



Supporting pupils with SEN at home

Remember a routine is doing things in a certain order every day – that's what's important, not timings. Respond to your child and include breaks when they're needed. If it helps – show the order for activities visually, using pictures (e.g. wash, get dressed, exercise, work at computer, read, eat lunch, etc)

We have included on our website a timetable and pictures for you to print.

Be kind to yourself – working from home at the same time as supporting children working from home is a new challenge for everyone. If your child needs additional support with their learning, it's even more of a challenge and that needs to be factored in.

Just start with what they can do and take it from there – learning is as much about building confidence and resilience as it is about skills. Small steps are best work on one new thing and build their confidence.

Work in 10 to 15-minute blocks, set up a work area to help to make the definition between work times and play time.

Remember that in an average school day, there will be 'down times' when pupils aren't learning, for example when it's their choose time or playtime. So let them have regular breaks and don't feel bad about them playing.

Between each mini session, allow time for staring out of the window, a chat, walking around or some dancing in the kitchen! Try to avoid TV or technology between sessions, as once they're engrossed in this it can be hard to get them back on track!

Online quizzes and activities work well because they're engaging, short and there is instant feedback.

Model what it is you want them to do, watching you will help them.

Make sure you put a timer on to remind you to verbally praise the effort they've put in every 5 minutes.

Go with their interests. If they love cars/tractors/dinosaurs/Paw Patrol – research them, find some pictures and make a booklet. Cutting and sticking the pictures help to develop the fine motor skills needed for writing. They can also write captions or bits of information under each picture.

Writing recipes, weighing out the ingredients and baking together, or writing step by step instructions for how you would make a sandwich are all engaging.

Get outside when you can – pull up weeds in the garden, play football, race, make a map of the habitats in your garden and what insects live there, count how many birds visit – whatever takes their interest that encourages some fresh air!

If you need any further advice please email Mrs Morgan n.morgan@hayesmeadow.staffs.sch.uk