

Lancashire SEND

Specialist Teacher

Parent SEND Resource Toolkit

No 15 July 2020

Home learning ideas for pupils with Special Educational Needs

The Coronavirus outbreak means that **parents and carers** of young people with **SEND** are facing uncertainty. We know schools are on the front line and are playing a **hugely important role** in keeping communities going in these challenging times. If your child is not able to attend school, we want to be able to **support** you with some practical home learning advice, hints and suggestions. This is an evolving picture, so we hope this SEND resource toolkit goes some way to support parents and carers through this unprecedented time.

Home Learning / have fun!

This SEND Resource Toolkit is intended to be used by parents and carers of children with special educational needs. The suggestions and practical ideas have been written by specialist teachers working within the Lancashire Specialist Teacher Service. This weekly bulletin will contain ideas and suggestions of activities you can do with your children at home. Features will vary from week to week, but will cover broad areas of cognition and learning, communication and interaction, social and emotional wellbeing and sensory and physical needs. We welcome any feedback from parents and carers.

This toolkit will focus on fun activities that you and your child can try at home during the half term break. There are ideas for young people of all ages.

Everyone at the Lancashire Specialist Teaching Service (Traded Team) hopes you have enjoyed some of the activities we have provided for you to do. This is the last one for a short while, we are considering continuing with some form of toolkit every half term from September.

Let's hope the sun shines, that everyone is kept safe and that you all enjoy your summer break.



Supporting Social and Emotional Wellbeing

There is much that each one of us can do to support the wellbeing of those in our lives, including children and young people who may already be vulnerable or suffering from mental health difficulties.



Self Confidence – Superhero me



Challenge

Develop a character profile of your "superhero" self, listing 5 superhero qualities and writing a unique fact about yourself in relation to each one.

You don't have to be able to fly or jump over buildings – your qualities could be kindness, sense of humour, willingness to try new things, being brave, not giving up when schoolwork becomes tough, caring about your friends, and family, being responsible (for a pet, or a younger brother or sister), focus and dedication to activities such as sport or playing music, being generous and happy to share and making people laugh.

Think about the things you like in others and you'll probably find them in yourself.

Drawing Task: Create a basic comic strip of yourself, showing your superhero qualities in basic story format.

For Parents: This exercise uses the concept of superheroes to encourage children to build confidence and to explore their own talents.

What they create could then be shared with their next teacher as a transition activity or kept to reflect their own strengths.

From www.mentallyhealthyschools.org.uk

Be Active: <https://www.cyclesprog.co.uk/get-cycling/family-cycle-routes-in-lancashire/>



Family cycle routes in Lancashire are plentiful, and there is no doubt that this is a beautiful and varied county. From the flat coastal plains of the Fylde through to the rolling Bowland Fell, Lancashire offers wonderful cycling opportunities for all the family.

Use the 'Cyclesprog' website to find some of the best cycle routes in Lancashire.

Supporting Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may

change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.' (Code of Practice 2015).



Make a Treat – What activity is more rewarding than one that ends in a fun treat to eat? Simple recipes can target a variety of language skills and are a favorite with children and young people. Practice following directions, using descriptive concepts, sequential vocabulary and more with real tools and materials.

MAKE A BUTTERFLY TREAT



www.thespeechlane.com

Encourage your teen to make the picnic when you are out and about this summer holiday. www.bbcgoodfood.com/recipes/collection/picnic-recipes-kids has lots of easy to follow picnic recipe ideas from homemade pink lemonade, to pitta pockets to amazing cakes. Making food is a fantastic way of practising essential language skills, planning and problem solving.

i-SPY – Books

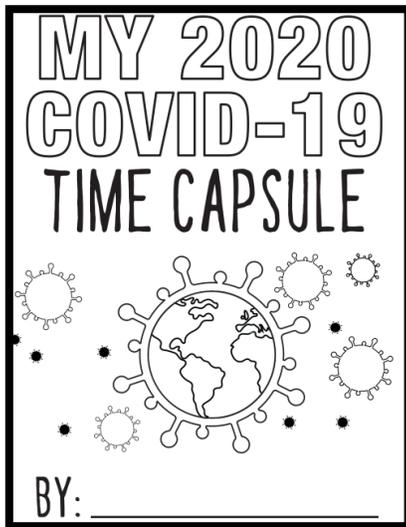
Beat the boredom and take time out from screens with these pocket-sized books packed with facts, photos and fantastic spots for hours of fun!

Kids will have fun collecting points on car journeys with more than 140 things to find. From sheep to wind turbines, bridges to hot-air balloons, they'll learn all about the interesting sites they see on their travels. And once they've scored 1000 points, super-spotters can claim their official i-SPY certificate and badge.

With more than 30 i-SPY books to collect, there's something for everyone



Time Capsule



We are living in a really important time in history at the moment and if you create a time capsule, you'll be able to look back in years to come.

A time capsule is normally buried in the ground after completion with lots of information about the time it was buried. There are usually instructions that it should be only dug up years later. Make sure you include lots of pictures and photos.



[https://www.coventry.gov.uk/downloads/file/32470/covid-19 coronavirus time capsule](https://www.coventry.gov.uk/downloads/file/32470/covid-19_coronavirus_time_capsule)

Supporting Literacy



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

Summer Reading Challenge 2020



<https://summerreadingchallenge.org.uk/>

The Summer Reading Challenge website is free to access and a place for children to rate and review the books they are reading as they progress towards their reading goal.

The website features video content, games, quizzes and digital and downloadable activities to incentivise and encourage children to take part in the Challenge at home.

Visit your local library website to access children's reading materials and resources including eBooks, audiobooks and comics completely free of charge.

Using Assistive Technology

There is no doubt that Assistive Technology supports our students. With the right intervention of this type, they are able to relax and demonstrate their knowledge and understanding of a subject rather than fighting to understand what is being asked of them and how to formulate a reply. Whatever platform you use, or the students have at home, there are inbuilt accessibility options that will cover most of the features we need, e.g. speech to text, text to speech, visual accessibility, organisation options, reduced workflow, research support and recall/retention options.

The big players in technology are all taking accessibility really seriously now and each update includes more/better features

Exploring the accessibility features on offer for your device.

1. <https://www.microsoft.com/en-us/accessibility>
2. <https://www.apple.com/accessibility/>
3. <https://www.google.co.uk/accessibility/products-features.html>

- Precision Apps – Over the summer holiday, take the time to explore the many precision apps that can be used to support speech to text or text to speech activities.



For more suggestions, check this resource from CALL Scotland. It offers so much to find and use and especially offers advice on iOS/Android apps for Dyslexia and effective use of Chromebooks.
<http://www.callscotland.org.uk/information/dyslexia/>

- Accessible books – Using electronic versions of textbooks can support many students. They must have an identified print impairment and school must have a copy of the book to be used.
<https://www.rnibbookshare.org/cms/>
- Books being read to younger children (FAB website!) <https://www.storylineonline.net/>
- Amazon Echo Dot (or similar brand) for asking questions and providing spoken answers e.g. spellings, time, information for homework etc.
https://www.amazon.co.uk/dp/B0792KWK57/ref=fs_dn
- Reading Pens – brilliant! Reading pens will read text and fit in your pocket or pencil case and are approved by exam boards negating the need for a reader. <http://www.scanningpens.co.uk/>

Supporting Number

Prepare the Food

How about having your tween or teen plan the family's menu for a week, or for an upcoming trip, and prepare all the food? Offer them a budget as well as assistance in the shopping and food prep time. Use the process to teach about how to select produce and meat, what unit price really means, shelf life for food, how to determine quantity, measurements, etc. Depending on your son or daughter's maturity, let them handle as many of the responsibilities as possible. You could even toss in an incentive for an older teen, such as "Here's the amount we spend on food per week. If you





can fix our meals for less than that amount, without us eating bread and water all week, you can keep what you save."

Supporting Sensory and Physical needs:



National
Deaf Children's
Society

Coronavirus support for deaf children

Get information and updates here:

<https://www.ndcs.org.uk/blog/coronavirus-and-support-for-deaf-children-information-for-families/>

This blog has been written for families with deaf children. It covers things that parents need to be aware of in the coming days and weeks, such as school closures, access to hearing aid repairs and batteries, and supporting deaf children during the spread of coronavirus.

This blog will be updated regularly throughout the next few weeks as new information becomes available.

Heavy Work Activities for Kids

<http://www.andnextcomesL.com>

AT HOME

- Carry groceries into house
- Carry a laundry basket full of clothes
- Build a fort
- Move garbage or recycling bins to the curb
- Make the bed
- Do outdoor chores
- Do indoor chores
- Load/unload dishwasher
- Push or move furniture
- Sort recycling
- Water plants with a watering can
- Stack chairs
- Wash the car
- Remove couch cushions and put them back
- Fill a pillowcase or bag with stuffed animals
- Move or build with real tools
- Give the dog a bath
- Carry a small pet
- Drink thick liquids through a straw
- Clean windows
- Have a pillow fight
- Push chairs in at the table
- Push or pull boxes filled with toys or books
- Stuff pillowcases
- Stuff duvet into a duvet cover
- Empty garbage can
- Pull laundry out of washer or dryer
- Climb a chair or couch
- Make an obstacle course
- Stack and unstack cans or boxes of food

'Heavy work' is a fantastic regulator. It helps all of us to focus and to stay calm.

The proprioceptive system receives input from the muscles and joints about body position, weight, pressure, stretch, movement and changes in position in space. Our bodies are able to grade and coordinate movements based on the way muscles move, stretch, and contract. Proprioception allows us to apply more or less pressure and force in a task. Instinctively, we know that lifting a feather requires very little pressure and effort, while moving a large backpack requires more work. We are able to coordinate our movements effectively to manage our day's activities with the proprioceptive system. The brain also must coordinate input about gravity, movement, and balance involving the vestibular system.

For Personal Use Only | And Next Comes L | <http://www.andnextcomesL.com>

Email: send.traded@lancashire.gov.uk

Ice Block Treasure Hunt

Materials:



- plastic container or bowl
- water
- small toys: plastic animals or dinosaurs, tops, rubber balls, shells, coins (for older children), etc.
- *optional: ice cube tray, food colouring and water to make coloured ice*
- warm water, spray bottles, paintbrushes, salt, a hammer --anything that you or your child may think of that could be used to get the toys out of the ice block.

What to do:

- Make and freeze coloured ice cubes using the food colouring and water
 - Fill the plastic container with about an inch of water. Add three or four toys and some coloured ice cubes and freeze.
 - When the first layer is frozen solid, add more water and a few more toys and ice cubes. Repeat this process until your container is full and you have a solid block of ice. It may take a couple of days to create your ice block.
 - Remove the ice block from the plastic container.
 - Give the kids some of the supplies for excavating the toys from of the ice. You could start by giving them spray bottles, paintbrushes, spoons and water. Then give them the salt and hammer for last.
 - Let your kids have fun exploring and experimenting with the ice block and tools. They'll enjoy the process of discovering and digging out their treasures.
- Take extra care if you choose to allow your children to use a hammer, especially if you are doing this project with more than one child. Another note-- we broke a couple of necklaces and a few other items that were made of harder, less flexible plastic. There's a chance that some of the small toys could get broken, so be sure to use toys that you and your child won't miss. Happy exploring!

Support for young people with Visual Impairment.

For web links for CYP across the key stages, scroll down this page: <https://www.guidedogs.org.uk/coronavirus/Services/Activities-for-children-and-young-people>

For practical activities for the younger children (again scroll down to the very bottom of the page): <https://www.guidedogs.org.uk/coronavirus/Services/Resources-for-learning-at-home>

Fizzy Fun

Equipment

Vinegar

Empty 500ml plastic drinks bottle

Sheet of paper or small funnel

Spoon

Bicarbonate of soda

Balloon (or a plastic bag and a hair tie)

A powder that looks similar to bicarbonate, e.g. flour or icing sugar.



1. Make funnel with a sheet of paper and use it to put 2 spoonful's of bicarbonate of soda into the balloon or the plastic bag.

2. Wash the funnel thoroughly. Pour vinegar into the plastic drinks bottle until it is about 2-3cm full



3. Gently stretch the opening of the balloon over the opening of the bottle. Make sure the balloon is draping down at the side to keep the baking soda from falling in. Fasten the neck of the balloon around the rim of the drinks bottle, or the plastic bag using the hair tie

- Upend the balloon or plastic bag quickly to let all of the powder fall into the vinegar, while keeping it sealed around the rim of the bottle.



- Keep one hand on the bottle around the balloon and rim and the other on the balloon. Watch the balloon or bag inflate



- When it has finished inflating, dispose of the contents safely releasing the gas in the balloon away from your face.
- Try this experiment again with another powder that looks similar to baking powder. Does the balloon still inflate?

The Science:

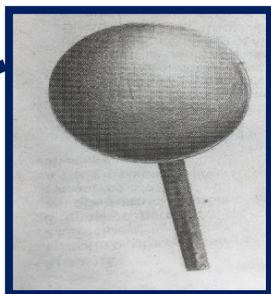
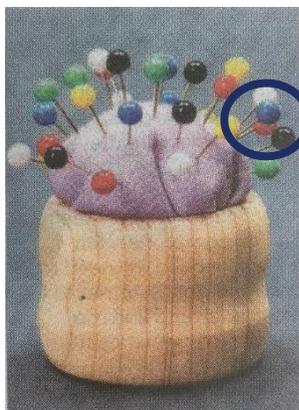
- Chemical reactions happen when chemicals (for example the acid, vinegar and the base the sodium bicarbonate) are changed into something new. In this case the gas carbon dioxide. It's this gas that blows up the balloon.
- When you substitute the sodium bicarbonate with something that looks similar, such as icing sugar, the reaction doesn't work anymore because the icing sugar doesn't have the same chemical properties as the sodium bicarbonate.

Art – Draw it big!



Challenge

Take something small and make the biggest drawing of it you can! These drawings show a lot of pins and then one pin head drawn in detail.



You will need:

- Paper – plain or lined – whatever you have at home.
- A pencil
- Optional: softer B pencils like a 2B for shading, harder H pencils for detail, colouring pencils, felt tips or paints.

What to do

1. Find a small object.
2. After looking at it closely in your hand, try to place it one position and leave it.
3. Look closely at its shape. What details can you see? Where are the shadows and highlights? Notice the direction of the light. Look for small details to include when you draw.
4. Draw the object as big as you can from the angle you are viewing it. Don't try to draw things that you can't see from where you are sitting.
5. Try to fill the whole page.
6. It might be a good idea to do the initial outline lightly in case you aren't happy with it.
7. After completing the outline add those details that you spotted when you looked closely.
8. Press on harder or use a B pencil for the darker areas in the shade. Hold your pencil in your hand so you are using the side of the lead and not the tip.

Keeping safe:

SWIM SAFE Activity Sheet 5
 Can you match these signs up to their descriptions?

	DO NOT USE INFLATABLES		SUDDEN DROP
	DO NOT DIVE		SWIM BETWEEN THE FLAGS
	DO NOT JUMP		DO NOT SWIM
	DO NOT SURF		SHALLOW WATER
	DO NOT SWIM		LARGE SURF OR HIGH BREAKING WAVES
	DO NOT USE MOTORISED CRAFT		DEEP WATER
	DEEP SHELVING BEACH		STRONG UNDERCURRENTS
	TIDES		WATER CRAFT ZONE
	SUBMERGED OBJECTS		DO NOT USE INFLATABLES
	STRONG WINDS		

swimming LIFELINES Lifeboats Swim England