Conversational Partner



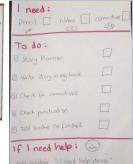
Routine, routine, routine....When children and young people are unable to access the usual routine of school, it is important that adults support them in establishing a simple routine within the home environment – with a variety of activities. NOW NEXT



Child/ young person would benefit from understanding what they are doing across the whole day/ week – a written timetable/diary could help with this.

> Hand written planners can provide structure for tasks: break tasks down into smaller points – whether this be school based work or home activities e.g. painting/ washing

Weekend Story



Breaks, **breaks**...while adding routine into the day with a variety of activities (as possible). Ensure children/young people are provided with regular physical and sensory breaks to

Movement breaks every 10-15minutes: start jumps, jumping jacks, walking to the bathroom, walks up and down the stairs/ corridor.



Simple timers to be used to provide clear start and end points and support breaks from screen time set screen time as part of routine/ daily timetable.





Managing Emotions... your child may express a range of different emotions, in a range of different ways during their time at home and away from school. Try to remember these things...

Acknowledge all emotions

and label how they are feeling - emotions are difficult concept for all children and young people to understand.





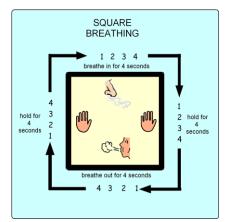






Square **Breathing:**

An exercise that helps to regulate the breath and heart rate, reduce feelings of tension, confusion and panic



Regulators: Provide support strategies when a child/young person is displaying a certain emotion. For example, 'If you're feeling anxious you can.....have a hot drink/ do some exercise, listen to music etc.

Useful Links:

- 30 Days free symbol software: https://widgitonline.com/offer use code JAN2021
- Oak National Academy: https://www.thenational.academy/
- Newham Support for SEND YouTube Channel: https://www.youtube.com/channel/UCu5wLbEaDu KoKhjGtwZfaw