



Lancashire SEND Specialist Teacher Parent SEND Resource Toolkit

No 9 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.



Self-Harm or Harm to Self

Self-harm is an expression of personal distress, not a mental illness in itself. There are many reasons why young people may self-harm or think about harming; it may be due to an underlying mental health problem, stress at home or school or some form of trauma such as bullying or abuse. For some young people, self-harm is linked to specific experiences and is a way of dealing with something that is either happening now or which happened in the past. For others, the reasons are less clear and can be harder to make sense of.

Self-harm includes:

- cutting or scratching
- causing bruises
- banging their head against a wall
- punching a wall
- pulling out their hair
- burning themselves
- falling over on purpose
- breaking a bone on purpose
- controlling the amount of food they eat to an unhealthy level

- over-exercising to the point it becomes unhealthy

Around 10-30% of teenagers self-harm at some point during their life. With the right help and support to reduce underlying stresses and treat mental health problems, young people can be helped to stop self-harming.

Self Help

There are some things you could try to encourage your child to stop self-harming or stop you thinking about harming:

Listen to music,
Talk to friends or family,
Write down or drawing how you feel,
Exercise and get outdoors,
Use Childline's Wall of Expression_game to let go of difficult feelings,
Draw a butterfly where you'd normally hurt yourself. Use it to remind yourself not to self-harm and to keep trying.

However, if these do not work, it may be time to seek help from your Primary Mental Health Worker or your doctor.

Useful Apps

Calm Harm provides tasks to help children and young people resist or manage the urge to self-harm.

BlueIce is an evidenced-based app to help young people manage their emotions and reduce urges to self-harm. It includes a mood diary, a toolbox of evidence-based techniques to reduce distress and automatic routing to emergency numbers if urges to harm continue

One of our specialist teachers came across this free eBook:

<https://parsleymimblewood.wordpress.com/>

Talking to your child about Corona Virus



It does a really good job of talking about how our routines have changed and we are not able to go to school anymore.

Parsley Mimblewood is a home-schooled kid who sees herself as something of an expert on "How to NOT go to School". The story follows her daily whimsical adventures along with her 11 animals and 7 imaginary friends. Each chapter explores an issue that might be weighing on children's minds at the moment such as missing friends, dealing with emotions and feeling cooped up.

Take notice of all the wonderful things around you. Try this photo challenge from:

www.elsa-support.co.uk



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).



DIY Telephone

In a nutshell – This simple, crafty telephone will engage kids for hours. All they need to do is paint some plastic cups, poke a hole in each of them, and thread string through the bottom. You can experiment with various speaking activities but we recommend the old school game of telephone where kids whisper to each other and pass the message around.

What you need –

- Plastic cups
- String or rope
- Paint for decoration

Funny Faces:

We love some of the activities from this website. In particular the 'Funny Faces game' is really good for encouraging vocabulary. You can download the activity (free) and if you have access to a printer, you can print out the appropriate sheets. Don't worry, if you haven't got a printer, your child could draw the features needed and make it their own.



<https://www.speechandlanguagekids.com/category/games/>

The download gives a range of activities you can do when you are making the funny faces.

For example -

Vocabulary: Talk about the parts of a face while you make funny faces.

Target vocabulary: eyes, nose, mouth, ears, feet, hat, hair, boy, girl, face

Spatial Concepts: Talk about where the pieces should go on the face.

E.G.: "Do the eyes go at the top or bottom of the face?" "Do the feet go above or below the face?"

Target concepts: top, bottom, above, below, middle, side, left, right, high, low

Answering Questions:

- What piece do you want next?
- What does your face still need?
- Where are you going to put the nose?
- What are you doing?
- Who is the boy?
- Who still needs a nose?
- Whose is this?
- How many ears does he have?
- How can you tell this is the girl?
- When do you brush your teeth?

Function: What do you do with your eyes, ears, nose, mouth, and feet?

Early Learning:

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

Try some of the home learning packs from classroom secrets.

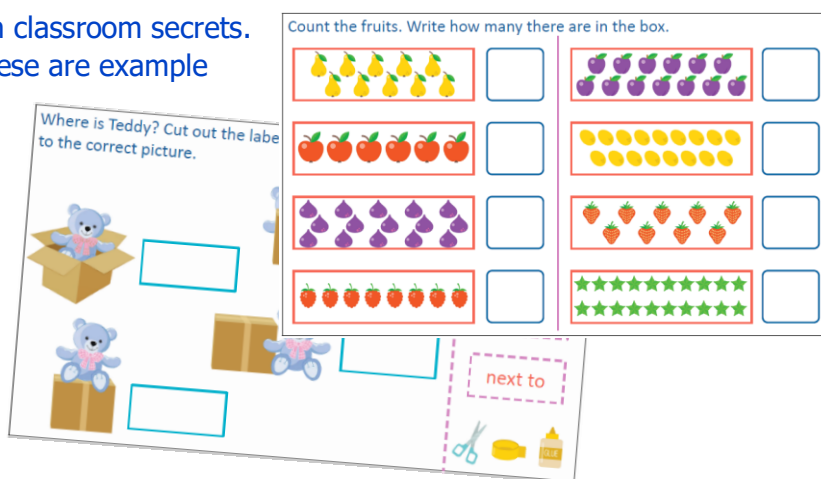
There are packs for every year group. These are example

pages from the EYFS pack. Each pack

contains activities for mathematics,

English and practical activities e.g. make

a puppet, create an obstacle course.



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

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

Supporting Literacy:



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

Reading: Supporting your child with visual perception difficulties

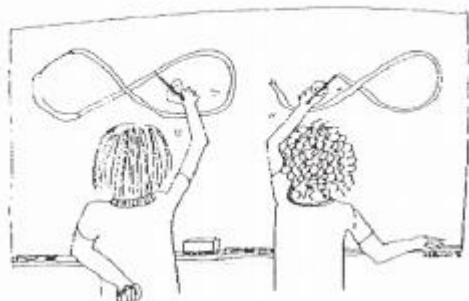
Visual perception is the ability to recognise, recall, discriminate and make sense of what we see. For example, recognising a letter 'b' and understanding how it is different from a letter 'd' or 'p'; being able to find a pair of scissors in a drawer full of different items, or completing a jigsaw. A child with visual-perceptual difficulties may be slow in recognising letters or numbers and may have trouble with the spatial demands of letter formation. The child may commonly reverse letters or be unable to self-correct his work because he is unable to discriminate visual information well enough to detect problems. Ball games, sports and common playground activities may be extremely frustrating for children with these issues. Successful handwriting requires the development of visual perceptual skills.

How can I help?

Resources:

- Letter search worksheets
- Maze worksheets
- Pens/ pencils/ crayons/chalks/ markers/
 - Chalkboard/ whiteboard/ large piece of paper stuck on the wall
- Tactile letters/ shapes in a bag

Warm-up: Lazy 8s Stand in front of a chalkboard or whiteboard, or pin a large piece of paper to the wall. Using a chunky marker pen, crayon or chalk, draw a sideways figure of 8 -



Stand still and draw it as big as you can! The child should start at the top of the right hand

loop (for a right handed child) and draw down the diagonal to the bottom of the left loop, up the left loop and down the diagonal to bottom of the right loop and back up again. A left-handed child should start at the top of the left loop and start down the diagonal from there. Keep going over the shape in different colours. You can also try using a stamp pen on it, placing stickers along it, or driving a toy car along it as if it's a race track.

Activities: - Letter/word search.

Print out some word searches, letter searches. You could also use numbers, symbols or pictures. Using a highlighter pen or marker, search for the words, letters or objects. Encourage a methodical approach, starting at the top left corner, and using a finger or a ruler to help scan along the lines.

Mazes - Print out some maze worksheets and encourage the children to complete them. Start with simple mazes and build up to more complex ones. Use coloured markers that show up well against the print. Encourage the children to follow the pencil line with their eyes

Tactile Letters - Have an assortment of tactile letters or shapes in a bag. You can use magnetic letters that you stick to the fridge, or cut letters

out of thick card. You could even make them out of clay. Alternatively, they can be purchased, for example: <https://www.learningresources.co.uk/product/tactile-letters.do> or http://www.cambridgeeducationaltoys.com/index.php?main_page=index&cPath=94_105_106
 Begin with only 3 letters. Show the child the letter, then place it in the bag with the other 2 letters. Encourage the child to feel for the correct letter without looking.

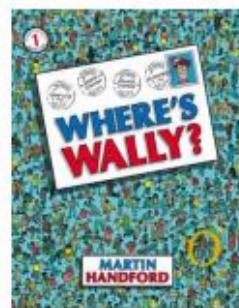
Where's Wally? Use a Where's Wally book or similar, such as Usborne's Things to Spot. See if your child can identify strategies to help them find what they are looking for, such as starting in the top left corner and working their way across

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/>

the page, or covering up some of the page to make it easier to scan.



For further ideas:

https://www.swft.nhs.uk/application/files/9514/6158/0965/4_visual_perception_and_memory.pdf




Make your own books:

Make your own books with your child. It will be a good way of remembering some of the activities you have done at home, and, would be something they can take back to school to share with others.



TOP TIP!

1. Take photos of your child doing everyday things. Walking, running, playing with the dog etc.
2. Print out the photos ...or ... import into 'word' or 'PowerPoint' on the PC ... or ... have a look at 'Book Creator' on the iPad.
3. Write ONE or TWO simple sentences.

			
Only use one or two sentences:	<p>Look at Billy.</p> <p>Look at me.</p> <p>I can sit.</p> <p>Billy is sitting.</p>	<p>Look at Sally.</p> <p>Look at me.</p> <p>Sally is running.</p> <p>Sally is running in the garden.</p>	<p>Billy is washing up.</p> <p>The water is hot.</p> <p>I can wash my bowl.</p> <p>Billy can wash the bowl.</p>

The reading of the stories should be made easier because it will be obvious from the photograph what is happening.

When asking questions, use details from the photograph.

1. What colour is your t shirt?
2. Where are you sitting?
3. Where are you playing?

Older children:

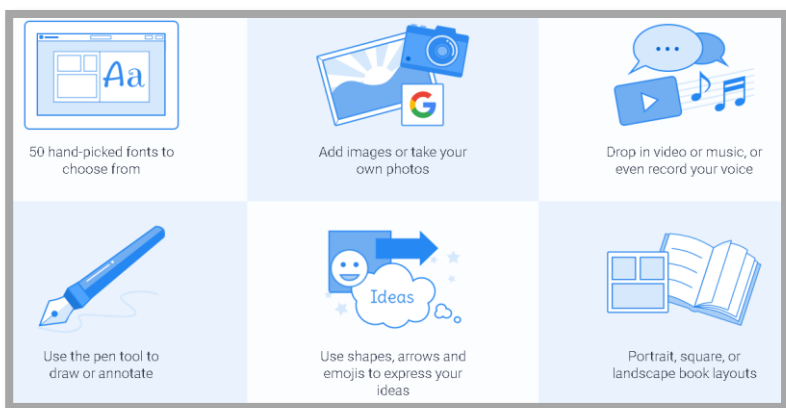


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PS Book Creator has a special offer for schools – significant reduction in the cost of the whole school license.

Supporting Number:

- It's not uncommon for young people to have trouble with maths.
- Math difficulties can show at different ages and in lots of ways.

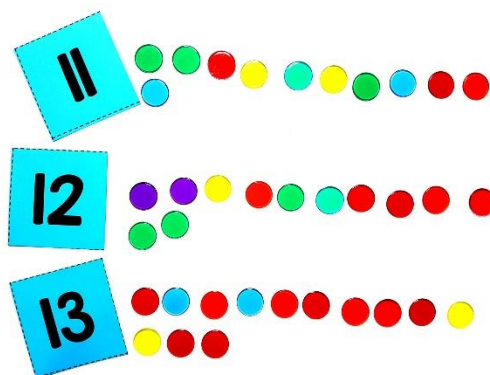
Children need opportunities to learn and experience numbers. Learning to count, identify numbers, and understand quantity are a few of the essential concepts. Repeated experiences build understanding and fluency with numbers. These experiences help expand knowledge and learn new ideas. A strong number sense is vital for future understanding of more complex math topics.

Build Number Sense through Counting

It is crucial to count with children every day. Repeated oral counting helps them hear what numbers sound like and to learn their order. Using math manipulatives, like counting chips, can help build a connection to verbal counting and counting objects. This one-to-one counting is an important skill that needs to be practiced often.

Activities

- Count out loud starting at one and building to higher and higher numbers.
- Take turns counting by 1's.
- As counting develops, teach number patterns and counting by 2's, 5's, and 10's.
- Use a number chart to see what numbers look like visually. Point to each number as it is said.
- Encourage your child to practice one-to-one counting with small objects. Have small groups of objects set up in a centre for them to count.
- Provide number cards (like those seen on the right) for your child to represent with counters.



Build Number Sense by Matching Numbers to Quantities

Provide materials for your child to count and connect with objects and numbers. This encourages children to see that numbers are more than words. Teach children that numbers have many representations, such as dots, fingers, counters, numerals, objects, ten frames, etc.

Activities

- Match two different types of objects together, such as five counting bears and a domino that shows five dots.
- Use links to create a number chain for a number.
- Work up to showing quantity with more than two types of objects (as seen in the photo).
- Have many different items available for activities, such as dice, dominoes, number magnets, bears, counters, cubes, and number cards.





- Match number cards from a card deck or game of Uno with dots on dominoes. Find every number combination on the dominoes.

Build Number Sense by Ordering Numbers

Provide opportunities for your child to put numbers in order. While they put numbers or objects with numbers on them into the correct order, they are counting and building number sense.



Activities:

- Provide opportunities with using a number line and number chart that puts numbers in order for us.
- Give sets of numbers to order correctly by finding them on the number line.
- Cover different numbers on a number chart with sticky notes and ask kids for the missing numbers.
- Build Lego stacks by putting the pieces together in an order written on the blocks.

Supporting Sensory and Physical needs:



Handwriting is a complex skill to learn and starts well before a child is ready to pick up a pencil and make marks on paper.

To develop good handwriting you need to:

1. Have good whole body strength and dexterity (Gross & Fine Motor Skills).
2. Understand direction, movement and position (Spatial Awareness & Motor Memory).
3. Remember and recall how to form the different shapes of the letters (Visual & Motor Memory).
4. Sit correctly (Gross Motor Skills).
5. Hold a pencil appropriately (Fine Motor Skills).
6. Control the pencil (Fine Motor Skills).
7. Tilt and move the paper on the desk (Gross Motor Skills & Spatial Awareness).
8. Refine letter formation and position (Fine Motor Skills, Visual & Motor Memory, Spatial Awareness & Eye Tracking).
9. Join the letters to form words (Fine Motor Skills, Visual & Motor Memory, Spatial Awareness & Eye Tracking).

All these skills and strengths are learnt and developed in stages as a child grows. A weakness in any of the Key Strengths areas affect a child's handwriting skills. The Teach Handwriting website has lots of games to support any weakness with fine or gross motor skills, visual and motor memory, spatial awareness and eye tracking. <https://www.teachhandwriting.co.uk/handwriting-motor-skills.html>

GoNoodle engages 14 million kids every month with movement and mindfulness videos created by child development experts. Available for free at school, home, and everywhere kids are!

<https://www.gonoodle.com/>

