

SEND – Special Education Needs & Disabilities at Lethbridge Primary School

Whilst the Government has made provision for pupils who have an EHCP to be in school alongside keyworker pupils, the guidance clearly states:

Every child who can be safely cared for at home should be.

This is an offer to parents and carers and there is no requirement for parents and carers to send their children to school if they do not need or wish to do so.

Every child who can be safely cared for at home should be, to limit the chance of the virus spreading.

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers>

The following resources and links will have lots of useful information, however not all will be relevant for all our pupils. Please make sure you first look at the resources yourself before sharing with your child so you can be sure they are appropriate and helpful for them. In addition, in your use of any of the resources or ideas please continue to follow the latest government advice to be found at <https://www.nhs.uk/conditions/coronavirus-covid-19/>

Pupils with SEND

Pupils with SEND will often be accessing aspects of learning from year groups different to the class they usually attend in school. For this reason all year group activities are available for all pupils and parents via the website so your child may benefit from accessing some of the learning from a previous year group. We would encourage this and should allow your child access to English and Maths activities as well as ideas for reading, phonics etc.

Helpful resources for explaining Covid 19 to your child:

<https://www.elsa-support.co.uk/wp-content/uploads/2020/03/Social-contact-story.pdf>

<https://www.elsa-support.co.uk/wp-content/uploads/2020/03/School-is-closing.pdf>

See also social story section below.

Visual Resources

In school every class uses a visual timetable to structure the children's day. In addition, staff will also often use a now/next approach for children who may need extra support. You may find it really helpful to use something similar at home, although you will want to adapt to your own child's needs and your home situation. A really useful resource for this can be found at

https://grcgcustomers.s3-eu-west-1.amazonaws.com/account4876975/6552095_2.pdf?0.11589340381807767

Schedules and timetables alternatives

Although these are followed in school there will be many reasons why this may not work so well at home for you or your child. If a fixed schedule or routine is not practical then another option is to use limited choice or bingo type approach. In this approach a child needs to choose an agreed number of activity cards for a set time period – you can limit the card choices. So for example if you want them to read with you they may be resistant, however if you give a choice of 3 different reading activities this may work better for you both. Your child can then have a sense of control and choice, however by limiting their choices you will still be supporting them with structure. The resource above could be useful for ideas/picture cards, also see the following link:

https://docs.google.com/document/d/1QS8Pir_kfyEfCuLIPb--i-Bhairr_6ARHJx5MsQgaY/edit

Learning breaks

Children with SEND often need to learn things little and often so they may only be able to focus and concentrate for short time periods – this is fine! They can learn through play and will be more ready to learn during the focussed times if they have regular learning breaks where they can relax and do some of their favourite activities eg lego, play do etc – this system is often used in school to support our children to access learning successfully.

Personal interests

Children with SEND often benefit from a more personalised learning approach where we use their interests to engage and motivate them. This can be done at home – do not feel you always have to make your child follow specific learning areas set by school, use their interests eg if they love trains then find pictures or draw them, label with words or captions; write or make a card for an older relative they are not able to see or for other friends and family; use household tasks for counting and maths such as cooking, pairing the socks from the laundry, checking the cupboards for a shopping list etc.

Emotions

Your child may be worried or confused by all these big sudden changes. You can support them using some simple tools such a same/different board which helps your child understand that although it feels like everything has changed, there are still some familiar routines. It also will help them understand how any new things relate to the routines they are used to. You can download and then adapt a board to personalise it for your child at:

https://docs.google.com/document/d/1OmT3leJw9wXoRhv4L3hlD3ZEkiWx_Arn5ddzDvyTHfA/edit

You can use a social story to help them understand better about Covid 19 and all the things that are happening because of it. Examples can be found at:

<https://drive.google.com/file/d/1uVwVf-N3A9uh5-AQPdnb4BJ8qRIM1DdE/view>

<https://drive.google.com/file/d/1U-zRUEQ8auCTRF6Mrtwo0aZHk9iPcy93/view>

<https://drive.google.com/file/d/10V4sgxUXfNQClcU7V-iQp4HjtipwTI72/view>

<https://littlepuddins.ie/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-.pdf>

Sensory regulation

Many children with SEND will benefit with extra support for sensory regulation, especially at times of anxiety or stress. Occupational Therapists recommend lots of different ways to support your child such as

- rhythmic walking
- bouncing on a trampoline, swings or other climbing equipment (if they are lucky enough to have access to these)
- den building (eg with blankets over chairs)
- obstacle courses with throwing, crawling etc
- yoga (eg cosmic kids on youtube)
- heavy work eg lifting and carrying laundry, digging in garden, wall press offs etc see also <https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/sensory-processing-issues/heavy-work-activities>;
<https://www.andnextcomesl.com/2015/06/heavy-work-activities-for-kids.html>
- sensory play such as playdo, shaving foam, water or sand etc, see also <https://www.learning4kids.net/list-of-sensory-play-ideas/>

Behaviour

Your child will likely find all the changes unsettling and this may lead to behaviour that is difficult to manage, maybe more frequently or for longer time periods. School activities or tasks can wait and can be returned to when they feel calm and ready to learn. Make any adjustments you need to to meet your child's needs.

Additional advice may be found at

<https://www.autism.org.uk/about/behaviour/challenging-behaviour.aspx>

<https://www.challengingbehaviour.org.uk/understanding-behaviour/understanding-behaviour.html>

<https://www.nyland-pri.swindon.sch.uk/downloads/nylandSchool/Strategies-for-Emotional-Regulation.pdf>

<https://www.nyland-pri.swindon.sch.uk/downloads/nylandSchool/Helping-Your-Child-in-School.pdf>

- this has some helpful behaviour management advice and ideas