



Darlinghurst
ACADEMY

**Supporting your child's additional
needs during Covid-19**

We appear to be living in some interesting times and most of us will find this a very strange time. Staying at home can be more disruptive to the lives and routines of children with special educational needs and disabilities, whilst some will have initially enjoyed the freedom but can't wait to get back, and we can't wait to be back there with them.

At the beginning of the year we would never have thought that we would now all be at home with parents supporting their children to learn whilst school's provide remote learning activities. We know that you are doing your best to help and support your children with their learning while they are at home and know that we are doing our best to support you and your children in these difficult times.

Work is being set for all using DB Primary (or Tapestry if you are in the Early Years) and if you are not accessing this please be assured that we will be contactable to help where we can. Someone will have already tried to be in touch if you are not/or are unable to, to try to support you and your child in an alternative way (usually home packs). Please contact the school if this is not the case on generalenquiries@darlinghurst.co.uk

It is hoped that this document will provide a bank of resources helpful for those who are on our SEN register, and others, looking for activities to do whilst staying home and staying safe, whilst we all support our fantastic key workers.

The resources are loosely grouped into the four main areas of need as identified with the SEN Code of Practice:

- [Communication and Interaction](#)
- [Cognition and Learning](#)
- [Social, Emotional and Mental Health \(see also the information on supporting your social and emotional wellbeing, also available on the website\) and](#)
- [Physical and Sensory.](#)

There is an extensive range of online resources available and sometimes I have only included web addresses because there is so much choice, so please make sure that you vet these before using them with your child(ren).

There are also additional Government resources listed in their recent Home Education document: www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19 and Southend Borough Council have issued a document "Southend SEND: Parent and carer school closure support pack" which can be found on our website

BBC bitesize also have an SEND toolkit which has articles/resources on, amongst other things: mental health, wellbeing, keeping calm, reading, writing, maths, TopTips for lockdown with autisms, articles on supporting children with ADHD and dyslexia.

Please do not hesitate to contact us if we can be of any help via the general enquiries email address or through our DB Primary Anchor Room community

Take care, stay safe and be kind to one another



Tracy Grant
Inclusion Leader



Rebecca Ricks
SEN Admin Support



Lucy Wheeler
Behaviour Support Manager

Communication and Interaction

Within the code of practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>), communication and interaction is defined as follows:

Paragraph 6.29

'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.'

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Communication and interaction needs could include:

- difficulties with producing or responding to expressive or receptive language
- difficulties uttering speech sounds
- difficulties understanding spoken and other communications from others
- difficulties with understanding age-related social conventions of interaction, such as turn-taking during conversations or appropriate level of physical contact during play

Autistic Spectrum Disorder

There are a number of resources to help parents, carers and families support pupils with Autistic Spectrum Disorder (ASD) and Speech, Language and Communication Needs during the period of school closures from the University College London www.ucl.ac.uk/ioe/departments-and-centres/centres/centre-inclusive-education/homeschooling-children-send/communication-and-interaction

Wellbeing

'Know your normal', a well-researched resource to support mental health and wellbeing by 'Ambitious about Autism' - designed with young people and CRAE (Centre for Research in Autism Education). It enables people with autism to document their usual preferences and routines, so that when they are not well, their changes in behaviour can be more easily recognised: [Know your normal](#) and [Toolkit for download](#) are available from the Ambitious about Autism website

Explaining the current situation

A wide selection of social stories to help your child make sense of the current situation, from Furze Down School:

- [Therapy](#) (Furze Down School website)
- Information for children about coronavirus from our colleagues on the Special Needs Team in Tower Hamlet:
- [Coronavirus: Your questions answered](#) (BBC website) - video by Newsround doctors answering questions from children about the Covid-19
 - [#COVIBOOK, Supporting and reassuring children around the world](#) (Mindheart website) - a workbook to complete / read together with children up to 7 years which explains Covid-19. It is available on the website in many different languages.

Supporting education

The National Autistic Society is the leading UK charity for autistic people (including those with Asperger syndrome) and their families. They provide information, support and pioneering services, and campaign for a world that works for autistic people www.autism.org.uk

For parents and carers with children who enjoy routine and controlled situations the NASEN SEND Gateway website explores designing a work space for children with Autism who are easily distracted

Think about

- Sensory processing – what can be removed/what can be added?
- Visual timetables.
- Structured ways to de-stress.
- Quiet spaces to learn.
- Ways to maintain exercise.



Using special interests to motivate learning

Information about obsessions, routines and ritualised behaviours developed by The National Autistic Society:

- [Obsessions, repetitive behaviour and routines](#) (National Autistic Society website)

Special interests are an excellent motivator for learning, so using trains, lego, animals, maps, transport maps, city-scapes, music or anything else can be powerful ways to motivate learning. There are many resources online, many of which have been made free during the Coronavirus crisis. Some examples include:

- [San Diego Zoo for kids](#) website - amazing videos, activities, and games. Enjoy the tour.
- [Yellowstone National Park virtual tour](#) (National Park Service website)
- [Explore the surface of Mars on the Curiosity Rover](#) (Access Mars website)
- [Indoor Activities for busy toddlers](#) (Busy Toddler website)
- [Play games and learn all about animals](#) (Switch Zoo website)
- [Play with fave show characters and learn too](#) (PBS Kids website)
- [Virtual field trip of Louvre](#) (Louvre website)
- [Virtual tour of the Great Wall of China](#) (China Guide website)
- [Virtual tour of the Great Court](#) (British Museum website)
- [Read, play games, and hang out with Dr. Seuss](#) (Seussville website)
- [London Transport Museum](#) website
- [Lesson resources](#) (Transport for London website)
- [Lesson ideas involving trains](#) (Study.com website)
- [Lesson ideas using maps](#) (Tes website)
- [Teaching resource for using maps](#) (Share My Lesson website)
- [Lesson ideas using the London Underground](#) (Tes website)



Monitoring progress and identifying areas of focus

For children who are achieving milestones not measured by the National Curriculum. The a very detailed, evidence-based resource that details potentially achievable milestones very clearly covering the following areas:

- Communication and interaction.
- Social understanding and relationship.
- Sensory processing.
- Interests, routines and processing.
- Emotional understanding and self-awareness.
- Learning and engagement.
- Healthy living.
- Independence and community participation.



The resource is free and is accompanied by information on how to use it effectively. When the Excel sheet is downloaded, click on the 'House' icon to access the document:

Sensory processing

Some children with autism find sensory processing very difficult and this can result in emotional dysregulation and subsequent loss of control. This is a very useful article from the National Autistic Society:

- [Sensory processing](#) (National Autistic Society website)
- [coronavirus educational resources](#) from The Sensory Projects
- [SEND-specific resources for learning from home](#) from Tech Ability
- [advice on supporting children with a learning disability or autistic spectrum disorder \(ASD\)](#) from the Council for Disabled Children
- [recommendations on special educational needs](#) from the Education Endowment Foundation <https://educationendowmentfoundation.org.uk/>
- Resources for under 5s can also be accessed from the Early Years Alliance.

Speech and Language

Barrier Games

Barrier games are a fun and interactive way of developing attention, concentration and listening skills; expressive and receptive language skills and social interaction skills. Barrier games also provide a multi-sensory way of teaching new concepts and can be linked to all curriculum subjects.

Barrier games can be adapted to suit all ages and abilities as the focus materials can be as complex or straight-forward as required. The child could even come up with their own ideas to extend the activity.

Barrier games require two identical sets of materials and a barrier such as a large book that will stand up. The barrier is placed between the two players (or two teams) so that each cannot see the others materials. The players then take turns to provide verbal instructions to those on the other side of the barrier. The

instructions will depend on the materials being used. When completed, the barrier is removed and similarities and differences can be explored.

Examples of materials and activities

- Construction equipment (i.e. Lego, blocks, pegs and boards) – instructions are given how to build a model/create a sequence of blocks/pegs.
- Picture cards/real objects – description of the picture/object provided which does not explicitly name the picture/object.
- Colouring pictures and coloured pencils/felt-tips – instructions could include aspect of picture to be coloured and colour used.
- Maths materials (i.e. number square) – instructions could include add $2 + 2$ and colour the answer red.



Printable barrier games/resources can be downloaded from

http://www.talkingmatters.com.au/resources/downloads/cat_view/2-barrier-games

<http://dltk-kids.com/>

Auditory memory (remembering what has been heard).

I went shopping and bought....

Start the game by saying, 'I went shopping and I bought a football.' The next person repeats this phrase and adds a new item – 'I went shopping and bought a football and some crisps....'



More examples: I went shopping and bought a pen, a book, a bar of chocolate.....

I went shopping and bought a plum, a pen, a pie, a puppy..... (all words starting with the same sound).

I went shopping and bought a jumper, a shirt, some trousers, a pair of socks.... (all items of clothing).

I went shopping and bought three tins of beans, one loaf of bread, a carton of milk, a large packet of sweets(include a quantity).

I went shopping and bought a ball.....I went shopping and bought a red ball... I went shopping and bought a red, spotty ball...I went shopping and bought a red, spotty, bouncy ball.... (adding describing words).

Alternatives: I went on holiday and I packed.....

I went to the moon and saw

I went to the library and I borrowed (titles of books)

I went on holiday and I visited.....(names of countries visited)

I went to see... (Similar to 'I went shopping'. The person's name and all objects are linked by the initial sound.)

I went to see the King of the Castle and took a cat, a camera, a cauliflower.... I

went to see Fireman Fred and I took a frying pan, a feather, a folder.... I went to see the Green Goblin and I took a game, a goat, a gun....

I went to see the Dreadful Dragon and took a doughnut, a daisy, a dice....

Simon Says

The child has to follow instructions. (The level of difficulty of instructions has to match the child.) Instructions must be completed before they are carried out.

Examples: 'Simon says stand up and touch your nose'. 'Simon says stand up and clap your hands three times.' 'Simon says before you turn around twice, clap your hands.' 'Simon says hop on your right leg, fold your arms and count to ten.'

What's their job? Tell the child a list of name-occupation associations, (e.g. Mrs. Jolly the newsagent, Miss Fish the hairdresser, Mr. Brown the electrician, Mr. Pearce the builder, Mrs. Bunn the Baker.....etc) Then ask for the recall of information – 'Who was the hairdresser?', 'What was Mr. Brown's job?', 'Who would you buy the newspaper from?'

Word repetition. Say a sequence of unrelated words to the child (e.g. hat, mouse, box, cup, biscuit, car....) and the child has to repeat them in the correct order. The length of the list can be gradually extended. If the words are semantically related (e.g. colours - red, blue, green, black, pink, fruit – apple, pear, banana, cherry) it is more difficult. If the words are phonologically related, all beginning with the same sound, it is even more difficult, (e.g. fish, film, fog, phone, finger.)

Letter name repetition. As for 'Word repetition' but with letter names or sounds.

Digit repetition. As for 'Word repetition but with digits (numbers).



You can increase the level of difficulty of the three repetition games by asking the player to repeat in reverse order. (Only play this if the child is able to repeat in the same order without difficulty.) To do this, the player has to listen, remember, reverse and repeat and it is not easy! Start with two or three items only.

Draw a picture. Give the listener instructions for drawing a picture, e.g. (1) 'Draw a yellow circle, put a blue dot outside the circle and a red dot inside. Draw a square to the left of the circle....' (2) 'Draw three lines across your page to make three shelves. Draw a blue square on the top shelf. Draw a large red circle beneath the blue square. Draw a yellow triangle in the middle of the bottom shelf.....' Make sure that the language is appropriate for the listener.



Echoes One player is the caller and the other is the echo. The caller says a sentence or reads one from a book. The echo must repeat the sentence. The sentences could involve poetry, sensible or silly sentences, etc.

Phonological Awareness (using the sound in language).

Alliteration. Create sentences in which all words begin with the same sound – e.g. Peter Piper Picked a Peck of Pickled Peppers,

Rhyming. Create strings of rhymes – e.g. fat/cat/hat/bat, pear/stair/hair/care. Make up simple, silly rhymes for fun – e.g. I saw a bear with long and curly hair.

Feely bag. Place a selection of objects in a feely bag. Ask the child to take out an object and give you a word that rhymes with it/begins with the same sound.

Listen and point. Give the child two pictures which don't rhyme. Tell him/her a word which rhymes with one of them and ask him/her to point to the picture it rhymes with.

I Spy. Play this traditional game or play:

Rhyming I Spy 'I hear with my little ear something rhyming with

Word finding games.

Hot Potato Game. This is a simple word finding game in which a bean bag (or any other easily held object) is passed around the circle with each person naming an item from a given category (e.g. animals, colours, foods, things that fly, things that are red, etc.)

Give Me five (nouns – names of people or animals, places or things.)

Fill in the blank (a word-finding activity.) Make up a short story with each person adding just one word at a time.

Describe the object. The player has to describe an object without naming it. The other players have to guess the mystery object.

Guess the Object. One person has a picture of an object and the others have to ask up to 20 questions about it in order to guess what it is. Only 'yes' or 'no' can be used to answer. A clue might be necessary to get the activity started, e.g. 'I've got one of these in my kitchen.'

Guess the Person. Another version of the above game. Think of a famous person from history/sport etc. and the other person has to guess who it is by asking question with yes/no responses.



Listening Games/Activities (Receptive Language)

Games that promote listening require concentration to understand and retain information

Send the child/young person to "take a message" to a family or staff member

"I went to market" games

Kim's game

Talking Partners

Asking about the plot, or who said what after a favourite TV programme.

Describe people you have just met

Send the child/young person to fetch things from far away so they have to remember.

Speaking Games/Activities (Expressive Language)

Barrier games

Silly stories

Talking Partners

Narrative activities

Mind map activities



Strategies to support speech sound production difficulties

Ask the child to tell you another way or show you

Ask questions around what the child is trying to say to gain more information e.g. did this happen at home or at school?

Try to avoid asking questions which are open-ended and have no context such as "what did you do over the weekend?"

If you do not understand all that a child has said, repeat back the sentence to the point where you got lost; it is less laborious for the child to repeat back a small chunk rather than the whole sentence.

Cognition and Learning

Within the code of practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>), cognition and learning is defined as follows:

Paragraph 6.30

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.'

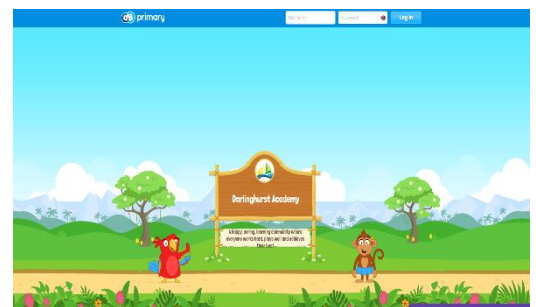
Paragraph 6.31

'Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.'

Cognition and learning needs may encompass most of the curriculum, such as for pupils with MLD or SLD. However, cognition and learning needs may only impact on specific areas such as reading, writing, spelling and mental calculations. Cognition and learning needs generally account for difficulties in curriculum-related areas such as:

- reading, writing and spelling
- numerosity
- comprehension
- processing difficulties such as sequencing, inference, coherence and elaboration
- working memory
- short term verbal memory
- other types of executive function difficulties

Works is set by teachers for each year group with additional support and scaffold as necessary using DB Primary. Times Tables Rockstars and Accelerated Reader are also used in addition to Maths with Parent. We have made sure children know where to go with concerns and let them know how to report back to the academy, and make them aware of further sources of support, such as [Childline](#), the [UK Safer Internet Centre](#) and [Child Exploitation and Online Protection command \(CEOP\)](#).



The resources below are in addition to these

<https://home.oxfordowl.co.uk/books/free-ebooks/>

has plenty of free reading books available online and through DB Primary

Creative and fun activities

Paper and pencil type activities which develop problem-solving skills such as: Noughts and Crosses (or make up your own shapes – you could adapt this to cats and dogs, same grid, just draw cats and dogs); Hangman; Squares etc. More ideas at www.playworks.org/resource/fun-paper-and-pencil-games-to-play/

Sesame Street have developed a site which provides content and resources you can use with your family to offer comfort and spark playful learning activities

<https://www.sesamestreet.org/caring>
Bash the Trash make your own instruments out of recyclable materials

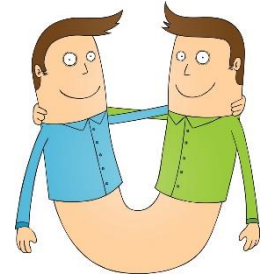
<https://www.retradeproject.co.za/bash-the-trash>

Games to develop thinking skills.

ISpy The player describes something that they can see: 'I spy with my little eye something that is big, made of glass and you see through it.'

Odd one out. Spot the odd one out – e.g. pear, table, petal, pin (initial letter sound) cat, coffee, crisps, elephant, star, far, dog, car (rhymes) flower, chair, bear, hair, orange, carrot, plum, banana. (categories) car, bus, bike, plane, house, flat, leaf, bungalow, robin, eagle, blackbird, python. Ask the child the reason why their choice is the 'odd one out'.

Similarities and differences. Take two similar objects or animals and encourage your child to explain the similarities and differences between them, e.g. a cat and dog, a chair and a stool, glue and sticky tape, glasses and sunglasses, a door and a window, a radio and a TV, a train and a bus, a robin and an eagle, a violin and a guitar, football and cricket, a glove and a shoe....



Pass it on (1) Pass an interesting object around. Each person in the group has to make a comment about the object, taking care not to repeat what others have said, then 'pass it on'.

Pass it on (2) Similar to Pass it on (1). Pass the object around. Each person has to repeat what has been said before and add another comment about the object: e.g. Pencil – 'You write with it.' 'You write with it and it is blue.' 'You write with it, it is blue and it has one sharp end and one blunt end.'

Pass it on (3) Choose a rule for your game - it could be a sound, a rhyme or a category (words that start with 's', words that rhyme with 'dog', animal names). Throw a soft ball or bean bag around a circle. Each person who receives the ball/bean bag has to say a word then 'pass it on'.



Visual Memory (remembering what has been seen).

Kim's Game. Put a selection of familiar objects, pictures or words on a tray. The child scans the tray for thirty seconds (or more or less time, as appropriate). The child then has to remember as many of the objects as possible. The level of difficulty can be increased by introducing more objects. The game can be varied by allowing the child to study the objects, pictures or words for a limited time. Then cover the tray and remove one object, picture or word. How long does it take for the child to remember which object has been removed?

Symbols. Show the child a left-to-right sequence of objects, letters or shapes (begin with a short sequence). Then jumble them up and ask the child to rearrange them in the correct order. Increase level of difficulty by increasing number of items in the sequence.

Matching Pairs Place pairs of cards face down. Take turns to turn over one, then a second, card. Make sure that each card is fully turned over so that every player can see it. Do not move it to another place. Encourage the child to say what is on each card. If the pair does not match, turn the cards back over. If they do match, the player 'wins' the pair.

Snap! Use number/picture/word cards.

What's different? Commercially available colouring and puzzle books show two similar pictures and require children to spot or colour in the differences. Ask children to spot the differences then describe them.

Copy Cats. Give child a picture or pattern made up from simple shapes. It has to be described to another person so that they can draw it accurately. (e.g. draw a large green circle with a small blue square in the middle of it).



Hungry Little Minds www.hungrylittleminds.campaign.gov.uk simple fun activities for 0-5s, organised by age bracket

Elsa Support www.elsa-support.co.uk/coronavirus-14-day-self-isolation-activities/ list of activities and ideas

Orchard toys www.orchardtoys.com/dept/activity-sheets_d0129.htm activity sheets and things to do for little ones

Social, Emotional and Mental Health

This information is in addition to our recent document "Supporting your emotional wellbeing – A guide for adults and children."

Within the code of practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>), social, emotional and mental health is defined as follows:

Paragraph 6.32

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'

Paragraph 6.33

'Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.'

The SEN Code of Practice (2015) no longer includes 'behaviour' as part of this category of need. The reasoning is that a child's behaviour is perceived as a communication about the child's state of mind and may be caused by a variety of factors such as:

- anxiety
- sensory overload
- anger, including anger about pervasive life situations or undisclosed difficulties
- response to trauma or attachment difficulties
- frustration due to speech and communication difficulties
- response to the wrong level of challenge in lessons
- grief
- overwhelm
- physical pain or discomfort, such as hunger
- underlying mental health problems
- undisclosed physical, mental or sexual abuse

This list is illustrative, not exhaustive.

Questions to ask your child in self-isolation **YOUNGMINDS**

- What could help you to complete your school work at home? Where would you like to work at home?
- Is there anything you want to talk about?
- When was the last time you were very happy?
- What makes you feel calm?
- How can you keep in touch with friends and family at the moment? e.g. Facetime, Whatsapp
- What things would you like to do in the future?
- What difficulties are you facing now?
- What can I do to help?
- Where is a place you feel safe?
- Would it be helpful if we planned each day together?
- Do you have any worries about the coronavirus?
- Where in our home do you feel like you can have your own space?
- What are you worried about when you lie in bed and can't sleep?
- Can you think of anything fun that we can do at home?
- How do you feel about things changing?
- How do you feel about staying at home?
- What have you enjoyed about today?

Mindfulness Breathing – when your child needs a brain break or the opportunity to calm down

BACK TO BACK BREATHING



Find a partner and sit on the floor back to back. Sit tall and close your eyes if you want to. Decide who will start - that person begins by inhaling deeply and then exhaling slowly, and then continues to breathe slowly and deeply. Their partner should feel the expansion in their partner's back each time they breathe in and then try to sync their own breathing so that both partners are breathing in time together.

TUMMY BREATHING



Lie on the floor and place a small stuffed animal on your stomach. Breathe in deeply through your nose and feel the stuffed animal rise, and then feel it lower as you slowly exhale through your mouth. Rock the stuffed animal to sleep using the rise and fall of your stomach.

ELEPHANT BREATHING



Stand with your feet wide apart and your arms dangling in front of your body like an elephant's trunk. As you breathe in deeply through your nose, raise your arms up high above your head. Then slowly swing your arms down again as you breathe out through your mouth.

BUBBLE BREATHING



Sit comfortably with your eyes closed. Begin by imagining you are holding a bubble wand. Breathe in deeply and then, as you breathe out slowly and gently, imagine you are blowing bubbles into the room. Imagine the bubbles are filled with peace or love or happiness and that you are filling the whole room with a peaceful, happy feeling. As you keep breathing slowly and blowing your imaginary bubbles, feel your body become calm and relaxed.

BALLOON BREATHING



Sitting in a comfortable position, place your hands around your mouth as if you were about to blow up a balloon. Take a deep breath in through the nose and, as you slowly exhale through your mouth, start to spread your hands out as if you are blowing up a great big balloon. Hold your hand position as you inhale again and then spread your hands further as you exhale. Once your balloon is as big as it can be, gently sway from side to side as you release your balloon up into the sky.

SHOULDER ROLL BREATHING



Choose a comfortable sitting position. As you take a slow deep breath in through your nose raise your shoulders up towards your ears. Breathe slowly out through your mouth, lowering your shoulders as you exhale. Repeat slowly, rolling your shoulders up and down in time with your breath.

TAKE 5 BREATHING



Sit comfortably, resting one hand in front of you with fingers outstretched like a star and the pointer finger of your other hand ready to trace your hand. Starting at the base of your thumb on the outside of your hand, breathe in slowly through your nose as you slide your pointer finger up to the top of your thumb. Breathe out slowly and slide your pointer finger down the inside of your thumb. Breathe in as you slide your finger up the next finger and out as you slide down. Continue breathing in and out as you trace your whole hand.

BUMBLEBEE BREATHING

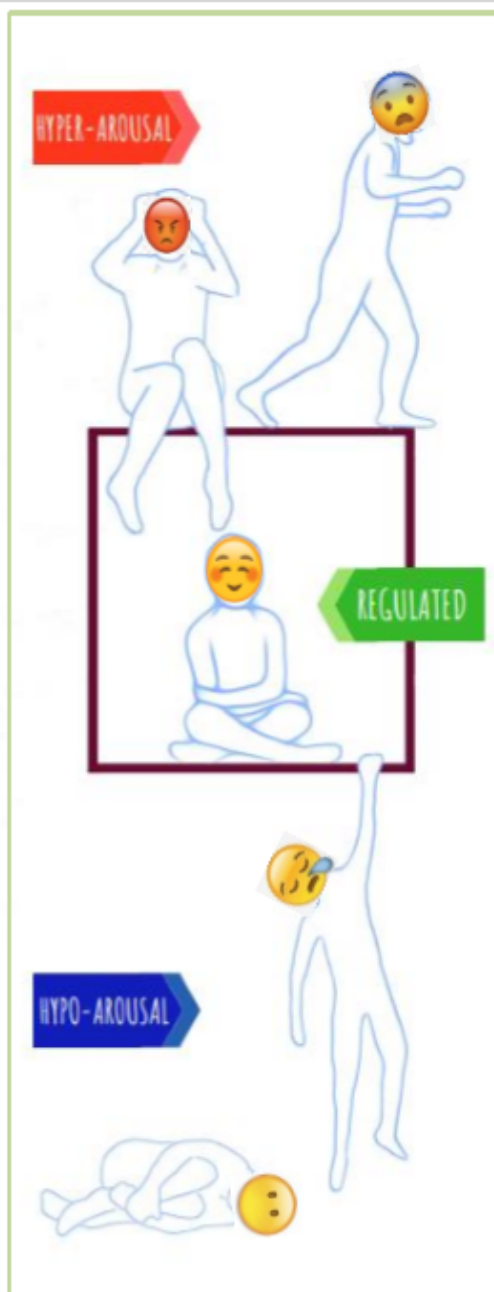


Sitting comfortably, gently place the tips of your pointer fingers in your ears and close your eyes. Breathe in through your nose and then hum quietly as you slowly breathe out.

Cosmic Kids have many fantastic videos to calm or energise you www.cosmickids.com/

Mindfulness information for parents/carers www.parentinfo.org/article/mindfulness-in-schools-a-parents-guide

Mindfulness for parents resource www.zerotothree.org/resources/2268-mindfulness-for-parents



Everyone has a different 'window of tolerance'. When you are in your window, you feel **calm** and able to think more clearly; you are more **regulated**

If something happens that makes you feel **scared, angry** or **worried**, it often pushes you **out of your window** and makes you feel distressed

It varies for everyone, but sometimes being '**hyper-aroused**' can mean you feel frightened and appear agitated or aggressive

Being '**hypo-aroused**' could mean you feel numb or disconnected and appear quiet, withdrawn or unengaged

It is **normal** to feel these emotions but important to find ways to help you feel regulated again

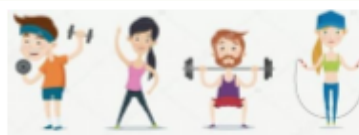
Please use this poster to think about ways that might help you to get back to feeling **calm and in control** by bringing you back into your window

WHAT CAN I DO TO FEEL REGULATED?

Certain techniques can help move us from being HYPER or HYPO aroused into a more REGULATED state. Some have a focus on being active and getting your heart rate up while some are about calming down and doing something soothing. It's important to find out what works best for you. Here are some examples:

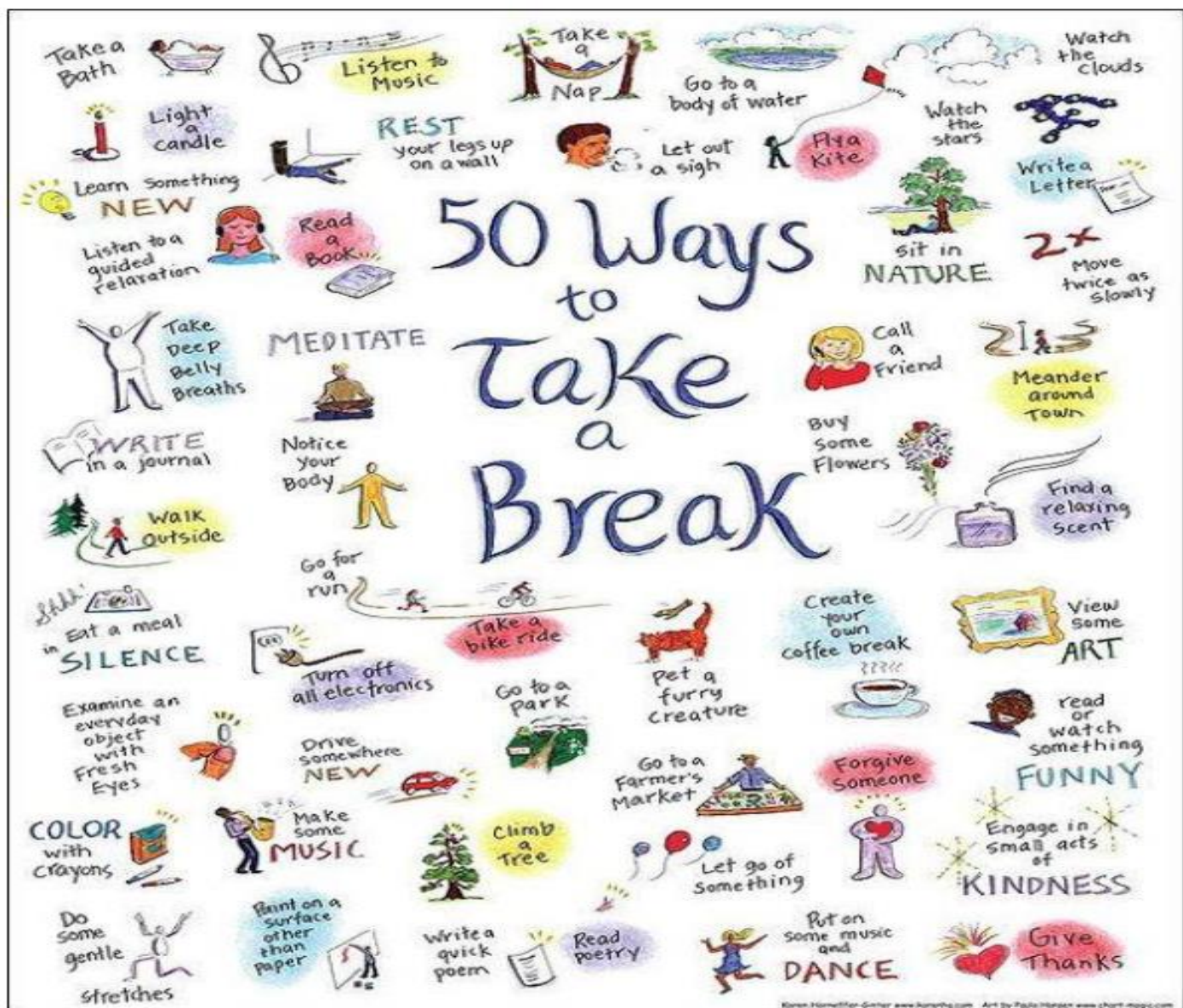


- Yoga and mindfulness can ground you and help you to be in the present moment
- Doing some exercise can make you feel better by releasing serotonin
- Taking deep breaths can help calm your body down quickly
- Reading, writing or listening to music can have calming effects on your mind
- Getting fresh air and changing the environment can help you think more clearly ie. stepping outdoors
- Talking to someone can feel like a release and improve your mood sometimes



Kate Boyle
Psychology Assistant

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We recognise the impact that the use of on-line devices can have on the safety and well-being of our children and so have made sure that the children know where to go with concerns and let them know how to report back to the academy, making them aware of further sources of support, such as [Childline](#), the [UK Safer Internet Centre](#) and [Child Exploitation and Online Protection command \(CEOP\)](#)



Sensory and Physical

Within the code of practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>), sensory and/or physical is defined as follows:

Paragraph 6.34

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.'

Paragraph 6.35

'Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.'

Physical and sensory needs cover a wide range of medical conditions in addition to those mentioned above. Some children with physical disabilities may be very cognitively able so the levels of support must be tailored to a person-centred needs analysis of each child's needs and preferences, taking into account the views of children and their families.



The sensory project has a selection of **resources** for supporting people with learning disabilities to understand and react to the current situation.

<http://www.thesensoryprojects.co.uk/covid19-resources>

Games & Activities to Help Develop Spatial Awareness

Action Songs & Games – to develop awareness of different parts of the body and whether they are on the left or right, for example, 'Simon Says' or 'Twister'.

Movement Songs & Games - to develop awareness of their place and position in a space, for example, 'Going on a Bear Hunt' or 'Head, Shoulders, Knees and Toes'.

Directional Games & Activities – to develop understanding and language of directional instructions, turn left/right, straight on, backwards, forwards, up, down etc... Simple map work or Treasure Hunts (give verbal instructions, one at a time to start with, increase as their skill level improves).

Climbing & Crawling Activities- to develop awareness of their position, others and objects in the space. The activities can also be used to support directional language. Use small and large objects to create an obstacle course to climb over, crawl under, between, next to, on the left of or right of, behind, in front, on top, underneath, below or opposite.



Balancing Activities – to develop body awareness such as 'Musical Statues', 'Statues', 'Tightrope Walk' or 'Foot Prints' (cut out foot prints marked left & right are set out at different distances and direction to follow and stand on by the child, if they miss or wobble off track they have to start again. Once completed it is their turn to make a track for you).

Observation Activities – to help develop understanding and awareness of where and how close or far apart objects or features are in relation to one another. When drawing for instance a person, take time to look at what a person really looks like and what appears next - head, neck, shoulder trunk of body etc... Fuzzy Felt can be used the same

way to create more accurately positioned scenes.

Make Patterns – to help develop placement relationships and language. Talk through the process of making the same pattern as shown on a card or already produced to be copied, for instance the red square goes on the right of the blue square and the yellow square is to go below the blue square. Ask your child to verbalise what they see and are doing to recreate the pattern. Patterns can be created and copied with all sorts of items - beads, building blocks, lego, and shapes. As skill levels improve tessellation (a pattern of shapes that fit perfectly together) activities and square or patterned paper for colouring and creating their own pattern designs are enjoyable.

Jigsaws & Model Making – to help develop placement relationships and language. Talk through and explain how to begin the puzzle and what to look for, ask them to explain to you their method and how they are going to begin. Start with jigsaws that are suitable in size and complexity for your child, if they are too difficult they will become frustrated and unwilling to try again. Use cards showing models for them to recreate again, make sure they are of a suitable level. You could make one up so that they can pick it up and really look at it and talk through the model before having a go themselves or do it together talking through the making process (without taking over) so success on their part is assured.



Hand strengthening exercises – to support handwriting development. **Dough Gym** is a gym for children where you work out with dough. There are videos available on line and there are plenty of recipes for making your own playdough together.

www.tes.com/teaching-resource/dough-gym-6361042



Support for visually impaired children www.rnib.org

Support for hearing impaired children
www.natsip.org.uk



Please ensure that you support your children whilst accessing any of the websites as many will be unsecure and thus open to “interference” from others.

We hope that this information and these resources have been useful to you and if you find any other sites beneficial please let us know so that we can share them with other parents.

We hope to see you soon