



Lancashire SEND

Specialist Teacher

Parent SEND Resource Toolkit

No 7 May 2020

Home learning ideas for pupils
with Special Educational Needs

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 or researched 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, Emotional and Mental Health Needs:

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.



Fun and engaging activities to occupy you and your children during these challenging times.

<https://mindfulmonsters.co.uk/free-games>



Have a go at some of these activities.

Activity A

Opposites

Draw an animal with the hand you normally write with.

Now try drawing it again with your other hand. It's a bit more tricky isn't it?

Activity B

Find and seek

Search each room of your house and find something that is your favourite colour.

How many things have you found?

Activity C

Bingo bango

Stand in your garden or doorstep, try and listen for:

- A dog barking
- Birds chirping
- A car driving by

When you have heard them all shout 'Bingo Bango!'

Bingo Bango!

Supporting Communication and Interaction

Visual Timetables

Many children benefit from having a predictable routine in their lives. Visual timetables can help them in the classroom and at home. A visual timetable is a schedule that uses objects, photos, pictures or symbols to show what's planned for a child's day. It can take many forms, but the most important thing is that it's highly individualized and tailored to the needs of the child. Visual timetables can be beneficial for children with a range of special needs. **They can help to provide structure and routine, encourage independence, prevent frustration, confusion and anxiety and build confidence.**

Visual timetables are often used with children who are on the [autism spectrum](#), helping them make sense of everyday life. Research has shown that autistic people have a high baseline level of anxiety on a day-to-day basis, and need to have clear structure and expectations to help them to manage it.

They can also be helpful for children who have SEN that affect their ability to concentrate or



organise themselves, such as dyspraxia, attention deficit hyperactivity disorder (ADHD) or attention deficit disorder (ADD).

Email: send.traded@lancashire.gov.uk



Timetables need to strike a balance between showing enough detail and being simple enough

for children to understand. Children need to be able to use it when they're emotionally dysregulated, not just when they're calm, otherwise it ceases to be a support at all.

Many parents find that visual timetables are a useful tool for home life, whether they have a child with SEN or just need to encourage them to be more organised and independent. You could, for example, make a timetable that shows the tasks your child has to do before school: have breakfast, get dressed, brush their teeth, and so on.

There are many different templates and ideas for making visual timetables on [Pinterest](#). There are also apps that can help you make schedules for your child, such as [picturepath](#).

You can also weave in motivators, such as five minutes watching Peppa Pig on the iPad after your child has cleaned their teeth.'



Twinkl has a range of free downloadable templates

<https://www.twinkl.co.uk>

Top tips for encouraging speech and language skills:

- Get the pupil's attention**
Say the pupil's name and ensure they are looking before asking questions or giving instructions, so they know when to listen.
- Talk calmly and slowly**
to support their ability to process words.
- Use simple language and repeat if necessary**
Chunk instructions by giving one piece of information at a time. Use short sentences and emphasise key words.
- Check the pupil has understood instructions or new information**
After giving an instruction, instead of asking 'Do you understand?' ask 'What do you need to do now?'.
- Use symbols and pictures where possible**
Add pictures, symbols or actions to represent new words or concepts to support their understanding visually. Set out instructions using task plans and summarise stories on narrative grids.
- Give the pupil 'thinking time'**
Stay quiet and give the pupil time to respond, to help them process information.
- Model correct language**
Correct grammar and expand sentences by modelling or adding on words to what he/she has said and repeating it back.
- Encourage the pupil to ask for help**
Establish a system for the pupil to be able to ask and offer strategies, such as using a dictionary.

Sandwell and West Birmingham Hospitals NHS Trust

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 Apps



Hairy Letters - assists with letter and sound recognition (free for Apple users)

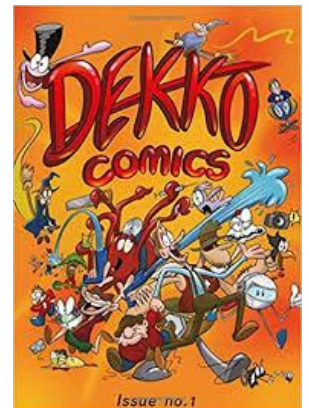


Hairy words 1 – designed to support sight knowledge (free for Apple users)



Hairy Phonics 1 & 2 – develops phonemic awareness and introduces 9 most common consonant digraphs (free for Apple and Android users).

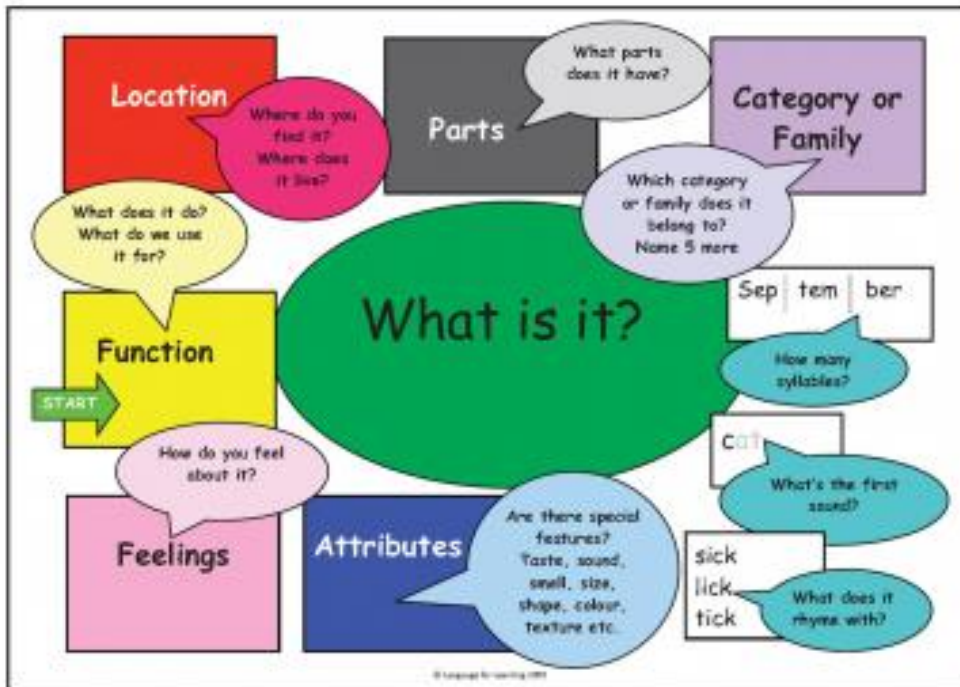
Dekko comics for KS2 and older children. These comics have been designed with dyslexic children in mind; to make the process of reading easier and to engage children with printed text. All content is linked to the national curriculum. Online comics are free to download. <https://dekkocomics.com/topic-guide>



Supporting young and older children to learn new words:

Young children typically learn words through **listening and talking**. They hear the words around them and practise using them by speaking. Both spoken and written words are important. Children who have a large vocabulary understand more of what they hear and read. **Older children** are typically expected to learn more and more words through reading and writing. However, although reading can support vocabulary development, **older children**

continue to need support with learning words through talking, particularly with words that are more abstract e.g. through, every, before, each, few. There are close associations between how well teenagers read and write and their vocabulary skills. Supporting teenagers' vocabulary skills has potential implications for reading comprehension. Try some of these activities to support your child's understanding of words.



1: Use a word mat or word web: write the target word in the middle of the word web and then fill in the boxes around it.

2. **Word rounds**

Choose one of the categories below. After you have chosen your category set a timer for one minute. Taking turns to see how many words can be generated in one minute. Record the family total and then try to beat it next time.

Animals	Clothes	Furniture	Food	Transport
Sports	Countries	Shops	Parts of the body	Computer games
Films	T.V. programmes	Famous people	Anything to do with Christmas	Books
Something you cut	Something you can smell	Something you wear when it is hot	Something you can see on a beach	Songs
Somewhere you go on holiday	Something you would see at the zoo	Things you use or wear when playing sport	Things you could do with a piece of paper	Something red/ green/ blue

Don't say it!

Cut out the words below or think of your own words. They might be related to what your child has learnt at school or any words that they are familiar with. Place all the words in a 'hat'. Each person takes a turn at taking out words from the hat. The challenge is to describe the word without using the word at all.

hill	trolley	graph	desert
dinosaur	fly swat	spaceship	cornflakes
mountain	biscuit	storm	flood
tree	umbrella	bee	baby
geography	daisy	crocodile	cinema
planets	purse	moon	present

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.

How can I help my child with maths at home?

Count your steps as you take a walk. Count by 1's, 2's, 5's, and 10's

Give your child coins to practice counting money

Give your child story problems to try and solve. Have your child explain how to solve the problem.

Have children point out patterns they find.

Let your child help you cook. Cooking involves a lot of counting and measuring.

Help your child learn math vocabulary.

Supporting Sensory and Physical Needs

Outdoor play for children with visual impairment

Outdoor play is important for all children and, particularly in the case of children with vision impairment, can provide real life, concrete experiences from which they learn about the world around them. Exploring outside helps children develop mobility and independence skills; it can provide tangible contexts for learning about literacy and numeracy; it helps them face challenges and take risks; importantly, it provides the perfect opportunity to have fun with friends and stay active. Explore the RNIB website for additional support <https://www.rnib.org.uk>

Messy and muddy at home and in the garden

Even the smallest of outdoor spaces can provide a child with great opportunities to stimulate their minds and bodies.

A safe environment

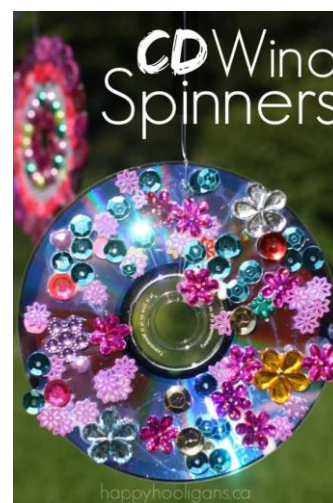
1. Walk round the space, allowing your child to become familiar with the area they will occupy. First, trail the perimeter of the garden to give them an appreciation of the size. You can explore space by seeing how long it takes you to run/walk/hop/jump to the end of the garden. Talk about size or distance in relation to something that the child understands well, e.g. the garden is as long as four cars parked in a line or this flowerbed is the size of Mummy and Daddy's bed.
2. Ensure the garden is secure; check for gaps in the fencing or hedge that a child might wander through.
3. Take care with steep steps or drop-offs and cover any ponds. In the first instance, you might want to block access to steps altogether but, in time, support your child to navigate these safely and independently. You could use yellow paint or a tactile marker to show your child where the steps begin. Consider sharp, pointed objects e.g. canes. (Your local garden centre will stock cane toppers – also called eye guards – but why not encourage your child to make their own)

4. Create familiar landmarks so that your child has a point of reference for their location at any time. One idea, if your garden allows, is to create a maze on the top or side of a wall – a raised surface that your child can follow with their fingertips or a brightly painted line to track. Another option is to use visual, tactile and auditory prompts such as bunting, wind chimes, spinners or sun catchers all of which are easy to find in shops but can be made at home.

How to make CD wind spinners

You will need:

- old CDs or DVDs
- PVA glue
- Craft gems, jewels and sequins, buttons etc.
- garden twine or string
- craft bells



Simply glue assorted, colourful craft gems and jewels to the surface of your CD or DVD.

Once dry, thread the twine through the middle of each CD/DVD and secure with a knot at each end. Add bells if you want to create a wind chime effect. Suspend your wind spinners individually around the garden or fasten two twigs together in an 'X' shape to make a hanger for all of them.

Ball games and exercise.

All children enjoy throwing, catching and kicking a ball and, for children with vision impairment, these vary in size, colour, sound and texture. Choose a ball according to the age and needs of your child but do try to have a variety to offer a range of experiences. Skipping ropes are great for encouraging coordination and developing strength as well as a child's awareness of their own body and how it moves. Using a rope and carabiner is a good way to safely encourage children to run in a straight line, down the garden and back again. Trampolines are a fantastic way to burn off excess energy and really get the pulse racing.

All children fall but if parents can maintain a positive and calm attitude it makes a big difference to how the child reacts. Learning to fall safely is a skill that can be developed, for example by practising on a soft surface from a kneeling position. Make it into a game so that your child doesn't develop a fear of falling. Use a simple, fun phrase like 'bumper hands' so your child knows to put their hands in front of them, almost as though they are holding a beach ball, to make a protective arc.



Ball games in the garden

A VISIBLE DIFFERENCE THROUGH SPORT

British Blind Sport want to encourage blind and partially sighted children to get active and play sport. Here is a simple idea they recommend:

Skittles

Explain the aim of the game and how the skittles are set up before beginning. To make the activity inclusive for children with little or no sight, stand behind the pins and clap three times as a guide.

Plastic bottles filled with bells, dried pasta or rice make good skittles with an audible quality that allows a visually impaired child to tell whether they have hit their mark.

British Blind Sports have designed a 'First Steps Pack' for children aged 3 to 11 years old, the pack includes:

- Audible ball: A bright and bouncy ball with ball-bearings inside to allow the child to hear the ball.
- Activity booklet: Simple and enjoyable games that encourage the entire family to play together.



- Progress poster: Tracking the child's daily achievements to encourage habitual activity with a fun sticker chart

This fabulous bit of kit comes absolutely FREE of charge, straight to your door; all they ask is that families and children take the time to complete a simple log book and a series of short surveys so that they can evaluate the efficacy of the project in order to inform future services.

For more activity ideas and a pack to develop basic skills, contact British Blind Sport:
www.britishblindsport.org.uk/firststeps



This is a great idea for those children who enjoy a bike ride.

One of our Qualified Teachers of the Deaf has found this information for us.

Email for details:



Chloe's and Sophie's Special Ears Fund

12 mins • 🌐

🚲 UK WIDE SERVICE FOR DEAF CHILDREN 🚲

One of the things children can do in lockdown is take one daily exercise with their family. This could be riding their bike or going on their scooter.

We recognise how important this is and are able to offer specialised cycle helmets, fully funded by **Chloe's and Sophie's Special Ears Fund**, to 50 Deaf children across the UK.

Children with Cochlear Implants and BAHA's have priority as some shop bought helmets do fit with Hearing Aids.

Please email and ask: wishes@cssef.org



Finally:

Here's something for a sunny day ...



Bubble snake:

For this, you will need a plastic bottle, scissors, washing up liquid, dish cloth and elastic band.

- Cut bottom off water bottle.



- Cover with dish cloth, securing with elastic band.

- Fill shallow dish with water and washing up liquid. Dip cloth covered end into mixture.
- Blow the top of the bottle to make bubbles.



Adaptations

Add food colouring drops to the cloth-covered end of the bottle to make colourful bubble snakes.

See how long you can make your snake before it falls.