

Lancashire SEND

Specialist Teacher

Parent SEND Resource Toolkit

No 5 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.



Twinkl home learning hub are offering free daily activities and live sessions. These are split into ages 3-5, 5-7, 7-9 and 9-11. They cover literacy, numeracy, French, topic work, Joe Wicks follow up activities, mindfulness activities and reward certificates.  
<https://www.twinkl.co.uk/home-learning-hub>



# Supporting Social, Emotional and Mental Health

## Coronavirus: dealing with bereavement and grief



### Children and young people

Children and young people will be hugely affected by what is going on around them at this difficult time. Their lives are changing and they will have picked up worries and fears about the virus and the possibility that they or someone they love and depend on may get ill. They may be particularly worried that grandparents, older relatives and family members with health conditions or disabilities might die. They will also pick up on other worries parents and carers may have about the situation. For children who have already been bereaved, anxiety may be worse.

If you are isolating as a family this can mean that activities which help children and young people switch off, relax and cope with stress are not available. It is normal for tempers to fray when families are thrown together for long periods, sometimes in close quarters. For further information for both adults and children, online support can be accessed at [cruse.org.uk](http://cruse.org.uk).

### How you can help

Talk honestly with your children about both facts and emotions. Ask what they know – they may be getting information which is incorrect or distorted from friends or social media. Don't overload children and consider their age and understanding. With a younger child you may need to give information in small chunks.

Ask what they know, and be reassuring. Explain that the illness is often mild and most people recover. But be honest about the fact that, very sadly some people will die. It's OK to let them know if you don't know the answers to some of their questions.

Don't make promises ('Grandma will be fine') but reassure them that they are loved and supported. Let them know about any plans for what might happen if one of the family gets ill. Focus on what you're doing to stay safe. An important way to reassure children and young people is to emphasise the safety precautions that you are taking. Children feel empowered when they know what to do to keep safe so explain about the importance of washing their hands.

It can help to keep to a routine, especially when everything has been disrupted. Structured days with regular mealtimes, school work, breaks, playtime and bedtime can help younger children happy and healthy. Help them get some exercise even if they can't leave the house. Help them keep in contact with friends and relatives over the phone or internet.

Don't be hard on yourself or set unrealistic goals about what you can do under exceptional circumstances. Try to make sure you all get some time apart, and time to relax. Where possible, let children and young people make some choices about what they are doing, as this may help give them some sense of control over their lives.

# 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).

## **SKILL: Ability to share possessions and space**

### **Sharing is a basic social skill.**

Developmentally very young children like to keep their possessions to themselves. As they get older and move into pre-school and beyond the notion of sharing becomes a pre-requisite for playing with and forming relationships with others. Other children like to play and be with those who share their time, possessions and space with them. Sharing is the start of empathy as it shows you care about other people’s feelings. It also sets up the situation that encourages other children to share with them.

#### **Tips:**

1. Children don’t need to share all their possessions. They can put away those things they don’t want to share.
2. Children shouldn’t flaunt or show off special items.
3. Children shouldn’t hog things which don’t belong to them and which others want to use.
4. Give your child plenty of opportunities to share with others in informal play situations. Talk about sharing before moving into social situations.

## **SKILL: Holding a conversation**

### **Holding conversations with others is a lifetime friendship skill.**

Conversations require self-disclosure, which can be challenging for some children. Good conversationalists give of themselves, but also take an interest in the other person. Many children forget that good conversations are two way events, and tend to focus solely on themselves. Children within conversations need to learn to ask good or interesting questions; to take turns when speaking and to show you are listening by making eye contact and not interrupting.

#### **Tips:**

1. Hold conversations with your children in a variety of situations, including mealtime so they experience the conventions of conversation. They will also learn how to start a conversation by talking with you.
2. Talk about conversation starters with your children. These often involve questions that are related to the situation or that both of you have an interest in.
3. Encourage children to stay in conversations, or even start up conversations with adults. This will provide terrific experience in asking and responding to questions as well as making eye contact and showing interest.



Did you join in #LancsLegoClub?

Look for Lancashire Libraries on Facebook and their post about their virtual Lancashire Lego® Club – each week setting a new challenge and encouraging everyone to send in pictures.



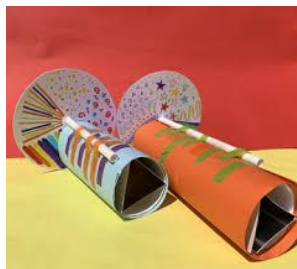
The challenges are set at 11am every Monday. The challenge for Monday 27<sup>th</sup> April is ...'**transport**'. Once your child has created their model, upload a photograph to #LancsLegoClub Facebook or Twitter page.

## Cognition and Learning: Supporting Literacy:

### Reading and following instructions:

[How to make a Kaleidoscope](#)

#### Materials



- Cardboard tube
- Bendy drinking straw
- Mirror card –there is often mirror card in packaging, but if not try cardboard with tin foil

over it.

- Circular piece of card double the diameter of the loo roll (try and use something from the recycling box)
- Felt tip pens
- Sticky tape



- Paint, coloured paper, sequins, (or whatever you want to decorate the Kaleidoscope with).

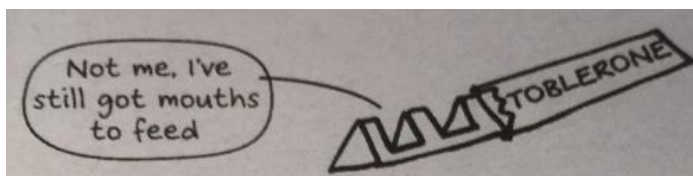
#### Method

1. First, decorate your circular piece of card. You can decorate the outside of your loo roll too. The more colourful, the better.

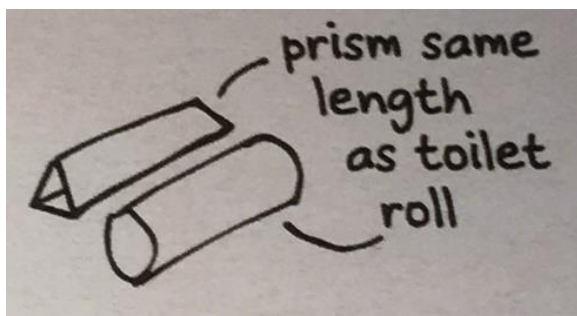




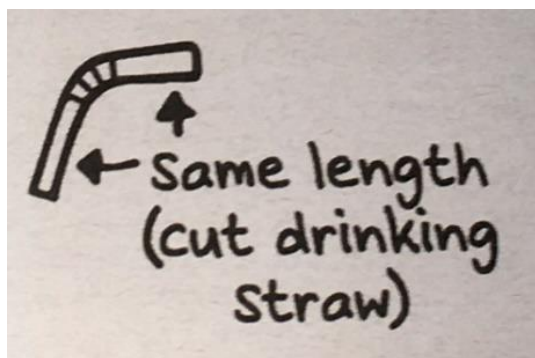
2. Get your mirror card and fold it into a triangular prism the same length as your roll, making sure the mirror side of the cardboard faces inwards. It should be the same shape as a Toblerone... the packaging not the chocolate!



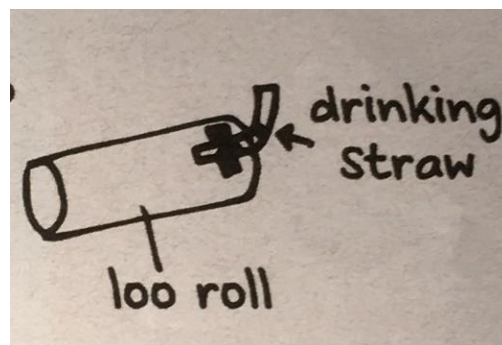
3. Now insert your prism inside your roll.



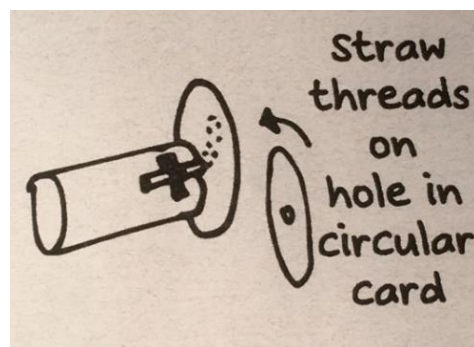
4. Take your straw and cut the long section so the bendy part is in the middle and you have the same length on either side.



5. Use sticky tape to stick the straw to your loo roll so the bend is on the end of the roll.



6. Make a hole in the centre of your circle of cardboard and thread it on to the drinking straw so that the bendy section holds the circle of cardboard in place. In other words, your straw should be bent into an L-shape.



### Results

When you look through the end of your loo roll and rotate the circle of cardboard, it will make pretty, moving patterns. The reflection on all three sides of the mirror card repeats the view down the prism so you see symmetrical, ever-changing patterns as you rotate the cardboard circle with your hand.

For more activities see [www.konnie-huq.com](http://www.konnie-huq.com)

# Supporting Number: Games with Dice

## 1: Triangle Tower



This game is a great way to test your child's times tables skills, and it only takes two minutes to set up!

What you need to play:

- Two dice
- A sheet of paper
- Counter or coins

How to play:

Step 1: Draw out a triangle made from squares, with four on the bottom up to one at the top.

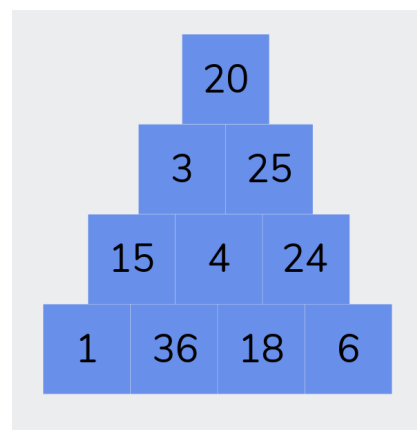
Step 2: Each player chooses 10 numbers from: 1, 2, 3, 4, 5, 6, 8, 9, 10, 12, 15, 16, 18, 20, 24, 25, 30, 36. This is all of the possible options you can

get when multiplying the numbers between 1 and 6 together.

Step 3: Write one number in each of the ten triangles from the product table results above.

Step 4: The first player then rolls 2 dice and multiplies the two numbers together. If they have the product of the two numbers written on their tower, they can then cover it with a counter.

Step 5: The winner is the first player to cover all their numbers in the tower.



## 2. First to 10 (or 20)

This game is great for simple adding (and subtracting). It also involves a competitive element.

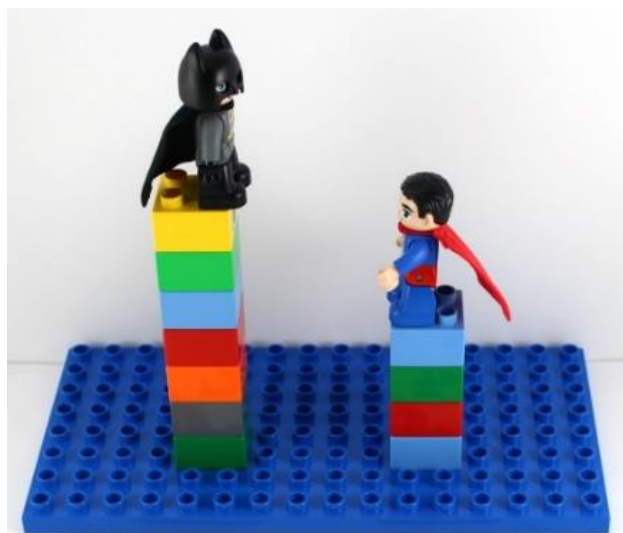
What you need to play:

- Dice (you can play with one or two)
- A Lego® baseboard
- A minifigure each
- Lego® bricks

How to play:

1. Choose your minifigure and place it on the baseboard.
2. Decide what will be the winning score (e.g. 10).
3. Take turns to throw the dice. Place that number of bricks under your minifigure.
4. First one to reach the score wins the battle.

You can always play in reverse. Start with 20 and take-away bricks. First to the ground (the base plate) wins.

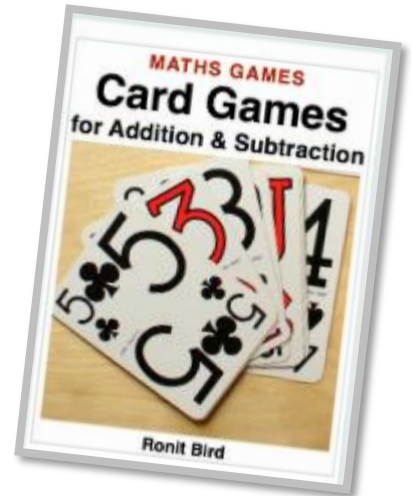
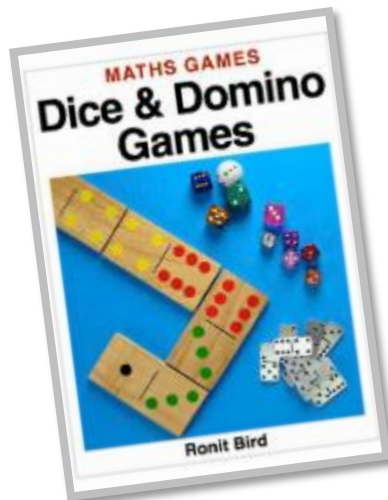


## Free ebooks:

Download in Apple Books.

Further details:

<http://www.ronitbird.com/games/>



## Supporting Sensory and Physical needs:



<https://www.doorwayonline.org.uk/>

Doorway Online is a collection of free and highly accessible educational games that learners will find easy to use independently. Each activity has a range of accessibility and difficulty options. Originally developed with funding from Scottish Borders Council, it is now managed by the Doorway Accessible Software Trust, a Scottish charity.



Are you isolated?

Do you need batteries for your Hearing Aid, Cochlear Implant or BAHA?



CSSEF will post them directly to your house.

We will offer help UK-wide until we are safe.

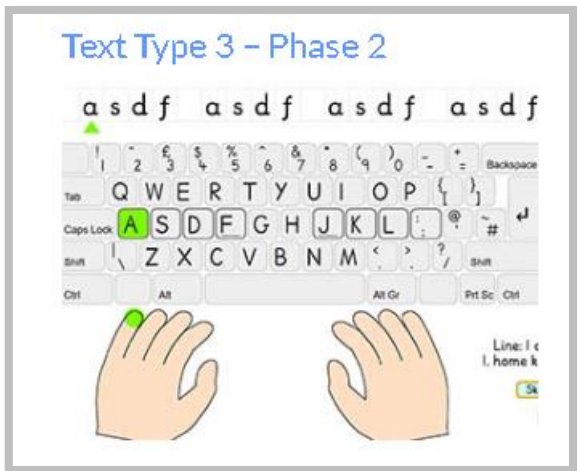
Please email [wishes@cssef.org](mailto:wishes@cssef.org)



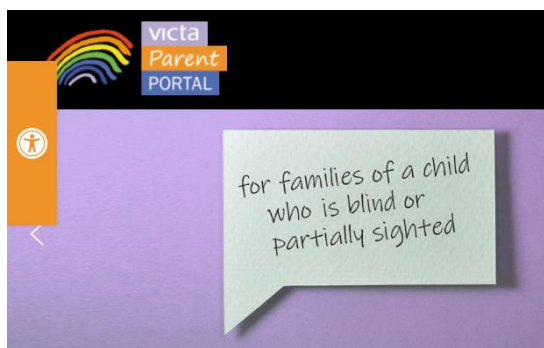
**NHS** Our charity is supporting the NHS Audiology Departments who are working so hard in this crisis.



**COVID-19 Urgent Relief Response**  
[www.cssef.org.uk](http://www.cssef.org.uk)  
 Chloe's and Sophie's Special Ears Fund  
 Registered Charity no. 1131263



The latest version of our popular touch typing tutor, designed specifically for visually impaired (VI) learners. It is being updated to in order to be compatible with all devices, and to provide additional VI support, including larger text and text to speech.



VICTA is a national charity that provides support to children and young adults from 0 to 29 who are blind or partially sighted and their families. VICTA believes that everyone has the right to an independent and fulfilling life. VICTA's support, advice, grants and activities enable young people and their families to build skills, develop confidence and help each other toward a more positive future. Victa have great resources and information on support available during this lockdown period.

[www.victa.org.uk](http://www.victa.org.uk)



### 1. Take part in our Positivity Project!

We are spreading joy and positivity online through the #VICTAPositivityProject by asking you to share your creative outlets. It's just a nice way to come together in share in something that brings us happiness. Find out more here:

[victa.org.uk/positivity-project](http://victa.org.uk/positivity-project)

