



Lancashire SEND

Specialist Teacher

Parent SEND Resource Toolkit

No 8 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 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.



Kooth.com - Online Support For Young People

Kooth is a web based confidential support service available to young people. Kooth provides a safe and secure means of accessing mental health and wellbeing support designed specifically for young people.

Kooth offers young people the opportunity to have a text-based conversation with a qualified counsellor. Counsellors are available from **12noon to 10pm on weekdays** and **6pm to 10 pm at weekends**, every day of the year on a drop-in basis. Young people can access regular booked online counselling sessions as needed. Outside counselling hours' young people can message our team and get support by the next day.

When students register with **Kooth** they will have support available to them now and in the future. Support can be gained not only through counselling but articles, forums and discussion boards.

All content is age appropriate, clinically approved and fully moderated.

To find out more visit **Kooth.com** where young people can register and others can find out more about the service.

You can also view a short video about the service at: <https://vimeo.com/318731977/a9f32c87de>.

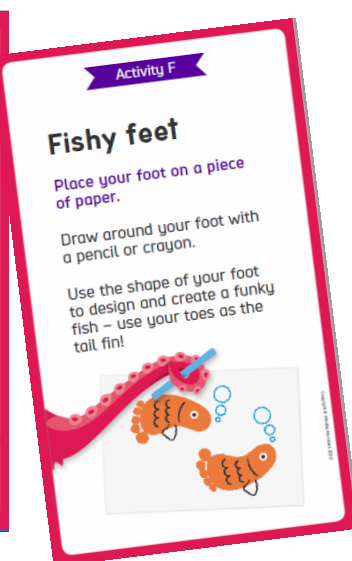


Fun and engaging activities to occupy you and your children during these challenging times.

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



Be creative:
Have a go at some of these activities.



Sorry, Mums and Dads!

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).



Sequencing

The ability to sequence ideas is an important skill which is used in both spoken and written tasks. We use sequencing skills to give news, describe an event and tell stories. Sequencing is dependent on **cognitive skills** such as **working memory, attention, auditory** and **visual processing, and receptive and expressive language skills**. These skills are prerequisites for following multiple commands, retelling a story or an event, summarising information, understanding Science experiments and Maths computation which follow rigorous procedures.

Children who have difficulty in sustaining attention may get distracted and not remember the steps involved in an activity. Others may have working memory issues, resulting in difficulty recalling information. Without a good recall, children may struggle academically. The ability to process the sequence of sounds is a key skill in learning to read. Children with poor auditory processing skills or visual processing skills may struggle with comprehension, reading, writing and other areas. Children with delay in receptive and expressive language skills also demonstrate poor sequencing as they may lack vocabulary and find it difficult to understand instructions with words such as 'under', 'on', or 'who', 'where' etc. Further ideas on how you can support your child can be found at <https://1specialplace.com/2018/02/09/tips-to-teach-sequencing-skills-in-children/?v=0f177369a3b7>
Email send.traded@lancashire.gov.uk

Sequencing Skills for Younger Children

Everyday Activities

Choose some everyday sequencing activities and encourage the child to carry them out e.g.:

- Making a cup of juice
- Making a sandwich
- Drawing a person
- Play sequences-making a railway track, making pretend meals
- Dressing

Any activity where a sequence of actions is required. Comment on what the child is doing as they are carrying out the activity. Give the child a turn at talking about what they are doing.

Silly me!

Carry out an activity but pretend that you have forgotten how to do it or do silly things e.g. leave the juice bottle lid on while making a drink, carry out the activity in the wrong order. Give the child an opportunity to tell you how to do the activity/what you did wrong. Model the use of first, next, and then, last.

Sequencing Skills for Older Children

Picture sequences

- Once the child understands the concepts first, next, and then, last in practical situations move onto using pictures

Name _____

What's the order?

Put the pictures in order by writing 1, 2 or 3 below the picture.

Story Sequencing Worksheets
www.allkindsnetwork.com
 © Copyright 2013 All Kinds Network
 All Kids

- Use 2 or 3 pictures/photographs initially and gradually build this up. Start by using simple everyday picture sequences

and then move onto activities which are less common

- Talk about each picture in a random order
- Place the pictures in a vertical line on the table
- Ask the child to decide which picture comes first
- Move this picture and start a new horizontal line
- Encourage the child to choose the next picture in the sequence etc.
- Once all the pictures are in the correct order, the child tells the story
- Repeat the story back to the child using a good model of sentence structure and linking words

Re-telling events

- Start by using events that have happened that you are familiar with e.g. immediately after watching a TV programme together, encourage the child to re-tell the events to you, give support if needed.
- Provide opportunities for the child to give a sequence of instructions e.g. following a recipe



APP - iSequences by Fundacion Planeta Imaginario :

This app contains over 100 sequences with sequences sorted by beginning and advanced levels ranging from 3-4 pictures. The pictures are cartoon drawings. After each sequence, there is a follow up question-for example, "What will happen next?" or "How did ____ feel?"

Supporting Literacy




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


Spelling:

Do you have spellings to learn? Try some of these fun ways to learn to spell your new words. Try to learn 3 to 5 new words every day. Remember to practise them regularly.


Rainbows:
 Write the word in pencil.
 Trace over the word 3 times using a different colour.




Silly Sentences:
 Write a silly sentence using the word.



Speedwrite:
 How many times can you write the word in 1 minute?



Bubbles:
 Write your word in bubble writing.



Reading: Our tips for helping struggling readers

- Try not to get anxious about reading issues.
- If a child gives a book a go and doesn't like it, don't insist they finish it.
- Remember children with poor recall may find multiple readings of the same text helpful.
- Ask the child to cover all the words they can't read on one page with a finger. Not enough fingers? The text is too difficult. Choose another book.
- Reading aloud to children boosts memory, vocabulary and listening skills.

There is no 'right' age to stop. Follow the text with your finger as you read, and let the child read a few words themselves.

- To improve understanding, chat about how you picture the story, characters and setting, and discuss illustrations.
- When the child reads to you, get them to pause when they are stuck on a word. After a second, read it out. If you make them puzzle it out, they'll lose track of the story.

Barrington Stoke Book Publishers are a must for children who are struggling to read and reluctant to engage with books. <https://www.barringtonstoke.co.uk/dyslexic-reluctant-readers/>. Their website lists recommended book title for children of all ages.

A Barrington Stoke book considers the visual layout of text they use:

- unique, dyslexia-friendly font specially created to make reading easier
- Accessible layouts and spacing stop the page from becoming overcrowded
- Heavier paper with a gentle tint helps reduce visual stresses

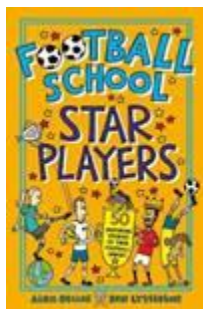
How Barrington Stoke can help

Choosing the right books

Finding the right books can be overwhelming, especially if your child has a lower reading age. To help, we've put together our top 12 recommended Barrington Stoke titles for each year group.



New Book Recommendations – By Booktrust



Football School: Star Players

Author: Alex Bellos and Ben Lyttleton **Illustrator:** Spike Gerrell

Publisher: Walker Books

Interest age: 9-11

Reading age: 9+

Featuring 50 outstanding football players, this is a who's who guide to the footballing world, from Eniola Aluko to Zinedine Zidane. Players included come from all around the world and from across the last century



When Good Geeks Go Bad

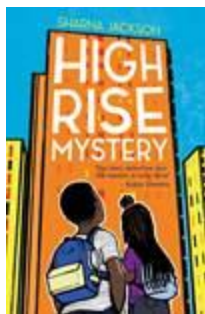
Author: Catherine Wilkins

Publisher: Nosy Crow

Interest age: 10+

Reading age: 10+

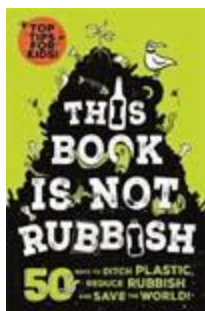
Everyone thinks Ella is such a goody two-shoes, but Ella's had enough of toeing the line. Yet will she really break the bigger rules, just to be in with the "in crowd"? A heart-warming and humorous story that deals wittily with everyday teenage angst.



High-Rise Mystery

Author: Sharna Jackson
Publisher: Knights Of
Interest age: 11+
Reading age: 11+

High-Rise Mystery is the perfect 'whodunnit'. As the two girls sift through red herrings and reveal a series of tower block secrets, short snappy sentences and sparkling dialogue will keep readers turning the pages. A mystery as hot as the summer heatwave in which it's set!



This Book is Not Rubbish: 50 Ways to Ditch Plastic, Reduce Rubbish and Save the World

Author: Isabel Thomas **Illustrator:** Alex Paterson
Publisher: Wren & Rook
Interest age: 9+
Reading age: 9-12

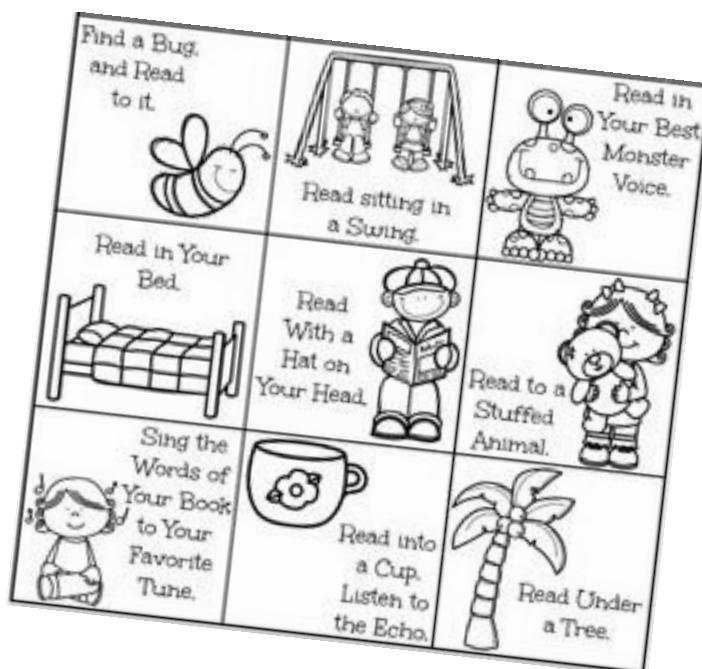
There are some worrying realities in the world at the moment when it comes to the environment. Luckily, this readable gem is full of ideas for kids to take charge of their home's impact on the environment.

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/>

Are you reading every day? Try to score a full house by completing this bingo card.



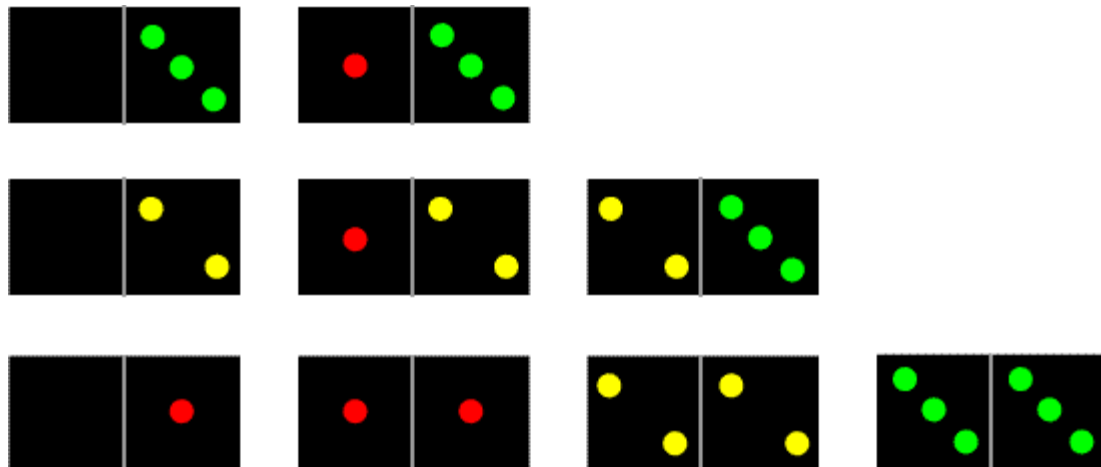
Supporting Number

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



Domino Sorting

Here are some dominoes taken out of the full set:



Sort them into two groups - one group with an odd number of spots and one group with an even number of spots.

Do you have any dominoes left over? Why or why not?

Now put the dominoes into pairs. The number of spots on each pair of dominoes must make a total of 5.

How many pairs can you make?

Which dominoes are left over?

Can you pair them up in any different ways so that each pair adds to 5?

Which dominoes are left over now?

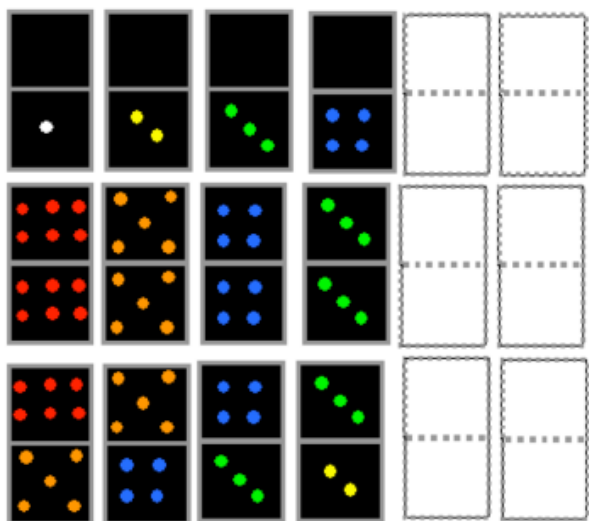
Are there any dominoes which are always left over?

Can you explain why?

Next Domino?

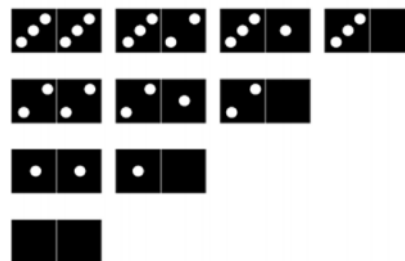


What comes next in each pattern of dominoes?

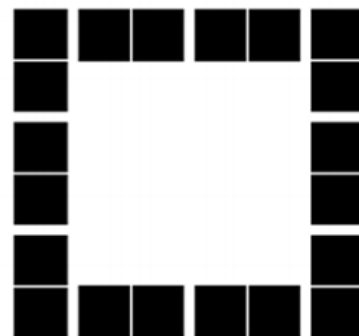


Domino Square

These are the 'double-3 down' dominoes.



Use these dominoes to make this square so that each side has eight dots.



Supporting Sensory and Physical needs:



WonderBaby.org teamed up with [Paths to Literacy](#) to create this list of our favourite iPad apps for children who are blind or visually impaired.

We've categorized them by apps great for stimulating the use of **vision**, honing **fine motor skills** or teaching **cause & effect**, great **communication** apps, apps that tell **stories** and one app that is really nice for calming down and **relaxation**.

For more iPad app ideas, check out [the app section on WonderBaby.org](#) or [search for iPad apps on Paths to Literacy](#). For ideas on

[accessibility](#), be sure to read this article on [iPad Accessibility](#).

VISION



[iLoveFireworks](#): 99p (with a free Lite version)

This app makes big sounds and big visual displays with a simple tap of the finger. It's also great for teaching cause and effect as well as increasing visual attention.



[Doodle Children](#): Free

This bright doodle and drawing app is good for teaching cause and effect and visual attention. There is no audio but the colours are very grabbing and high contrast.



[Infant Zoo Lite](#): Free

Simple high-contrast illustrations encourage visual attention and help to develop an understanding of cause and effect.

COMMUNICATION



[Talking Tom Cat](#): Free

This animated cat repeats words and sounds in a funny voice. Encourages vocalization and interaction with the iPad.



[Sounding Board](#): Free

This app allows you to create communication boards using simple symbols with voice output. Very good free communication app.

RELAXATION



[Pocket Pond](#): Free

Listen to birds chirp and frogs croak in a peaceful pond. Touch the screen to make the water splash or just watch the koi swim by.

HOW TO ORGANIZE A SENSORY NATURE SCAVENGER HUNT

<http://www.wonderbaby.org/articles/sensory-nature-scamenger-hunt>

Warm weather is the perfect time to get outside and explore nature! Many children love being outside for hours, but some need a little motivation to pique their interests in all that the outdoors has to offer. Children with visual impairments, as well as children with sensory processing challenges or other sensory impairments, may refrain from exploring their surroundings independently because of safety concerns or the abundance of unfamiliar sights, sounds, smells, and textures. But learning about the environment first-hand is extremely important in building a solid foundation of the world around us, so make it fun and give children a variety of opportunities to explore.



A nature bracelet

Natural Collages and Sculptures



Nature provides some wonderful materials for making art: there are stunning colours, shapes, textures and sizes all around us. Although we can't roam free at the moment, we can find materials in our gardens and homes to make some creative art. The beauty of these pieces of artwork is that they are temporary and will be returned back to nature, sometimes within hours! Take a photo as a reminder.

Step 1 Look around you before you decide what to make. Sometimes the materials will guide and show you what is possible. Decide whether you want to make a 3D picture that stands proud and tall or a framed picture that sits beautifully on the ground.

Step 2 Gather your materials. It is a good idea to use only things that there are plenty of. If it is still living (unless an adult says it is a weed!) leave it alone. Be careful of sharp things or things that sting like nettles. Remember, if in doubt, leave it out!

Step 3 Create a wonderful picture or sculpture by placing or building up your materials.

Ideas for sculptures:



- Art does not always have to look like something we recognise: sometimes it is just about making something interesting, beautiful or thought-provoking.
- Make a 3D person. Perhaps you could create a self-portrait?
- Make a 3D creature: a centipede from a log with a hundred sticks for legs, a snail made of a nest of grass, or a bird made with logs, feathers and stones.

Ideas for natural collages:

- Use the seasons as a guide. Divide your picture into 4 sections and fill them with natural materials: bright flowers for the sun, brown leaves for autumn, a daisy snowman and such like.
- Recreate a favourite holiday memory, as if your picture were a photograph.
- Create a picture of yourself or a friend.

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



<https://www.facebook.com/bumblebeephysio/>

It is aimed at children with cerebral palsy. Other superhero children who may benefit may have the following conditions: autism, Down syndrome, gross motor delay, hemiplegic cerebral palsy or other conditions which lead to reduced balance and muscle tightness and/or weakness.



Oral Motor Activities for Kids

<http://www.andnextcomesL.com>

SNACK TIME

- Eat hard foods (carrots, apple, etc.)
- Eat chewy foods (celery, beef jerky, dried fruit, etc.)
- Eat crunchy foods (nuts, crackers, dry cereal, etc.)
- Drink a frozen drink like a slush or slurpee
- Drink through a narrow and/or twisty straw
- Drink a thick liquid through a straw (milkshake, applesauce, etc.)
- Make an edible necklace with cereal or candy
- Chew gum
- Eat foods with strong flavors
- Suck on hard candies
- Eat cold foods like popsicles or ice cream

PLAY TIME

- Blow cheeks
- Blow bubbles
- Stick out your tongue
- Blow bubbles in water using a straw
- Play straw games (e.g., use a straw to blow a pom pom across the table)
- Blow a whistle, harmonica, or other instruments
- Blow out candles
- Vibrating toothbrush
- Lick stamps
- Roll tongue into a circle
- Chew toys
- Whistle or hum a song
- Blow up balloons

Here are some ideas and activities to help support your child / young person to improve the awareness and co-ordination of their oral motor skills. Oral motor skills include awareness, strength, co-ordination, movement and endurance of the mouth; jaw, tongue, cheeks and lips. Children can be under or over sensitive to touch sensation in their mouth which can cause problems with their eating and teeth brushing skills. Many children may find when they are stressed or anxious, they are more likely to chew on things. Chewing can be very calming and have a very quick and positive effect on the nervous system. Taking part in oral motor activities helps to increase awareness, strength, co-ordination and movement for the mouth, jaw, tongue and lips. The activities are an example of tools and games that can help.