



## KINGSLEA PRIMARY SCHOOL

# Inclusion

### WELCOME

We want to ensure we signpost families to as much support as possible during these unprecedented times. Keeping to routines, structure and incorporating movement breaks and exercise into our new normal will support the family well-being. If you have the space, outdoor learning and connecting with nature can bring excitement and a different perspective to learning. For those children with IPMs, parents should use those targets to focus and develop areas of particular need.

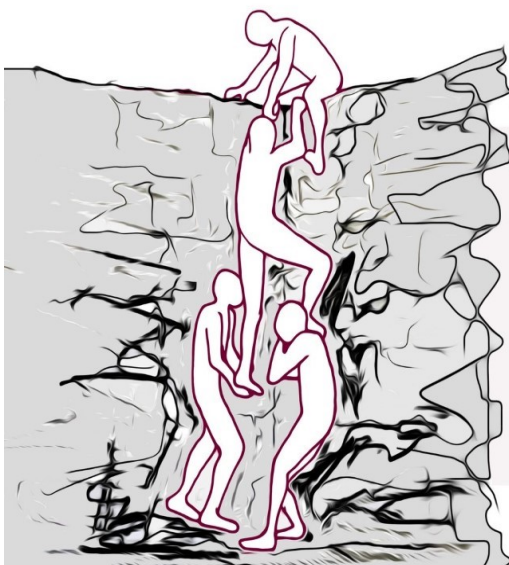
## Chatter Pack

Sign up to our FREE monthly SEND newsletter  
Free resources, information, blogs and much more!  
Sign-up link below

Twitter: ChatterPackUK | Instagram: @ChatterPack | Email: chatterpack.info@gmail.com

Chatter Pack is a fantastic online resource for SEND. They have links to many free resources to support home learning. You can sign up for a free monthly newsletter and their very active Twitter account.

Beacon House is a specialist, therapeutic service for young people, families and adults. They are offering free resources and YouTube sessions to support well-being. You can follow them on Facebook or Twitter. They offer many free resources and YouTube videos from professionals across neuroscience.



**The Beacon House family are creating video resources, for all ages, to soothe, regulate, stimulate and connect during this challenging time.**

We'll be posting them on all our social media pages and YouTube for you to access when needed.



Mrs Russell and Mrs Barrett will be available to chat through any concerns or signpost to support. Please contact us via the school office.

## Zones of Regulation

Zones of Regulation can be used to support children to manage and regulate their feelings and emotions. The aim is to encourage children to identify different feelings and emotions and further develop mutual and self-regulation strategies to guide children when they are in different 'zones'.

**Green Zone**— feeling calm and ready

**Blue Zone**— energy running low

**Yellow Zone**— quite strong but can manage

**Red Zone**— very strong feelings, out of control

You can use the zones at home to support talking about feelings. Model how you're feeling using the zones. Ask your child what zone they're in and why.

			
<b>BLUE ZONE</b>	<b>GREEN ZONE</b>	<b>YELLOW ZONE</b>	<b>RED ZONE</b>
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

## VOCABULARY

Words are linked closely with developing reading and writing skills. The more children hear words the more they can learn.

- Talk to your child about their interests, model words for them to hear
- Talk about words they have learnt at school
- Play games with words, treasure hunt, guessing games, finding sounds in words
- Talking is as important as reading and writing. If the word is in your child's spoken vocabulary it is easier for them to understand when they see it in reading.
- Let your child hear words in different contexts. Avoid asking "What does the word mean?" This keeps the learning fun with no pressure.

## Sensory Processing

Sensory processing difficulties can include difficulties with organising and responding to information that comes in through the senses. Children may be oversensitive to sensory input, under sensitive, or both.

### Sensory Regulating Activities

- Jump on a trampoline
- Running and jumping games
- Playing in wet sand
- Bounce on a space hopper or exercise ball
- Skipping
- Star jumps
- Step ups (use bottom step of stairs)

### Sensory Organising Activities

- Crab walk s
- Press ups
- Wheel barrow walk
- Playing catch
- Ride a bike
- Unpack heavy groceries
- Wear a heavy backpack for a short period
- Climbing frame

### Sensory Calming Activities

- Calming tent– blankets, cushions
- Roll tightly in a blanket
- Bear hugs
- Sit with a weighted blanket, heavy pillow
- Fidget toys
- Chewy toys
- Blow bubbles
- Swing in a hammock

It is imperative that children with speech and language targets practise routinely. While focusing on the specific targets is the main point it can become tedious and boring. There are things you can do to support these targets and general language skills through play, modelling and narration.

### Concepts

If a child has difficulties with understanding concepts they might struggle to follow instructions. They may use incorrect concepts in their spoken language (expressive). For example a child may say something is up when they mean on.

### Supporting Concepts

- Read picture books, describe where objects are (behind, under, in, next to)
- Following instructions: In play ask the child to follow instructions containing concepts ("Put the teddy under the table.")
- Play games where you take it in turns to hide toys around the room, narrate instructions. ("The doll is going behind the sofa")
- Hide and Seek, narrate as you play. ("I found you inside the cupboard.")
- Sing songs that involve concepts (Five Little Ducks, If You're Happy and You Know It)
- Teach colours ("Push the red chair under the table.")

### Grammar

Grammar is the main feature in our spoken and written language. If a child has difficulties with grammar they may be misunderstood often, struggle to retell an event or story in the appropriate sequence. Children may confuse tenses (talk about what happened weeks ago as yesterday).

### Supporting Grammar

- Read storybooks and model correct grammar use.
- Re-tell stories, ask your child to tell the story using picture clues.
- Use pictures to support correct use of pronouns (he, she, they). For the pronoun 'I', play a game where your child has to ask for objects.
- Play sentence construction games. Cut up a simple sentence and get your child to play with the words supporting them until it 'makes sense'.

### Expressive Language

Expressive language is the use of words, sentences, gestures and writing to convey meaning and messages to others.

### Supporting Expressive Language

- Frequently name objects when reading picture books, out for walks, going for a drive
- Give children simple choices (2) to encourage the use of words rather than gestures
- Talk about your day and what you did or saw, draw pictures or act things out to support language
- Play games and model language throughout (narrating)
- Ask questions about what is happening in a story, who is in the story, where are they; move onto why questions when children are more confident.
- Sing songs together.
- Use pictures/drawings/photos to make a book or sequence of events and make up a story about the pictures.

### Receptive Language

Receptive language is the ability to understand words and language. Receptive language is important in order to communicate successfully. Children who have understanding difficulties may find it challenging to follow instructions at home or the school setting and may not respond appropriately to questions or instructions.

### Supporting Receptive Language

- Make eye contact when speaking
- Try not to give too many instructions at once (simple, clear 3-4 words).
- Ask your child to repeat the instructions to check for understanding
- Use now, next, then to break instructions down, guide and simplify (can be a visual aid)
- Encourage children to ask if they haven't understood.
- Model what you want your child to do.
- Use visual prompts to support (pictures, gestures, facial expression)
- Narrate/describe what your child is doing so they hear the correct vocabulary
- PLAY, PLAY, PLAY (model language throughout)

- Use the word/sound you are working on in different contexts so children can begin to understand how concepts are used
- Keep background noise to a minimum where possible when practising
- Encourage face to face discussions, children will learn using all their senses.
- Read books, picture books, story books, chapter books, non-fiction books



### **Fine Motor Skills**

Fine motor skills involve the use of the smaller muscle of the hands, in activities like using pencils, scissors, construction, doing up buttons/zips and opening lunch boxes. Fine motor skills require lots of independent skills coming together to manipulate objects and to carry out a task.

### **Supporting Fine Motor Skills**

- Scribbling, colouring, drawing, writing
- Scissors skills (cutting)
- Construction skills using Lego, Duplo, puzzles, train tracks
- Doll dressing
- Using a mouse on a computer
- Dressing – tying shoelaces, zips, buttons, belts
- Eating – using cutlery
- Hygiene – cleaning teeth, brushing hair, toileting.

### **Gross Motor Skills**

Gross Motor (physical) skills are those which require whole body movement and involve the large (core stabilising) muscles of the body to perform everyday functions, such as standing, walking, running, and sitting upright. It also includes eye-hand coordination skills such as throwing, catching, kicking. Gross motor skills impact every day functions. They influence posture, sitting upright at a table, moving between activities, carrying your school bag. They also impacts your ability to navigate your environment.

### **Supporting Gross Motor Skills**

- Trampoline
- Hopscotch
- Climbing frame, playground
- Balloon and bubbles, keep balloon in the air, chase and pop bubbles, visual tracking
- Scooters and bicycles
- Dancing
- Create an obstacle course

## Visual Perception

Visual perception refers to the brain's ability to make sense of what the eyes see. Good visual perceptual skills are important for every day skills such as reading, writing, cutting, drawing, completing math problems and dressing.

### Supporting Visual Perception

- Read hidden picture books (Where's Wally?)
- Drawing pictures
- Dot to dot colouring, drawing
- Jigsaws
- Memory games, pair games
- Use sensory objects to create numbers, letters for your child to touch (playdough, pipe cleaners)
- Construction-type activities such as Duplo, Lego or other building blocks.
- Feely Bag: put one object in the bag, child has to describe it without looking at it.





## Working Memory

Working memory, is a system of parts that allows us to maintain a train of thought. Working memory can affect how we learn. It helps us stay focused through distractions, helps us learn to read, our organisational skills, hold information for following instructions and problem solving.

### Supporting Working Memory

- The Suitcase Game - In a group, go around in turn and say what you are putting in the suitcase. Each person has to say all the other items as well as their own new one.
- The Tray Game Place 6 items on a tray and ask children to look at it for 20 seconds. Cover the tray with a cloth or other barrier and give children 30 seconds to write down or say everything they can remember. Add more items as confidence grows.
- Brain Yoga- Take your left hand, make a fist, and extend your thumb; holding this, do the same with your right, only extend your little pinky. Now change them so it's left pinky and right thumb. The co-ordination involved will strengthen neural connections, which will help develop the memory.
- Matching Pairs - Cards are laid face down on a surface and two cards are flipped face up for each turn. If a player succeeds in matching a pair, they have another turn and continue until they fail to match two cards. Flip the cards back over after a turn has ended. The object of the game is to find the most matches in a row.

**Break down instructions**—use simple 3-4 word instructions, try not to overload your child with language

**Create routines**— routines will help relieve your child of any cognitive overload

**Rehearse it**—Encourage your child to practise, practise packing a bag for trips, making a sandwich (following steps)

**Use checklists**— checklists or visuals can support organisation and help your child hold information



## SEND Specific Websites

- **ChatterPack** - Free resources, articles and an A-Z information directory of SEND information
- **Simpson Millar** - are holding a daily SEND Q&A session to answer any questions in the Education Matters group on FaceBook
- **CrickSoftware** - Free access to Clicker at home
- **Inclusive teach** - FREE downloadable resources
- **SEN resources blog** - Advice, learning activities and recommended toys, books, and resources for children with SEND
- **GoBoardmaker** - Free resources
- **Tobiidynavox** 10 weeks of free content, levelled and thematic units created with Boardmaker - books, communication supports, speech/language activities for students with communication difficulties and SEND
- **Accessibite** - Free apps to support students who are blind, visually impaired, deaf, have reading difficulties
- **SENDcast** - Podcasts on sensory processing and dyslexia
- **ALN Home School** - Resources for parents of children with additional needs
- **EasterSeals** - Free visual timetable resources - to help with school closures
- **Autcraft** - A modulated and monitored, online site for autistic children and young people
- **A FREE webinar by Professor Andy McDonnell** on the Low Arousal approach (behaviour management) - 31st March at 3pm - email [admin@studio3.org](mailto:admin@studio3.org) to book & receive a link for the event.

