



SEND Support for Parents

This is a list of information websites, tips and resources to help you support your child with their additional needs, learning and self-esteem. Children have varying needs and there is no one size approach fits all. It is quite common for children to have additional needs that span all these areas, so select the resources that meet the needs of your child, without worrying too much about the label or category they fall under. Everyone has strengths and weaknesses and these SEND strategies will be beneficial to many children, whether or not they have a diagnosis.

I have also included a number of resources and websites to support your child with their understanding of and feelings about coronavirus.

Autism Spectrum Disorders (ASD)

Tips

- Children with Autism need structure and routine. You can help them by being consistent. Using visual timetables can help them to see what is happening at each step of the day, so they know in advance what they will be doing next. This will relieve some of their anxiety.
- Where possible, make sure that you prepare them for any changes in routine.
- You might want to set up a special workstation for them in a specific place to do any work or tasks. You could ask your child to help you set one up that will suit them or that they might already be used to at school.
- Help your child to recognise and name different emotions and feelings. You can do this by discussing their own emotions, the emotions of characters in books and on TV programmes and how you yourself might be feeling. Alongside naming the emotion, describe it and explain why you, they or fictional characters might be feeling like that. You can also play role play guessing games and ask them to name the emotion and say why.
- Use a 5 point scale to support your child in managing their emotions.
- Use social stories and comic strip cartoons to help children understand different situations and perspectives and address inappropriate behaviour.
- Use visual aids to support wanted and unwanted behaviours.
- Be aware of your child's sensory needs and support them in managing that need to help them learn e.g. sound reducing earphones if noise is a problem, comfortable clothes, keep the area surrounding the work space clear to avoid over-stimulation etc.
- Play lots of games with your child to encourage social skills, such as

	<p>taking turns and winning and losing.</p> <ul style="list-style-type: none"> • Try to focus on the positive – praise them for the behaviours they are doing well and be specific so that they know exactly what you liked about their behaviour. You could give rewards like stickers or extra play time. • Try to incorporate play activities into your day- a lot of learning can take place through play. • Involve your child in everyday activities and talk to them about what you can see, what you are doing and why. This will help their understanding of the world around them.
Resources	<ul style="list-style-type: none"> • Social stories and comic strip cartoons: https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx • 5 point emotion scale: https://www.5pointscale.com/ • Social skills games: https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills http://autismteachingstrategies.com/free-social-skills-downloads-2/ • Free sensory planning with multisensory activities and messy play: https://www.empoweringlittleminds.co.uk/resources-1 • Examples of visual supports and where to find them: https://www.autism.org.uk/visualsupports/ • Support with changes in routine: https://cdn.shopify.com/s/files/1/0088/6797/1123/files/Christmas_resource.pdf?558 • Visual timetable: https://primarysite-prod-sorted.s3.amazonaws.com/powershallacademy/UploadedDocument/3de9a706526d4f749784df1f0bc87293/home-schooling-visual-timetable-doc.pdf
Websites	<p>https://www.autism.org.uk/</p> <p>http://www.autismeducationtrust.org.uk/</p> <p>https://www.autism.org.uk/about/family-life/parents-carers.aspx</p> <p>https://www.nhs.uk/conditions/autism/autism-and-everyday-life/help-for-families/</p> <p>https://www.autcraft.com/- a modulated and monitored online site for autistic children and young people (Minecraft themed).</p>
Coronavirus Support	<ul style="list-style-type: none"> • Resources for autistic people through the coronavirus outbreak: https://www.autism.org.uk/services/helplines/coronavirus/r

[esources/helpful-resources.aspx](#)

- 7 strategies to support individuals with autism through uncertain times: <https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>
- Social story for Coronavirus by Carol Gray: <https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf>
- School closure Autism toolkit: https://qrcgcustomers.s3-eu-west-1.amazonaws.com/account4876975/6576200_1.pdf?0.9405035283981562/

Speech, Language and Communication Needs (SLCN)

Tips

- Get your child's attention first by saying their name and make sure they are listening. When children are absorbed in another activity, it can be hard to listen.
- Vocabulary is key – help your child to learn and remember words by using all of their senses to teach new words. Build in lots of repetition and practise.
- Build on what your child already knows and says to support language development e.g. add words/phrases.
- Talk about things your child is interested in - they are much more likely to talk this way. Try to ask open-ended questions where the answer is not only 'yes' or 'no'.
- Do not question your child too much. Instead try to use comments and prompts to encourage your child to join in and talk more.
- If your child makes mistakes when they speak, do not tell them they are wrong. Instead, repeat back what they said using the correct words so that they can hear how things should sound.
- Make learning language fun by singing, making up rhymes and getting your child to join in with repetitive phrases in familiar stories.
- Give your child time to process what others have said, work out what they are going to say and how they are going to say it.
- Check out your child's understanding and encourage them to ask when they are unsure.
- Have lots of conversations! Your child will benefit from practising having conversations with people of all ages.

Speech sounds

- Model speech to the children by repeating words back to them correctly.

Understanding

- Give children time to process what you have asked and respond.
- Use simple language and break instructions down into smaller steps.
- Encourage children to answer questions, such as who, what, where,

	<p>when and why? When reading their books. Encourage them to tell you the story in their own words.</p> <p>Expression</p> <ul style="list-style-type: none"> • Talk about all your experiences in detail, teaching new vocabulary all the time. • Discuss vocabulary in books, making sure the children understand the meaning of tricky words. <p>Social Communication</p> <ul style="list-style-type: none"> • Play lots of games with your child to encourage social skills, such as taking turns and winning and losing. • Use a visual timetable and visual aids to provide structure and routines.
<p>Resources</p>	<ul style="list-style-type: none"> • Visual prompts: https://search3.openobjects.com/mediamanager/newcastle/repository/files/visual_prompts_to_support_learning.pdf • Speech resources: https://www.humber.nhs.uk/services/childrens-speech-resources.htm • Varied resources: https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/ • Social skills games: https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills http://autismteachingstrategies.com/free-social-skills-downloads-2/ • Bilingual quick tips: https://literacytrust.org.uk/early-years/bilingual-quick-tips/ • Home-based activities to develop speaking and listening skills: https://ican.org.uk/a-message-to-our-supporters-on-coronavirus/activities-to-develop-speaking-and-listening-skills/
<p>Websites</p>	<p>https://www.thecommunicationtrust.org.uk/</p> <p>https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/</p> <p>https://ican.org.uk/</p> <p>http://www.afasic.org.uk/</p> <p>http://www.naplic.org.uk/</p> <p>https://www.tamesidehospital.nhs.uk/our-services/community-services/speech-and-therapy.htm</p>

Coronavirus Support

- Makaton signed video by [Cat McGill - Access to the Arts](#), to help people with **SEN** and communication difficulties understand where we're at with **Covid19**: https://m.facebook.com/story.php?story_fbid=3200706309959280&id=258662387497035
- <https://ican.org.uk/a-message-to-our-supporters-on-coronavirus/how-to-talk-to-children-about-coronavirus/>

Dyslexia

Tips

- Help your child understand what dyslexia is- they should know that it's not their fault and you'll work through it together.
- Remind your child that lots of famous and talented people have (or had) dyslexia, from Albert Einstein to Whoopi Goldberg.
- Each child is unique and learns in different ways, so use what you know about your child's strengths and weaknesses. It is important to encourage children to recognise and pursue the areas in which they excel (do more of what they enjoy) and support them with the areas they find difficult.
- Celebrate successes and praise your child's strength and skills. Don't expect perfection and don't let learning struggles be the main focus.
- Your child's dyslexia may be challenging for you, but your own positive attitude will catch on. You can show that you make mistakes and struggle, but you also push through.
- Make learning playful. Play games and make up songs, poems, and even dances to help remember things. If your child is younger, use nursery rhymes and play silly rhyming games.
- Allow children to use a word processor to complete some written tasks. This highlights spelling errors and offers alternatives. If they can't type, encourage them to learn, so that they are able to use a Word Processor with more speed and fluency.
- Play games to support memory and retention e.g. pairs, Go Fish etc.
- Staying organised is hard when you have dyslexia. Help your child break big tasks into smaller chunks.

Reading

Read a lot. There are all kinds of ways to support your child's reading. Try some of these ideas:

- Allow your child to choose a book they want to read and let them start reading. When they make a mistake give your child a few seconds to have a go, but then say the word yourself - this keeps the flow going.
- Listening to audio books can help children keep an interest in stories even when they are reluctant to read. They help a child develop key skills such as listening and concentration, and are a good introduction to new words and ways of using language. Some audio book apps will highlight the text on screen as it is being read, which can help your child

identify words.

- Encourage your child to share what's happening in the story and share their excitement, wondering aloud what will happen next. This will also develop their vocabulary and comprehension, without them even realising that they are learning.
- Don't make reading a fight. Encourage your child to read one page and you read the next page. Read some books to them for pleasure and invite them to read a section if they want to. By developing a love of books and stories children will naturally want to learn how to read so make the experience as pleasurable as you can.
- Re-read favourite books.
- Paired reading is a good way to help your child to read and enjoy books. Take turns reading books aloud together.
- If the book is too hard for your child, read the words together. Read at your child's pace. Let your child decide on a signal they can give you when they want to carry on reading on their own. If they make a mistake, say the word and then carry on reading together. You can switch from reading together to your child reading alone. Try to do this for 10 minutes every day - share the book together rather than 'hear' your child read.
- Talk about the stories you read together and ask questions like, "What do you think happens next?"
- Read things your child is interested in as this can motivate them. This could be graphic novels or comic books.

Handwriting

- Keep to short timed sessions so your child is able to maintain concentration without becoming bored or uncomfortable.
- Make sure your child is sitting comfortably when they write, with their feet firmly on the floor. If it's helpful, try using a slanted writing surface.
- Help your child to learn to grip the pen/pencil properly using the tripod grip. This allows the fingers and wrist to move freely without putting pressure on the hand.
- Help your child strengthen the muscles in their hand by using play dough or performing hand exercises.
- It's recommended that children learn to write using continuous cursive handwriting so they don't have to learn how to form letters twice when they need to write more quickly later on.

Spelling

- Help your child to understand words are made up of syllables and each syllable has a vowel sound. Say a word and ask how many syllables there are. Clap the syllables e.g. el-e-phant. Help your child to spell each syllable at a time.
- Write words in different coloured pens to make a rainbow or in shaving foam, flour or sand over and over again to help your child remember them.

	<ul style="list-style-type: none"> • Look with your child at the bits in the words which they find difficult - use colours to highlight just the tricky bit. • Look for the prefixes and suffixes in words, e.g. -tion, -ness and learn these chunks. Explore with your child how many words have the same chunks at the beginning or the end of words. • Use flashcards or play matching games to let your child see the words lots of times - the more times they see the word, the better they will be able to read and spell it. • Use cut out or magnetic letters to build words together and then mix up the letters and rebuild the word together. • Use mnemonics - silly sentences where the first letter of each word makes up the word to be spelled. • Find smaller words in the bigger word, for example 'there is a hen in when'. • Go over the rules of spelling together, e.g. a 'q' is always followed by a 'u'.
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<p>Resources</p>	<ul style="list-style-type: none"> • Visual skills: https://search3.openobjects.com/mediamanager/newcastle/repository/files/activities to support visual skills.pdf • Dancemat Typing – free beginners typing course for children. https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr • Working memory: https://www.weareteachers.com/working-memory/ https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters • Free audio stories https://stories.audible.com/start-listen
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<p>Websites</p>	<p>http://www.bdadyslexia.org.uk/</p> <p>https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child</p> <p>https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters</p> <p>http://www.thedyslexia-spldtrust.org.uk/</p> <p>https://www.patoss-dyslexia.org/</p> <p>https://www.nessy.com/uk/parents/dyslexia-information/ - extended free trial available for those with persistent literacy difficulties.</p> <p>https://dyslexiagold.co.uk/SupportForSchools/ - Free trial for pupils to use at home whilst schools are closed.</p>
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	<p>SOS spelling is a dyslexia friendly approach to learning spelling. A step by step guide can be found here: http://bettertuition.co.uk/simultaneous-oral-spelling/</p> <p>Games that practice reading strategies : https://reading.ecb.org/</p> <p>Free Phonics games - https://www.phonicsplay.co.uk/</p>
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Coronavirus Support	<ul style="list-style-type: none"> • BBC Newsround: https://www.bbc.co.uk/newsround/51342366 • Playmobil video about coronavirus: https://www.youtube.com/watch?v=5DIOGKpMNs4
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Motor Coordination Disorder/Dyspraxia

Tips	<ul style="list-style-type: none"> • Rather than give children a string of instructions, focus on giving just one instruction at a time. Two or more instructions can cause your child to get in a muddle. • All children benefit from having instructions and messages repeated and dyspraxic children in particular. Constantly check that children have understood what has been said and what they need to do. • Give them something to fiddle with whilst you are talking to them or you want them to focus. It can also be helpful to let them move around whilst they listen. • Offer routines and structure. Make sure children are prepared in advance for any changes to established routines • Provide checklists or visual timetables to support organisation. Help children with ways to remember information by using lists and diaries so they can tick off things they do as they go. • Create a quiet space for them to learn with no distractions. • Dyspraxic children will find it hard to absorb and interpret information so allow them plenty of time, teach in small bursts and chunk your time so they can achieve and rest. Use timers to help with time management and build in frequent movement breaks. • When writing, a sloping desk or angle board will help as will pencil grips or equipment specifically designed for dyspraxic learners. • Allow children to use a word processor to complete some written tasks. If they can't type, encourage them to learn, so that they are able to use a Word Processor with more speed and fluency. • Play lots of games with your child to encourage social skills, such as taking turns and winning and losing. • Help your children develop their fine and gross motor skills and core stability. • Practise pencil control and scissor skills. • Celebrate successes and praise your child's strength and skills. Don't expect perfection and don't let learning struggles be the main focus.
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	<ul style="list-style-type: none"> • See Dyslexia – Handwriting tips above.
Resources	<ul style="list-style-type: none"> • Classroom guidelines: https://dyspraxiafoundation.org.uk/wp-content/uploads/2013/10/classroomguidelines.pdf/ • Dancemat Typing – free beginners typing course for children. https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr • Motor skills development: https://www.lincolnshirecommunityhealthservices.nhs.uk/application/files/2915/2285/5110/1st_Move.pdf • Practical activities to promote fine motor skills: https://otplan.com/activities/
Websites	<p>https://dyspraxiafoundation.org.uk/</p> <p>http://www.movementmattersuk.org/</p> <p>Dough Disco is great for fine motor skills: https://www.youtube.com/channel/UCj0shfH3pzhrf3dOrSj_pRw</p> <p>Fine motor skills hand gym: https://www.youtube.com/watch?v=kE9cvXKzpsA&feature=youtu.be</p> <p>Free resources including pencil control pack and handwriting help: https://www.kidsmasterskills.com/</p>
Dyscalculia	
Tips	<ul style="list-style-type: none"> • Use lots of visuals and physical resources that the children can move around to help your child to understand mathematical concepts. For example, games with dominoes and dice can help a child more easily understand simple maths concepts. • Try to avoid worksheets wherever possible and reinforce maths facts using concrete resources and by playing games. If worksheets are used, highlighting important numbers and key words in the instructions and throughout various problems may support your child’s understanding. • Use concrete objects that can be held to help your child to understand the abstract principles of maths. For example, Lego, counters and blocks can be used to teach addition and subtraction. • Create visual models if concrete objects are not available/suitable. • Encourage your child to talk out loud as they work through a problem or new concept. Children who struggle with maths may have good language skills that could help make the mathematical process easier. • Encourage your child to learn several synonyms for a variety of maths terms. For example, when discussing addition problems they could use terms such as ‘plus’, ‘increase’ and ‘more than’. Explain basic terms to

	<p>your child and allow them to talk about each definition, describing what it means in their own words.</p> <ul style="list-style-type: none"> • Concentrate on one problem at a time and help your child break big tasks into smaller chunks. • Include your child and encourage them to support you with everyday maths problems e.g. cooking, measuring, money etc.
Resources	<ul style="list-style-type: none"> • https://whiterosemaths.com/homelearning/ • https://www.10ticks.co.uk/ • www.timestables.co.uk is a great alternative to TTRockstars. You do not need a login and it does not have the time pressure that some pupils find tricky.
Websites	<p>https://www.sess.ie/categories/specific-learning-disabilities/dyscalculia/tips-learning-and-teaching</p> <p>https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyscalculia-and-maths-difficulties</p> <p>https://blog.brainbalancecenters.com/2016/02/5-strategies-for-managing-dyscalculia</p> <p>https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/at-a-glance-classroom-accommodations-for-dyscalculia</p>

Attention Deficit Hyperactivity Disorder (ADHD)

Tips	<ul style="list-style-type: none"> • Offer routines and structure and try to stick to it every day. Establish rituals around meals, homework, playtime, and bedtime. Simple daily tasks, such as having your child lay out his or her clothes for the next day, can provide essential structure. • Create a quiet space for them to learn with no distractions. You might want to set up a special workstation for them in a specific place to do any work or tasks. You could ask your child to help you set one up that will suit them or that they might already be used to at school. • Rather than give your child a string of instructions, focus on giving just one instruction at a time. Two or more instructions can cause your child to get in a muddle. • All children benefit from having instructions and messages repeated-check that your child has understood what has been said and what they need to do. • Give them something to fiddle with whilst you are talking to them or you want them to focus. It can also be helpful to let them move around whilst they listen. • Offer routines and structure. Make sure children are prepared in advance for any changes to established routines
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	<ul style="list-style-type: none"> • Provide checklists or visual timetables to support organisation. Help your child with ways to remember information by using lists and diaries so they can tick off things they do as they go. • Create a quiet space for them to learn with no distractions. • Teach in small bursts and chunk your time so they can achieve and rest. Use timers to help with time management and build in frequent movement breaks. • Ask them to do one task at a time and break tasks into manageable pieces. • Each child is unique and learns in different ways, so use what you know about your child’s strengths and weaknesses. Build on success and help children to pursue more of what they enjoy and support them with the areas they find difficult. • Encourage out-loud thinking to support them in making good choices. Children with ADHD can lack self-control and speak and act before thinking. • Celebrate successes and praise your child’s strength and skills. Don’t expect perfection and don’t let learning struggles be the main focus. • Suggest rather than criticise (children with ADHD often have low self-esteem) • Provide lots of opportunities for exercise and movement. Try to limit time with electronics and increase time doing engaging activities outside the home so that your child will have an outlet for built-up energy. • Put clear boundaries in place - consistently reward good behaviours and discourage destructive ones. Set up a reward scheme to encourage them and support them with their behaviour.
<p>Resources</p>	<ul style="list-style-type: none"> • Visual timetable: https://primarysite-prod-sorted.s3.amazonaws.com/powershallacademy/UploadedDocument/3de9a706526d4f749784df1f0bc87293/home-schooling-visual-timetable-doc.pdf • Free working towards boards: https://cdn.shopify.com/s/files/1/0088/6797/1123/files/ChatterPack - Working towards boards.pdf?568 • Physical home activities: https://cdn.shopify.com/s/files/1/0088/6797/1123/files/Inclusive_activities.pdf?v=1585647761 • Movement and mindfulness videos: https://www.gonoodle.com/
<p>Websites</p>	<p>https://www.adhdfoundation.org.uk/information/parents/</p> <p>http://www.adders.org/</p> <p>http://www.addiss.co.uk/</p>

	<p>Self-esteem - http://www.adders.org/info79.htm</p> <p>Managing ADHD - http://www.adders.org/info58.htm</p>
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Coronavirus Support	<ul style="list-style-type: none"> Daily (Mon – Fri) PE sessions: https://www.thebodycoach.com/blog/pe-with-joe-1254.html
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Social, Emotional and Mental Health (SEMH)

Tips	<ul style="list-style-type: none"> Talk to your child about anxiety, what is happening in their body and why it happens. Many children and young people don't know what they are feeling when they are anxious, and it can be very frightening and overwhelming. They might even think they are very ill or that they are having a heart attack. Help your child to recognise and name different emotions and feelings. You can do this by discussing their own emotions, the emotions of characters in books and on TV programmes and how you yourself might be feeling. Alongside naming the emotion, describe it and explain why you, they or fictional characters might be feeling like that. You can also play role play guessing games and ask them to name the emotion and say why. Use a 5 point scale to support your child in managing their emotions. Help them to recognise anxious feelings so they can tell when they are becoming anxious and can ask for help. Tell your child it will be okay, and the anxiety will pass. It can be helpful to describe the anxiety as a wave to ride or surf that gets smaller after it peaks. Get your child to breathe deeply and slowly, in through their nose for three counts and out through their mouth for three counts. Distract them by focusing on something else, and get them to apply distraction techniques, which older children may be able to manage themselves Give them a cuddle or hold their hand if they will let you, as touch can be soothing. If possible, use relaxation techniques. It can help to talk to your child about finding a safe place in their mind – visualising somewhere that they feel relaxed and happy. It may be a grandparent's or friend's house or a holiday beside the sea etc. which they can picture when 'wrong thoughts' come into their head or they are feeling anxious. Sometimes holding a memento like a seashell or pebble can help. Encourage your child to notice what things make them anxious. Talking it through can help but they can also keep a diary or a 'worry book' if they are old enough to do this. Use a Worry Box where your child can write the worry down and post it out of sight. Small children will enjoy decorating the box, too. They can post their worries every day if it helps, or leave the worries in there for,
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	<p>say, a week to see if they were worth worrying about (if not they can be torn up). Alternatively, designate a specific Worry Time for around 10 or 20 minutes in the evening (but not too close to bedtime or when the child is in bed), so worries can be saved up for that time. This will give the message that the child is in control of the worries and not vice versa.</p> <ul style="list-style-type: none"> • You can try to help your child put their worries into perspective by re-labelling them according to who needs to worry about them e.g. worries about finances are for parents. • Help your child measure how anxious they are on a scale of 1-10 and notice this at different times, to see how it gets better or worse. • Notice what things help them relax or feel better and work with your child to find strategies - they will often know best what works for them. • Work on positive-thinking. Name their worst case scenarios and think through together how to sort out the situation if it happens, e.g. "I'm worried that we'll miss the bus." "What do you think we could do if that happens?" "We could get the next bus." • Help them maintain a healthy lifestyle with regular exercise to reduce the levels of stress hormones, good sleeping habits, calm bedtime routines, limited screen or computer time in the evening and a healthy diet.
<p>Resources</p>	<ul style="list-style-type: none"> • 5 point emotion scale: https://www.5pointscale.com/ • Resources to help develop awareness of emotions and triggers: https://cdn.shopify.com/s/files/1/0088/6797/1123/files/ChatterPack - _Developing an awareness of emotions and triggers.pdf?110 • Grounding/calming video: https://www.youtube.com/watch?v=bJHupiDtJKA&feature=youtu.be • Activities to keep you active and occupied: https://2950c04d-206b-4c18-b42f-9cec21f46c7d.filesusr.com/ugd/ec3214_b557c2d1086f40438da7af49cc02ab58.pdf • Mindfulness resources: https://www.calm.com/blog/take-a-deep-breath#calmkids
<p>Websites</p>	<p>https://youngminds.org.uk/</p> <p>You can find some ideas for wellbeing apps here: https://www.theschoolrun.com/best-wellbeing-apps-for-kids</p> <p>Links to mental health apps to help cope with anxiety and stress: https://www.nhs.uk/apps-library/category/mental-health/ https://www.oxfordhealth.nhs.uk/camhs/bucks/links/apps/</p>

	<p>Information about Mental Health in children: https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people</p> <p>Relaxation exercises: http://www.handsonscotland.co.uk/relaxation/</p>
Coronavirus Support	<ul style="list-style-type: none"> • Child Mind Institute: https://childmind.org/article/talking-to-kids-about-the-coronavirus/ • British Psychological Society guidance: https://www.bps.org.uk/news-and-policy/bps-highlights-importance-talking-children-about-coronavirus/ • Book to reassure and support young children about COVID19: https://www.mindheart.co/descargables/ • A simple story to help children manage anxiety about coronavirus: https://660919d3-b85b-43c3-a3ad-3de6a9d37099.filesusr.com/ugd/64c685_319c5acf38d34604b537ac9fae37fc80.pdf
Additional Learning resources that you may wish to engage with:	
<ul style="list-style-type: none"> • Special Educational Needs Resources Blog –a fantastic blog with advice, learning activities, videos and recommended toys, books and resources for children with SEN. https://senresourcesblog.com/ • Teach Your Monster to Read – a free series of games designed to make learning to read fun. It covers everything from letters and sounds to reading in full sentences. https://www.teachyourmonstertoread.com/ • https://www.timestables.co.uk/- a great alternative to TTRockstars. You do not need a login and it does not have the time pressure that some pupils find tricky. • SEN Teacher – a website with lots of free customisable learning materials and resources. https://www.senteacher.org/ • Chatterpack – collection of free home learning resources, information and blog. https://chatterpack.net/ • Twinkl - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS. 	