



## Lancashire SEND Specialist Teacher Parent SEND Resource Toolkit

No 13 June 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 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.

## TRANSITION to High School

This SEND Resource Toolkit will gather together all the useful resources we have found which will help you to talk to your child about transition to high school.

The move to secondary school brings lots of change, such as different classrooms, different teachers for each subject, bigger buildings, new travel arrangements, unfamiliar environments and mixing with new pupils. Studies suggest that when pupils are supported well, it increases attendance, academic progress, school engagement, confidence and self-esteem, and decreases symptoms of anxiety. This is good news as you can help with this, and your secondary school staff will be keen to help make this transition as smooth as possible, even in the current situation with COVID-19.

Preparation is key to reducing anxiety. Quite often it's the basic practicalities that are often the aspects that is causing the most worry:

- Where do I get on the bus? Where do I get off?
- What happens if I miss the bus?
- How do I pay for the bus? What happens if I lose my bus pass and I have no money?
- What if I forget something?
- Will I make friends?
- What if I get lost?
- What happens if it's snowing and I get sent home early and there are no buses? (Very common in East Lancs!!)



These feelings are normal and the majority of young people starting high school will have worries similar to these examples. Watch the video from Young Minds on YouTube and discuss this with your child <https://www.youtube.com/watch?v=xT6ctrk3pVQ&feature=youtu.be>

We're sure that primary and high schools are creating useful transition packs. Transition might look different this year, but it is likely that resources are being prepared to help your child. If you have any questions ring or email your school ... they'll provide the information you need.

**Lancashire Specialist Teachers** often support young people with transition. Usually, we have been involved with planning for transition for some time. We have a range of resources that we have used successfully with the young people we support. We'd like to share some of our most used resources with you.

## BE AWESOME, GO BIG - TRANSITION RESOURCES FOR YEAR 6 PUPILS

<https://www.hachetteschools.co.uk/landing-page/hachette-schools/be-awesome-go-big-resources-for-year-6/>

'Hachette Schools' have produced fantastic resources to prepare Year 6 pupils for the transition to secondary school. Each online interactive lesson has an accompanying workbook. Topics include: being awesome, unlocking your mind, dare to take risks, making the change, lost but not lost, friends and fallouts and living well.

### Colour-coding



For many children, especially those who have difficulty being organised is not something that comes easily. A good idea is to select one colour for each subject your child is learning about at school. Cover your child's books for each subject in the same colour paper (for example English books are all yellow, Maths all blue, etc.). If you are able purchase or cover cardboard boxes for home in matching colours, your child can keep everything related to that subject in the same colour box at home. Ask your child to write each subject's name in their diary using the same colour

pen that you used for covering each subject's books.

In cases where your child is using a device rather than textbooks and workbooks, each device will have a way to organise files for easy reference and coloured electronic files can still be created.

You could colour code their books to match a colour coded timetable.

This is a simple but effective method of helping your child stay organised and find things quickly.

## Equipment



You will need to help your child organise their stationery supplies for school and home. School supplies should be purchased as early as possible. Check with your school what you will need.

Ensure uniform is correct and appropriate including footwear and hairstyles. Any questions or issues with regards to cost, contact school.

Help your child take responsibility for their belongings before they start at secondary school. Encourage them to use a locker at school to keep belongings safe.

## Your child's home study area



If your child needs supervision and prompting to complete work, you may find it beneficial to create a study corner within 'eyesight'. If distractions hinder your child's ability to complete their homework, a separate room may be a better alternative.

Decide on the best way to get to and from school



Practice how they will get to school, buses, walking, alternative routes and problem solving. Apply for bus/train pass if needed.

Practice road safety and encourage independent skills when out with you so you can be reassured they know how to be safe – for example acceptable boundaries.

If it is by train or bus (or there is an option to travel this way that might be used on occasion), teaching your child to read a train or bus timetable is a valuable skill.

Have a practise run of the journey

Have an emergency plan in place if the bus/train is late or cancelled. This also highlights the need for your child to know what to do without anyone else's help.

Negotiate a time range that you expect your child to be home – I expect you home between 4.00pm and 4.30pm.

Many parents like their child to have a phone when they go into Year 7. When this is the case, ensure all important numbers are stored in the phone and check your child can text and make calls.

## Buy your child a watch



It sounds simple but until high school, many children don't wear a watch or don't need one. Suggest to a friend or relative that a watch might be a good present sometime in Year 6. High school children need to know what time it is especially before and after school. Although mobile phones have a clock, these need to be turned off during the day.

## Lunchtimes and Break times



Set up your lunch payment account, whether it is a cashless system or your child is on Free School Meals, know how it works and what is available. Talk through the choices with your child.

## Sleep routine



During school holidays it is easy to fall into a late sleeping pattern.

You will not be doing your child any favours by sending their body into a state of shock on the first morning of school when you wake them up at 7.00am not 10.30am if they have slept in all holidays.

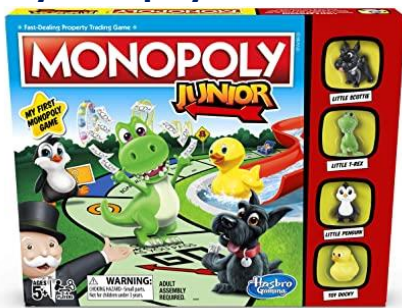
Start by making sure your child has an alarm and knows how to use it. They should be responsible for getting up and not rely on you to come in and wake them. Start at least one week before school and get them up every morning at the right time for school.

## Speak to the Transition Co-ordinator or SENDCO at school

You know your child best. The high school will already know the needs of your child, however you can give the new school an insight into the things they find difficult and the best way to support your child. Transition in September will be a little different due to COVID19, so it is important you and your child know who they can turn to for additional support and what arrangements are in place to meet the needs of your child.

## Developing Essential Life Skills

**Play Monopoly Junior** – Board games are such useful ways to promote and encourage life skills. They can promote the following skills:



- Fine motor skills – using counters, encouraging your child to distribute the houses and the notes.
- Hand eye co-ordination – as your child moves the counters through the game board and when he/she earns a house and has to place it on a designated spot.
- Maths, addition, subtraction and learning about money. The junior edition uses simple numbers giving your child plenty of practice with basic mathematical concepts and understanding concepts of value and giving change.
- Reading skills- encourage your child to read their own 'chance cards' when it is their turn to play. The benefit of this is there are lots of repeated scripts on the cards so gives your child plenty of practice to develop sight reading.
- Taking turns – this is such an important life skill. Turn taking allows children and young people to participate effectively in social communication. Often children and young people with autism or developmental delays struggle with turn taking due to issues with self-regulation and impulse control. Playing the game provides the motivation to practice these skills.
- Extending focus and concentration – sometimes monopoly junior can end very quickly but other times it can take longer to complete. If you get to 30 minutes you are doing really well.
- Coping with frustration – The benefits of this game is that it is not really skills based. Winning and losing is based on the role of the dice, so your child has as much chance of winning as everyone else. This means that there will also be lots of times in which he/she will lose and will have to learn to cope with that feeling.

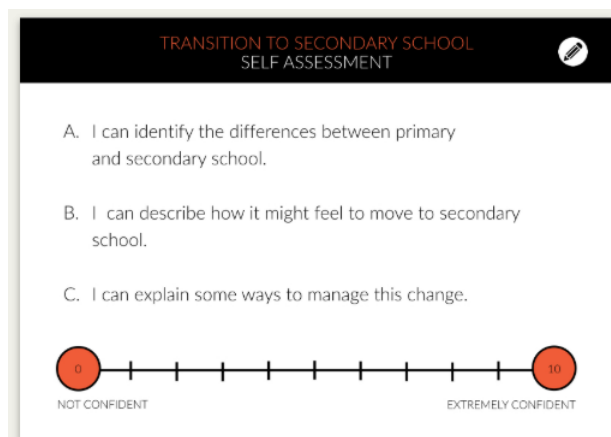
# Transition to secondary school lesson plan pack

## What's this for?

Developed with teachers, this lesson plan, PowerPoint and accompanying video help you explore with your class the challenges that can arise with the transition from primary to secondary school, and help pupils identify strategies for managing the change. However, you may find it useful to download the resources to use at home with your child.

After the lesson, children will be able to:

- identify the differences between primary and secondary school
- describe how it might feel to move to secondary school
- explain different ways of managing change



<https://campaignresources.phe.gov.uk/schools/resources/transition-to-secondary-school-lesson-plan-pack>

## **BBC** Teacher resources for students transitioning to secondary school

<https://www.bbc.co.uk/teach/teacher-resources-for-students-transitioning-to-secondary-school/zb68y9q>



To help students transition from primary to secondary school the BBC has partnered with YoungMinds Find your Feet project, aimed at enabling schools to actively support the mental health and emotional well-being of children as they start the next chapter in their lives.

Four key topics associated with starting secondary school are listed below. Each one has a Find Your Feet activity and a short film that can be used as a conversation starter either in the classroom or at home.

### Being brave:

Being brave means different things to different people.

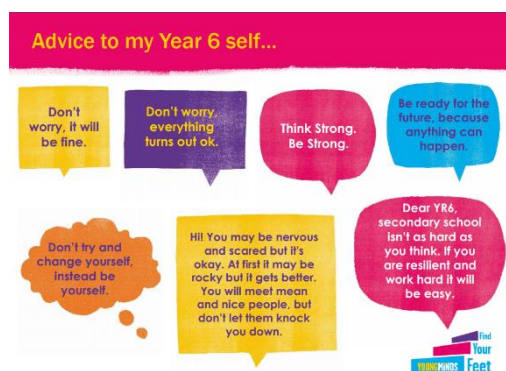
In this film students talk about what they think being brave means when faced with the challenges of starting secondary school.

We hear from primary school students who share their worries ahead of the move and secondary school students who talk about what life is really like.

Email: [send.traded@lancashire.gov.uk](mailto:send.traded@lancashire.gov.uk)

It could be used to encourage pupils to talk about what being brave means to them, ways that they could be brave in difficult situations and how this could make them feel more resilient.

## Changes



This film highlights the main differences students will face when they make the move from primary to secondary school - from catching the school bus to making sure they arrive at lessons on time and having the correct equipment for the day ahead.

It could be used to explore how students feel about the changes they will face in secondary school and how they can plan for them.

## Hopes and dreams

Secondary school brings with it a new world of opportunities, from joining a sports club or learning to cook in food technology to channelling your acting skills in drama.

Here, secondary school students talk about the subjects they are most passionate about and how they play a part in their hopes and dreams for the future.

This short film could be used to encourage students to consider exciting new opportunities in the future and how they can use them to cope with the challenges of starting secondary school.



## Support networks

For many students moving to secondary school is a worrying time, new building, new teachers, new subjects and new classmates.

This film explores the different people who will be able to offer support and look after them.

This short film could be used to help students identify their support networks, both inside and outside of secondary school.

**YOUNGMINDS**

Visit [YOUNGMINDS](https://youngminds.org.uk/resources/school-resources/find-your-feet-transition-tips-for-parents/) for resources for parents:  
<https://youngminds.org.uk/resources/school-resources/find-your-feet-transition-tips-for-parents/>

**Choose health**  
 Know what affects your child, what makes them grumpy, hyper, disconnected...  
 Do they need snacks throughout the day?  
 Do they need lots of sleep?  
 Do they need to get out and about and do exercise?  
 Do they need time alone?  
 Trust that you know your child and give them the basics that they need to cope with difficult days.

**Be calm**  
 Try to stay calm whilst your child is feeling distressed. Your child may show:  
 • highs and lows • blame  
 • meltdowns • self-centredness  
 • anger

**Get learning**  
 Be involved, find out more and talk about.  
 • social media • current affairs  
 • internet benefits and dangers • what it's like to be young in the current world  
 • new music  
 • language and slang

**Work together**  
 Share ideas about how to  
 • create action plans • be forward looking  
 • have a problem-solving approach • show them that we can all get things wrong  
 • enjoy achievements

**Communicate**  
 The small things you do make all the difference:  
 Keep talking, texting, listening, hearing, hugging, sympathising, smiling, reassuring, checking, sharing, suggesting, encouraging, respecting

**Move on up**  
 Encourage independence:  
 • help them to move positively from child identity towards teen identity  
 • increase their responsibilities  
 • be positive whenever they act maturely  
 Be aware of your child's changing needs. Sometimes it might feel like one step forwards, two steps back.

**Be wise**  
 As they discover new things, try to:  
 • be interested • listen to their point of view  
 • be non-judgemental • choose your words carefully  
 • guide • act on warning bells  
 • give boundaries  
 • see it from all sides

**Be the anchor**  
 In times of change you are:  
 • constant • in-jokers  
 • family • irritating  
 • familiar • comforting  
 • routine • home

**Have fun**  
 Provide lots of light relief:  
 • be silly • do stuff together  
 • be embarrassing • make jokes  
 • play games • make things  
 • laugh together • be outside

**Look after yourself**  
 Support yourself, to best support your child:  
 • lean on friends • relax, exercise, sleep well, eat well  
 • offload on other family • remember tomorrow is a new day  
 • find 'me time'  
 • see the CP

## Transition Tips For Pupils With SEND

**YOUNGMINDS**

<https://youngminds.org.uk/resources/school-resources/transition-tips-for-pupils-with-send/>



<http://www.manchesterhealthacademy.org.uk/wp-content/uploads/2015/05/activities.pdf>



<https://www.twinkl.co.uk/resource/t-s-2198-sen-transition-to-secondary-school-all-about-me>

<https://www.twinkl.co.uk/resource/t-c-7469-secondary-transition-resource-pack>



Questions I have about my new school...

# My Transition Booklet



School: \_\_\_\_\_

Name: \_\_\_\_\_



What I am nervous about for my new school: