



# Wansdyke Primary School

## **How can I support my child, during schools closure, if they have SEN?**

This is a document to give a starting point if your child has any level of SEN (Special Educational Needs). This can include children who are behind in their learning, or managing challenging behaviours. It is only a starting point, compiled from many places and experiences, but I hope to add to it! I have tried to consider the support we offer in school 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
9. Social stories for the current climate and staying safe.
10. 'BCC & CCHP/Outside agency current info on contact details during Covid 19
11. Attachment' and if the above is still not quite working during the current lockdown.
12. Parents and Carers

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're 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, Ipad time, reading, lunch, snack, colouring.

For many children, particularly those with ADHD like behaviours, a 5-10 minute 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>

## Daily Schedule

|                |                        |  |
|----------------|------------------------|--|
| Before 9:00 AM | <b>Wake up!</b>        | Make your bed, eat breakfast, brush teeth, get dressed                     |
| 9:00-10:00     | <b>Outdoor Time</b>    | Family walk or outdoor play  |
| 10:00-11:00    | <b>Academic Time</b>   | No Electronics! Reading, homework, study, puzzles, journal                 |
| 11:00-12:00    | <b>Creative Time</b>   | Creative play, drawing, Legos, crafts, music, cooking, baking              |
| 12:00-12:30    | <b>LUNCH</b>           |  |
| 12:30-1:00     | <b>Home Chores</b>     | Clean rooms, put away toys, take out garbage, pet care                     |
| 1:00-2:30      | <b>Quiet Time</b>      | Reading, nap, puzzles, yoga  |
| 2:30-4:00      | <b>Academic Time</b>   | Electronics OK! Educational games, online activities, virtual museum tours |
| 4:00-5:00      | <b>Outdoor time</b>    | Family walk or outdoor play  |
| 5:00-6:00      | <b>Dinner time</b>     | Family dinner, help with clean-up and dishes                               |
| 6:00-7:00      | <b>Bath time</b>       | Bath or shower   |
| 7:00-8:00      | <b>Reading/TV time</b> | Relaxing before bedtime  |
| 9:00 PM        | <b>Bedtime</b>         | Put on PJs, brush teeth, clothes in laundry                                |

# COVID-19 Daily Schedule

@thedenverhousewife  
for kids

|            |                      |   |
|------------|----------------------|---|
| Before 9am | Wake Up              | Wake up, eat breakst, make bed, get ready for the day               |
| 9-10am     | Free Time            | Watch TV, Ipad, Play Games, ect                                     |
| 10-11am    | Outside Time         | Take a walk, play in the yard or walk dog                           |
| 11-12am    | Creative Time        | Art projects, Slime, Coloring, ect                                  |
| 12-12:30pm | Lunch                |   |
| 12:30-1pm  | Chores               | Do appropriate chores   |
| 1-2pm      | Quiet Time           | Read, Puzzle, Nap, or color   |
| 2-4pm      | Academic time        | Educational Games, Math, Online education, Science Project, Writing |
| 4-5pm      | Outside or Play Time | Go outside to ride bikes or play in the house                       |
| 5-6pm      | Dinner               |   |
| 6-9pm      | Free time until bed  | Free choice time. fam Movie<br>Take showers/ready for bed           |

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 (but I can find that very daunting myself!)

Alice Hall Senco (Special Educational Needs coordinator).

## Speech and Language

### 1. Language support.

Many children have speech and language difficulties and you will know better than any of us if your child struggles 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 1<sup>st</sup>).
- Keep instructions short and simple. Break instructions into smaller chunks, give a bit of information at a time. Say things in the order they need to be done
- Repeat instructions more than once.
- Encourage your child to support themselves with **strategies** e.g. visualisation, or repeating instructions back to themselves.
- 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. Some children are more likely to be a much better visual learner.
- 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. i.e. show versus tell
- 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 natural 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.

A lot of our Speech and language children are working on working memory activities. This affects children from Year R to Year6, and in KS2 we have sessions on working memory 3x per week! Although the Meemo resources aren't online, there are 15minute activities you could do to plan into a routine.

#### Memory Games Ideas

## Visual Memory Games

1. Kims Game – 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. Or you can roll a dice and the pupil has to name the number of items as indicated by the dice.
2. 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.
3. 'Find the difference' pictures.
4. 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
5. 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.
6. What can you remember game (resource provided). The pupil chooses a card. They look at the card for about 10 secs. The pupil turns the card over or looks away. They then shake one or two dice and recall that number of items from the card.
7. Memory Matrix Game – (resource provided). The pupil turns a card over with a pattern on a grid, they look at it for about 10 secs. They then have to copy the matrix pattern on their grids using counters provided.

## Auditory Memory Games

1. A Journey to Remember (resource provided). The pupil shakes the dice and moves that number of spaces to a square with a picture on it. They make a sentence referring to the picture to start the story. The next player does the same but they have to repeat the previous sentence and then add another – more detailed instructions on the game.
2. 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.
3. 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...
4. 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
5. 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.
6. 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.
7. Get the pupil to repeat oral sequences. This can be extended; give the pupil a group of letters, get them to put them in a sequence that makes a word and they then read the word. You could also give them a sequence of letters, the pupil gets the wooden letters and puts them in the correct sequence and then sees how many words they can make from the letters.
8. 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.
9. 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.
10. 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:

- a. Make models with lego, bricks etc.
- b. Make words with wooden letters then get the pupil to read the word. E.g. Put the letter **w** in the second square, an **s** in the first square and a **t** in 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 classes (inspired by the Attention Autism structure).**

If your child has been having lessons to help them focus their attention (they last around 15 minutes and will have been run by Miss Hall and Mrs Dixon, or Miss Hunt and Mrs Quinn) this section may be a little more specific.

They take a bit of setting, up, but they might be an excellent way for you to lead their concentration from home. The important thing is that they watch you do something before they join in. We've really enjoyed the sessions and we thoroughly recommend being brave a trying some of the messier things involved, or some of the simpler thins but using it as a chance to build some calm, 'watching' time into your routines. We take ideas from the Gina Davis Autism page on facebook, but often it's a case of hiding something in a box to reveal it, and simply watching it, e.g. a wind p toy, a lava lamp, a flashing toy. Gina is uploading videos regularly, and Video 1 is already up, giving you a really quick insight into what we've been doing and why! I'm learning lots myself!





## 5. Speech pronunciation (rather than language) and phonics

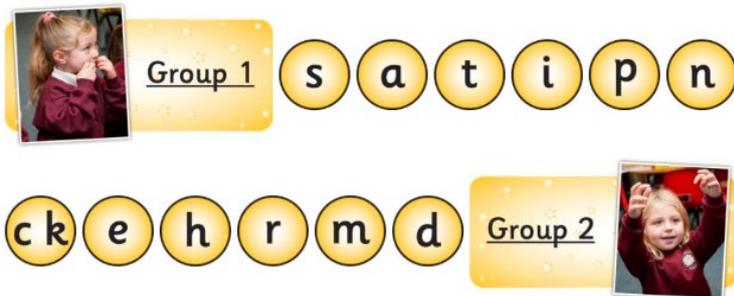
As well as continually building the phonics sounds, these resources can be used for you to hear if your child is able to make the correct sound. <https://www.jollylearning.co.uk/resource-bank/learn-the-letter-sounds/> Interestingly, this is as important with our KS2 children who are slightly behind, as it is with our KS1 children who are learning it daily.

In Jolly Phonics, the 42 main sounds of English are taught; not just the alphabet. Hear all the letter sounds here.

The video below goes through all of these sounds, in British English, or you can view the American English version of this video by [clicking here](#). Alternatively, you can listen to any of the letter sounds by clicking on the icons below the video.



Click the icons below to hear each letter sound in [British English](#). Alternatively, you can download all 42 letter sounds by [clicking here](#).

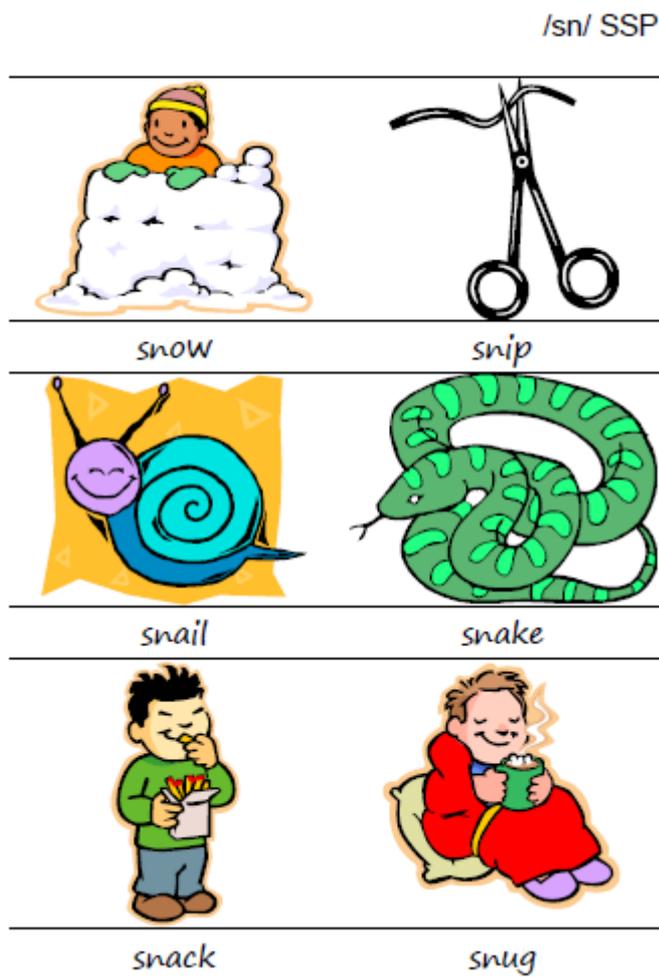


It is amazing what daily persevere and repetition can do to enable children to make sounds, we have sometimes had TAs working 1:1 for months on end to achieve 1 sound, in both KS1 and KS2, yet when they do persevere, that child's speech is transformed. This is something you could do if you consider having a daily 10-15mins slot on it (using resources like the 'sn' one below).

**Also, remember this focussed 1:1 attention will be great for your child's listening and attention skills, but they will enjoy the games too, maybe consider letting them play them afterwards! Children won't naturally select something they can't do so you could guide them with the sounds they need to persevere with.**

There are lots of similar flash cards available, and games to play. One website offering free phonics games is phonics play <https://www.jollylearning.co.uk/resource-bank/learn-the-letter-sounds/>

Use the log in march20 and password:home



## 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
- Fairy lights 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:

**BIZZY BREAKS!** A PHYSICAL ACTIVITY BREAK FOR CHILDREN  
Part of the G70 Active School Pack

**GET READY**  
**Safety check**

- Put bags out of the way
- Feet and pencils out of hands
- No eating during Bizzy Breaks
- Is there space between your feet?
- Are your shoe laces tied?
- Are you free to lean forwards and backwards?
- Is it safe to twist your body around?
- Is it clear to swing your arms?

**Sit up check**

- Sit away from the back of the chair
- Thrust on edge of seat and hands on thighs
- Spread feet shoulder width apart and keep firmly on the ground
- Sit straight - shoulders over hips and knees over toes

**LOOSENERS**

- Keep the movements small, slow and fluid - no snapping or jerking
- Do not hold the actions
- Breathe during the movements
- Sing, hum or say things
- Repeat each activity up to 8 times

**1. Piano play**  
**2. Alphabet trace**  
**3. Weight lifts**  
**4. Shoulder shrug**

**ARMS**

**5. High reach**  
**6. Heel touch**  
**7. Press & pull**

**TRUNK**

**LEGS**

**6. Slo-mo march**

**HUFFERS**

- Only do the huffers after doing the Looseners
- Use lively background music
- Do not stop between actions
- Use on the spot walking as a transition or rest period if there are signs of over-exertion
- Repeat each activity up to 8 times
- Do not hold the breath - sigh, sing or huff

**1. Spot walk**  
**2. Hup march**  
**3. Punch bag**  
**4. Side step**  
**5. Bounceroo**  
**6. Breast stroke**  
**7. Split bounce**  
**8. Sky punch**  
**9. Spot walk**

**STRETCHERS**

- Do the stretchers when the body is warm all over i.e. after doing the Looseners and the huffers
- Use slow background music
- Move into each stretch slowly
- Stretch to the point of mild tension - then hold the stretch for 5-10 seconds
- Repeat each stretch 3 times for both sides of the body

**1. Finger fan**  
**2. Wrist wrencher**  
**3. Wing wings**  
**4. Bum stretcher**  
**5. Calf stretcher**  
**6. Shin stretcher**  
**7. Side benders**  
**8. Trunk twister**  
**9. Reacher upper**

**ARMS**

**LEGS**

**TRUNK**

Reproduced with kind permission from the British Heart Foundation, who developed the original concept in association with Mattias Weymes, Primary School Sports Initiative and Frank Fahy, FITZSL.

**Mindfulness** has lots of routes, many of which we are doing everyday in KS2 now.

-We start by saying 3 things we are grateful for, these can be tiny (my fluffy cat licked me) or huge (my breakfast was yummy)

-We take 3 deep breathes before we come back in after play and lunch to 'reset' ourselves

-We 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.

-We have even started to 'jog' a daily mile (or set distance)-yes me included, and I can honestly say it really wakes you up and resets you, we're positively buzzing afterwards, even when I REALLY don't fancy it!

## **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 NHPCC 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 regularly 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, more than I have ever thought possible!

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

## SQUARE BREATHING

Start at the bottom right of the square

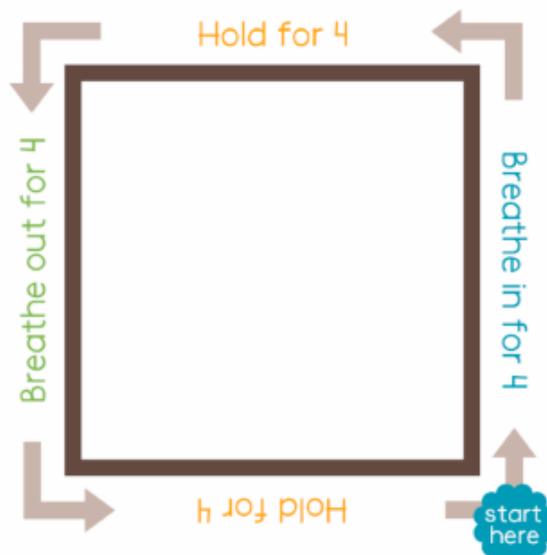
Breathe in for four counts as you trace the first side of the square

Hold your breath for four counts as you trace the second side of the square

Breathe out for four counts as you trace the third side of the square

Hold your breath for four counts as you trace the final side of the square

You just completed one deep breath!



## **8. Autism.**

If your child has autism, there is an entire primary autism toolkit that educators can access. I would highly recommend exploring this, as there may be some little features in it that really help you, particularly the now and next visuals. 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-e7b648da63e9>

Advice from a colleague in the Bristol Autism Team: I think would be really helpful to tell parents not to worry about academic pressure but just do what is needed to get through this difficult time. If for them it is going with their interests and not sitting to do formal learning, that's absolutely fine. However, I would think for most Autistic pupils this lack of structure would not be helpful and for most, I would recommend a highly structured day, broken into small chunks if they can. An example could be:

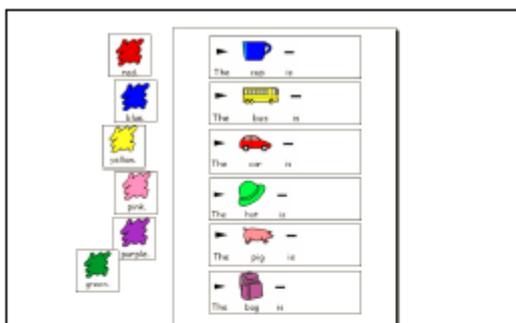
7am: Wake up  
7.15am: Get dressed  
7.45am: Have breakfast  
8.15: Get washed and brush teeth  
8.30: TV time

9am: Exercise  
 9.15: English activity  
 10am: Snack  
 10.15: play in the garden  
 10.45: maths  
 11.15: phonics  
 11.45: free play  
 12.15: lunch  
 12.45 – 1.45: outside time (walk in the woods etc)  
 1.45 – 2.45: topic based learning based on their interests  
 2.45 – 3.15: reading together

I am well aware that will be too much for some children. Learning times could be replaced with games, playing with toys or interests. Parents can do as much or as little as suits. There are lots of free online facebook events like magic shows, music and singing classes etc that might help break up the day and also a Joe Wicks live exercise class every week day at 9am on his youtube channel. Also twinkl are offering free subscription for a month with lesson plans for every day.

Also, I would really recommend using TEACCH style activities for this. A quick google of TEACCH activities or file folder tasks, gives you the idea and there are loads of free printables that you can access. I have attached our standard examples of TEACCH tasks, but it would be great if it linked to the individual child's targets, e.g. counting 10 objects, recognising phase 3 phonemes etc:

# Literacy



As a basic introduction to sentences, write simple symbol supported sentences children finish the sentence by adding the last symbol and word.



Use cut outs of simply spelt words stick the letters onto this. Write matching letters onto clothes pegs children peg on the matching pegs.



Support children in learning to read by providing a error control system e.g. boarder a picture with a colour and boarder the matching word with that colour. Children match word to the picture.



Simple cards children match word to the card.

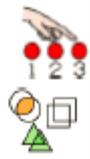


Make a book that has a photo and word.  
Children match laminated words/ letters



Provide a picture/ word 'dictionary' of words  
and a matching board with the picture next  
to spaces correlating to the amount of  
letters (add velcro) print and laminate  
matching letters add velcro. Children spell  
the words.

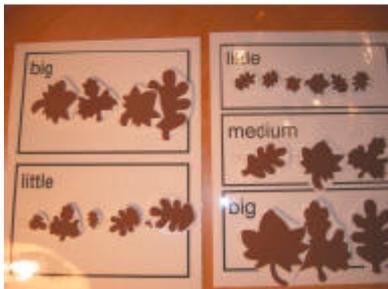
# Maths



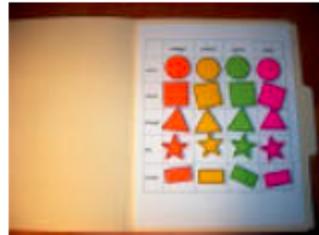
Visually supported sorting/ counting activity. Use sorting/ dip tray attach the number and the correct amount of pictures of the object to place into the compartment.



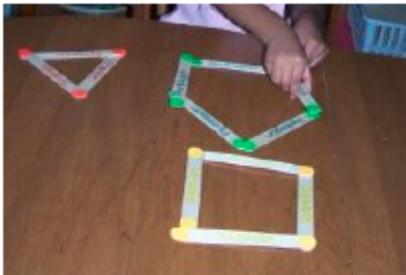
Attach velcro to the pages of a simple book, create matching picture/ symbols/ word/ number attach these to a board match these to correct page.



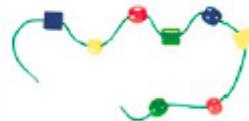
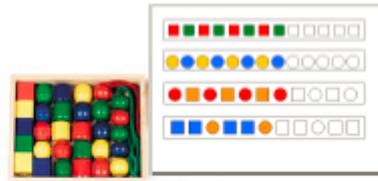
Create grids that state sizes with words/ symbols. Cut out simple shapes of varying sizes, children sort these into correct space.



Make a grid depicting colours down side and shapes along top, create matching coloured shapes. Match the correct shapes to the correct place.

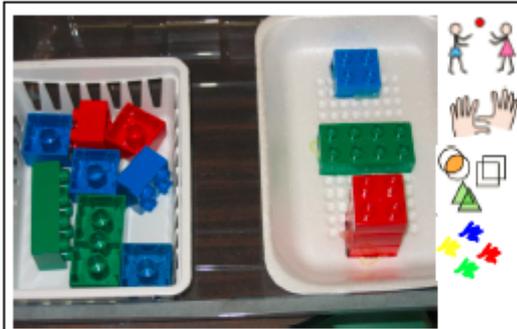


Attach coloured spots to the ends of lollipop sticks children match the spots together to create shapes that are written onto the stick.



Create sequence cards for children to follow when threading. Initially present children with only the beads they need.

# Construction



Attach duplo/ mega blocks to a tray children build towers of matching colours.



To assist children in making a model children match duplo to lied out pieces, then use these to make matching model and place in finished tray.



Provide children with a photo of a simple model, give children the exact pieces children make this model Place a matching outline of the shape to provide extra guidance



Same as previous activity but more advanced model and without outline.



Same as previous activities, but providing a sequence of photos of how to make the end model.



Create matching size drawings of duplo models. Children make model and put in matching basket.

# Games



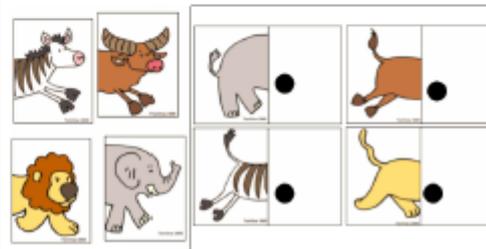
Use straight marble run pieces create a tower for children to recreate. Separate the colours into pots prior to activity to make it easier combine to increase difficulty.



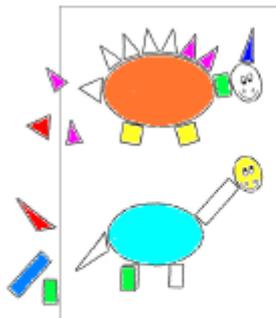
Use geometric shapes plastic/ card to create a simple picture, recreate this on card. Children match the individual shapes to those on the board to recreate picture. Add velcro to make prevent pieces from slipping



Make two copies of a familiar picture cut laminate one as it is while cutting the other into pieces. Children match pieces to the board.. To make task more difficult use outline instead of complete picture, then no picture at all.



Cut pictures in half place one on a board, children match the correct half to the picture.



Create complex pictures using geo shapes children match the correct shapes to outline.



Create cards that give instructions of what do with small world toys, particularly useful in positional language. Give child the same toys as in cards.

# Art



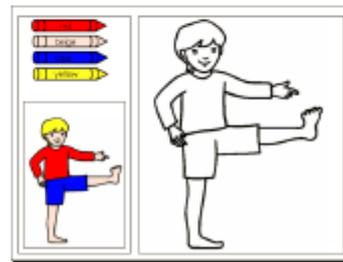
Draw a simple outline children use paint dabbers to dot into the shape.



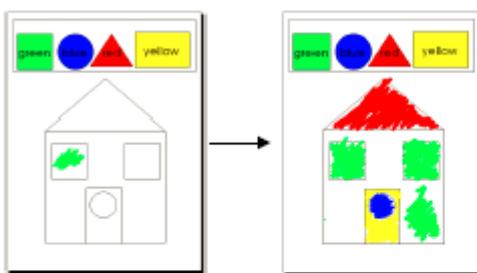
Draw a simple picture, start the picture off child draws matching picture using matching colours.



To assist children who find it difficult to change colour or colour purposely begin colouring the shape with expect colour, children colour using that colour.



Moving on from previous activity provide children with a colouring picture to copy. Add a visual cue of the coloured crayons needed for colouring so they can obtain them prior to colouring.



Provide a visual instruction to colouring a picture, as in colouring by numbers but simpler.



Provide children with visual instruction of what to draw.

# Matching



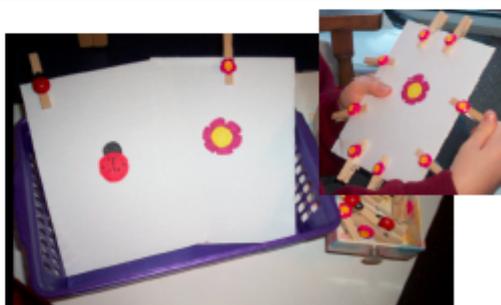
Print out simple pictures that are the same but with small differences that enable children to really look before matching.



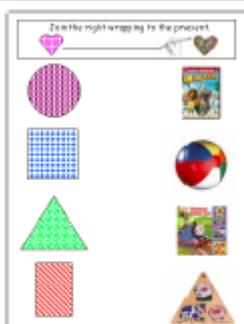
Obtain two sets of paint sample strips cut one set out, match to the strip. Start with one strip and gradually increase difficulty by adding more strips.



Have baskets/ tubs stick matching outlines of similar objects, match objects to the correct basket.



Obtain pegs with wooden enhancements attached (craft store) draw matching picture the middle of a strong piece of card. Peg matching pegs to card.



Worksheet that gives visual instructions of what to do. Use a pen to join the shape to matching shaped toy.

Another very recommended website with a section for families:  
<https://www.autism.org.uk/about/family-life/parents-carers.aspx>



I also highly recommend signing up to the email alerts, when I started this guide, the weekly email contained the following:

### 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. We will be continuing to update our website and provide more information in the coming days on how you can support yourself, an autistic relative or an autistic student during this period of uncertainty.

[Find out more about coronavirus >](#)

### Curbing anxiety in the classroom

**When you're anxious, this plays out in your behaviour.** Most of us can relate to that, but what we might not relate to or truly comprehend are the reasons why our autistic students are anxious, and this is where we need the help of autism specialists such as Sarah Hendrickx, **who shares her first-hand experience of where anxieties in the classroom can arise** and how to mitigate them.

[Read more about anxiety >](#)

### Sensory distress and how to navigate it

**Sensory overload is a primary cause of distressed behaviour.** Being able to recognise when this is the case and how steps can be made to alleviate sensory distortion is key. These issues can arise from two main sources: **environmental** and **insufficient support** from learning staff due to a lack of understanding. Even if certain environmental factors are outside of your control, **the latter is definitely something we can help with!**

[Find out more about sensory overload >](#)

## Strategies and support with challenging behaviour

Learning to understand the cause of distressed behaviour is a great first step, but **how can you prevent further distress?** What can you do to prevent this behaviour in the first place? We look at both the formal frameworks and strategies as well as the informal ways in which you can make a difference in the classroom.

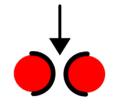
[Read about strategies and support >](#)

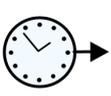
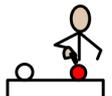
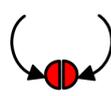
## Free learning resources you can use at home

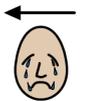
Also see attention autism section.

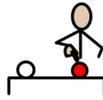
### **9.Social stories in light of current events.**

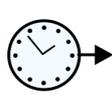
These have been shared with me as a visual way to explore the current situation with your child. Very few of our children access this level of visual support, but certain children with autism, or much younger children, might find it helpful to look at with you.

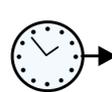
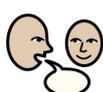
   
**School Closing**

          
 My school will close on Friday. This might make

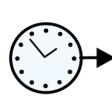
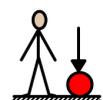
    
 me feel worried or upset.

    
 It is okay to feel this way.

       
 School will open again, this is certain.

          
 We may not know when but adults will tell

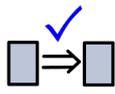
   
 me as soon as it is.

       
 For now I will stay at home to learn.

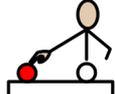


Being

Safe



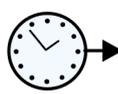
The reason



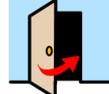
that



schools



will



close

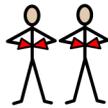


on



Friday

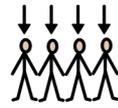
is



because



we



need

everyone

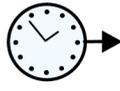
to be



safe.



You



will

be



safe



at



home.

If



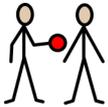
you



get



poorly



your



adults



and



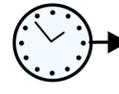
doctors



and



nurses



will

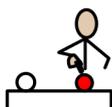


acre

for

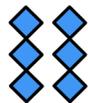


you.



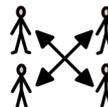
This

is the



same

if



anyone



you



know



gets



poorly.

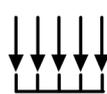


When



we

are



all



safe



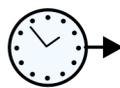
and



well



we



will



come back

to



school.

?   
How to keep Safe

?  !  I  wash my hands for  at  least  twenty seconds

 every  few  hours.  I  should  try  not to  touch  my  face to

 much, but if  I  do it is okay.  I  should  wash my hands  before  I

 eat,  after  I  go  outside  and if  I  sneeze or  cough.

If  I  sneeze  I  should  sneeze  into  my  elbow or  into  a tissue

 and then  throw the  tissue  in the  bin.

 I  should  try  not to  touch  people  who  are not  in  my  family.

 This  will  keep  me  safe.



Seeing



my



Friends

For the next few months I may not be able to see

some people in my family or my friends for a little while. This

is because they might need to stay indoors to stay safe.

I will get to see them again when we know

more about the virus or it is gone.

I can still speak to them on the phone or write them a



letter.

This will help keep us all safe and well.

## **10.BCC CCHP and outside agencies contact details during Covid-19**

### **Community Children's Health Partnership** <https://cchp.nhs.uk/>

Community Children's Health Partnership (CCHP) Services are provided by Sirona care & health CIC working closely with our partners, Avon and Wiltshire Mental Health Partnership NHS Trust, University Hospital Bristol NHS Foundation Trust, Barnardo's and Off the Record. Together we provide all of the community child health and child and adolescent mental health services for Bristol and South Gloucestershire.

To find out about the services provided by CCHP and the conditions we can help with please use the A-Z finder in the [Explore section](#).

### **Important information about the coronavirus (COVID-19)**

**In light of the current COVID-19 outbreak, we have made the decision to suspend the majority of our face-to-face work for the time being. Contact with families will instead take place over the telephone, wherever possible.**

In addition, **from Monday 23 March, we will be running a dedicated telephone advice and information service** for families currently receiving care from Community Children's Health Partnership (CCHP) teams. These phone lines will run until further notice, and will be staffed from 9am to 4pm, Monday to Friday. For health information and advice about coronavirus, please go to the [NHS 111 website](#) in the first instance.

We will also continue to [keep the CCHP website updated](#) with the latest government and NHS advice, as well as information on what this means for your care.

#### **Occupational Therapy and Physiotherapy**

- 07917 393196

#### **Speech and Language Therapy (9am-4pm daily)**

- North Bristol - 0300 124 5832
- South Bristol - 0300 125 6279
- East and Central Bristol - 0117 3408242
- South Gloucestershire - 01454 862438

You can also email the team at [sirona.slt@nhs.net](mailto:sirona.slt@nhs.net) with your query and someone will reply with information.

#### **School Health Nursing and Health Visiting**

- South Bristol – 0300 1256277
- North Bristol - 0300 1245816
- East and Central Bristol – 0117 3408322

#### **ASD Hub Team**

- 0300 125 6207
- 0300 125 6206

Also, Bristol City Council have all of their local offer details here:

<https://www.bristol.gov.uk/web/bristol-local-offer/coronavirus-covid-19-home-learning-support-materials> They have been updated today (26.3.20)!

## **Coronavirus (COVID-19): Home learning support materials**

Resources that you can use to support home learning

Coronavirus (COVID-19): Home learning support materials

For the most up to date information see [coronavirus-covid-19-what-you-need-to-know](#)

Bristol Autism Team resources

- [Supporting children with autism practically and emotionally around coronavirus \(word doc, 599KB\) \(opens new window\)](#)
- [Preparing for more time at home \(word doc, 2MB\) \(opens new window\)](#)

### **Web resources for Autism**

- National Autistic Society: [latest guidance on coronavirus](#)
- [Online learning resources for parents](#)

Sensory Support Team resources

- Positive Eye: [Activity share for families and professionals](#)

Other supportive resources

These resources are for any parent or carer with a child at home:

- [Online learning resources for parents](#)
- Twinkl: [Home learning support](#)
- Twinkl: [sign up for teaching resources](#)
- Wicklow Triple A Alliance: [Coronavirus poster \(word doc, 1.6MB\) \(opens new window\)](#)
- Mindheart: [Child friendly explanation of coronavirus \(pdf, 1.2MB\) \(opens new window\)](#)
- Carol Gray: [My story about pandemics and the coronavirus \(pdf, 25.2MB\) \(opens new window\)](#)
- South Glos Parents and Carers Social Story: [Coronavirus: Staying healthy \(pdf, 15.3MB\) \(opens new window\)](#)

- Social story: [How to stop germs spreading](#)
- [Wash hands visuals \(pdf, 109KB\) \(opens new window\)](#)
- [Daily schedule ideas \(pdf, 202KB\) \(opens new window\)](#)
- [Lego challenge \(pdf, 334KB\) \(opens new window\)](#)
- Wildcard games: [Board games brochure \(pdf, 1.4MB\) \(opens new window\)](#)
- Amazing educational resources: [directory of free resources](#)
- HelpKidsLearn: [school closure update and free resources, 14 day trial for apps and specialist software](#)

Timetabled resources

Here's what celebrities are offering you and your children for free daily to help with their education

9am: [PE with Joe Wicks](#)

10am: [Maths with Carol Vorderman](#)

11am: [English with David Walliams](#)

1.30pm: [Dance with Darcey Bussell](#)

2pm: [History with Dan Snow \(free for 30-days\)](#)

4pm: [Home Economics with Theo Michaels \(Mon/Wed/Fri\)](#)

4pm: [Geography with Ben Fogle adventurer](#)

5pm: [Jamie Oliver Channel 4 'Keep cooking and carry on'](#)

For older children [50 free revision resources for 11+, GCSEs and A-Levels](#)

Non-daily events:

[Science with Professor Brian Cox, Robin Ince & Guests](#)

## **11.Attachment' and if the above is still not quite working during the current lockdown.**

This is a very difficult and confusing time for both adults and children. The following advice was taken from another Senco, who found the article on adoption south west. Children with an

attachment disorder will have experienced some sort of short term or long term separation where the child didn't feel a secure bond with their caregiver. Despite the source, lots of our children with additional needs do need more reassurance and I think this advice is worth remembering. It's looking like we have quite a lot of time to develop our routines and it's worth getting them right and making sure everyone is feeling ok (adults included).

You might be inclined to create a minute by minute schedule for your kids. You have high hopes of hours of learning, including online activities, science experiments, and book reports. You'll limit technology until everything is done! But here's the thing...

Our kids are just as scared as we are right now. Our kids not only can hear everything that is going on around them, but they feel our constant tension and anxiety. They have never experienced anything like this before. Although the idea of being off of school for weeks sounds awesome, they are probably picturing a fun time like summer break, not the reality of being trapped at home and not seeing their friends.

Over the coming weeks, you may see an increase in behaviour issues with your kids. Whether it's anxiety, or anger, or protest that they can't do things normally - it will happen. You'll see more meltdowns, tantrums, and oppositional behaviour in the coming weeks. This is normal and expected under these circumstances.

What kids need right now is to feel comforted and loved. To feel like it's all going to be ok. And that might mean that you tear up your perfect schedule and love on your kids a bit more. Play outside and go on walks. Bake and paint pictures. Play board games and watch movies. Do a science experiment together or find virtual field trips of the zoo. Start a book and read together as a family. Snuggle under warm blankets and do nothing.

Don't worry about them regressing in school. Every single kid is in this boat and they all will be ok. When we are back in the classroom, we will all course correct and meet them where they are. Teachers are experts at this! Don't pick fights with your kids because they don't want to do maths. Don't scream at your kids for not following the schedule. Don't mandate 2 hours of learning time if they are resisting it.

If I can leave you with one thing, it's this: at the end of all of this, your kids' mental health will be more important than their academic skills. And how they felt during this time will stay with them long after the memory of what they did during those weeks is long gone. So keep that in mind, every single day.' Written by a primary school teacher, exact source unknown.

Further examples to support you can be found in section 7.

In a similar sense, I found this image online and I think it's very important too.

## 6 Everyday Actions

THAT WILL LOWER YOUR CHILD'S STRESS through CORONAVIRUS

- 1**  
LIMIT MEDIA- THE NEWS IS SCARY AND CAN CAUSE ANXIETY FOR CHILDREN  

- 2**  
PROVIDE DAILY OUTLETS FOR STRESS - NATURE, ART, EXERCISE, PLAY ETC.  

- 3**  
LISTEN TO YOUR CHILD'S CONCERNS. DON'T MINIMIZE OR DISTRACT, YOU MIGHT BE SURPRISED AT WHAT THEY'RE WORRIED ABOUT.  

- 4**  
MAKE EXTRA TIME FOR CONNECTION-THIS HELPS THEM FEEL SAFE AND SECURE.  

- 5**  
ALLOW ALL EMOTIONS- FEAR OFTEN SURFACES AS ANGER AND IRRITABILITY SO BE EXTRA PATIENT.  

- 6**  
PROVIDE AGE- APPROPRIATE FACTS ONLY. FOLLOW YOUR CHILD'S LEAD.  


 PARENTS with confidence

### 12. Parents and Carers.

If you have taken the time to read anything in this extensive list of suggestions, you yourself are doing an amazing job, in exceptionally difficult times. There are extensive adult support networks online and it's worth taking a moment to ask yourself if there is something else you may need and do you actually feel ok?



This is a really helpful image for me. It's 5 key areas that support an adult's daily wellbeing and over time, it is something I have both reflected on and tried to incorporate into all areas of my home and school practice. It's just a guide, which I like, as some days are far more successful than others! Also, with work no longer being the same, it's something I have used to rethink what my days might need in these strange times!

The Five Ways to Wellbeing are – Connect, Be Active, Keep Learning, Give, and Take Notice. They help people take care of their mental health and wellbeing. Regularly practising the Five Ways is beneficial for everyone – whether you have a mental health problem or not.

There is a brilliant website in New Zealand for this, and they have even updated their 5 ways to wellbeing tips to take into some of the extraordinary circumstances we're seeing.

<https://www.mentalhealth.org.nz/>

I have copied the guide here, but please keep our government advice central to everything, as this is changing daily and New Zealand may have different measures in place.

## Top tips for looking after mental health and wellbeing during COVID-19 and beyond.

### Find ways to take connect

Connecting with others is so important for our wellbeing and helps to make us feel safer, less stressed and less anxious. We can support each other to get through this.

Some ideas to connect include: writing emails that share a favourite memory, playing video games with mates, playing online scrabble or other board games, joining or starting a virtual book club, sharing a favourite karakia or waiata with your friends on social media, having video catch-ups with workmates, calling friends and whānau who are in self-isolation and reaching out to neighbours to ensure everyone has what they need to get through.

### Find ways to take notice

Notice the beauty in the world around your home. Take time to feel the sun on your skin, breathe in fresh air whenever you can, make a list of what you're grateful for, take the time to thank someone for how they make you feel, do a mindfulness exercise on YouTube, watch the plants in your home or outside your window growing and changing with each passing day.

### Find ways to be active

We know this is a tricky one without gyms or sports but it can be done! Play 'the floor is lava' with the kids, do a yoga class online, try out a new workout on YouTube, go for walks or runs outside (just stay 2m away from others!), use the cans in the pantry as weights, stretch.

### Find ways to give

Give compliments, think about a skill you have you could share with your whānau/flatmates/friends, share a favourite recipe, let people know you're there to help (and tell them what help you can offer – e.g. can you pick up food for a neighbour when you go shopping? Can you help your friends' kids with their English homework via Skype?). Check in on neighbours and members of your community who may need to hear a cheery voice or need a helping hand.

### Find ways to keep learning

Staying curious and engaging with the world around you is a great way to uplift your wellbeing. Pick a question you've always wondered about and take some time to look it up. Call your parents or grandparents and ask them questions about life when they were growing up. Research your whakapapa or family tree. Look up stories, myths and legends from different cultures. Discover the name of the iwi, hapu, maunga and awa of the place you live. Download an app like Duolingo and start learning a new language. Ask your tamariki/kids to teach you something they learned at school.

### Spend time with nature

While staying at home doesn't mean you have to stay indoors all the time, it might feel safer for you to do so! Think about how you can connect with nature from your home. Can you bring some nature indoors? Put up pictures of maunga (mountains), whenua (land), moana (oceans) or awa (rivers) that have meaning to you. Have a chat with your pot plants (this really helps them grow!). Listen to nature sounds – birdsong is a lovely background noise while you work. Open the windows as often as you can. Take time every day to feel the sun or the wind or the rain on your skin.

### Keep taking your medication

Don't stop taking any of your regular medication without first talking with your doctor. Phone or email your GP to get any new prescriptions you may need. If you're staying at home and that's throwing off your routine, set reminders to take your medicine when you need to.

### If you're currently getting help with your mental health, continue with this if possible

Talk to your GP, counsellor, case worker or mental health team about how they can continue supporting you. Can your appointments take place over the phone, via email, text or video chat? What tips do they have to help you get through? Who can you call if you need help urgently? Write this down so you have it handy when you need it.

[www.mentalhealth.org.nz/covid-19](http://www.mentalhealth.org.nz/covid-19)

 **Mental Health Foundation**  
mauri tū, mauri ora OF NEW ZEALAND  
[www.mentalhealth.org.nz](http://www.mentalhealth.org.nz)

The NHS also recognise the importance of these 5 areas.

<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

Good Luck everyone. Stay safe.