

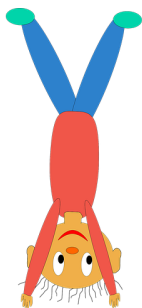
# Top Tips For Teachers - Emotional Well-being



Prioritise emotional well-being. Plan activities that encourage regulation, such as mindfulness, breathing and relaxation sessions.

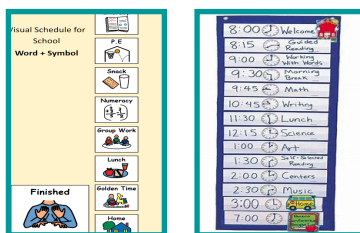


Integrate brain breaks and movement breaks throughout the day.



Reduce demands (particularly academic demands) and focus on helping children and young people have a positive experience of returning to school.

Provide structure, routine and predictability. Communicate this visually in a way that is suited to the individual child.



Access the voice of the child. Where possible, ask children and young people's perspectives on how to support them.

Remember, children and young people often communicate using their behaviour. Try to identify the root of the behaviour, such as the child feeling unsafe / anxious.

Contact children prior to returning to school to let them know you have been thinking about them and you are looking forward to seeing them.



Encourage children to share their stories and experiences of lockdown. This can be done visually through art, using photographs or in writing.



Be aware of your own well-being. Seek help from other staff if you are feeling overwhelmed.



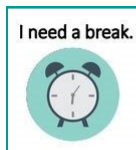
Liaise with parents prior to children returning to school to find out how children have coped during lockdown and to identify strategies that may support a successful transition back to school.



# Top Tips For Teachers - Sensory



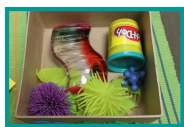
Give frequent breaks in a quiet/calm space away from others. Monitor how much and how often the pupil needs quiet breaks.



Offer alternatives for pupils with difficulties washing their hands such as unscented soap or hand sanitiser. Kitchen roll may be more acceptable than paper towels for drying.



Does your pupil need access to their own fidget toys or tactile materials to help regulate throughout the day?



Aim for a calm, low arousal classroom environment. Use visual supports to reduce noise such as a distinctive sign for 'quite please'.



Keep your room well ventilated if pupils are eating lunch in the classroom in smaller groups.

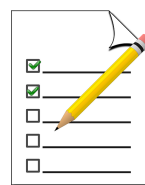


Your pupil may find wearing a uniform challenging after such a long period. A gradual approach to full compliance may be necessary.

Longer periods will be spent in the classroom. Give frequent opportunities to move such as on the spot exercises e.g. star jumps, chair push ups. Monitor how much and how often the pupil needs additional movement.



If your pupil can participate, ask them to help you with a sensory audit of the environment, checking what sounds / lights / textures are helpful or distracting.



Reduce visual stimuli such as wall displays as pupils may be distracted with new COVID 19 signage in the environment.

# Top Tips For Teachers - Transitions



Prepare the student by providing as much information as possible using a communication style that best matches the individual learning profile of the student. Liaise with parents and Individualise this information.



Think about individual interests and how these could be incorporated into the transition.



Support students to ask any questions they may have regarding their return to school using their preferred communication style, i.e. via video, email, PowerPoint or in person.

Support the transition by offering a walk around the school when the school is quiet. Some students may also benefit from a virtual tour to re-watch in their own time.



Emphasise routines that are staying the same, in addition to changes.

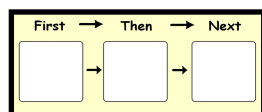


Use visual supports; e.g. social stories (explaining changes and why they are necessary), checklists, visual schedules, photographs of changes in the environment, photographs of staff who will work with the student, visual schedules, a map of the school identifying a one-way system and/or cleaning stations, calendars, timers or countdown strips.

Students should have a means to request a break and staff can expect for more breaks to be required during the transition period.



Identify preferred and/or regulating tasks that the student can engage in prior to transitioning and upon arriving to school each day.



Break the transition down into smaller steps – facilitate shorter days or every other day attendance during the initial stages.

