

Primary SEN Interventions – Home-Learning Alternatives:


If you are concerned that your child may have specific interventions outlined on their Individual Provision Plan (IPP) or their Education and Health Care Plan (EHCP) which are not being covered due to the coronavirus outbreak, the information below gives potential home-learning interventions, alternatives and support, which could ensure that children are able to continue practising these key skills.

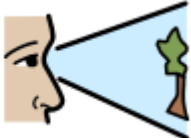


We have listed all the alternatives which might be helpful – however, rather than becoming overwhelmed by all the possibilities, we would recommend you choose only 2 or 3 to focus on. This is a *general guide to potential* alternatives - you will need to pick and choose what is, or is not, appropriate for your child and their ability.




Some of the websites mentioned below are offering free logins for parents during the Coronavirus outbreak, allowing you to access their resources at no charge. It is important to point out that there is no affiliation to any of the websites mentioned below; they are used by teachers to support teaching and learning.



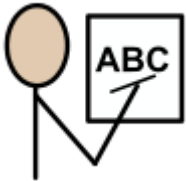

Just remember, do whatever you can, whenever you can.


Twinkl: <https://www.twinkl.co.uk/blog/how-to-utilise-twinkl-during-the-coronavirus-shutdown-a-guide-for-parents>




| Intervention | Focus | Home-Learning Alternative: Please check all activities for suitability |
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| Communication and Interaction: | | |
| <p>Speech and Language</p>  | <p>Using Language for Communication & Comprehension</p> | <ul style="list-style-type: none"> • Speech and language activities are available using the Language Link parent portal: https://speechandlanguage.info/parents • Use Family Dinner Conversation Starters: https://www.twinkl.co.uk/resource/family-dinner-time-conversation-starters-t-lf-2548985 |
| <p>Visual supports (Now and next board/ visual timetables etc...)</p> | <p>Providing routine and predictability. Reducing anxiety. Restoring sense of control.</p> | <ul style="list-style-type: none"> • Provide your child with a daily visual timetable to provide structure and routine. • For children who need their day broken down further, use 'Now and Next' boards. • A great website offering a 30-day free trial is: www.widgitonline.com/offer Use code WIDGIT30 to download free, ready-made resources which are linked to the curriculum and planning. • Some apps to support the use of visual timetables include: <ul style="list-style-type: none"> ○ Choiceworks |





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|  | | <ul style="list-style-type: none"> ○ My Own Interactions ○ FTVS HD |
| <p>Language Through Colour (LTC)</p>  | <p>Speech and Language / helps children to understand the meaning and appropriate use of words</p> | <ul style="list-style-type: none"> ● Who? (Nouns) People ● What? (Nouns) Things or animals ● Where? (Place adverbials) ● What doing? (Verbs) What is happening? ● When? (Time adverbials) ● What like/What feeling? (Adjectives) ● How? (Adverbs) ● Why/What else? (Connectives) <ul style="list-style-type: none"> ● Children sort words into their coloured Word Classes, using Language Through Colour. ● Children can underline small extracts from tests, using LTC. ● Children can build sentences using LTC prompts. ● Children can self-assess and improve their sentences Can they see which LTC colours are missing? Can they use a more powerful adjective? |
| <p>Active Listening</p>  | <p>Improve attention and listening skills</p> | <ul style="list-style-type: none"> ● Listen and Do Activity Pack (Twinkl) https://www.twinkl.co.uk/resource/t-s-4399-listen-and-do-activity-pack ● Play 'Simon Says' ● Game: 20 Questions ● Improve resilience by making deliberate mistakes which your child can fix (e.g. Get their clothes out in the morning but 'forget' to put out pants. Encourage your child to indicate that they need help). ● Access listening games at: https://parent-games.speechandlanguage.info/ |
| <p>Vocabulary Support (Pre-teaching)</p> | <p>Learning new vocabulary</p> | <ul style="list-style-type: none"> ● Use 'Communication Chest' or 'Switch on Words' to teach your child to learn new vocabulary. This involves: : <ul style="list-style-type: none"> ○ Saying the new word ○ Stamping the new word |




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|  | <p>Identifying word class and appropriate use.</p> | <ul style="list-style-type: none"> ○ Clapping the new word ○ Make the new word rhyme with another word (if possible) ○ Looking at the new word ○ Identifying the first sound of the new word ○ Acting the new word out ○ Drawing the new word ○ Putting the new word into a sentence ○ Putting the new word into your own personal dictionary |
| <p>Lego Therapy/ Intervention</p>  | <p>Communication skills/ co-operating and negotiation</p> <p>Turn-taking Resilience</p> | <p>Usually, during this intervention, the children work together in specific roles (builder, supplier, and engineer) to build a Lego model. The aim of the intervention for children to work together and have the opportunity to practise their Social Interaction Skills, whilst building a Lego model.</p> <ul style="list-style-type: none"> ● The Engineer has the instructions and describes the pieces, in the order in which they are needed. ● The Supplier finds the correct pieces and gives them to the builder. ● The Builder fits pieces together to build the model. <p>Each person has a turn at playing the other roles in subsequent sessions, but nobody changes roles during the specific session.</p> <p>This could still be done in the home with members of the child's family taking on the different roles.</p> <p>Alternatives to using Lego could include marble run, cooking or building anything with instructions.</p> |
| <p>Social Skills Group</p>  | <p>Turn-taking Resilience Communication Social Skills</p> | <ul style="list-style-type: none"> ● Play board games as a family. They all include turn-taking and communication and many also include subtle use of Maths skills. This may include: Uno, Guess Who?, Monopoly, Scrabble, Quirkle, SkyJo |
| <p>Social Stories:</p> | <p>Understanding Social Behaviours</p> | <ul style="list-style-type: none"> ● You can download some information about Social Stories at: https://www.twinkl.co.uk/teaching-wiki/social-story |




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|  | <p>Managing specific circumstances Planning for change</p> | <ul style="list-style-type: none"> • There are examples at: https://www.twinkl.co.uk/resources/specialeducationalneeds-sen-communication-and-interaction/sen-autism-spectrum-disorders/sen-asd-social-stories |
| <p>Transition from Primary School to Secondary School</p>  | <p>Dealing with change</p> | <ul style="list-style-type: none"> • Children moving to secondary schools may become quite anxious over this period. During Terms 5 and 6 many children tend to have extra input around transition to help them prepare for the change. • We have adapted a sample transition folder, which could be delivered at home with the support of an adult. |
| <p>Cognition and Learning:</p> | | |
| <p>See your school website or home-learning packs for curriculum resources.</p> | | |
| <p>Dyslexia Support</p>  | <p>Dyslexia Support</p> | <ul style="list-style-type: none"> • You can register for a free, seven-day trial, and access Phonics videos and worksheets for 5-16 year olds at: https://www.nessy.com/uk (Please ignore the advice about dyslexia as this isn't the Kent Dyslexia Model.) • If your child is registered at school, you may be able to ask to be sent an email with their login details. If they are not registered with school, you can sign up for free. |
| <p>1:1 reading</p>  | <p>Developing fluency when reading</p> <p>Understand and talk about what has been read</p> | <ul style="list-style-type: none"> • Where possible, try to include 20 minutes' daily reading into your child's routine. • This may involve: <ul style="list-style-type: none"> ○ You listening to them read ○ You reading to them ○ Reading and following a recipe ○ Reading a newspaper ○ Reading and following a set of instructions ○ Reading a joke book together ○ Reading a comic book together |



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| | | <ul style="list-style-type: none"> ○ Reading an email from a family member ○ Listening to a family member reading a book to you via Skype or Zoom. ○ Audiobooks https://stories.audible.com/start-listen ○ Some children may enjoy reading Dictionaries, Thesauruses or Maps ● Hi-Lo books are worth investigating – high interest (fact and fiction) but low reading ages – some have reading ages of 6 possible ● Children to complete book reviews of favourite books or texts that they have read. ● Make reading fun, where possible: Make Reading Dens https://www.youtube.com/watch?v=la6YVtFLdOc ● Support Reading Comprehension where possible: https://www.youtube.com/watch?v=xm7eZctoGag ● Try to use the Language Through Colour prompts to discuss what you have read: ● Who? Who are the main characters in the story? ● What? What was the weather like in the story? What was the character holding? ● Where? Where do you think the story is set? Where does the action take place? ● What doing? What is happening? What are the characters doing? ● When? When do you think the story took place? What happened first? ● What feeling? How did the characters feel? How did the story make you feel? ● What like? What do you think the characters look like? ● How? How is it happening? Quickly? Suddenly? Scarily? ● Why? What could happen next and why? Why did the character feel sad? |
| Phonics Support:  | Sounding and reading. | <ul style="list-style-type: none"> ● A range of Phonics games to access at home for free. https://www.phonicsbloom.com/ ● A range of online games to support both reading and Phonics at home. http://www.familylearning.org.uk/phonics_games.html ● A range of Phonics comics, differentiated by Phase (level), to download and read at home. These comics are a brilliant way to encourage children to apply their Phonics to reading! https://www.phonicsplaycomics.co.uk/comics.html https://new.phonicsplay.co.uk/ ● CBeebies' Alphablocks Series (which supports reading via stories about cartoon letter blocks that say certain sounds) are available on YouTube. |
| Memory Skills | | <ul style="list-style-type: none"> ● Play online games: https://www.learninggamesforkids.com/memory-games.html |

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|  | | <ul style="list-style-type: none"> • GAME: Did you notice? (Have a tray of items. Allow your child to look at them for 10 seconds then cover it with a towel. Remove one item without the child seeing. Can they spot what is missing?) • GAME: Play the famous memory game: I went to the supermarket and I bought... • Use Teaching Assistants' Auditory Memory Pack, available at: https://www.twinkl.co.uk/resource/t-s-1770-teaching-assistant-auditory-memory-resource-pack • Use 15-minute Games to Develop Memory, available at: https://www.twinkl.co.uk/resource/t4-c-5-five-15-minute-games-to-develop-memory • The memory game 'Pairs' can also be used to improve / practise memory skills. |
| <p>Typing Skills</p>  | <p>Locate letters on a standard keyboard at speed Increase 'writing' stamina and speed</p> | <ul style="list-style-type: none"> • Typing practice at https://www.doorwayonline.org.uk/activities/text-type/text-type.html • Further online typing practice at: https://www.typingclub.com/ • BBC Dance Mat typing: https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr <p>Many children with SEN find handwriting challenging so giving them the opportunity to learn to type is giving them a good life skill.</p> |
| <p>Computer Skills</p>  | <p>Coding and programming</p> | <ul style="list-style-type: none"> • Practice your coding and programming online, using either of the websites below: • https://scratch.mit.edu/ • https://code.org/educate/curriculum/express-course |
| <p>Handwriting <i>(Please remember lots of children with SEN really struggle with the physical process of handwriting and the aim will be to get them to a functional level. This means they are likely to fatigue easily).</i></p> | <p>Correct formation of letters/Developing speed and fluency</p> | <ul style="list-style-type: none"> • It is always a good idea for children to do hand and finger warm up exercises before they start their handwriting. • Twinkl has some fine-motor handwriting warm up cards: https://www.twinkl.co.uk/resource/t2-t-1020-ks2-fine-motor-handwriting-warm-up-exercises-information-cards <p>Oxford Owl has some top tips on how to make handwriting fun and engaging: https://www.youtube.com/watch?v=Hicd6ZHPapk</p> |

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|  | | <ul style="list-style-type: none"> • Playdough Disco can also be fun and motivating: https://www.youtube.com/watch?v=zJQ2CaA7E50 • Twinkl has a resource back for practising Cursive handwriting. which may be useful: https://www.twinkl.co.uk/resource/t-l-5369-cursive-handwriting-and-letter-formation-pack#tabbed_content |
| <p>Life Skills</p>  | <p>Develop independence</p> | <ul style="list-style-type: none"> • This is an ideal opportunity to focus on Life Skills and building independence. <ul style="list-style-type: none"> ○ Gardening ○ Cooking ○ Household chores (making bed, tidying bedroom, laying table for dinner, taking bins out, loading or emptying the dishwasher, hanging washing on the line etc...) Use timers to make it fun and predictable. ○ Telling the time |
| <p>Maths Support:</p>  | | <ul style="list-style-type: none"> • I See Maths is hosting daily maths lessons: http://www.iseemaths.com/home-lessons/ • White Rose Maths Home Learning has free resources for parents: https://whiterosemaths.com/homelearning/ |
| Social, Emotional and Mental Health | | |
| <p>Outdoor Learning / Forest School</p>  | <p>Calming and relaxation Exploring outside world Development of self-esteem</p> | <ul style="list-style-type: none"> • Gardening at home (any gardening is likely to have that calming therapeutic approach) • Build a bug hotel (if you enter this to any search engine lots of tips and ideas will come up) • Build a den in the garden (uses sheets, chairs and clothes pegs or anything else you can find!) • Any bubble activities will be calming and fun. Making giant bubbles is extra fun. Combine six cups of water, one cup of washing-up liquid, and half a tablespoon of glycerine (the magic ingredient, available from chemists). Tie a piece of string of any length into a circle, dip it into the bubble mix and waft it around to make giant bubbles. • Use giant chinks to chalk on the pavements some giant chinks will also work on trees. • Create bird feeders (again, type this into any Internet search engine and lots of ideas about how to create bird feeders will come up) • Campfire cooking: children must be heavily supervised by an adult, but may enjoy making 'smares'. |

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| <p>Self-Esteem / Wellbeing /Anxiety Support</p>  | <p>Develop positive qualities in myself</p> | <ul style="list-style-type: none"> • The ELSA website has lots of activities that you can do with your child to promote their self-esteem and to encourage a positive sense of self. https://www.elsa-support.co.uk/ The site has also created particular Coronavirus resources: https://www.elsa-support.co.uk/category/free-resources/coronavirus-support/ • ChildLine Calm Zone has a website that children can access which has strategies to help them feel calmer. https://www.childline.org.uk/toolbox/calm-zone/ • The Young Minds website has information to help young people deal with anxiety and has specific resources linked to Coronavirus. https://youngminds.org.uk/ • Kooth – on-line support and counselling for young people https://www.kooth.com/ |
| <p>Emotional regulation support</p>  | <p>Understand and recognise emotional states</p> <p>Develop strategies to calm and regulate</p> | <ul style="list-style-type: none"> • Many children will require a visual support chart to assist with emotional regulation. This is often referred to as the ‘Incredible 5 Point Scale’ or Zones of Regulation. Children tend to rate their wellbeing and then discuss strategies to increase wellbeing, if needed. <ul style="list-style-type: none"> ○ Go for a walk, change activity, listen to music, blow bubbles, fiddle toy, be left alone, talk to an adult, read a book, draw, deep breathing etc... • Create a calm-down kit (ear defenders, bubbles, blankets, bubble wrap, fiddle toys, stress ball, Kinetic sand, colouring book, thinking putty etc..) • Set up a Worry Box at home. Encourage your child to share their concerns and support them to develop healthy coping strategies. • Use How Anxiety Affects My Body sheet: https://www.twinkl.co.uk/resource/t-s-3923-how-anxiety-affects-my-body-activity-sheet • Use My Stages of Anger sheet: https://www.twinkl.co.uk/resource/t-c-255097-my-stages-of-anger-activity-sheet • Use When I am Angry I Have Choice cards: https://www.twinkl.co.uk/resource/t-s-1122-when-im-angry-i-can-strips • Use Mindfulness Challenge Cards: https://www.twinkl.co.uk/resource/t-he-456-mindfulness-challenge-cards • Another good website: https://www.cosmickids.com/ |
| <p>Relaxation/ Mindfulness</p>  | | <ul style="list-style-type: none"> • Headspace – website and app • Calm app • Mindful Gnats – app for mindfulness and relaxation • Book: Sitting Still Like a Frog |

| Sensory and Physical: | | |
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| <p>Clever Fingers</p>  | <p>Strengthen finger muscles to improve pencil grip & handwriting</p> <p>Development of fine motor skills</p> | <ul style="list-style-type: none"> • Practise cutting skills with scissors. • Practise threading or sewing skills. <ul style="list-style-type: none"> ○ Activities may include: How many paper clips can you join together? ○ Can you separate the pasta from the peas with tweezers? ○ How quickly can you button your shirt? How quickly can you zip your jacket? ○ Can you tie your shoe laces? • There are many activities on the Internet, if you type in Fine Motor skills. The Pinterest website has some particularly great ideas, if you are feeling creative! |
| <p>Sensory Circuits:</p>  <p>Please be aware that children will need different amounts of time in each of the areas, depending on their profile. (A child with ADHD is likely to require less time in the alerting phase and more time in the organising and calming phases, for example.)</p> | <p>Alertness and concentration</p> | <ul style="list-style-type: none"> • Alternatives to Sensory Circuits may include: <ul style="list-style-type: none"> ○ Yoga https://www.cosmickids.com/ ○ Down Dog yoga app: you can put in own limits to personalise the programme ○ Just Dance: free videos on You-Tube • Or you could create your own circuit at home. Children should go through three phases: <ul style="list-style-type: none"> ○ Alerting - Anything cardio, that gets the heart pumping: trampoline, running, star jumps, skipping rope, step-ups... If possible, include loud, alerting music. ○ Organising - To support gross motor skills, balance and timing: obstacle courses, army crawl under weight blanket, blowing bubbles, throwing and catching, egg and spoon walk, balancing on something, stepping stones, the game Simon Says, Hula hoop... ○ Calming: To calm your child: calming music, lights dimmed, diffuser with calming smell (e.g. lavender), weighted blanket, yoga, massage, playdough, sensory toys, rocking chair, anything that provides deep pressure... |
| <p>Gross Motor Skills (Fizzy)</p>  | <p>Development of gross motor skills</p> | <ul style="list-style-type: none"> • Fizzy leaflets can be accessed at the following website: https://www.ekhuft.nhs.uk/patients-and-visitors/information-for-patients/patient-information-leaflets/fizzy-leaflets/ • Download Activities to Develop Gross Motor Skills pack: https://www.twinkl.co.uk/resource/t-s-1257-activities-to-develop-gross-motor-skills • The Body Coach: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ |

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| <p>TAC PAC</p>  | <p>Communication and regulation</p> | <ul style="list-style-type: none"> • TAC PAC aids communication, through touch and music. • Parents can access set 5 from TAC PAC, free of charge, for 3months. <ul style="list-style-type: none"> ○ Visit: https://tacpac.co.uk/product/set-5, ○ Enter the following code: 8Q7A3TXS • There are also parent/carer videos which can be accessed on Facebook, designed specifically for parents. www.facebook.com/TacpacLtd |
| Coronavirus Resources for children | | |
|  | | <ul style="list-style-type: none"> • Coronavirus book for children: https://nosycrow.com/wp-content/uploads/2020/04/Coronavirus-A-Book-for-Children.pdf • Social Stories: Carol Gray Social Story about coronavirus and pandemics: https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf • Read the Coronavirus Workbook: https://primarysite-produced.s3.amazonaws.com/cwmaber-is/UploadedDocument/8df07fa5ffd14620a4a35b2e63c8989b/coronavirus-workbook-for-children.pdf |