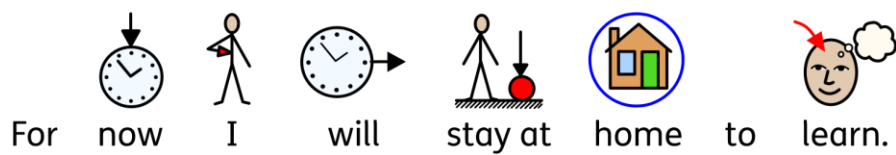
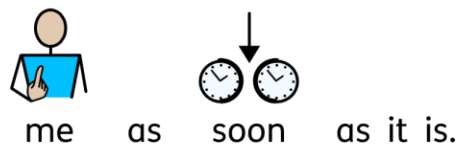
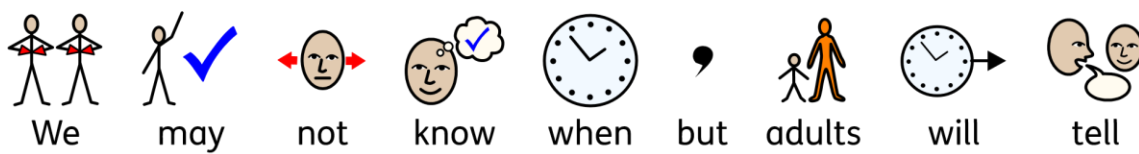
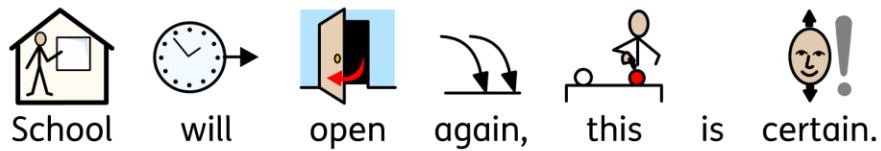
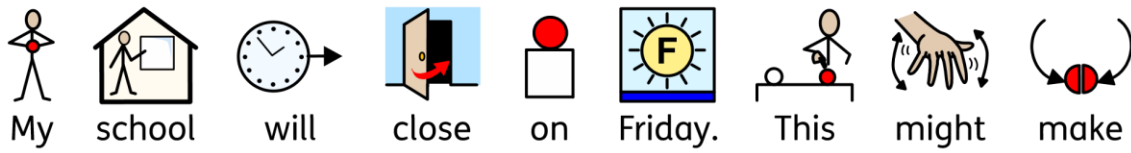
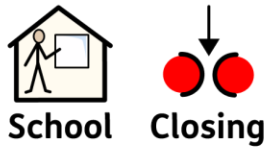
[Read about strategies and support >](#)

## Free learning resources you can use at home

Also see attention autism section.

### **9.Social stories in light of current events.**

These have been shared with me as a visual way to explore the current situation with your child. Very few of our children access this level of visual support, but certain children with autism, or much younger children, might find it helpful to look at with you.





Being



Safe

The reason that schools will close on Friday is

because we need everyone to be safe.

You will be safe at home. If you get poorly

your adults and doctors and nurses will care for

you. This is the same if anyone you know gets

poorly. When we are all safe and well we

will come back to school.





How to keep Safe



It is important I wash my hands for at least twenty seconds



every few hours. I should try not to touch my face to



it is okay.



wash my hands



much, but if I do it is okay. I should wash my hands before I



eat, after I go outside and if I sneeze or cough.



If I sneeze I should sneeze into my elbow or into a tissue



and then throw the tissue in the bin.



I should try not to touch people who are not in my family.



This will keep me safe.



Seeing



my



Friends



For the

next



few



months



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## **10.BCC CCHP and outside agencies contact details during Covid-19**

### **Community Children's Health Partnership** <https://cchp.nhs.uk/>

Community Children's Health Partnership (CCHP) Services are provided by Sirona care & health CIC working closely with our partners, Avon and Wiltshire Mental Health Partnership NHS Trust, University Hospital Bristol NHS Foundation Trust, Barnardo's and Off the Record. Together we provide all of the community child health and child and adolescent mental health services for Bristol and South Gloucestershire.

To find out about the services provided by CCHP and the conditions we can help with please use the A-Z finder in the [Explore section](#).

### **Important information about the coronavirus (COVID-19)**

**In light of the current COVID-19 outbreak, we have made the decision to suspend the majority of our face-to-face work for the time being. Contact with families will instead take place over the telephone, wherever possible.**

In addition, **from Monday 23 March, we will be running a dedicated telephone advice and information service** for families currently receiving care from Community Children's Health Partnership (CCHP) teams. These phone lines will run until further notice, and will be staffed from 9am to 4pm, Monday to Friday. For health information and advice about coronavirus, please go to the [NHS 111 website](#) in the first instance.

We will also continue to [keep the CCHP website updated](#) with the latest government and NHS advice, as well as information on what this means for your care.

#### **Occupational Therapy and Physiotherapy**

- 07917 393196

#### **Speech and Language Therapy (9am-4pm daily)**

- North Bristol - 0300 124 5832
- South Bristol - 0300 125 6279
- East and Central Bristol - 0117 3408242
- South Gloucestershire - 01454 862438

You can also email the team at [sirona.slt@nhs.net](mailto:sirona.slt@nhs.net) with your query and someone will reply with information.

#### **School Health Nursing and Health Visiting**

- South Bristol – 0300 1256277
- North Bristol - 0300 1245816
- East and Central Bristol – 0117 3408322

#### **ASD Hub Team**

- 0300 125 6207
- 0300 125 6206

Also, Bristol City Council have all of their local offer details here:

<https://www.bristol.gov.uk/web/bristol-local-offer>