

**Activities and ideas to support children
with SEND during school closures.**

The Importance of following a visual schedule for pupils with ASC during school closures

During the school closures, without other pupils around, school could become more confusing and anxious – As we abandon the usual routines, plans and learning activities, please continue to use all the tools available to support ASC pupils, especially visual scheduling.

For pupils/students with ASC, it can be hard to predict what will happen next. Often without realising, we can under prepare their students by not informing them of what will take place in an activity, in a way the child can understand. This can lead to high anxiety and confusion, which obviously can then result in challenging behaviour.

Visual schedules, based at the level of sense-making of the child, can give information to show exactly what will happen. If used properly, it can show the child what is to come, what has finished. Appropriately broken down can support metacognition for these pupils in a time of uncertainty

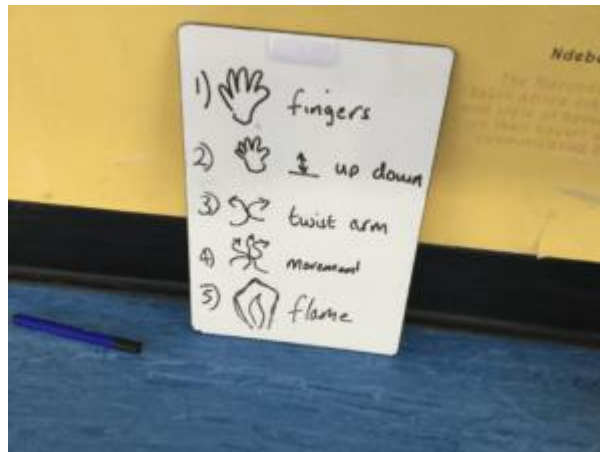
As each activity finishes, the photo is placed on the red side to show that it has finished. Over time, children can learn to do this action themselves and therefore increasing their independence in completing tasks themselves.



Here is an example of a visual for a child who can read or is at the early stages of reading. The child can use a pencil to tick off each step as they work through the stages. This would also be used in conjunction with modelling from a adult



It can be as simple as using a sticky note and pen or a whiteboard and dry wipe marker. These are often the simplest, quickest and most effective way, that can be easily changed when an activity needs to change quickly.



The mini write

Keep writing flowing while schools are closed – using funny visual stimuli with a question to answer that can be expanded!

15 minutes a day is all that is needed

2 min talk about it! Gather ideas and make notes

10 min to write as much as possible by themselves or with scaffolded support

(This will vary from few words to a few sentences)

2 min review.

Where does this animal live and what does he eat?



You are lost in Africa and come across this animal.....Where does he take you? What does he say? Who is he with?



Meet the new Superheroes! What are their names how do they fight crime?



How do you escape from a Shorse?



What is happening in the picture?



How do you escape from the giant killer duck?



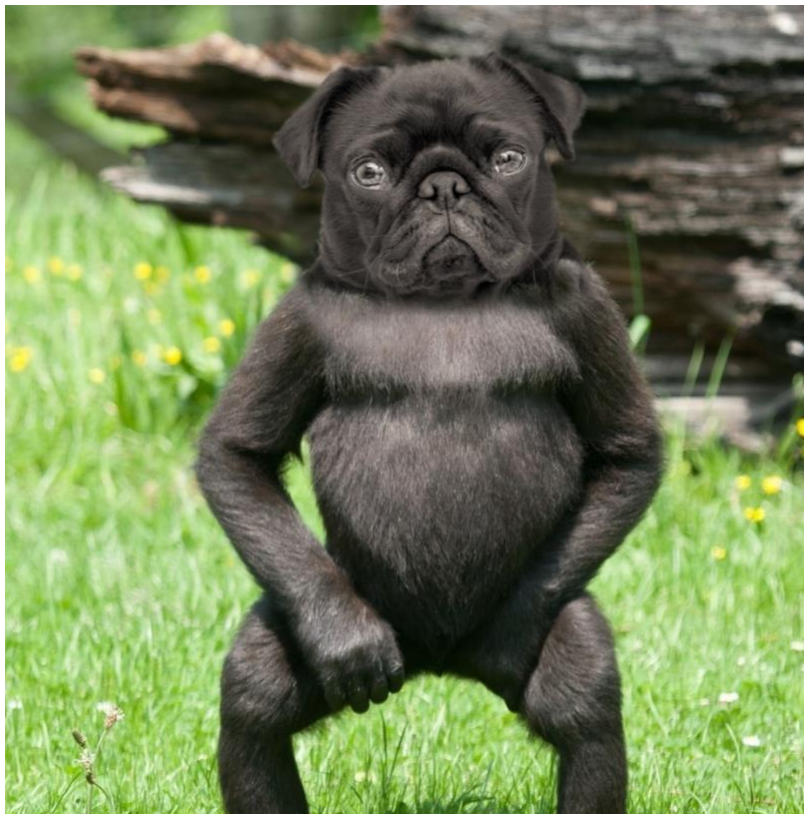


Where did the Pugowl come from?





You wake up in the morning and find you've transformed into this! What do you do?



The use of ICT is a great resource within the coming weeks and there here is a link to a full list of FREE online learning platforms

<https://kidsactivitiesblog.com/135609/list-of-education-companies-offering-free-subscriptions/>

ICT used well can be used greatly to meet the needs of pupils with SEND and additional needs. This can be because,

- Attention is focused on the screen
- Multi-sensory experience
- Non-threatening: can retry problems, constant feedback and reinforcement
- Impersonal: computer doesn't yell or have favourites
- Variety of presentation; attend better to novel stimuli
- Student can control pace
- Flexible: programmed to do many things
- Rapid assessment
- Game like approach: challenge

Practical activities to support pupils with Cognition & Learning needs

These activities support...	Activity Instructions
Concentration	<p>Pipe-cleaner maze: Using pipe-cleaners create a track in which to navigate a hoop around without touching the sides.</p> <p>Pencil control: Using handwriting templates and mazes ask the pupil to go around without lifting the pen from the paper.</p> <p>Domino Rally: Using a set of dominoes create a rally by standing the dominoes on edge in line to create a chain reaction.</p> <p>Where's Wally: Using a Where's Wally book give the pupil a time limit to find Wally and the different objects.</p>
Independence	<p>Modelling Clay Challenge Have a list of items to make from modelling clay. Set the pupil a time to work through the list while you guess what it is they are making.</p> <p>Colour by Number This could be completed with varying degrees of difficulty. Starting with simple colour by numbers, working up to number sentence colour by numbers. Some self-help tools could be used, number square or calculator to aid independence.</p>
Organisation	<p>Sorting Have three hoops that represent three different sorting groups, e.g., colours, sizes etc. Give the pupil a set time to gather items around the environment to place into the hoops. Check out together at the end if the pupil has been successful.</p> <p>What do I need. Give the pupil a selection of pre-printed pictures of different tools, e.g. ladder, stethoscope, stationary etc. Have a picture of people in different professions and ask them to match the tools to the profession.</p> <p>Online shop Choose a recipe, and look online at creating a shopping list with all the ingredients that are needed to create a meal. What else would the pupil need equipment wise to prepare the meal? What about setting the table?</p>
Attention	Timed activity

	<p>Have an activity that the pupil could easily complete. E.g., a plasticine model of a cat. The Pupil should be timed several times to see if they can keep up the pace and maintain the attention needed.</p> <p>Observation Clips Choose a movie trailer on YouTube to watch. Have some pre set observation questions that the pupil needs to answer. First time round should be an easier set of questions, second time should be harder, but they need to maintain attention to be able to answer and not rely only watching it once.</p>
Collaboration	<p>Blindfolded games Design a assault course where one player is blindfolded. On the first attempt round the course the player must remain silent and only rely physical prompting. The second time they must solely rely on verbal prompts, and have no contact.</p> <p>Finish the story Start to tell a story using only 5 words. Eg. Once upon a time there lived..... The next person has to carry on the story with the next 5 words and so on.. Ensure the message is that the story only got finished because of team work.</p> <p>Hidden Picture: Have a picture that is hidden from one player Eg. A House. One player must describe the house one part at a time for the other to draw. The more the pictures look the same the more that the collaboration has been successful.</p> <p>Lego Model: Have a pre-made Lego model. Without touching, one person must issue instructions to get the other to make the model. Eg. The yellow brick must be placed on top of the blue brick. The more the models look the same the more the collaboration has been successful.</p>
Confidence	<p>Dragons Den Ask the pupil to choose an object that they would sell to the public. Write down key words or phrases that would help them in their pitch. Get them to pitch their product to you and you invest (with Monopoly money) based on how much confidence they present with.</p> <p>Have some pictures of people with a different appearance, business suit, sports clothing, building site safety gear. Who do they think is the most confident and why?</p>

Practical activities to support pupils with Communication & Interaction needs

These activities support...	Activity Instructions
Seeking Help	<p>Origami Have a pre-made origami model. Ask the pupil to attempt to make it just by looking at the model and the folds that have been made. As this gets harder. Allow the pupil to look at the instructions to complete the model, seeing how accepting guidance can be beneficial to the end goal.</p> <p>Sport Match Have a set of cards that have pictures of sporting activities along with their English name. Also have the activity name in another language e.g., French/German. Ask the pupil to match the foreign name to the English. This will be difficult, but help should only be offered when the pupil asks for assistance</p> <p>Difficult Task Have a deck of cards and ask the pupil to build a house/tower of cards. The pupil may ask you for help on a certain number of occasions so they need to think about when best to ask. When they ask for assistance you could offer a piece of blu-tac or tape to help secure their structure.</p>
Accepting Guidance	<p>Blindfolded Game: Design an assault using objects from the class or in the hall. Blindfold the pupil and guide them around the course using non-verbal prompts. Agree a code together to work by, E.g. Two taps on the arm mean walk forward.</p> <p>Puzzles: Using the website find puzzles to complete together which will challenge the pupil and will require prompting from the adult. www.activityvillage.co.uk/puzzles</p> <p>Where am I? Blindfold the pupil and lead them to an area somewhere within school. Ask them to use their other senses to think of where they could be. What can they hear? What can they smell? What can they touch? Do they recognise where they are by being aware of their other senses?</p>
Leadership	<p>Prioritising.... Have some printed pictures of people in need – Starvation, natural disaster, caught in conflict etc... Ask them to prioritise which group of people they would help first and why. Extend by picking one scenario and make a list of the priorities of how they would help.</p> <p>Leading the blind.... Set up a small obstacle course with and allow yourself to be blindfolded.</p>

	<p>Ask the pupil to lead you through the obstacles by holding your hand and talking to you.</p> <p>Complete the course again, but this time without being touched, relying only on voice commands. Can they still lead you safely?</p>
Positivity	<p>Role Play: Watch a clip on YouTube from Inside Out and role play as the character sadness. Ask the pupil to act as the role of happiness. Give general statements about your day and allow the pupil to put a positive spin on them.</p> <p>Thankful things: Ask the pupil to note down five things that they are thankful in their lives. Discuss what they have chosen and why.</p> <p>Turning negatives into positives: Give the pupil a range of negative statements and ask them to change them into positive statements.</p> <p>Pupil guidance: As the adult try to complete a task which you find difficult and allow the pupil to guide and motivate you in completing the task. Act negative towards the task.</p>
Generosity	<p>How much to give? Have some pictures of people in need. E.g. Homeless, elderly, children caught in war, immigrants, people facing starvation etc. Have some Monopoly money and ask them to give the money generously according to their need. If they didn't have money, how could they help practically.</p> <p>Giving Back Give the pupil 5 sweets and 5 post-it notes with 'Thank you for....' written on them. Ask the pupil to name 5 people and write on the note why that are thankful to that person. Deliver the notes with the sweet to show the pupils gratitude</p>

Practical activities to support pupils with Sensory & Physical needs

These activities support...	Activity Instructions
Relaxation	<p>Raised Pulses With the pupil, take your pulses and write them down. Complete a pulse raising activity for one minute, wait one minute and then take your pulse gain. Complete the pulse raising activity again but this time attempted some breathing exercises to lower the pulse and become more relaxed.</p> <p>Where on earth am I? Take the pupil to an area outside of the school. Blindfold them and ask them to use their other senses to feel relaxed. What can they hear? What can they smell? Can they place and centre themselves? What helps them to feel relaxed?</p>
Focus	<p>Picture this.... Give the pupil an iPad or digital camera. Take them to an area either inside or outside school and ask them to focus on a particular object to photograph.</p> <p>Listen carefully..... Have a page or chapter of a book or story and ask the pupil to tally every time you sat a certain word, or a word that begins with a particular letter. Can they show enough focus to correctly record the amount of tally's</p>
Listening	<p>What noise is that? On YouTube, find a noise recognition test. Can the pupil correctly identify the noise? You could make it harder by also having some background noise. Playing music etc.. Is it harder to listen when this is happening?</p> <p>Who should I listen to? Have pre-printed pictures of various people – Doctor, Police officer, an old person, teacher etc. Ask the pupil to give reasons as to why it would be important to listen to these people. What might happen if they didn't listen?</p>

Practical activities to support pupils with Social & Emotional needs

These activities support...	Activity Instructions
Self-control	<p>Don't Laugh at This! Get the pupil to give you good eye contact. Do whatever you can to make them laugh, without touching them. See how long it takes for them to lose their self-control. On the second time round, see if they can improve on their score.</p> <p>Yes / No Game Play a version of this game where you ask questions and the other person are not allowed to answer yes or no to the answer. This can be timed to see how long they can play without answering yes or no. See if they can beat their time on the second time of playing.</p>
Determination	<p>Invasion Game Mark out a 4X4 grid on the floor using cones. One person stands in each square. With 10 balloons, set the timer for one minute. The pupil needs to be determined to keep the balloons out of their quarter. The player with the least amount of balloons in their quarter is the winner.</p> <p>Holding your Balance Encourage the pupil to make a balance pose that they can hold for a certain amount of time. Time it again. Can they be determined to hold the balance for longer? Can you introduce a piece of apparatus to make it trickier? Can they be even more determined to hold balance with this?</p>
Empathy	<p>who's shoes..... Have a few pictures of children in different situations, orphans, starving, homeless etc. Ask the pupils to place themselves in their shoes and imagine what they would be thinking and feeling. What could the pupil practically do to help them out?</p> <p>How much would you give? Watch a video from either Comic Relief or Children in Need websites. Give the pupil play money and ask them to 'donate' what they feel would help that person to help them out. Discuss their reasons for giving that amount?</p> <p>How much would you give? Watch a video from either Comic Relief or Children in Need websites. Ask the child what they could do to help those people? What does the child have which the others don't?</p>
Flexibility	

	<p>Have four mini stations with something to complete. E.g. Dough model, picture to draw, small puzzle to complete.</p> <p>Get the pupil to start one of the activities and every time you blow a whistle or say 'change' the pupil change activity to finish them all.</p> <p>Have a list of ten objects to make out of modelling dough.</p> <p>Read out the first object and give the pupil 20 seconds to make it. Regardless of whether they had finished read out the next one every 20 seconds until finished. Can the pupil be flexible enough to follow the demands that are put on them?</p>
Forgiveness	<p>Would I lie to you...?</p> <p>Play a game where you make up three facts about yourselves and distinguish what is the truth and what is a lie.</p> <p>After playing the game. Ask for the other person to forgive you for telling lies.</p> <p>You be the Judge....</p> <p>Have three scenarios of different crimes that have been committed. Burglary, assault and fraud.</p> <p>Ask the pupil to decide which one goes to prison, which one pays a fine and which one is forgiven and has no consequence.</p> <p>Discuss the pupils' answers</p>
Patience	<p>Ping Pong Straw Blow:</p> <p>Mark out a track using masking tape on the floor. Using a straw and a ping pong ball, encourage the pupil to blow the ball along the tape. If the ball blows outside of the tape, the player must start again from the beginning of the track.</p> <p>Time Guess:</p> <p>Ask the pupil to put their head on the table and raise their head when thirty/twenty seconds has passed. Time their responses. Continue until the pupil can complete the task exactly.</p> <p>Matching Pairs:</p> <p>Play a game of matching pairs, beginning with a smaller quad e.g., 4x4. After each game add in another row to make the game more difficult allowing the pupil to exercise more patience.</p>
Persistence	<p>Bleep Test.</p> <p>Attempt to complete a simple version of the bleep test, running between two measured places before the bleep sounds.</p> <p>Versions of this can be found on You Tube.</p> <p>Keep Ups</p> <p>Using either a football or tennis racquet and ball. Choose an amount of keep ups to achieve without the ball hitting the ground.</p> <p>Tweezer Pick Up</p> <p>Have a small container with an amount of sequins in.</p>

	Encourage the pupil to take out all the sequins of a certain colour. This could be a timed activity that they would never finish in the given time, but need to demonstrate persistence to just keep going
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Below are links to easy activities that support pupils with different areas of sensory processing – Click on each one to follow the link to instructions

Sensory activity ideas for TOUCH	Sensory activity ideas for SIGHT
Frozen Dinosaur Eggs Texture Balloon Sensory Play Beach Sensory Play Farm Sensory Play Fluffy Slime Jungle Slime Bubble Bin Sensory Play Digging for Worms Sensory Play Make Silly Putty Rainbow Slime Sparkling Flower Water Play Shaving Cream & Bubble Wrap Play	Fizzy Cloud Dough I Spy Sensory Play Slow Motion Sensory Bottle Mermaid Fabric Sensory Board Water Beads Sensory Window Bags Rainbow Chickpeas Exploring Magnet Sensory Play
Sensory activity ideas for SMELL	Sensory activity ideas to support SOUND & TASTE
Scented Sensory Bottle Rosemary Rice Sensory Tub Lavender Sensory Rice Scented Rainbow Sensory Science BEST Ever Scented Playdough Recipe Scented Snowflake Soup Sensory Play	Don't Ring the Bells! Obstacle Course Exploring Sound Treasure Basket Stuck in the Mud Sensory Activity Edible Glitter Finger Paint Hot Chocolate Cloud Dough

Below are links to easy activities that support pupils with Forest School activities that link to the curriculum – Click on each one to follow the link to instructions

Outdoor / Forest School activities to support MATHS	Outdoor / Forest School activities to support ENGLISH
Forest school math activities Leaf numbers and counting Number stones Counting with sticks and playdough Counting with rocks and play dough Explore nature shapes Leaf math games Nature counting treasure hunts Leaf numbers printable Leaf number line Leaf symmetry art	Forest school literacy activities Story Stones Outdoor ABCs Outdoor Book Nooks 50 favourite children's books about nature Printable nature journal Mud pie alphabet Leaf letters printable Twig pens and sensory mark making
Outdoor / Forest School activities to support SCIENCE	Sensory activity ideas to support ART
Leaf and seed cards Deciduous forest food chain lesson Cloud activities and printable ID cards Make a weather station Nature walk activities Bug Hotel Flower nature study	Leaf crowns Twig weaving Apple or leaf print gratitude flags Percussion stick musical instrument Clay Faces How to make corn dollies Leaf wreaths

<u>Growing seeds experiment</u>	<u>Leaf suncatchers</u>
<u>Weather Spinner printable</u>	<u>Flower petal suncatchers</u>
<u>Autumn nature walk printable</u>	<u>Twig magic wands</u>
<u>Autumn nature table</u>	<u>Land art mandalas</u>
	<u>Play dough leaf printing</u>