



SEND support during the school closure

This is a list of information websites, tips and resources to help you support your children with their additional needs, learning and self-esteem. The pack covers:

ASD

ADHD

Dyslexia/literacy challenges

Dyspraxia/motor coordination difficulties

Dyscalculia

Speech and Language

Social, Emotional & Mental Health

Anxiety

Panic attacks

Behavior

Tips for helping your child to learn

Children have varying needs and there is no one size approach fits all. It is quite common for children to have additional needs that span all these areas, so select the resources that meet the needs of your child, without worrying too much about the label or category they fall under.

Everyone has strengths and weaknesses and these SEND strategies will be beneficial to many children, whether or not they have a diagnosis.

Nb. this has been adapted from another source and not all links have been checked recently; please let us know if there are any errors, or if you have additional useful links.

ASD

Information Websites

<https://www.autism.org.uk/>

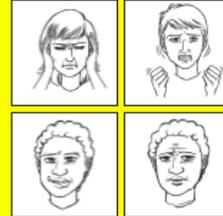
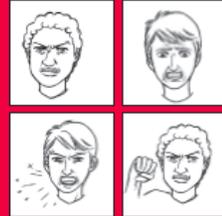
<https://www.autism.org.uk/about/family-life/parents-carers.aspx>

<https://www.nhs.uk/conditions/autism/autism-and-everyday-life/help-for-day-today-life/>

Tips

- Children with Autism need structure and routine. You can help them by using visual timetables to help them see what is happening at each step of the day, so they know in advance what they will be doing next. This will relieve some of their anxiety (see visual timetable cards sent out by school).
- You might want to set a specific place for them to do any work or tasks. At school they may have had this in the form of a workstation, or 'office' to support their learning. Each child's workstation may differ slightly, so you could ask your child to help you set one up that will suit them or that they are already used to. Use could use a large piece of cardboard to create a screen on which to pin useful reminders, timetables, key spellings etc.
- Preparation for changes in routine; explain clearly in advance if something will be different, and use visuals to reinforce wherever possible.
- Help your children to recognise and name different emotions and feelings. You can do this by discussing their own emotions, how characters in books and on TV programmes might be feeling and how you yourselves might be feeling. You can also play role play guessing games and ask them to name the emotion and say why.
- Use the Zones of Regulation model to help children to make sense of their emotions

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

- Use social stories and comic strip cartoons to help children understand different situations and perspectives and address inappropriate behaviour. You can find many of these online and already there are several related to the current situation.
- <https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx>
- Be aware of your child's sensory needs and support them in managing that need to help them learn e.g. sound reducing earphones if noise is a problem, comfortable clothes, keep the area surrounding the work space clear to avoid over-stimulation etc.
- Play lots of games with your child to encourage social skills, such as taking turns and winning and losing.

Resources

<https://www.freeoutreach.org.uk/Resources/>

<https://www.twinkl.co.uk/resources/specialeducationalneedssen/specialeducationalneeds-sen-social-emotional-and-mental-healthdifficulties/sen-friendship-and-social-skills>

<http://autismteachingstrategies.com/free-social-skills-downloads-2/>

Visual timetable <https://www.twinkl.co.uk/resource/t-c-081-visual-timetable-for-home>

ADHD

Information Websites

<https://www.adhdfoundation.org.uk/information/parents/>

<http://www.adders.org/info170.htm>

<http://www.adders.org/info79.htm>

<http://www.adders.org/info58.htm>

Tips

Offer routines and structure

Create a quiet space for them to learn with no distractions.

Give them something to fiddle with whilst you are talking to them or you want them to focus. It can also be helpful to let them move around whilst they listen.

Ask them to do one task at a time, perhaps with a (movement) break in between

Provide checklists or visual timetables to support organisation. Post-it's are good for older children who can jot notes/ read.

Use timers to help with time management and build in frequent movement breaks.

Suggest rather than 'tell' (children with ADHD often have low self-esteem)

Provide lots of opportunities for exercise and movement. - Play games on consoles such as Just Dance, Wii Sports etc. to get your kids moving

Set up a reward scheme to encourage them and support them with their behaviour.

Build on success and help children to pursue more of what they enjoy. - Put clear boundaries in place.

Resources

<https://www.thebodycoach.com/blog/pe-with-joe-1254.html>

Dyslexia & literacy challenges

Information Websites

<https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child>

<https://www.understood.org/en/school-learning/learning-at-home/homeworkstudy-skills/8-working-memory-boosters>

Tips

- It is important to encourage children to recognise and pursue the areas in which they excel (do more of what they enjoy) and support them with the areas they find difficult.
- Allow children to use a word processor to complete some of their written tasks. This highlights spelling errors and offers alternatives. If they can't type, encourage them to learn, so that they are able to use a Word Processor with more speed and fluency.
- Play games to support memory and retention e.g. pairs, Go Fish etc. (see resource links for more ideas)
- Enable children to access age related audiobooks to develop a love of reading. Encourage them to share what's happening in the story and share their excitement, wondering aloud what will happen next. This will also develop their vocabulary and comprehension, without them even realising that they are learning. Audible are offering free listening stories during school closures.
- Try not to make reading a battle. Encourage your child to read one page and you read the next page, or sentence by sentence. Read some books to them for pleasure and invite them to read a section if they want to (don't push if they don't want to). By developing a love of books and stories children will naturally want to learn how to read, so make the experience as pleasurable as you can.

Resources

Free spelling practice and support - <https://spellingframe.co.uk/>

Dancemat Typing – free touch typing course - <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>

Free Phonics games - <https://www.phonicsplay.co.uk/>

<https://www.weareteachers.com/working-memory/>

<https://www.understood.org/en/school-learning/learning-at-home/homeworkstudy-skills/8-working-memory-boosters>

Free audio stories - <https://stories.audible.com/start-listen>

Free reading games and activities - <https://www.teachyourmonstertoread.com/>

Nessy are also offering a 'virtual school parent pack' online bundle of reading, writing and spelling resources discounted to £24 for 2 months. <https://www.nessy.com/uk/>

Dyspraxia/Motor Coordination Disorder

Information Websites

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

<http://www.movementmattersuk.org/>

Tips

- Allow children to use a word processor to complete some written tasks. If they can't type, encourage them to learn, so that they are able to use a Word Processor with more speed and fluency.
- Offer routines and structure
- Create a quiet space for them to learn with no distractions.
- Give them something to fiddle with whilst you are talking to them or you want them to focus. It can also be helpful to let them move around whilst they listen.
- Ask them to do one task at a time
- Provide checklists or visual timetables to support organisation.
- Use timers to help with time management and build in frequent movement breaks.
- Help your children develop their fine and gross motor skills and core stability (see resources below)
- They don't have to sit for all tasks – perhaps they can read /write / draw while lying down (builds upper core strength).

Resources

Dancemat Typing – free touch typing course - <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>

Motor skills development: https://www.lincolnshirecommunityhealthservices.nhs.uk/application/files/2915/2285/5110/1st_Move.pdf

Visual timetable <https://www.twinkl.co.uk/resource/t-c-081-visual-timetable-for-home>

Dyscalculia

Information Websites

<https://www.sess.ie/categories/specific-learning-disabilities/dyscalculia/tipslearning-and-teaching>

<https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurringdifferences/dyscalculia-and-maths-difficulties>

<https://blog.brainbalancecenters.com/2016/02/5-strategies-for-managingdyscalculia>

<https://www.understood.org/en/school-learning/partnering-with-childsschool/instructional-strategies/at-a-glance-classroom-accommodations-fordyscalculia>

Tips

- Concentrate on one problem at a time.
- Use lots of visual resources and physical resources that the children can move around.
- Include children in supporting you with everyday maths problems e.g. cooking, measuring, money etc.
- Discuss any vocabulary before attempting the task e.g. do, they know what subtraction means / less than/ more than etc.
- It sometimes helps if the child can draw the problem using strategies already taught in class e.g. bar method, or use their own ideas e.g. simple pictures so that they can 'see' the problem.

Resources

<https://whiterosemaths.com/homelearning/>

<https://www.10ticks.co.uk/>

Speech and Language

Information Websites

<https://www.tamesidehospital.nhs.uk/our-services/community-services/speechand-therapy.htm>

<https://www.thecommunicationtrust.org.uk/>

Tips

Speech sounds:

- Model speech to the children by repeating words back to them correctly but try not to do this with all sounds in one go if there are many.
- Focus on one or two at a time.

Understanding:

- Give children time to process what you have asked and respond.
- Use simple language and break instructions down into smaller steps.
- Encourage children to answer questions, such as who, what, where, when and why?
- Encourage them to tell you the story in their own words.
- Google Colorful Semantics to help with the who/ what doing/ where/ when cards.

Expression:

- Talk about all your experiences in detail, teaching new vocabulary all the time.
- Discuss vocabulary in books, making sure the children understand the meaning of tricky words. You could use a simple mind map with the word in the middle and focus on where would you find it? What sound does it start with? What sound does it end with? Who would use it? What color is it? What does it rhyme with? How many syllables does it have? Pick and choose from the list according to the needs of your child.

Social Communication:

- Play lots of games with your child to encourage social skills, such as taking turns and winning and losing.
- Use a visual timetable and visual aids to provide structure and routines.

Resources

<https://www.thecommunicationtrust.org.uk/>

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-forparents/>

Social skills games: <https://www.twinkl.co.uk/resources/specialeducationalneedssen/specialeducationalneeds-sen-social-emotional-and-mental-healthdifficulties/sen-friendship-and-social-skills>

<http://autismteachingstrategies.com/free-social-skills-downloads-2/>

Social, Emotional & Mental Health

Information Websites

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

<https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people>

<https://www.mind.org.uk/information-support/for-children-and-young-people/information-for-parents/>

<https://teenlineonline.org/parents/support/resources/>

Tips

Anxiety

- Learn what triggers anxiety and alleviating it – this for parents and children – this is sometimes easier for a parent to notice first so you may need to coach your child to recognise them themselves
- Encourage your child to concentrate on one problem at a time as things can become overwhelming and then they can't concentrate on any
- Allow time out/rest break to stretch their legs, get a drink and focus on something different or practice relaxation techniques such as yoga when anxiety builds
- Give your child notice of expected changes in routine and rehearse transitions in advance
- Clearly state expectations, consequences and offer written instructions in addition to spoken directions
- Help your child break down assignments/tasks into smaller chunks so they can focus on each step and see the small achievements they make along the way
- Help them to maintain a positive attitude – it is easy to catastrophise and exaggerate the negatives so always try to find more positives than negatives in each situation.
- Encourage a healthy lifestyle:
 - Exercise daily
 - Get enough sleep
 - Eat well- balanced diets

Panic attacks

- Tell your child it will pass – reassuring them that their body will begin to calm soon. Take it one minute at a time and help them remember that with each passing minute they will be closer to the end of the attack.
- Assert control - try to gently assert control of the situation as this can feel deeply reassuring for your child. Talk in a calm, measured manner; explain simply and carefully what is happening now, what you are doing to help and what will happen next.
- Don't panic- Panic fuels panic! Control your own emotions when responding to someone else's panic attack.
- Don't make assumptions or be dismissive - Panic attacks can often be an extreme reaction to a relatively minor trigger but that does not make them feel any less terrifying. Being told not to be silly or that there's nothing to worry about is insensitive at best and panic-fueling at worst.
- Focus on breathing - It doesn't really matter what strategy you use, but sit with your child, encourage them to actively think about it and focus on slowing it down and taking control of it. Actively breathing with them can help too – taking big, deep, slow breaths in and out will give them something to try and regulate their breathing against.

- Give your child space and time - It can take quite some time to 'come down' from a panic attack. It's helpful if they can be accompanied and be somewhere where they feel safe without feeling they have to talk. Some people find walking is helpful whilst other like to listen to music or Apps such as Headspace.

Behaviour and building positive relationships

- Stay positive - don't assume the worst or your child will too. Look for signs of change and notice when things go well, even for a short time. Being positive affirms that they can have a positive future even if things are difficult now.
- Like who they are - try to separate the behaviour from the person. Remember all their good qualities and try not to be overpowered by what you don't like about their behaviour right now.
- Be there - contrary to how it may seem at times, your child's do want to talk to you. But it may need to be at their pace. Listen to their ideas, don't interrupt or try to tell them what to do.
- Be reassuring - a lot of child's are scared by the feelings they're experiencing and the new wave of responsibilities that they have to take on. They need lots of reassurance.
- Be consistent - try to set clear and consistent boundaries which also respect their boundaries to help them to foster their own sense of security whilst in inner turmoil. Be ready to discuss the rationale behind your behaviour and your rules. Remember that they're learning from you how to be an adult.
- Be approving - research confirms that both males and females have higher self-esteem in early adolescence if they think that they have the approval and support from their families.
- Be patient - while children are trying to find the right balance of behaviours and independence, they often swing too far in the opposite direction.
- Be gentle - even though your child may act as though they're indestructible, their emotions are still very fragile - so handle with care. Remember that although your child may seem to be pushing you away, they still need your love.
- Be honest - sometimes you will feel stressed and emotional yourself. Don't be afraid of letting your child know how you feel. Each time you do, you're showing them that it's ok not to be perfect and it's ok not to have all the answers.
- Be supported - don't be alone. Especially when times are tough, talk it through with someone who won't judge or criticise you. Find a friend, family member or counsellor who will offer support and encouragement. Take time out to vent any frustrations rather than bottling things up and letting rip at home.
- Forgive and forget - Be prepared to manage the conflict, repair your relationship with your teen and move on. Small disagreements soon build into huge arguments leaving you both wondering what happened.

Resources

<https://www.headspace.com/>

<https://chimpmanagement.com/the-chimp-model/>

<https://www.nicolamorgan.com/category/adolescent-brains-and-lives/>

Info pages from school website on mental health during school closure -

<http://www.fullbrook.surrey.sch.uk/wp-content/uploads/2020/03/Mental-wellbeing-support-for-students.pdf>

Social media problems

<https://www.nicolamorgan.com/category/life-online/>

<https://www.psychologytoday.com/us/blog/artificial-maturity/201803/parent-s-guide-social-media-use-kids>

Helping your child learn

Tips

1. Create a designated study space for your students.
2. Keep a planner.
3. Teaching your child to use active reading strategies—like taking notes or highlighting key themes and passages.
4. Use online apps as well as tasks set by the teacher to vary the styles of learning.
5. Avoid cramming. Taking a 15-minute break once every hour can work wonders on keeping them focused and productive.
6. Teach your child to ask for help.
7. Avoid distractions - teach your student how to turn off devices that may serve as a form of distraction while they're studying.
8. Ensure that your child has healthy sleeping and eating habits in order to maximize their focus and make the most of time spent studying.

Resources and online learning (and how to log on).

MyMaths – Simply google MyMaths. Your child should have their own username and password but if they don't know it, they can use a generic one below:

Username – abbot Password - maths

GCSEPod – Videos and Quiz on GCSE subjects. There is a phone app or you can google GCSEPod. Yr9, 10 and 11 students should have their own username and password but if they have forgotten, it is probably their school email or username for the school network. Passwords are unique but there is a retrieval system if they have forgotten it!

GCSE Bitesize – Just go online and select a subject. Make sure you select the correct exam board for your course. There are video lessons, information and tests to complete.

BBC Bitesize – For KS3 - Just go online and select a subject. There are video lessons, information and tests to complete

Kerboodle – An online tool for to log on follow process below:

Username: your initial and surname with no spaces i.e. John Smith = jsmith

Password: same as your username in the first instance If you choose to change your password write it down.

Institution code: ul1 (all lowercase with no spaces)

Doddle – Online resource for Science with information and activities – Follow log on instructions below:

Institution: George Abbot School GU1 1XX - once you start typing it will appear on the list.

Username: (all in lower case) - This is the same as your network login. (The first four letters of the students surname then the first four letters of the students first name . the year the student entered the school)

Temporary Password: password

Resources and online learning for students with SEN (and how to log on)

Nessy - This is a reading programme specifically for those who are at the early stages of reading or have dyslexia and is suitable for yr7 students only.

<https://learn.nessy.com/account/login#/accountLogin>

Students need a personal username and password and the students who need this programme will have one already. If they have forgotten it, please email phoward@georgeabbot.surrey.sch.uk and she can remind you.

Lexia – This is a reading programme for those who are at the early stages of reading and is suitable for yr7 and 8 students only. It is intended to be completed in short but regular chunks, so 15 minutes a day is perfect.

Students need a personal username and password so please email Mrs. Harms to get one if your child doesn't have one already or if they have forgotten it. lharms@georgeabbot.surrey.sch.uk

Mathletics – This is a programme designed to practice maths skills in a fun way, with games and points along the way. It is intended to be completed in short but regular chunks, so 15 minutes a day is perfect.

Students need a personal username and password so please email Mrs. Freeland to get one if your child doesn't have one already or if they have forgotten it. tfreeland@georgeabbot.surrey.sch.uk

There is also a home version that gives a free trial for 48 hours so you can see if it's something your child will find helpful. <https://www.mathletics.com/us/for-home/>

Dancemat Typing – free touch typing course - <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>