

Robert Browning, Snowfields and Tower Bridge Primary Schools

We learn and succeed together



5th June 2020



@PrimaryRobert @SNSPrimary @tbprimary Find us at: www.bridgesfederation.org.uk

CLOSURE

As of Friday **20th March** our schools are closed to all children except for children of key workers and the most vulnerable.

Home Learning

While at home during the Coronavirus outbreak, please remember to use our school e-learning platforms such as:

Mathletics, Reading Eggs, Spelloidrome and iReadwriter to continue learning. Remember to also follow your class twitter page for daily updates, ideas and activities that can be completed daily. Below, you will find the links to your **Google class page** and **twitter page**— **these will be fully updated after Half Term!**

There are so many lovely videos and pictures of children working! Parents, please continue to share, but do not name children in the posts if their image is tweeted.

Changes to Home Learning Packs

Every Monday, we will be emailing you, a weekly learning sheet for your child (it will look similar to the half termly homework sheet). We will no longer be posting or delivering paper packs of work. All the activities and learning for your child for the week will be included on this sheet. It will replicate what is being shared on twitter and the Google class pages (links below). **The next sheet will be emailed after half term.**

Summer Term

We would like to take this opportunity to welcome you back to the second half of the summer term.

Sincere, thanks to you all for everything that you are doing at home with your child during these challenging times and the support you are giving to the school.

We will continue during this period to ensure that the children that are still learning at home and the children who are coming in to school will get the most appropriate support from our teaching staff.

Teachers will align the work set on Google Classroom with the activities that the children are completing in school.

Keeping in Touch

We hope you are all safe and well. However, if your circumstances have changed or you just need to speak to someone please call your individual school on their respective number.

Twitter Handles for all three Schools

Snowfields

@rainbow_sns
@SNSFoundations
@SNSRed1
@SNSOrange2
@SNSYellow_3
@SNSgreen_4
@SNSBlue5g
@SNSPurple6

Robert Browning

@RBCaterpillar
@RBButterfly_
@RBRedClass
@RBOrangeClassY2
@RBYellowClass
@RBGreenClass
@RBTurquoise
@RBBlueClass
@RBPurpleClass

Tower Bridge

@tb_butterfly
@CaterpillarTb
@TBRedClass
@TBOrangeClassY2
@TBYellowClassY3
@TBGreenClassY4
@TBBBlueClassY5
@TBPurpleClassY6



Learning at home

Please click on the links below for your year group Google class page which your children's teacher will update regularly with activities for your children to complete at home.

Remember, you don't need a Twitter account to access the class page.

Rainbow Class: <https://sites.google.com/view/rainbow-class-home>

Nursery Class: <https://sites.google.com/view/caterpillarclassathome/home>

Reception Class: <https://sites.google.com/view/sns-butterfly-class/home>

Year 1: <http://sites.google.com/view/thebridgesy1/>

Year 2: <https://sites.google.com/view/thebridgesy2/home...>

Year 3: <https://sites.google.com/view/yellowclassyear3/home>

Year 4: <https://sites.google.com/view/greenclasshome/home>

Year 5: <https://sites.google.com/view/blue-class-home/home>

Year 6: <https://sites.google.com/view/purple-class-home/>

Positivity Activity

Ask a friend what they think makes you a positive person.

StarLine

This is a new DfE home learning telephone helpline to support parents and carers nationwide. Free, confidential advice is available six days a week by phoning the StarLine team on: **0330 313 9162**.

StarLine helps parents and carers in the following ways:

- By providing access to a team of qualified teachers, education and parenting experts.
- By focusing on providing practical ideas, support and reassurance.
- By offering tips, techniques and resources to enable parents to give their children the support they need to continue learning while schools are closed.
 - By supporting family wellbeing and mental health.
- By covering all phases of education and subjects plus behaviour, pupil wellbeing and SEND.

For more information, visit www.starline.org.uk/ or follow @StarLineSupport on Twitter.

The team behind StarLine will also be broadcasting a weekly programme on YouTube. In each episode of StarLive, a guest presenter will share practical ideas for home learning. Further details can be found on the StarLine website.

Useful Contacts for Parents

Solace 0808 802 5565

<https://www.solacewomensaid.org/>

Southwark Local Offer

<https://localoffer.southwark.gov.uk/>

Samaritans

<https://www.samaritans.org/how-we-can-help/contact-samaritan/>

Guidance on closure of educational setting

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>

Southwark Food Bank

<https://southwark.foodbank.org.uk/>

Financial advice and support for Southwark residents

<https://www.southwark.gov.uk/health-and-wellbeing/public-health/for-the-public/coronavirus/financial-support-for-residents>

Coronavirus and mental wellbeing

<https://www.nhs.uk/oneyou/every-mind-matters>

NSPCC

<https://www.nspcc.org.uk/what-we-do/about-us/contact-us/>



Shout Out!

Well done to all of our children who have shared on Twitter examples of some of the activities they have been completing at home. Below are the names of those children along with some Twitter posts.

Robert Browning

Logan YR	Anas YR
Caleb YR	Samara D YR
Awwal YR	Yahya YR
Amanda Y1	Sara Y1
James Y2	Anam Y2
Mason Y2	George Y2
Nasir Y2	Raied Y2
Austin Y2	Elijah Y2
Amereen Y2	Rahi Y2
Mohammed Y2	Ermal Y3
Fatouma Y3	Aaliyah Y3
Chelsea Y3	Maryam Y3
Joseph Y3	Amila Y4
Aneeqa Y4	Tei Y4
Aella Y4	Liam Y4
Adriya Y4	Anthony Y4
Luke Y4	Abubakai Y4
Mawata Y4	Kelsey Y4/5
Fatima Y4/5	Sara Y4/5
Natalie Y4/5	Yusuf Y4/5
Ethan Y5	Kazuo Y5
Timi Y5	Soriyah Y5
Luca Y5	Adnan Y5
Sian Y5	Darin Y5
Aminata Y5	Tiago Y5
Stefan Y5	Al Luca Y5
Aminata Y5	Diego Y5
Chloe Y5	Al Y5

Snowsfields

Salma YN	Alfie YN
Eliana YR	Jayci YR
Joab YR	Oscar YR
Meaghan YR	Azzan YR
Reece YR	Maisie YR
Ilthre YR	Eva YR
Tomisin YR	Theo Y1
Melat Y1	Regina Y1
Emmanuel Y1	Francis Y1
Lilly-Jean Y1	Eugenio Y1
Kareem Y1	Adeola Y1
Iris Y1	Kamil Y1
Nia Y1	Preston Y1
Enzo Y2	Gabriella Y2
Leena Y2	Romeo Y2
Nour Y2	Isabella Y2
Bethany Y2	Raila Y2
Jayden Y2	Keegan Y2
Lilly Rose Y2	Imran Y2
Mosunmola Y2	Oumeira Y2
Jason Y2	Rachel Y2
Raphael Y2	Elea Y3
Salem Y3	Lilian Y3
Trinette Y4	Sidney Y4
Lailaa Y4	Ava Y4
Parin Y4	Param Y4
Dominika Y4	Domenico Y4
Temidayo Y4	Temitayo Y4
Angelina Y4	Hope Y4
Joannie Y4	Rosie Y4
Philippa Y4	Princess Y4
Kawthar Y4	Kimora Y4
Ilham Y4	Reem Y4
Zain Y4	Zoe Y4
Solomon Y5	Kianna Y5
Bailey Y5	Adam Y5
Aleeza Y5	Casey Y5
Fatima Y5	Pixie Y5
Khadija Y5	Ola Y5
Elizabeth Y6	Safaa Y6
Chloe Y6	Mia Y6
Busrena Y6	Bolaji Y6
Sali Y6	Susan Y6
Olivia Y6	Sarah Y6
Chrisamel 3	Selma 3
Katy 3	Isabelle 3
Ava 3	Nolawi 3
Lailaa 4	Farhan 5

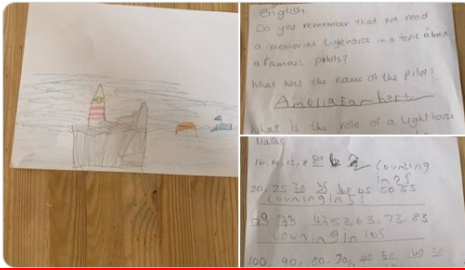
Tower Bridge

Leora YR	Maria YR
Daivansh YR	Janayah YR
Muhammed YR	William YR
Theo YR	Chiara YR
Olive YR	Tomiwa YR
Ratwan YR	Elsa YR
Isla YN	Daniel YN
Tobi YN	Hamid YN
Bethenny YN	Sara YN
Anthony YR	Aden YR
Daivansh YR	Isaac Y1
Shakirah Y1	Arthur Y1
Chinonso Y1	Reggie Y1
Anjaneya Y1	Kaya Y1
Chinonso Y1	Isaac Y1
Arthur Y1	Deetya Y1
Amarion Y1	Maliyah Y1
Amanda Y1	Lexi Y1
Oscar Y1	Amirah Y1
Aliyah Y1	Rudy Y1
Lexi Y1	Salwa Y2
Wassim Y2	Rabia Y2
Suraya Y2	Jasmine Y2
Youcef Y2	Gibriel Y2
La'rayah Y2	Nicole Y2
Joel Y2	Majed Y2
Ameerat Y2	Xingrui Y2
Reggie Y2	Kiyrah Y2
Mohammed Y2	Taja'lee Y2
Vaughan Y2	Saira Y2
Shebaniah Y2	Amani Y2
Annalisa Y3	Ella Y3
Sabrina Y3	Belle Y3
Simra Y3	Noah Y3
Mohammed Y3	Lola Y3
Ava Y3	Titus Y3
Amerah Y3	Salma Y3
Elijah Y4	Amari Y4
Leah Y4	Ephraim Y4
Armani Y4	Xingya Y4
Maisie Y4	Zain Y4
Khaled Y4	Emily Y4
Rakin Y4	Jayden Y4
Shayne Y4	Charlie Y4
Demi Y4	Sumaya Y4
Deacon Y5	Tino Y5
Malak Y5	Sophia Y5
Beatriz Y5	Ruby Y5
Moaad Y5	Tilly Y5
Isi Y5	Nadir Y5
Kajus Y5	Lordina Y5
Amna Y5	Myrell Y5
Ruya Y5	Olivia S Y5
Jessica Y6	David Y6
Sabira Y6	Patrick Y6
Jessica Y6	

Tweets



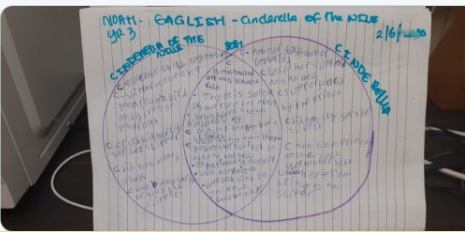
Maria Millar @maria16679 · 19m
RC home work for the last few days @SNSOrange2 @SNSPrimary @snschance



TBYellowClass @TBYellowClassY3 · 2h
Well done on your fantastic English work, Noah! Who else has completed the Venn diagram?

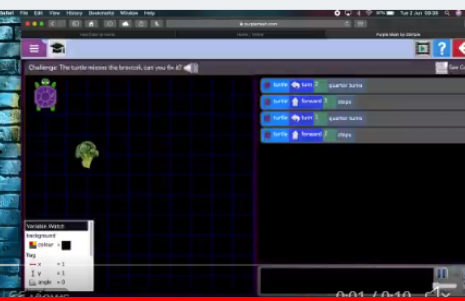
Challenge: can you join some of the sentences with the conjunctions: whereas and however?

@tbprimary @snschance



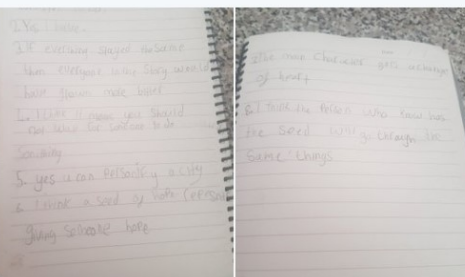
Red Class @SNSRed1 · 23h
A little Purple Mash shoutout for Kareem and his coding this week!

Check out his broccoli-hunting turtle!



TBBlueClass @TBBlueClassY5 · 10m
Brilliant work Sophia! I really enjoyed reading your thoughts about our English text, The Promise. @tbprimary @snschance

Siham @Siham65115688 · 1h
@TBBlueClassY5



Jo @snsJo · 15h
Great work @snschance
Red Class @SNSRed1 · 2 Jun
Some Mathletics shout outs from this week and over half term!

Well done to Melat, Emmanuel and Regina for earning bronze certificates during the week!

They're at the top of the leaderboard this week with Francis, Eugenio and Lilly-Jean chasing them!

Congratulations		Congratulations	
Emmanuel	Red Snowfields Primary School	Melat	Red Snowfields Primary School
You have earned a bronze certificate this week.		You have earned a bronze certificate this week.	
Congratulations			
Regina	Red Snowfields Primary School		
You have earned a bronze certificate this week.			

Ella Enzo @suela12316588 · 30 May
fun day in Brighton! I practiced my swimming @SNSOrange2 @SNSPrimary @snschance



TBCaterpillar @CaterpillarTb · 27 May
love receiving emails and tweets of all your incredible home learning

Take a look at this Caterpillars amazing crafts
He has made cars with things that he has in house - how creative!
Excellent ordering from 1-5, and I love his experimenting with colour mixing



TBCaterpillar @CaterpillarTb · 3h

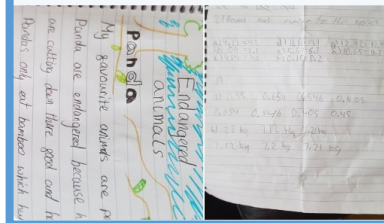
Wow Isla!

What fantastic number writing - you have formed them brilliantly!

I'm very proud of how hard you are working to practice your writing

TBBlueClass @TBBlueClassY5 · 23h
This is some amazing work Malaki! Keep it up! @tbprimary @snschance

Ghania Mokhtat @MokhtatGhania · 2 Jun
@TBBlueClassY5



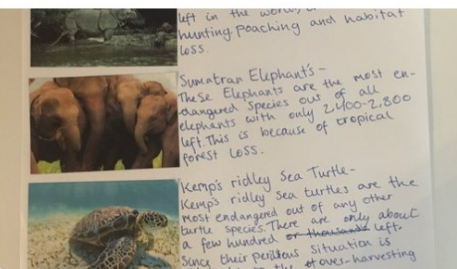
Tower Bridge Primary @tbprimary · 2 Jun
@snschance

TBBlueClass @TBBlueClassY5 · 2 Jun
Another shout out for Beatriz! This is brilliant! @tbprimary

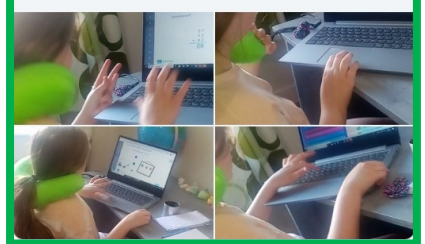


TBBlueClass @TBBlueClassY5 · 15m
Ruby, I've just learned so much reading this! Keep up the amazing work! @tbprimary @snschance

Charlie @Charleequinlan · 2h
@TBBlueClassY5



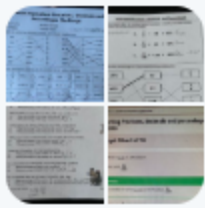
sammjoe curtis @sammjoehope · 29 May
I know it's holidays but a little work doesn't hurt no one @SNSPrimary @SNSGreen_4



Ella Enzo @suela12316588 · 27 May
My beautiful London! I have been going on allot of walks this half term. @SNSPrimary @SNSOrange2 @snschance



Fadoua Hadad @FadouaHadad · 1 Jun



@SNSPrimary @SNSPurple6 #maths homework Done ✓👍 (convert fractions, decimals and percentages) Safaa 👩👧

Robert Browning Primary School @PrimaryRobert · 1 Jun
What a lovely idea! @SNSPrimary @tbprimary @snschance

E&M Home School 2020 @EMHomeSchool201 · 1 Jun
E&M made posters for the dustbin men, delivery men & postman
@RBBlueClass @RBOrangeClassY2 @PrimaryRobert



TheMendesFamily @TheMendesFam1 · 1 Jun

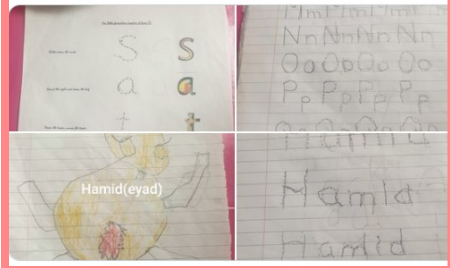


Replying to @CaterpillarTb

Hello Gina, this half term I made an amazing car from a cardboard with my mummy, also have been repeating the days of the week and learning how to write them. I enjoyed sunny days in the park and finished the GoJetties magazine with lots of games 🌞😁

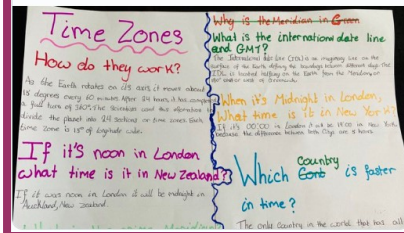
TBCaterpillar @CaterpillarTb · 1 Jun
Excellent mark making from Hamid! 🌟

I love your spider drawing and that you have been practicing forming your letters 🌟👍
Good job! 👍

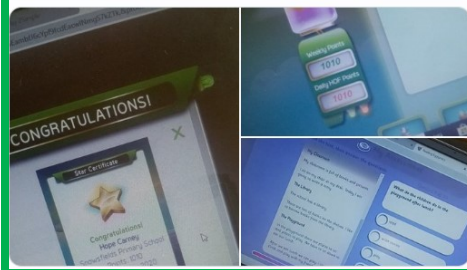


Snowfields Primary @SNSPrimary · 15h
Great work Safaa! 🌟 @snschance

Fadoua Hadad @FadouaHadad · 15h
@SNSPurple6 @SNSPrimary.
Done ✓ Safaa 🌟 #Geography Time zone 🌍🕒



sammyjoe curtis @sammyjoehope · 29 May
Just a little more what today a little mathematics, reading eggs and spellodrome 🌟🌟🌟 after dinner some purple mash @snschance @SNSPrimary @SNSgreen_4



Orange Class @SNSOrange2 · 2 Jun



Well done to all the super stars in Orange Class that are completing your Purple Mash tasks! It's so great to see!

New tasks are set each week, so remember to check 😊

...

Hawa Mansaray @HawaMansaray19 · 26 May



Still working after school. This evening Bethenny decided to show us her drawing skills. The flower garden. 👍👍

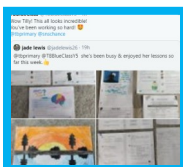
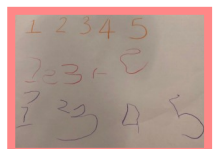
TBBlueClass @TBBlueClassY5 · 2 Jun



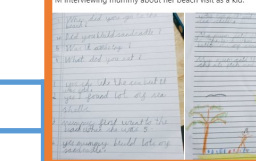
Shout out to Fejro for this amazing maths work! 🌟
@tbprimary

Orange Class liked a Tweet you were mentioned in

Well done on your fantastic English work, Noah! Who else has completed the Venn diagram?



Robert Browning Primary School @PrimaryRobert · 1 Jun
What a lovely idea! @SNSPrimary @tbprimary @snschance

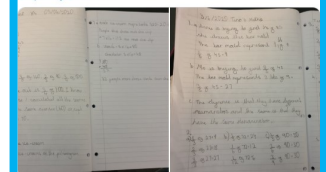


TBBlueClass @TBBlueClassY5 · 2 Jun



Shout out to Fejro for this amazing maths work! 🌟
@tbprimary

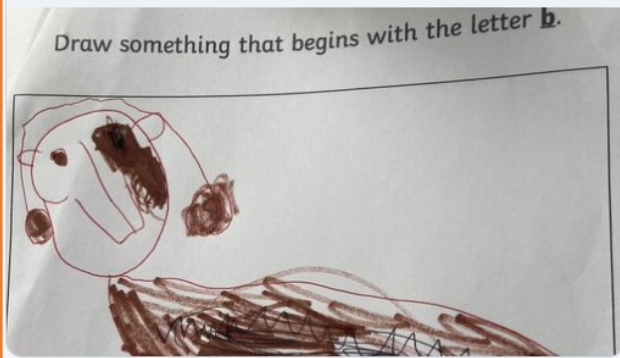
TBBlueClass @TBBlueClassY5 · 1h
We also have a shout out for Tino! Yesterday she completed this amazing maths! 🌟
@tbprimary @snschance



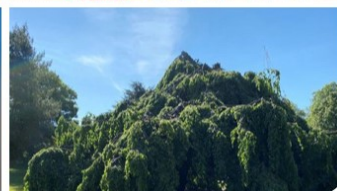
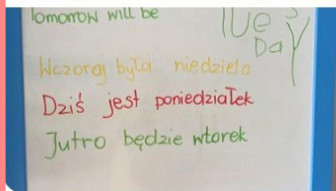
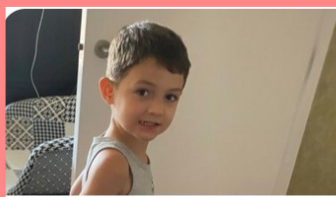
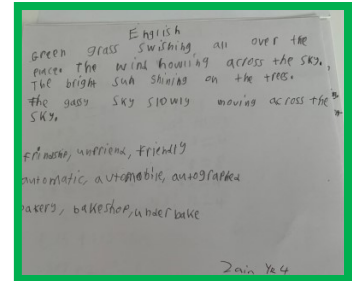
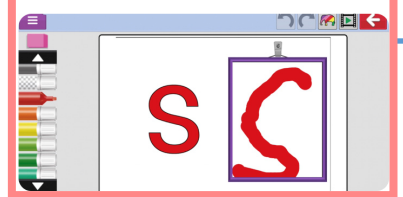
Robert Browning Primary School @PrimaryRobert · 16h
I love this picture! What do you think @snschance ?

Kathy Schicker @KathySchicker · 21h

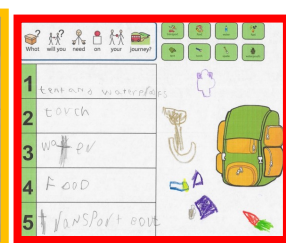
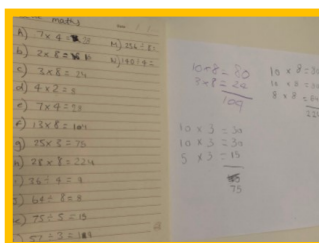
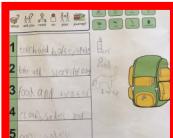
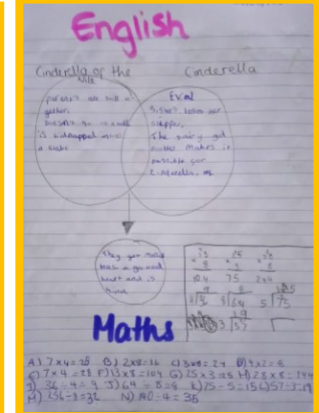
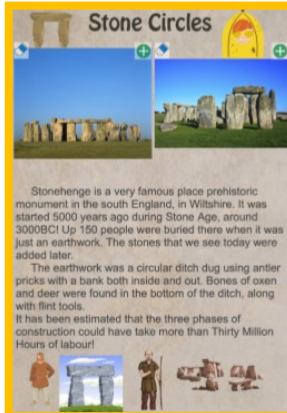
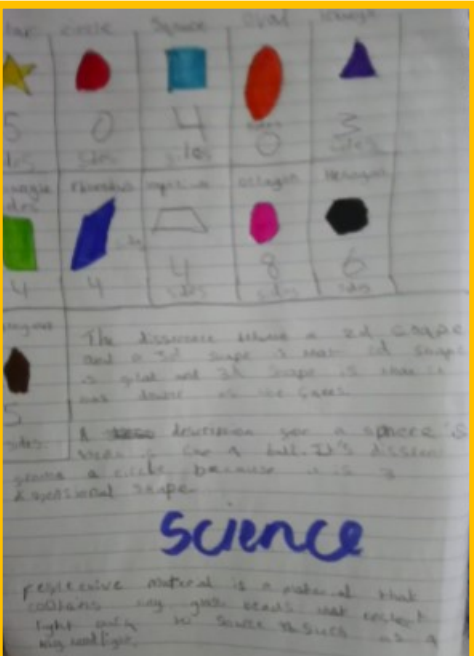
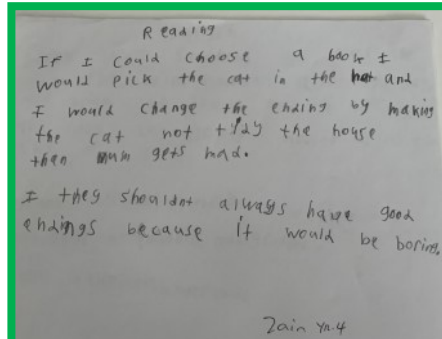
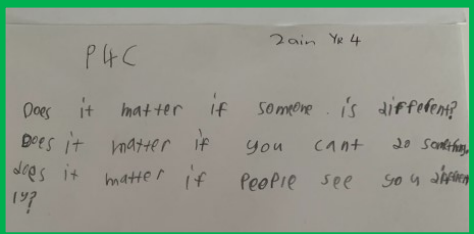
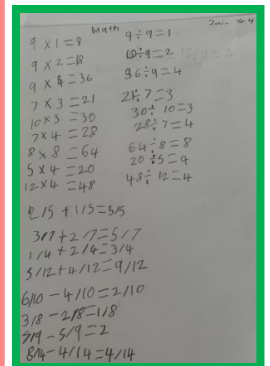
Monica's B for Bear drawing. She's created a New breed of Poodle Bear Dog, with ear muffs and patterns! @PrimaryRobert @SNSFoundations @RBCaterpillar



Very proud of you 🥰



Take a look at this Caterpillars amazing crafts 🐛



[illegible]

TOP 10 TIPS FOR RESILIENCE

R

Remain Positive

Look towards the future, think of what you want from life.

E

Establish Realistic & Achievable Goals

This helps give you focus.

S

Strategies

Plan your coping strategies. Don't be afraid to ask for help.

I

Identify

Identify your strengths and be confident in yourself.

L

Learn from Experience

Learn from experience and move on.

I

Introduce

Introduce a positive way of thinking. Focus on the good things in your life.

E

Enjoy

Make time to do the things you enjoy.

N

Needs

Take care of yourself. Keep healthy and fit.

C

Connect

Build healthy relationships with your family, friends and teachers.

E

Embrace Change

Don't dwell on the past. Put your energy into the present to shape your future.



What parents need to know about INSTAGRAM

AGE RESTRICTION
13+
Anyone over the age of 13 can create an account

Instagram is a hugely popular social networking app with over 1 billion users worldwide. The app, which is accessible on iOS and Android devices, allows users to upload images and videos to their feed, create interactive 'stories', exchange private messages or search, explore and follow other accounts they like. Images and videos can be transformed with an array of filters to edit the shot before sharing and anyone with an account can see others' online 'galleries' if their account is not private. To make posts easier to find, users can include searchable hashtags and captions to their uploads. That's why we've created this guide to help parents and carers understand exactly what Instagram is about.

HOOKED ON SCROLLING

Many social media platforms, Instagram included, have been designed in a way to keep us engaged on them for as long as possible. Behavioural economist, Nir Eyal, calls this the 'Hook Model' and the Instagram feed is a great example of this. Children and adults may find themselves scrolling to try and get a 'dopamine release'. Scrolling may become addictive and it can be difficult to stop until children find that 'something' they are looking for, quickly losing track of time as they get deeper into their Instagram feed.

SLIDING INTO DMS

Direct messages (or DMs) on Instagram allow users to share posts, images, videos, voice messages and calls between each other privately (or in a private group). Even if your child's account is set to private, anybody has the option to message them and send them content. If the person is not on your child's friends list, the message will still be sent to their inbox but the user has to accept their request to see the message.

INFLUENCER CULTURE

Influencers are sometimes paid thousands of pounds to promote a product, service, app and much more on social media. When celebrities or influencers post such an advert, they should add a disclaimer somewhere in the post which states that they have been paid for it. Commonly, this is well-hidden in the hashtags or in the comments of their post, making it unclear that their photo/video is actually an advert. This can be very misleading to young people who may be influenced into buying/wanting something promoted by somebody they admire, creating a false sense of reality and potentially affecting their mental health and wellbeing.

IMPACT ON WELLBEING

In a report by the RSPH, Instagram was ranked the worst for young people's mental health. Using filters on photos on Instagram can set unrealistic expectations and create feelings of inadequacy. Children may strive for more 'likes' by using realistically edited photos. Judging themselves against other users on the app might threaten their confidence or self-worth. In early 2019, Instagram banned images of self-harm and suicide, following the suicide of 14-year-old Molly Russell, who had reportedly been looking at such material on the platform. They since extended the ban to include drawings, cartoons and memes.

LIVE STREAMING TO STRANGERS

Live streaming on Instagram allows users to connect with friends and followers in real-time and comment on videos during broadcast. If your child's account is private, only their approved followers can see their story. It's important to note they may have accepted a friend request from someone they don't know, which means they could be live streaming to strangers. Children also risk sharing content they later regret, which could be re-shared online for years to come. Public accounts allow anybody to view, so we suggest your child blocks followers they don't know. In early 2019, data gathered by the NSPCC found that sex offenders were grooming children on Instagram more than on any other online platform.

IN-APP PAYMENTS

Instagram allows payments for products directly through the app. It operates under the same rules as Facebook Payments, which state that if you are under the age of 18, you can only use this feature with the involvement of a parent or guardian.

EXPOSING LOCATION

Public locations can be added to a user's photos/videos and also to their stories. While this may seem like a good idea at the time, it can expose the location of your child. This is particularly more of a risk if it is on their story, as it is real time. A photo which includes landmarks in the area, their school uniform, street name, house and even tagging in the location of the photo uploaded to Instagram can expose the child's location, making it easy to locate them. If their account is public, anyone can access their account and see their location.

HIJACKED HASHTAGS

Hashtags are an integral part of how Instagram works, but they can come with risks. One person may use a seemingly innocent hashtag with one particular thing in mind, and before you know it hundreds of people could be using the same hashtag for something inappropriate or dangerous that your child shouldn't be exposed to.

IGTV

Instagram TV (IGTV) works similar to YouTube. Users can watch videos from favourite accounts on the platform or create their own channel and post their own videos. It's important to note anyone can create an Instagram TV channel and doesn't have to be friends with a person to follow an account and watch their videos. In 2018 Instagram apologised and removed some of its TV content which featured sexually suggestive imagery of children. As the feature may encourage spending more time using the app, it's important to set time limits to avoid children's sleep or education being disturbed.

@MENTION

Top Tips for Parents & Carers

RESTRICT DIRECT MESSAGES

If your child receives a message from somebody they do not know, encourage them not to accept their message request and 'block' this person; this is the only way to stop them messaging your child again. Children can also 'tap and hold' the individual message to report it directly to Instagram as well as reporting the account itself.

LOOK OUT FOR #ADS

In 2019, the UK's Competition and Markets Authority launched an investigation into celebrities who were posting adverts on social media and not declaring that they were paid for. Influencers must clearly state that they have been paid for their posts, for example using a hashtag like #ad or #sponsored. Teach your child to look out for the signs of a paid post/advert and discuss with them that not everything they see from celebrities is their personal choice and opinion.

MANAGE NEGATIVE INTERACTIONS

If your child is receiving unwanted or negative comments, they can block that account so that they can't interact with them. This stops them seeing and commenting on their posts, stories and live broadcasts. In addition, your child can instantly delete unwanted comments from their posts, turn them off completely and control who can tag and mention them in comments, captions or stories, from everyone, only people they follow, or no one at all.

MANAGE DIGITAL WELLBEING

Instagram now has an in-built activity dashboard that allows users to monitor and control how much time they spend on the app. Users can add a 'daily reminder' to set a limit on how much time they want to spend on Instagram, prompting them to consider if it's been too long. In addition, once users have caught up with all the previous posts since they last logged on, they'll receive a 'You've completely caught up' message. Both features can help you have a conversation with your child about how much time they are spending on the app and to set healthy time limits.

PROTECT PERSONAL INFORMATION

Your child may unknowingly give away personal information on their profile or in their live streams. Talk to them about what their personal information is and make sure that they do not disclose anything, including their location, to anyone during a livestream, comment, direct message or any other tool for communication on the platform, even to their friends.

USE A PRIVATE ACCOUNT

By default, any image or video your child uploads to Instagram is visible to anyone. A private account means that you have to approve a request if somebody wants to follow you and only people you approve will see your posts and videos. Children should also use a secure password and enable a two-factor authentication to add an extra layer of security to their account.

FILTER INAPPROPRIATE COMMENTS

Instagram has an 'anti-bullying' filter, which hides comments relating to a person's appearance or character, as well as threats to a person's wellbeing or health. The filter will also alert Instagram to repeated problems so that they can take action against the user if necessary. This is an automatic filter, which should always be enabled. Children can also report abusive behaviour or inappropriate/offensive material directly to Instagram from the app. This includes posts, comments and accounts.

TURN OFF SHARING

Even though this feature will not stop people from taking screenshots, it will stop others being able to directly share photos and videos from a story as a message to another user. This feature can be turned off in the settings. We also recommend turning off the feature which automatically shares photos and videos from a story to a Facebook account.

REMOVE PAYMENT METHODS

If you are happy for your child to have a card associated with their Instagram account, we suggest adding a PIN which needs to be entered before making a payment; this will also help prevent unauthorised purchases. This can be added in the payment settings tab.

DON'T FORGET TO BE VIGILANT & TALK TO YOUR CHILD ABOUT THEIR ONLINE ACTIVITIES!

Meet our expert

Parveen Kaur is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience of working in the social media arena and is the founder of Kids N Clicks, a web resource helping parents and children thrive in a digital world.



CHAT



POLL



National Online Safety®
#WakeUpWednesday

SOURCE: <https://about.instagram.com/about-us> | <https://about.instagram.com/terms-of-use> | <https://www.bbc.com/news/uk-4746-0520>

SEND Parents' Toolkit

There is a useful **SEND Parents' Toolkit** on **BBCBitesize** here: <https://www.bbc.co.uk/bitesize/articles/zh9v382> It includes information on supporting children's wellbeing, also reading, makaton, dyspraxia, dyslexia, autism and many other areas.

Bitesize

Change language ▾

[Home](#) **NEW Daily lessons** [Learn](#) [Support](#) [Careers](#) [My Bitesize](#) [All Bitesize](#)

Parents' Toolkit: SEND

Part of [Support](#)

+ Add to My Bitesize

SEND (special educational needs and disabilities) resources, activities and support to help you and your family during lockdown.

Supporting wellbeing



BACK TO SCHOOL TRANSITION

Please see the following 2 pages for resources from the **Southwark Autism Support Team** focussed on Back To School transition.

You can contact them directly on **AutismSupportTeam@southwark.gov.uk**

In this edition of our newsletter we focus on children's transition back to school. It will be most beneficial to the child if the home and school work together, to collaborate and communicate and agree the best way forward. It is for this reason that this newsletter deliberately offers ideas and suggestions for parents and school staff to mutually support this process.

We have a telephone support service from Monday – Friday, 9am-5pm.

More information can be found: [here](#).

Training

If you wish to register your interest or find out more please email:

AutismSupportTeam@southwark.gov.uk

- Cygnet , Next Steps, toileting workshop

The AST team are offering 1:1 support for schools if they wish to discuss their schools individual needs.

Information to support September 2020 Reception Transition will be available soon....

Social Stories™ are effective methods to provide guidance and directions for responding to various types of social situations. The stories are used to describe social situations specific to individuals and circumstances while promoting self-awareness, self-calming, and self-management. Social Stories™ are not meant to change behaviour; rather, they are meant to clarify social expectations. They may use images or words to present the situation. They can be read with a child prior to a situation to prepare them and share information. (Definition from Vanderbilt University)

[Here](#) are 3 examples of social stories to support going back to school. [Here](#) is another you can edit with more detail on things that will be the same and different

[Here](#) is a simple social story for a child attending an Early Years settings

[Here](#) is a social story about social distancing at school



Question Corner...

Q: My son has really been enjoying his time at home and has been a lot less anxious. I'm getting more worried as the time to go back to school is getting closer—help!

A: To start preparing your child to go back to school it would be helpful if you sit down with them and make a list about what they enjoy when they are at school. This will help remind them of the positives of schools. (more ideas in Super Seven!)

If your child shares their worries with you about school. Acknowledging their worries and then coming up with solutions to help them manage their worries. If it's possible contact their teacher to have plan in place for how to manage their worries.

It is important that you as a parent start talking positively about school. If you are anxious about them going back they may pick up on it and that could unintentionally feed into their anxieties and worries about going. Having a positive outlook will help your child to transition back to school.

[Here](#) is a link to a feelings board with instructions how to use it

[Here](#) is a link to a way to talk with your child about and problem solve worries. Ideas of strategies [here](#)

Visuals and ideas of how a child can calm themselves down can be found [here](#).

To be added to our newsletter mailing list or to contact us with a question please email

AutismSupportTeam@southwark.gov.uk

Clicking on links in this document take you to google drive where the resources can be downloaded. If you would like us to email you any of the resources, use the email above.

Back to School

It is likely that when the young person returns to school they will be experiencing much higher levels of stress and anxiety than normal. This may affect their behaviour and engagement or may be successfully masked, but should nevertheless be given careful consideration.

Things to consider:

- Continued, consistent use of all approaches, systems and strategies that supported the young person before the Covid-19 lockdown.
- Try to minimise the number of changes that the young person will have to cope with; for example if their class is to be split to facilitate social distancing, try to keep them with preferred peers, familiar and preferred staff and in familiar rooms wherever possible.
- Plan special interest time and additional opportunities for breaks, where they child can follow their own agenda for short periods in order to increase happiness and well-being (communicated visually using a means appropriate to the child).
- The child may need to arrive later than peers and leave earlier than peers in order to avoid busy, noisy periods (in addition to social distancing measures). This should be discussed and agreed with parents.

Devise a personalised, detailed and robust plan to support the child to transition back to the setting.

Include information on:

- * Dates and times
- * Staff
- * Any changes the child may not be expecting (room, adults, peers, environment etc.) Include these in the child's social story/photo book
- * Additional adjustments to support wellbeing and happiness during the transition period

The plan should be shared with parents, the pupil (as appropriate) and all staff who will be working with the child. Work closely with parents to devise the plan taking account of the child's: responses to lockdown and social distancing measures; emotional and mental wellbeing; cognitive development and understanding. Clear visual information about what will happen when the setting re-opens including any changes. The pupil could be provided with a social story/photo book for family members to read with them in the week before the return to class.

Southwark's Educational Psychology Service have produced the first of a series of documents & videos aimed at supporting schools with transition for all children, it can be found [here](#)

Super Seven



Here are some activities to try at home:

- Practice your journey to school (make a map, take pictures along the way).
- Look at pictures/school website to familiarise the child with the school setting. Do you have an old school books, photos of friends to look at?
- Meet up with/video chat with friends from school.
- Make a list of things they are looking forward to back at school.
- Write a letter/draw a picture to share with your teacher.
- Take some photos of you with your favourite things to show the teacher.
- Practice putting on school uniform .

Resources to Support Transition

A visual calendar can be used to support children knowing when they will be in school, [here](#) is a guide for parents. [Here](#) is an editable calendar for June and July, [here](#) is one for August and Sept. [Here](#) are instructions and symbols for the calendar.

Visuals to support handwashing are [here](#).

A one page profile is a simple summary of what is important to a child and how best to support them, it allows information to be shared quickly.

How to write a one page profile guide is [here](#) with examples [here](#), [here](#) and [here](#). Twinkl also have guides and proformas. A parent information gathering sheet is [here](#). A sheet to support parents to share information with school about their child's experience of lockdown is [here](#).

Coming soon!

School Talk Live!



Facebook live sessions for
primary school-aged children
and their parents/carers
*When: Wednesday mornings at
11am*

Activities to support your child's
language and communication at
home

Top tips

Facebook: <https://www.facebook.com/EvelinaLondonSLT/>