

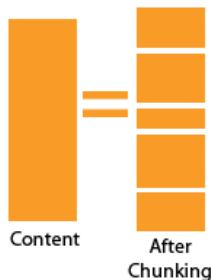
Special Educational Needs Newsletter

Supporting your child during home learning

Self-organisation is the ability to organise our thoughts and possessions and to carry out tasks in a step-by-step fashion. Pupils with special educational needs can find it challenging to independently manage this process. This can impact many areas of their lives.

Four Key Organisational Skills:

Chunking



This is the process of breaking longer, more complex tasks into smaller chunks. The resulting chunks make the task more manageable and provide the learner with a sense of achievement and completion.

Goal Setting



Once your child knows all the steps involved with a particular task, support them to set their own short and long term targets to achieve their end goal. This will improve both their own organisational ability and general effectiveness.

Making plans



This follows on naturally from goal setting and is the process of how goals will be fulfilled, for example 'I will start with maths, then have a break.'

Managing time, environment & equipment



Time	Monday	Tuesday	Wednesday	Thursday	Friday
9-10	Foundations	Maths	Foundations		
10-11	Maths/Spa/English	Reading			
11-12					
12-1					
1-2					
2-3					
3-4					
4-5					
5-6					
6-7					

Encourage your child to write down important tasks in a 'to-do' list or a timetable. Help them to estimate how much time each task will take. After completing the task, ask whether the time estimated was accurate. If needed, suggest adjustment for next time. Crossing off completed tasks helps to build a sense of achievement.

Useful Acronyms & Vocabulary about SEND:

SEND: Special Educational Needs and Disability

SENDCo: Special Educational Needs and Disability Coordinator

ASD: Autism Spectrum Disorder

ADHD: Attention Deficit Hyperactivity Disorder

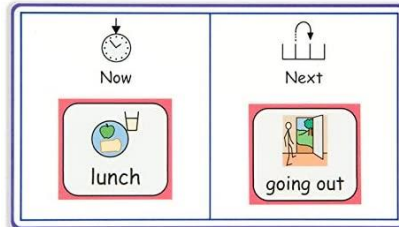
EWO: Education Welfare Officer

SENDIASS: Special Educational Needs and Disability Information Advice and Support Service

SALT: Speech and Language Therapists

Ideas to help your child gain a sense of time:

Now and Next or First, Then, Next



Click on this link to find out more and print resources.

These boards are used to breakdown timetables to a greater level. The **Now** is usually a task and the **Next** tends to be a reward.

Timers



The concept of time can be difficult for some children as it is abstract. Providing a visual timer will show them that time is decreasing and they need to complete the task before the timer runs out. This will also help with transitioning from one task to another.

Remember to reward:



Your child is accustomed to being rewarded for their good behaviour and attitude in school. Throughout the week they will collect responsibility points and exchange these for Golden Time which benefits the whole class. They will also collect Merit Marks which are awarded for their individual learning behaviour and effort.

You could create a reward system where your child collects stickers, stars or tokens for a bigger reward at the end of the week or end of the day if they find this more challenging. A reward could be watching the TV together, playing a board game, baking together or time indulging in their chosen activity.

Podcast: In this COVID Home-learning podcast, **from the first lockdown**, 2 Special Educational Needs professionals discuss what life will look like at home and how families can support their child with their learning.

<https://www.thesendcast.com/bonus-corona-life-at-home-supporting-children-with-special-needs/>

* Please note that not all strategies will be suitable for all children

