



The Redway School

Continuing the Learning Journey at Home

As a parent or carer you can work together with your son / daughters teachers and help us personalise their learning by:

- ❖ Liaising with school, using the home school diaries, email, meetings and phone calls, letting school know about your child's range of experiences, new interests or developments in their learning;
- ❖ Working on the same activities at home that we are in school - please refer to the parental engagement sheet we send home at the start of each term for information.
- ❖ Providing activities that will contextualise learning at home and school and will enable learners to develop lifelong skills, e.g. 'writing' the shopping list by arranging/choosing the symbols or pictures or photographs, going to the shops, finding the items, carrying them home and putting them away and later using them to help cook dinner.

For pupils in the Early Years Foundation Stage and Primary Departments:

- ❖ Encourage language and communication through play; talk about what you and your child are doing, "putting the man in the car, taking the man out of the car, finding the blue car," etc. Extending what they are communicating e.g. "Car" "Blue car" "Big blue car" "Big blue car with a man in." etc. adding a word/sign/symbol onto the sentence.
- ❖ Sing to them familiar rhymes, pausing at key points and waiting for them to sign, say mimic the phrase that comes next - to develop interaction skills.
- ❖ Encourage the use of their imagination in play.
- ❖ Provide access to sensory and messy play activities.
- ❖ Talk with your child about the environment around them; and helping them to experience it e.g. moving through the long grass, letting them investigate things around them.
- ❖ Share a book - especially pop up ones with an element of surprise.
- ❖ Encourage the development of self-care skills; brushing teeth, dressing, undressing, swimming, washing hands, using the toilet.

For Pupils in the Secondary Department:

- ❖ Encourage independence and life skills through: developing life skills, shopping, handling money, cooking etc
- ❖ Take time to share your child's interests and allowing them to communicate about them.
- ❖ Encourage learners to take responsibility for their belongings.
- ❖ Share a variety of different texts - books, magazines etc with your child.
- ❖ Get them to think by asking them questions; e.g. What do you think might happen? Which way do you think we should go? Why do you think that happened? What is happening? Getting them to work things out, think how things fit together, what goes with what?

For PMLD learners:

- ❖ Make use of the community facilities and going on trips e.g. Caldecotte, Campbell Park. Liaise with the school about suitable places to go, available schemes to join and activities to enjoy.
- ❖ Explore different senses through activities such as; music and movement, tastes and smells, exploring different textures, massage, feeling and touching, messy play.
- ❖ Give children as many sensory experiences as possible e.g. rolling on the grass.
- ❖ Read to your child, playing music, sharing movements with your child.
- ❖ Dedicate time to interacting on a 1-1 basis, following the child's lead.
- ❖ Follow therapy programmes supplied by therapists.
- ❖ Making sure that the right equipment and personal preference toys and sensory objects come into school each day.
- ❖ Ask your child's teacher about any resources or equipment that may be able to be shared.

For pupils within the ASC Groups:

- ❖ Try to develop and maintain familiar routines at home supported by the use of photographs, symbols as well as the spoken word.
- ❖ When communicating with your child, use their name first to gain attention, keep background noise to a minimal amount, keep language simple using short sentences, allow time for your son / daughter to process.
- ❖ Dedicate time to interacting on a 1:1 basis - use familiar songs and rhymes to help develop communication, stopping and pausing waiting for a response.
- ❖ Share stories - especially those with an element of repetition or surprise.

- ❖ Devote some time each day to some physical activity - swimming, walking, going to the park etc.
- ❖ Spend time with your son / daughter out in the community to become increasingly aware of their surroundings.
- ❖ Give your child a countdown when an activity is about to end or change so as to pre warn them.

For pupils in the Transitions Department:

- ❖ Make use of and encourage community based learning opportunities e.g using the local shops or supermarkets where money can be used in 'real life' situations.
- ❖ Make use of community leisure activities where your child can experience new situations and meet new people.
- ❖ Encourage the development of independence skills, which may range from making their own snack to making a choice using their 'yes' and 'no' response.
- ❖ Where possible, encourage your child to take responsibility for their own belongings.
- ❖ Encourage and facilitate opportunities for your child to pursue and develop new passions and interests.
- ❖ Encourage self-advocacy, self-confidence and self-esteem by ensuring your child is heard, by making sure their voice is heard, even if it is just to express 'likes' and 'dislikes'.
- ❖ Encourage and facilitate your child to develop their social skills through maintaining and building friendship groups.