MARLFIELDS PRIMARY ACADEMY

COVID -19 SUPPORT FOR PARENTS WITH SEND CHILDREN

2020-21

How can I support my child, during schools closure, if they have SEN/D?

This is a document to give a starting point if your child has any level of SEND (Special Educational Needs/ Disabilities). It is only a starting point, compiled from many places and experiences, we have tried to consider the support we offer 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

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 are 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, I-pad time, reading, lunch, snack, colouring.

For many children, a 5-10minute timer of activity, before a sensory break could have a huge impact.

You know your child best to explore different times that work. Here are some timetable 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>

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.

Speech and Language

Take a look at the Talk Speech and Language Therapy Facebook page. Resources, fun and engaging videos, Makaton-signed stories and lots more will be regularly posted on here for everyone to join in with at home: <https://www.facebook.com/talkslt/>

Makaton is a great tool that uses, signs, symbols and speech to support people's communication. It is used more and more by the general public to aid communication. <https://www.makaton.org/shop/shopping/freeDownloadDetails/Your-Home-3>

1. Language support.

Many children have speech and language difficulties and struggle 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 1st).

•Keep instructions short and simple. Break instructions into smaller chunks.

•Repeat instructions more than once.

•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.

•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.

•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 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.

The ability to keep in mind the information we need to complete a plan, project, or problem.

Memory Games Ideas Visual Memory Games

* KimsGame –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.
* 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.
* ‘Find the difference’ pictures. 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
* 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.

Auditory Memory Games

* 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.
* 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...
* 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
* 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.
* 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.
* 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.
* 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.
* 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:

* Make models with lego, bricks etc.
* Make words with wooden letters then get the pupil to read the word. E.g. Put the letter win the second square, ansin the first square and a tin 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 (inspired by the Attention Autism structure).

They take a bit of setting up. The important thing is that they watch you do something before they join in. We take ideas from the Talk Speech and Language Therapy or Gina Davis Autism pages on facebook, but often it’s a case of hiding something in a bucket/box to reveal it, and simply watching it, e.g. a wind p toy, a lava lamp, a flashing toy. Talk and Gina are uploading videos regularly.

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.discoveryeducation.co.uk/what-we-offer/discovery-education-espresso>

Click log in to expresso

Username:

Password:

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
* -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)
* -Also, try looking at Bizzy Breaks for more examples:

Mindfulness has lots of routes.

* -Start by saying 3 things you are grateful for, these can be tiny (my fluffy cat licked me) or huge (my breakfast was yummy)
* -Take 3 deep breathes before we come back in after play and lunch to ‘reset’ ourselves
* -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.

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

8. Autism.

If your child has autism, there is an entire primary autism toolkit that educators can access 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-e7b648da63e](https://www.bristol.gov.uk/documents/2193095/3536388/Bristol%2BAutism%2BTeam%2BPrimary%2BToolkit.pdf/c87f3b06-7855-c908-946e-e7b648da63e)

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

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.