



- 1) **Having a clear routine or structure to your day like at school.** A good routine will include daily activities at regular times to avoid unsettling your child. Keep bedtimes and wake ups at specific times and try and have regular mealtime slots- the children could even help prepare for mealtimes. Try to also have specific time slots for home learning, then time for exercise and chill out time. Time slots don't have to be set to specific times of the day, but they may cover periods of time e.g. 30 minutes Maths or 20 minutes Spelling.
- 2) **Having a clear working space.** Try and find a space for the children complete their work, that they know when in that space, it is their working space and it is school time, separate to home and relaxation space.
- 3) **Having chill out or sensory spaces.** Possibly have a space with some soft blankets and cushions in the corner of the room where they can go to calm down and escape for a while after what might have been a stressful school day.
- 4) **Visual timetables.** We use picture timetables at school to help some pupils see what their day looks like and the order events to come. You access visual timetable cards (or just draw some) on the appendix attached. Many children enjoy being part of creating their timetable, we often stick them on the wall with blue tac or lay them out in front of them.
- 5) **Social stories to explain unfamiliar events.** You can use stories to explain to children (especially small children) about the unfamiliar events happening at the moment. There are some great social stories on this website:
<https://www.autismresourcecentral.org/social-stories-for-young-and-old-on-covid-19/>
- 6) **Rewards for completing work/good behaviour.** When the children are in school, they receive rewards for completing tasks or showing kind/responsible behaviours. You could do this at home through marbles/stickers- building up to a bigger reward or simply, earning chill out/relaxation time. I have attached an example reward chart below.
- 7) **Break down tasks.** Many children find sitting down and completing a whole task daunting, especially if they find learning tricky. Therefore, break down the tasks into smaller chunks, this may be 10 or 15 minutes of work at a time with rewards in between. We use Now and Next boards in school with some children, where we write on what they are expected to do, then what they will get in return- this is attached below. This can be a great motivator for many children.
- 8) **Look after your body and mind.** Please engage in the Mental Health and Wellbeing activities and sessions shared weekly. There are lots of ways to ease your anxiety alongside your child's, such as mindfulness apps, breathing exercises and online yoga like Cosmic Kids. Please see the Mental health resources on our school policy and the Special Needs Jungle website attached.
- 9) **Try not to put too much pressure on yourselves.** Children with additional needs are more likely to find the change in routine and remote learning more difficult. Try to follow the advice above and ensure they are accessing as much remote learning as possible, but recognise this may look different than your child sitting down for 4 hours, or in blocks of 1 hour to complete the tasks.

A really useful website for accessing resources on all subject areas and areas of SEND support is <https://www.specialneedsjungle.com/distance-education-resources-for-children-and-young-people-with-send/>.

Appendices

Appendix 1



Art



Break Time



Collective Worship



English



Geography



Health and Wellbeing



ICT



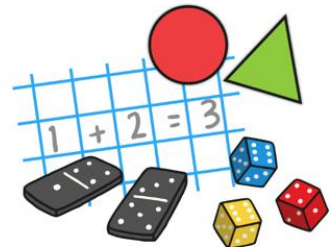
Lunchtime



PE



Music



Maths



Personal, Social and Health Education



Phonics



RE



Science



Snack Time



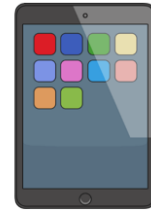
Spellings



Story



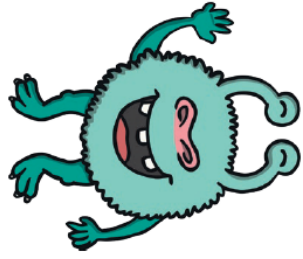
Tidy Up Time



Tablet

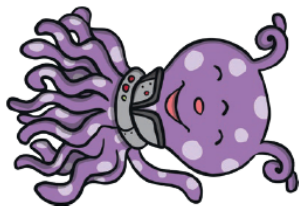


Yoga



My Reward Chart

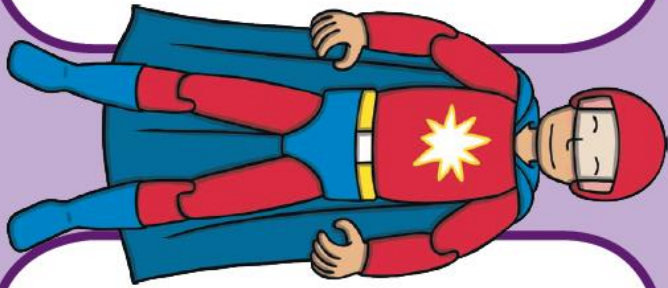
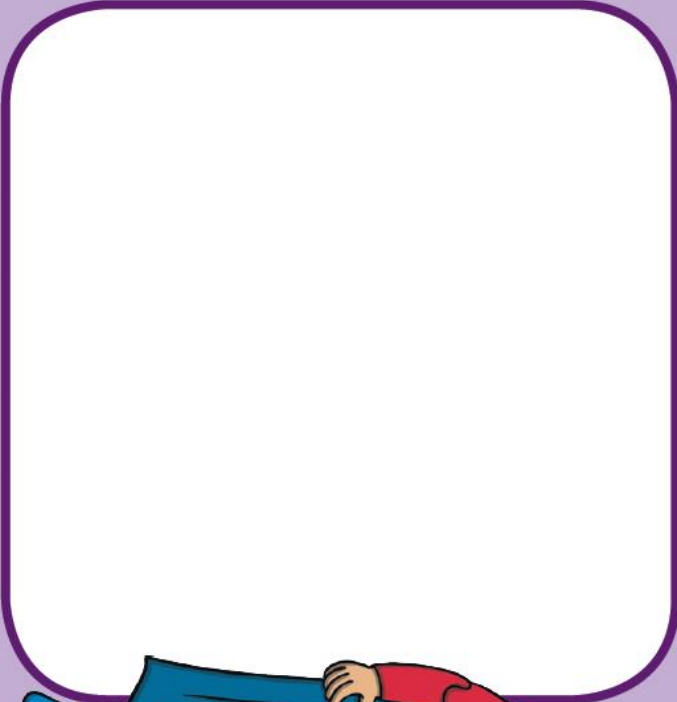
My name is _____



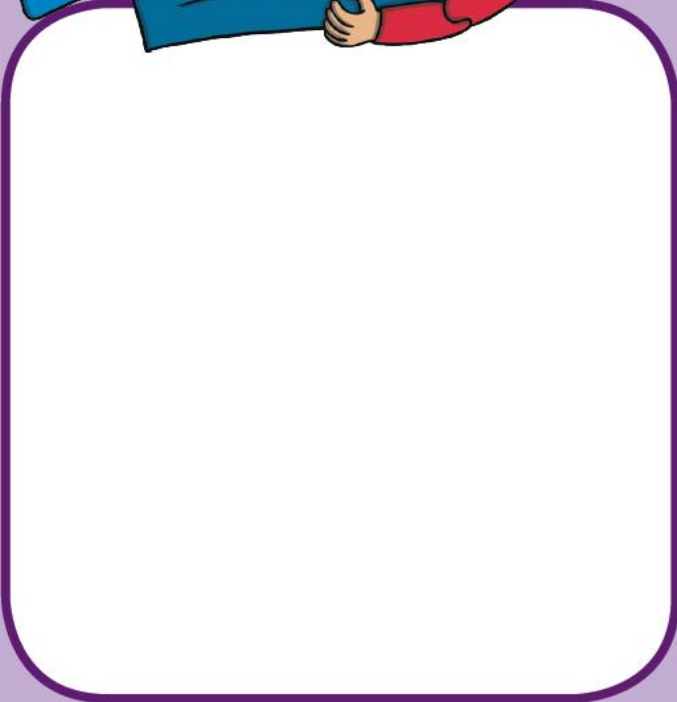
| Monday | | | | | | | | | | | | | | | | | | |
|-----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Tuesday | | | | | | | | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | | | | | | | | |
| Thursday | | | | | | | | | | | | | | | | | | |
| Friday | | | | | | | | | | | | | | | | | | |



Now



Next



Now



Next

