



ESJ SEND Support Materials for Parents



Dear Parents and Carers,



Firstly, I hope you are all keeping safe and well.



It has certainly been a very surreal couple of weeks, where everything we know has been turned upside down. It is a lot for us to process but I am very aware that it may be even more difficult for some children with additional needs or worries. Therefore, I wanted to once again reassure you that you are able to contact me via email amcguinness@elystjohns.cambs.sch.uk or on 01353 612780. For the days when I am working at home, I have borrowed a school mobile and you can call me on 07780 620471 – I will turn it on between 8.30am and 5pm.

I am sure you have all had the chance to look at the 'Closure Curriculum' on the school website for your child's year group. I hope you are finding it useful. In addition, I know there is a lot of information and links circulating on social media and in the news about activities, which can be quite overwhelming in itself. Therefore, to help you navigate the wealth of information out there, here is a list of information websites, tips and resources to help you support your child with their additional needs, learning and self-esteem.


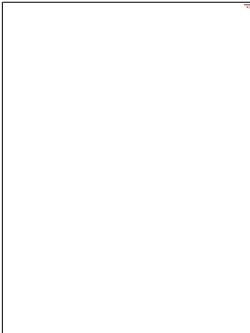
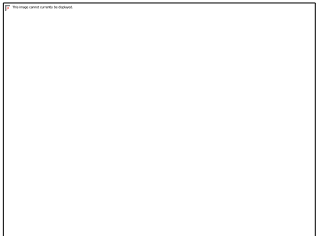

It is really important to remember that children have varying needs and there is no 'one size fits all' approach. Below is a table of information, which is divided into areas of need. However, we know it is very common for children to have additional needs that span a range of areas, so select the resources that meet the needs of your child, without worrying too much about the label or category they fall under. Everyone has strengths and needs and these SEND strategies will be beneficial to many children, whether they have a diagnosis, or not.

Lastly, I just want to reassure you that your priority should be keeping you and your family healthy and happy. You will know what works best in order to for that to happen and your best will be good enough.

Keep smiling, keep safe and keep well.

Anna McGuinness

Speech and Language	
Information Websites	https://www.thecommunicationtrust.org.uk/ https://www.cambscommunityservices.nhs.uk/what-we-do/children-young-people-health-services-cambridgeshire/specialist-services/childrens-speech-and-language-therapy/about-us https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/
Tips	Speech sounds <ul style="list-style-type: none">- Model speech to the children by repeating words back to them correctly. Understanding: <ul style="list-style-type: none">- 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? When reading their books. Encourage them to tell you the story in their own words.

	<p>Expression</p> <ul style="list-style-type: none"> - Talk about your experiences in detail, teaching new vocabulary all the time. - Discuss vocabulary in books, making sure the children understand the meaning of tricky words. <p>Social Communication</p> <ul style="list-style-type: none"> - 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, such as 'First and Then' charts, to provide structure and routines. Here are some examples of visual aids we use in school. These are easy to replicate at home – you don't need fancy laminated cards – either use words (if your child can read them) or hand drawn pictures on a piece of paper. <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;">   </div> </div>
Resources	<ul style="list-style-type: none"> • If your child has been seeing a SaLT or has had previous targets set, please continue to work on these. Alternatively, the website links above have ideas. • If you do have access to a computer and printer, you can download visual support cards from twinkl https://www.twinkl.co.uk/resource/t-c-372-daily-routine-cards-for-home • Mrs Johnson has produced a guide on how to use Lego to promote social interaction skills and turn taking. We have Lego club in school and this slightly adapted guide can be used at home. (It can be found on the school website – under 'Mrs McGuinness' in the Closure Curriculum area.)  • There are lots of ideas for social skills games on the twinkl website too. https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills

ASC	
Information Websites	https://www.autism.org.uk/ https://www.autism.org.uk/about/family-life/parents-carers.aspx
Tips	<ul style="list-style-type: none"> • Children with Autism need structure and routine. You can help them by using visual timetables (see above) 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. • If appropriate, for their age and ability, you might want to set up a specific place for them to do any work or tasks. At school they may have this in the form of a workstation to support their learning. Each child's

	<p>workstation may differ slightly, so you could ask your child to help you set one up that will suit them or look like something they are already used to.</p> <ul style="list-style-type: none"> • Prepare them for changes in routine. • 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. Alongside naming the emotion, describe it and explain why you, they or fictional characters might be feeling like that. You can also play role play guessing games and ask them to name the emotion and say why. • Use social stories and comic strip cartoons to help children understand different situations and perspectives and address inappropriate behaviour. • Have a visual aid to support wanted and unwanted behaviours (such as a stop card or happy/sad face) • Be aware of your child's sensory needs and support them in managing that need to help them learn e.g. sound reducing ear defenders, if noise is a problem (if your child had ear defenders in school but you don't have a pair at home – I can arrange for you to pick them up), comfortable clothes, keep the area surrounding the work space clear to avoid over-stimulation etc. • Play games with your child to encourage social skills, such as taking turns games.
Resources	<ul style="list-style-type: none"> • Visual timetables (see examples above) • Social stories and comic strip cartoons – you can find a link here: https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx <p>Links to social skills games (and see the attached Lego guide):</p> <p>https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills</p> <p>http://autismteachingstrategies.com/free-social-skills-downloads-2/</p> <ul style="list-style-type: none"> • You can find some great ideas for sensory activities here: https://www.empoweringlittleminds.co.uk/resources-1
ADHD	
Information Websites	<p>https://www.adhdfoundation.org.uk/information/parents/</p> <p>General Info on ADHD - http://www.adders.org/info170.htm</p> <p>Self-esteem - http://www.adders.org/info79.htm</p> <p>Managing ADHD - http://www.adders.org/info58.htm</p>
Tips	<ul style="list-style-type: none"> • 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. • Suggest rather than criticise (children with ADHD often have low self-esteem), using phrases such as, 'I wonder if...' 'Perhaps you could try...' • Provide lots of opportunities for exercise and movement. • Build on success and help children to pursue more of what they enjoy.

	<ul style="list-style-type: none"> Put clear boundaries in place.
Resources	<ul style="list-style-type: none"> For promoting physical activity: https://www.thebodycoach.com/blog/pe-with-joe-1254.html If you have interactive games such as Just Dance, Wii Sports etc, these will get your child moving and burning off some energy.
Dyslexia – reading difficulties	
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/homework-study-skills/8-working-memory-boosters
Tips	<ul style="list-style-type: none"> 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. If possible, allow children to use a word processor to complete some written tasks. This highlights spelling errors and offers alternatives. If they can't type, encourage them to learn. It is a great opportunity to build in some daily touch typing practise. There is a link to BBC dance mat below. Play games to support memory and retention e.g. pairs, Kim's game, Grandma's shopping list, etc. (See resource links for more ideas.) Make flash cards or bingo games out of tricky or high frequency words. (Word lists are attached.) Enable children to access age related audiobooks to develop a love of reading. Encourage (don't force or push) 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. Don't make reading a fight. Encourage children to read one page and you read the next page. 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	<ul style="list-style-type: none"> BBC Dance mat Touch Typing – free beginners typing course for children. https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr Free Phonics games: https://www.phonicsplay.co.uk/ Links to working memory: https://www.weareteachers.com/working-memory/ https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters Free audio stories: https://stories.audible.com/start-listen Reading and phonics ICT programme https://www.teachyourmonstertoread.com/?fbclid=IwAR2R8229S_UOtt4jTvTZQw ohigmVuLScZboZpwNYdrZ31V3_PHwBMimuJqQ Free eBooks for home reading: https://home.oxfordowl.co.uk/books/free-ebooks/

Motor Coordination Disorder/Dyspraxia	
Information Websites	https://dyspraxiafoundation.org.uk/ http://www.movementmattersuk.org/ https://www.cambscommunityservices.nhs.uk/cambridgeshire-children's-occupational-therapy
Tips	<ul style="list-style-type: none"> • If possible, allow children to use a word processor to complete some written tasks. If they can't type, encourage them to learn. It is a great opportunity to build in some daily touch typing practise. There is a link to BBC dance mat below. • 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 (see examples above). Use timers to help with time management and build in frequent movement breaks. • For their daily exercise, use bikes and scooters to help develop gross motor and co-ordination skills. • Incorporate games such as throwing and catching, bouncing and catching, aiming e.g. can you throw the ball in the bucket? • Try using playdough, jigsaws, threading, cutting and sticking or pegging pegs on a line, doing up buttons and zips, using cutlery, etc – all these activities promote fine motor control and co-ordination.
Resources	<ul style="list-style-type: none"> • BBC Dance mat Touch Typing – free beginners typing course for children. https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr • Visual timetables and aids, task planners to help with organisation (see above). • FIZZY and Clever Hands programme https://www.ekhuft.nhs.uk/patients-and-visitors/information-for-patients/patient-information-leaflets/fizzy-leaflets/
Maths difficulties	
Information Websites	ESJ School website for the calculation policy https://www.elystjohns.cambs.sch.uk/website/esj_mathematics_booklet/238904
Tips	<ul style="list-style-type: none"> - Concentrate on one problem at a time. - Use lots of visuals (draw or print off number lines, 100 squares, symbols, etc). - Use physical resources that the children can move around. These can be things you have lying around e.g. marbles, pencils, buttons, pasta (if it hasn't all been eaten) - Include children in supporting you with everyday maths problems e.g. cooking, measuring, money etc.
Resources	https://whiterosemaths.com/homelearning/

	Social, Emotional and Mental Health
Information Websites	<p>If your child is feeling anxious or overwhelmed or is having difficulty processing the changes in their life, please contact school staff in the first instance. There are some links below to some regional services and support agencies.</p> <p>Please also see the 'Corona Virus and School' social story which can be found on the school website – under 'Mrs McGuinness', in the Closure Curriculum area. This may help your child to process and understand things a little better.</p> <p>http://chums.uk.com/ https://www.cambscommunityservices.nhs.uk/what-we-do/children-young-people-health-services-cambridgeshire/emotional-health-and-wellbeing-services https://www.keep-your-head.com/cyp</p>

I look forward to seeing your children back in school soon.

