



Transition - supporting SEND pupils

Relationships with parents as partners

Providing time to talk

Finding hope in the familiar

The use of social stories and resources

Learning and Teaching inclusivity

Reflective practice

meeting the needs of all

Focus

Ideas to support

Providing time for the children to talk about their experiences

Some children may have been completely overwhelmed by their experience and retreated back to old habits/behaviours. Some may have really settled into a routine at home and may not want to come back or be frightened to come back- school based anxieties

Make time for parents, SENCos and staff to work together –Individual Plan Do Review sheets will help to plan the needs for pupils. Completing mind-maps with children may enable them an outlet to express their feelings •Prepare to talk about the social expectations involved at present- social distancing and plan for social activities/teambuilding activities in small groups to start to rebuild friendships. The use of Forest School, PSE sessions and Rest Easy activities will help.

SEN pupils will have vastly differing communication needs.

They will have been used to a narrowness during lockdown- when 'forced' back into the massive demands of communication again this can be overwhelming and traumatic. Sensory emotional overload - We need to phase this in, as sitting and listening for long periods will be difficult- they will have been used to taking breaks more often.

Begin each day in calm manner with use of Rest Easy. Plan for short learning sessions that build up with lots of thinking time and small steps. Use of Rosenshine's Principles.
Prepare visual timetables / Now and next boards- "this is what we will do today". Have these in school and a copy for home.
Plan for breaks for quiet time and ensure a quiet room (Rest Easy room) is set up to allow them that space.

Finding hope in the familiar -Routines and timetables

Children may have anxieties and uncertainty about the future they will find comfort in routine. Staff and families need to plan for routine. Whatever changes are coming must be communicated to the child before they come back into school, without the use of ambiguous language

Structured routine in place. The use of Social stories can really help. This will help them understand what is happening in small chunks of information with visuals (pictures/widget symbols) to explain. ELSA has a range of these on their website. Preparing visual timetables in every classroom- daily and weekly- will enable children to have a sense of security in what they're going to do and what is expected of them.

Children have been used to the familiarity of their home and a small space. One of the challenges for them will be getting involved in the social demands thrust upon them again from the moment they enter the school gate.

Children may cope and mask their feelings and meltdown at home- we need to prepare for this.
The friendships they have built up may have dissolved and they will have to work hard at getting those back on track – they may have forgotten 'how' to do things- the social niceties and will need reminding and supporting how to do that.

The social expectations for what to do if someone 'coughs' they may have been taught that this is dangerous and they may over react with other children. We must talk about safety, respect and how to social distance to keep us safe. Prepare to talk about the social expectations involved at present- social distancing

In times of trauma there will be a significant shift in sensory needs of ASD children.

- **Heightened alert- over sensitive to noise and crowds- intense feelings so coming into school will be overwhelming.**
- **Anxiety- stimming (flapping, fiddling, chewing) to self-regulate so that their brain is focused on one sensory message**

We need to show them how to cope with these feelings- PSE sessions, Rest Easy sessions and worship will be a vital part of the school day

In school we can take down some of the overwhelming information up on display in classrooms and prioritise on the information needed at this time.
We can ensure we have appropriate resources - Fiddle toys available to help children self-regulate and 'happy-boxes' with photos of family.
We can create quiet spaces to work – even 1-1 if available

Change is a big issue! The unexpectedness of everything is hard for pupils who want to plan and know what is going to happen next.

They have been through a quick sudden change and when they come back into school they will have another big change.

Communication will be key. We need to explain what and how things will happen. Provide them with some choice- do you want to sit here or here? Help them to structure the change in their minds before they come into school. Start with what is familiar. Explain why clearly. Home and school working together to share photographs and video clips of what the classroom will look like and where they will sit. Who their teacher will be and ensuring parents are updated with their child's successes as well as areas they may need support with at this time.