



The Thomas Aveling School



Parent Support Guide
SEND Support

At The Thomas Aveling School, we value all students equally. All students are part of our community and we aim to ensure that every student has an equal opportunity to engage in the curriculum, achieve their best, become confident individuals with fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. We recognise that SEND support is a whole staff responsibility with 'quality first teaching' that considers the individual needs of students when planning our curriculum. We recognise that some students need additional support to ensure access to the whole curriculum. We ensure that the needs of these students are assessed, planned for and reviewed so that appropriate support strategies are provided. We work in partnership with the students and their parents/carers, valuing their views and contributions and keeping them informed and involved in the student's education.

Special Educational Needs and Disabilities (SEND) Support: strategies, guidance & online resources

We have collated a list of strategies and resources to help you support your child with the most common additional needs, learning and self-esteem issues.

Children have varying needs and there is no one size fits all approach. It is quite common for children to have overlapping additional needs. *Select the resources that meet the needs of your child, without worrying too much about the label or category they fall under.* You know your child best. Everyone has strengths and areas for development, and these SEND strategies will be beneficial to many students, whether or not they have a diagnosis.

If you have any query or concerns about your child's needs or would like to discuss anything further, please email us on senco@thomasaveling.co.uk

ASD

Useful website	https://www.autism.org.uk/
Strategies	<ul style="list-style-type: none"> - Children with Autism need structure and routine as well as to be prepared for changes. You can help them by using visual timetables to prepare them for the day or a specific event. This will relieve some of their anxiety. - You might want to set a specific place or workstation for them to do any work or tasks. Each child's workstation may differ slightly, so you could ask your child to help you set one up that will suit them or that they are already used to. - Help your child to recognise and name different emotions and feelings. Alongside naming the emotion, describe it and explain why you, they or fictional characters in a book/TV series might be feeling like that. - 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 workspace clear to avoid over-stimulation etc. - Encourage social skills, such as taking turns and winning and losing.

ADHD

Useful website

<https://www.adhdfoundation.org.uk/information/parents/>

Strategies

- Offer **routines and structure**.
- Create a quiet space for them to learn with **no distractions**.
- 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.
- Ask them to do **one task at a time**.
- Provide **checklists or visual timetables** to support organisation.
- Use **timers** to help with time management and build in frequent **movement breaks**.
- **Suggest** rather than criticise (children with ADHD often have low self-esteem).
- Provide lots of opportunities for **exercise and movement**.
- Set up a **reward scheme** to encourage them and support them with their behaviour.
- **Build on success** and help your child to pursue more of what they enjoy.
- Put **clear boundaries** in place.

Dyslexia

Useful website

<https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child>

Strategies

- Encourage your child 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**.
- Allow your child 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 **memory games to support recall and retention** e.g. pairs, Go Fish etc.
- Enable your child to **access age related audiobooks** to develop a love of reading. **Encourage** (don't force or push) them **to share what's happening in the story and** wondering aloud what will happen next. This will also develop their vocabulary and comprehension.
- **Read aloud together:** encourage your child to read one page and you read the next page. Read some books together them for pleasure.
- Download the free ColorVeil programme for laptop/computer to use **colour filters:**
www.aurelitec.com/colorveil/windows/

Motor Coordination Disorder/Dyspraxia

Useful website

<https://dyspraxiafoundation.org.uk/>

Strategies

- Allow your child to use a **word processor** to complete some written tasks. If they can't type, encourage them to learn to type with more speed and fluency.
- Offer **routines and structure**
- Create a **quiet space** for them to learn with **no distractions**.
- 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.
- Ask them to do **one task at a time**.
- Provide **checklists or visual timetables** to support organisation.
- Use **timers** to help with time management and build in **frequent movement breaks**.
- Play lots of games with your child to **encourage social skills**, such as taking turns and winning and losing.
- Help your child **develop their fine and gross motor skills and core stability**.

Speech and Language, including Hearing Impairment which affects language acquisition

Useful website

<https://www.thecommunicationtrust.org.uk/>

Strategies

Speech sounds

- **Model speech** to your child by repeating words back to them correctly.

Understanding:

- Give your child **time to process** what you have asked and respond.
- Use simple language and **break instructions down** into smaller steps.
- Encourage your child to answer questions, such as who, what, where, when and why? When reading their books. **Encourage them to tell you the story in their own words.**

Expression

- Talk about all your experiences in detail, **teach and model new** vocabulary all the time.
- **Discuss vocabulary in books**, making sure the your child understand the meaning of tricky words.

Social Communication

- 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**.