Hydrotherapy

PECS Cards

Tips from successful SEN educators

SEN
PREP FOR SUCCESS

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Communication & PECS Cards

Communicating in a SEN environment can be challenging. The Picture Exchange Communication System (PECS) allows children that struggle with communication to speak using pictures and communication cards. A child can use these cards to indicate their basic needs and wants. This reduces the child's frustration and social isolation.

stop	bathroom	wash hands	yes
water	lunch	snack	no
outside	quiet time	break	me
help	finshed	want	you

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Tips from successful SEN educators

Ask for student information; there's almost always a folder with key information including triggers for behaviour, and what support the students require

Don't take it personally; sometimes a student is going to have some very challenging behaviours, and it might seem that you've made things worse – change your approach where needed, but don't expect to have all the answers

Be approachable; Talk to the students about what interests them. Building a rapport, even if you're only there for one shift, will make a difference – and sometimes they even remember you two years later (has happened to me!)

ASSUME COMPETENCE; never assume a student can't do something. They might just do it in their own way. (Jen Cooksley, TA)

Work as a team; teachers and support staff work together to best support the students. (Loreta Schepis, CRT)

Get involved, get hands on; sing, dance, play, whatever it takes to engage with the children. (Siobhan Divilly, TA to CRT)

Every child is different; not one size fits all. Be open-minded to learn about different diagnosis' and their qualities. Use multi-sensory lessons to engage students. (Claire O'Sullivan, CRT)

Limit distractions; Limiting any distractions will really help keep students engaged in their activities and provide short breaks when needed. For example some students may require frequent movement breaks to refocus. Every child will have different needs and be distracted by different things, so again catering to the individual is crucial (Cilla Blanchard, CRT)
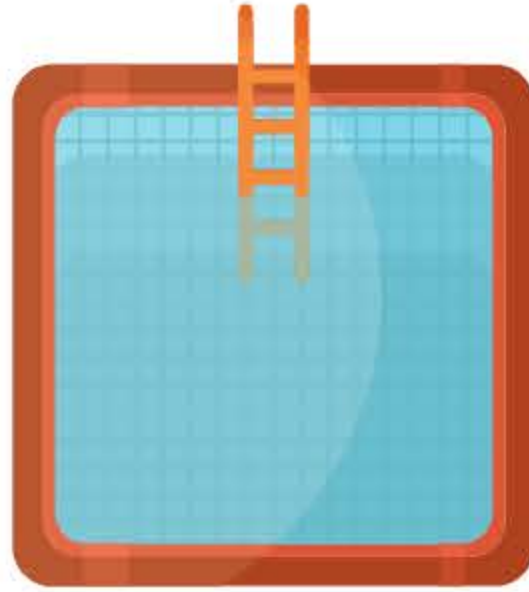
What is Hydrotherapy?

Hydrotherapy usually takes place in a small-size pool with warm water between 32-34°C, with the goal of strengthening, maintaining and improving the health of both body and mind. Water-based therapy is beneficial to children with behavioral challenges, ADHD, migraines, emotional issues, low self-confidence and PDD, as well as many other difficulties.

- The warmth of the water has an effect on the individual neuro-muscular junctions which results in decreased muscle tone and decreased spasticity.

- Buoyancy of the water is used to assist movement of joints - which is either more difficult or painful on dry land.

- Movement in the water and water pressure helps to reduce residual lung capacity for children and young people with chest problems. This enables more efficient lung function and reduces the risk of chest infections developing.

- Creating turbulence around an extremity (i.e. arm or leg) can increase their awareness of the limb and help with mobility - both in the water and later on dry land.

- Multi-sensory environment helps stimulate the senses whilst calming children with sensory and learning difficulties.

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SEN Glossary

ADHD
Attention Deficit Hyperactivity Disorder

ASD
Autistic Spectrum Disorder

EHCP
Education Health Care Plan

GLD
Global Learning Day

HI
Hearing Impaired

HLTA
Higher Level Teaching Assistant

IEP
Individual Education Plan

LLD
Learning Difficulties and Disabilities

MLD
Moderate Learning Disability

OT
Occupational Therapist

PMLD
Profound and Multiple Learning Difficulties

SALT
Speech And Language Therapy

SENCo
Special Education Needs Coordinator

SLD
Severe Learning Disability

TA
Teaching Assistant

VI
Visually Impaired

Full list HERE

Questions to ask

Before you start you day it is important to find out as much information about the SEN setting you will be working in. This will allow you to prepare for the day and allow you to better understand the children's needs.

Teaching Assistants

- I usually ask the teacher about each individual child before the day starts and ask about any behaviours I should be aware of and triggers for challenging behaviour etc. It helps get an idea of what to expect from the day. I always ask for a briefing on the routines of the day. (Tara McNally, Katandra)

- What are the top 3 things that are important in this class?(Jen Cooksley, TA)

Teachers

- Where can I find the CRT folder / information about each student?
  - What makes them happy/sad/anxious/upset? What does it look like? What calming/reassuring techniques do they respond to?
  - What sensory input does this student seek or avoid? How is this best managed?
  - What increases their engagement? What affects their engagement? (e.g. noise, hunger, tiredness)

- Are there any key classroom management expectations at this school/in this room I should be aware of (eg no raising of voices, hands up for silence, staying in, time out etc)?

- Are there behaviour management policies/positive behavior plans I should be aware of?

- Who do I contact if I need help and how?

- What are the top 3 things that are important in this class? (Jen Cooksley, TA)

At the end of the it is also a great idea to ask staff for feedback on the day.

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Schools we work with

We wanted to highlight some of our SEN schools so you can get a better idea of what each school looks and feels like before you start your day possibly working there!

Click on a school to learn more...

welcome to **hamlyn views school**

anzuk. our visit to kalianna

Southern Autistic School

spotlight on **SEN**

Warringa Park