

Lancashire SEND

Specialist Teacher

Parent SEND Resource Toolkit

No 4 April 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 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 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.

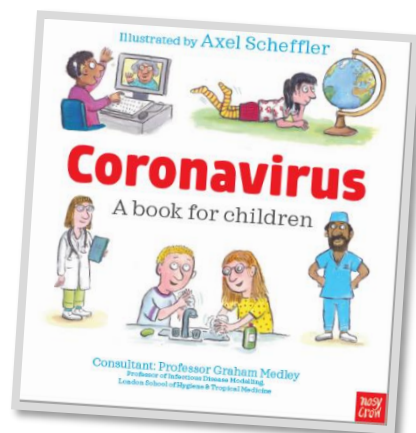


KEEP LEARNING

<https://nosycrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler/>

The book answers key questions in simple language appropriate for 5 to 9 year olds:

- What is the coronavirus?
- How do you catch the coronavirus?
- What happens if you catch the coronavirus?
- Why are people worried about catching the coronavirus?
- Is there a cure for the coronavirus?
- Why are some places we normally go to closed?
- What can I do to help?
- What's going to happen next?



CONNECT WITH NATURE / TAKE NOTICE:

Honey Bee Water Station:



Honey bees are like miniature superheroes. They fly at a speed of about 16 miles per hour and beat their wings 230 times per second, which is pretty amazing. They also help many flowers, fruits and vegetables to grow, so are hugely important for life on earth. This simple water station takes minutes to assemble, but will help these amazing creatures to survive.

Age Any

Time 5 minutes

Tools Acrylic Paint pens (optional)

Materials Smooth pebbles, a plant pot, a shallow dish or bowl (made of glass, ceramic or terracotta), fresh water.



Choose a spot in the garden or on a balcony that is protected and shady. Place a plant pot upside down. This is the base of the bath. Set the shallow dish or bowl on top of the pot. Put a few pebbles in the dish so that the tops of the stones are not submerged. Change the water daily and clean the bath out weekly.

TIP: You could decorate the stones if you like. Perhaps use acrylic paint pens to make the stones colourful and inviting.

Why do bees need water? They use it dilute their honey to make it the right consistency and thin out honey that has crystallised. Water helps with their digestion. They need it to keep the hive cool. They add water to the hive and fan it with their wings cooling it down. The bee babies need it too. The nurse bees that feed the larvae need lots of water to create the right baby food – this is called royal jelly.

(Extracted from Naomi Walmsley & Dan Westall Forest School Adventure)



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).



Mrs Scott loves LEGO®!!



Playing with LEGO® can develop a lot of different skills:

- Team work, encourage children have to work together to achieve a completed model
- Listening and following instructions from others.
- Giving and following instructions containing a range of vocabulary and language structures, such as adjectives (e.g. the size and colour of pieces) and prepositions (e.g. 'at the side of the spaceship', 'behind the green square')
- Communicating clearly (e.g. at the right volume and speed, giving enough information), and ensuring others have understood

Mrs Scott has delivered training for school staff encouraging lots of schools to play LEGO® with their pupils. In this toolkit, Mrs Scott has found lots of activities for you to have a look at. Bring out your box of LEGO® and have a go at some of the challenges.



Look for Lancashire Libraries on Facebook (Please ask a parent to help)

They have started a 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 20th April is ...'**Rainbows**'. Once your child has created their rainbow, upload a photograph to their Facebook page. You never know ... Mrs Scott might include her attempt. On Twitter – win a Lego® kit:

Tomasz Schafernaker (one of TVs Weathermen) has started a drawing competition with the prize being a pirate ship LEGO® kit.

The competition is open for young people up to the age of 16 and you have to draw, paint or sketch a picture of a pirate ship.

Parents upload a picture to @schafernaker (on twitter)

Get your paints out and start the challenge!

Pictures have to be sent by 30th April.



Cognition and Learning: Supporting Literacy

Multi-Sensory Learning



Multi-Sensory teaching involves the use of multiple senses like hearing, vision, and touch to learn. Children don't learn just from books, but by doing, feeling, and experiencing. Multi-sensory teaching helps children register information better and retain it for a longer period of time.

Here are some multi-sensory methods you can try:



- **Audio** This can work in two ways. Singing can help children learn spellings (think chanting 'M - i - double s - i - double s - i - double p - i' to spell 'Mississippi') and enable them to 'sound out' in their head. Listening to recordings of poetry or stories that children are working on also helps children mentally process and understand the pieces of work.

Shared Reading- In this activity, kids join in or share the reading of a book with

Email: send.traded@lancashire.gov.uk

you. They follow along as you read aloud or while they listen to an audio version of the book. They can interact with the text by underlining sight words or circling short or long vowels.

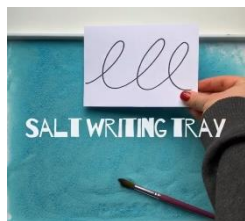
- **Visual** Digital videos enable children to film themselves doing an activity, play it back, and assess how they have done. This technique can help children to increase their confidence by seeing how they have completed a task.

Touch

Children can learn to process information by being able to feel what they are doing, such as



practising writing in sand or on carpet with their fingers, or making letters using modelling clay.



Zip bag drawing and writing –

What you need: Sealable clear wallet, paint or washing up liquid, finger or cotton bud. Children can practise their drawing skills, number or letter formation, phonics sounds.



Encourage kids to imagine the letter as they write it. They can also pretend they're writing in a certain colour.



Movement

It involves using natural core and motor skills to improve areas such as memory, concentration, handwriting and communication skills.

Air Writing (also called sky writing) reinforces the sound each letter makes through "muscle memory." It can also help reinforce commonly confused letter forms like b and d. Kids use two fingers as a pointer (keeping elbows and wrists straight) to write letters in the air. They say the sound each letter makes as they write it.

Supporting Number:

Multisensory instruction isn't just for reading. The use of sight, touch, hearing, and movement can make it easier to understand what numbers and symbols represent. The following ideas and more can be found at <https://www.understood.org/>

Visualizing With Beads or Cereal

Using beads, dried beans, or cereal as manipulatives is a great way to have children represent math operations. For instance, your child might solve an addition sentence by adding two sets of beads together. Or they might find out how much is left after subtracting some beads. You can also group together different amounts of the items for multiplication and division.

By moving these items around and seeing how the quantities change, children have a concrete way of understanding how these math operations work. Manipulatives can also help your child develop number sense and understand amounts.



Building With Coloured Cubes and Tiles



Kids can use cubes or tiles to build shapes. This gives them a concrete idea of the measurement and properties of the figures they create.

Tiles and cubes also work when teaching number patterns and operations. For instance, you can stack cubes in groups of 2, 4, 6, and 8. Then ask you child to build the next stacks in the pattern, adding two cubes each time (10, 12, etc.).

Drawing Maths Problems

Drawing maths problems is a good next step after working with hands-on materials like beads or coloured tiles. It's a way for children to show their thinking—and it takes them one step closer to writing number sentences with numerals and symbols.

For instance, ask kids to solve the multiplication problem 4×6 by drawing 6 groups of 4 stars.



Movement and Maths



– Use a skipping rope, swing or trampoline to practise skip counting.

- The Number Line - Use chalk to make a big number line. Addition and subtraction can be done by walking or jumping on the number line.



Supporting Sensory and Physical needs:

The Royal association for Deaf People are sharing a BSL signed story every day. Their stories are shared via their Facebook account and their YouTube channel. Have a look. Perhaps you can join in with the stories.





Does your child like Yoga?

It is wonderful as a mindful activity and great for us while we are at home. Perhaps this is something the whole family have a go at together. Once again, you'll find details on the Royal Association for Deaf people Facebook page and YouTube channel.

CSSEF CRISIS CORONAVIRUS APPEAL

Facing isolation within isolation

**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



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

Chloe's and Sophie's Special Ears Fund
 Registered Charity no. 1151263