

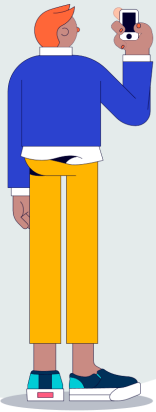
Support for Parents

Information and support for parents of SEN children. Please get in touch with the SENCO, Emma Barton, through the main office, if you need any additional support.

- Lincolnshire Parent Carer Forum <https://www.lincspcf.org.uk/>
- LIASE- 0800 195 1635 or email liaise@lincolnshire.gov.uk
- <http://www.supportiveparents.org.uk/>
- <https://www.sense.org.uk/get-support/information-and-advice/support-for-learners/send/>
- <https://www.ipsea.org.uk/>
 - Local Offer [SEND Local Offer – Lincolnshire County Council](#)
 - Family Action [Family Action, Building stronger families \(family-action.org.uk\)](http://family-action.org.uk)
 - Family Lives [Parenting and Family Support - Family Lives \(Parentline Plus\) | Family Lives](#)
 - Steps to change (Mental Health) [Home :: steps2change Lincolnshire \(lincolnshiretalkingtherapies.nhs.uk\)](http://lincolnshiretalkingtherapies.nhs.uk)
 - Healthy Minds [Healthy Minds Lincolnshire :: Lincolnshire Young Minds \(lpft.nhs.uk\)](http://lpft.nhs.uk)
 - Working Together Team (Autism Support) [Working Together Team - Home \(wtt.org.uk\)](http://wtt.org.uk)

ADHD positive characteristics

MY POSITIVE ADHD CHARACTERISTICS

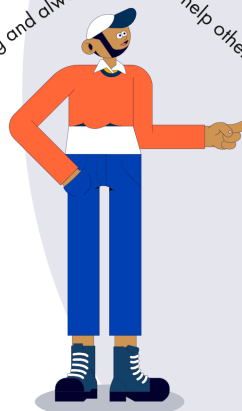


A great sense of humour that can reduce stress and strengthen bonds.

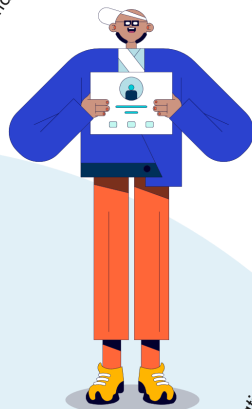


Flexible – changes as the situation requires.

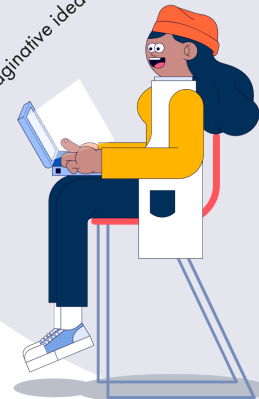
Caring and always wanting to help others.



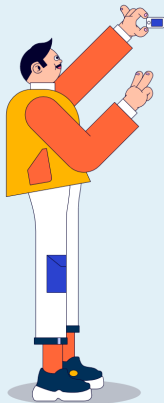
Ability to find alternate paths to overcome obstacles.



Imaginative ideas generator.

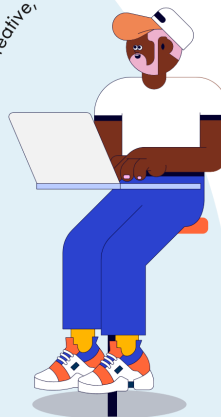


Loves learning new

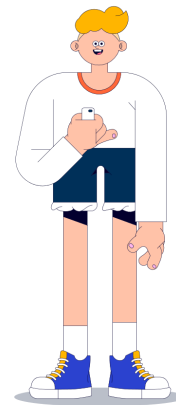


skills and working on new projects.

Enthusiastic, creative, willing to try new things.



Open minded, generous, emphatic and compassionate.



Excellent organisers using journals and reminders.



Dyslexia strengths



Dysregulation vs Tantrum Information Sheet

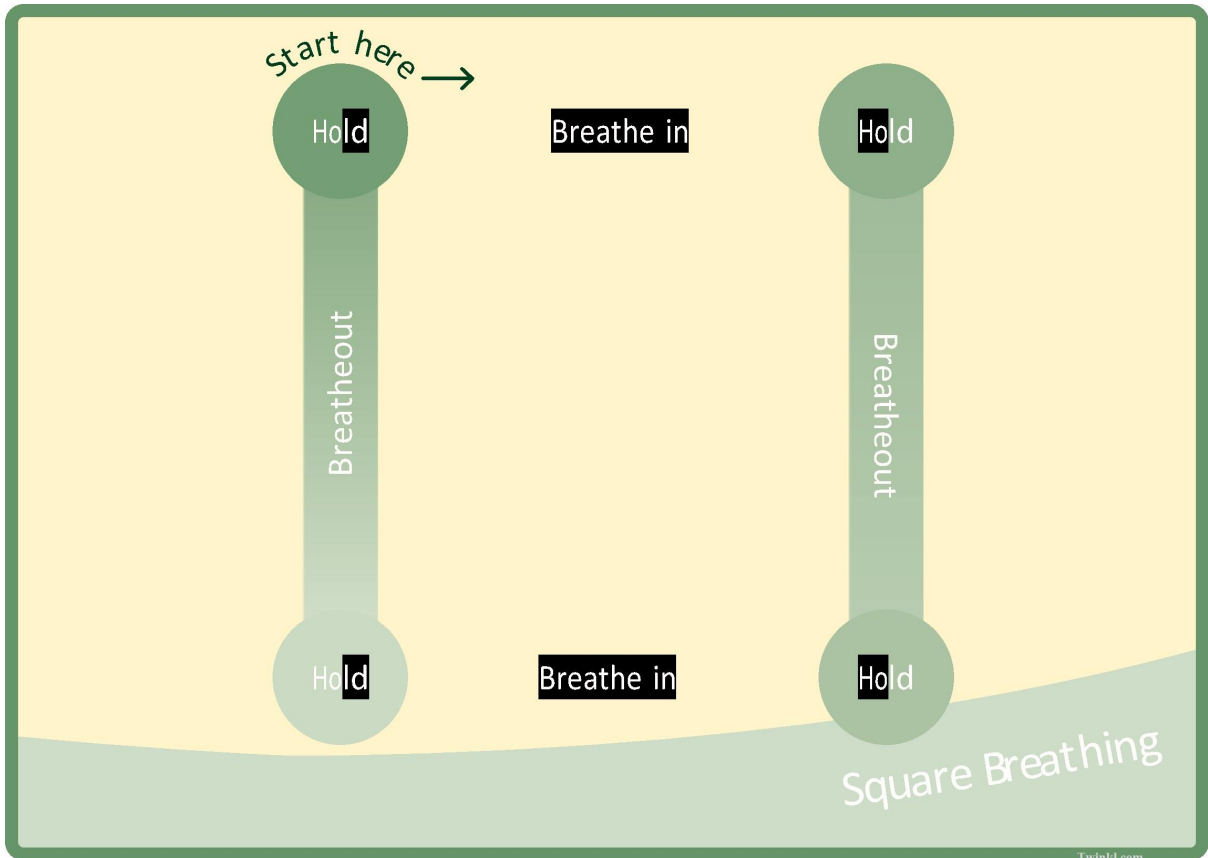
Dysregulation and a tantrum may show a range of similar behaviours, such as screaming, kicking, hitting, biting, swearing and shouting. However, there are differences between the two and it is important to be able to differentiate between dysregulation and a tantrum in order to give the best support. Tantrums tend to occur in young children, whereas dysregulation may occur across the lifespan.

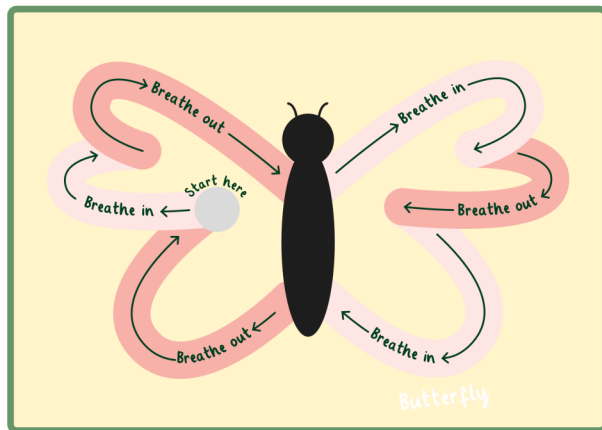
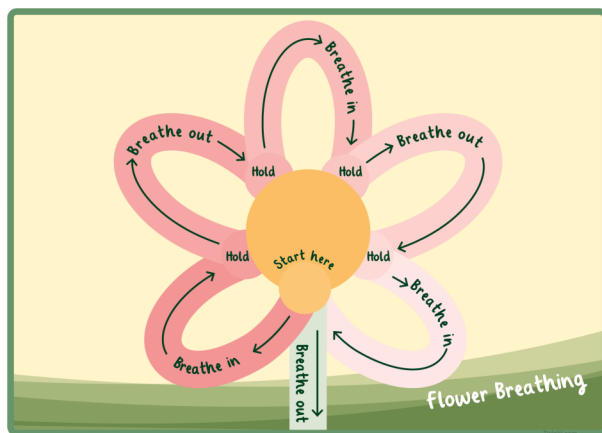
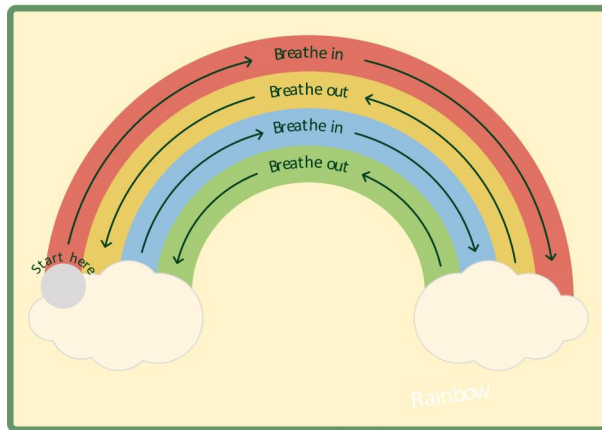
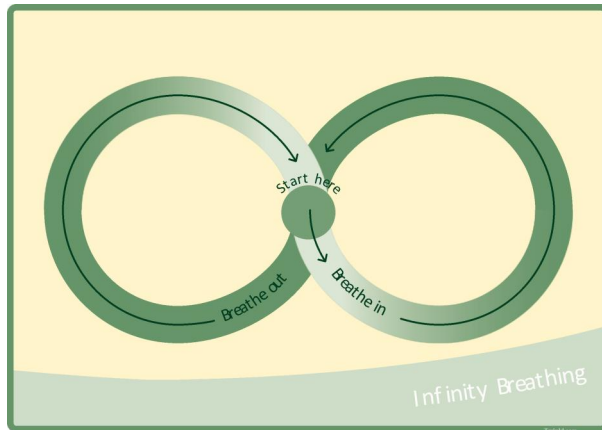
Dysregulation	VS	Tantrum
Is the child watching for a reaction?		
The individual has no interest in how others react to their behaviour.		Depending on the reactions of who is there, the tantrum may change in intensity or nature.
Is the child able to consider their safety?		
The individual may be injured when they become dysregulated.		The individual will avoid getting hurt.
Is the child in control of their behaviours?		
During a dysregulation episode, the individual is not in control of their actions. The person is overstimulated and reacting instinctively to the distress they are in.		The individual is in control of their actions the entire time.
Is this goal-orientated - does the child want something?		
Dysregulation is not goal-orientated. The individual does not make demands before or during the dysregulation episode.		Tantrums are goal-orientated. The individual is trying to get what they want.
Is the child able to calm down once the situation has been resolved?		
Dysregulation episodes can be slow to end. They will slow down once the individual is accustomed to their surroundings. This will happen at their own pace.		Tantrums can end quickly. This can be either once the goal is achieved or the child is tired.

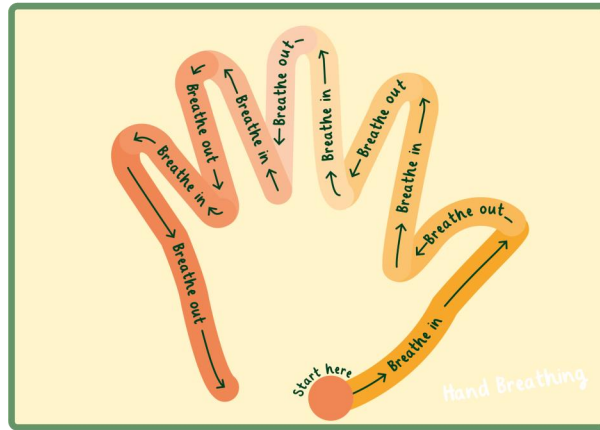
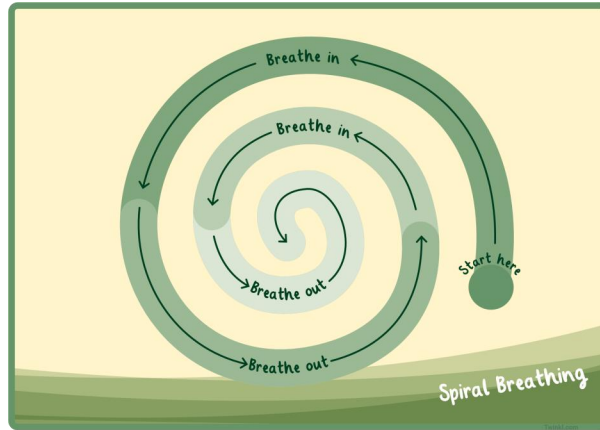
Breathing Techniques for Children

What is this resource and how do I use it?

Mindful breathing strategies can be a great way to manage feelings of anxiety or high levels of stress. They can be useful coping strategies for both children and adults. Simply download or print this colourful sheet and try some mindful breathing techniques to help the whole family's wellbeing.







Strategies to Reduce Anxiety Prompt Cards

When a young person is experiencing anxiety, it is important to give them strategies that will allow them to remain calm and feel in control. These prompt cards can be used to encourage young people to take some time out of their day to reduce their anxiety and worries.

The small cards provided can be hole-punched and fastened together so the young person has a useful pocket-sized pack to use whenever they need it.



There are also some blank cards provided so young people can put their own ideas on them. Often, young people know what works best to help them feel less anxious but when they are stressed and worried, it can be difficult to remember. Please encourage young people to add their own strategies to the cards; these visual aids will help in those situations where they forget.

Strategies to Reduce Anxiety Prompt Cards




twinkl.com

Read your favourite book.




twinkl.com

Whistle or hum your favourite song.



twinkl.com^[1]


Tap the back of your hand.



twinkl.com^[2]


1 - [1] <https://www.twinkl.co.uk/resources/pastoral-inclusion-teaching-resources/pastoral-support-for-ks2-pastoral-inclusion-teaching-resources/emotional-health-and-wellbeing-pastoral-support-for-ks2-pastoral-inclusion-teaching-resources> [2] <https://www.twinkl.co.uk/resources/pastoral-inclusion-teaching-resources/pastoral-support-for-ks2-pastoral-inclusion-teaching-resources/emotional-health-and-wellbeing-pastoral-support-for-ks2-pastoral-inclusion-teaching-resources>

Have a drink of water.



twinkl.com^[1]

Take deep breaths in and out.




twinkl.com^[2]

2 - [1] <https://www.twinkl.co.uk/resources/pastoral-inclusion-teaching-resources/pastoral-support-for-ks2-pastoral-inclusion-teaching-resources/emotional-health-and-wellbeing-pastoral-support-for-ks2-pastoral-inclusion-teaching-resources> [2] <https://www.twinkl.co.uk/resources/pastoral-inclusion-teaching-resources/pastoral-support-for-ks2-pastoral-inclusion-teaching-resources/emotional-health-and-wellbeing-pastoral-support-for-ks2-pastoral-inclusion-teaching-resources>

Draw or colour a picture.

Get some exercise.

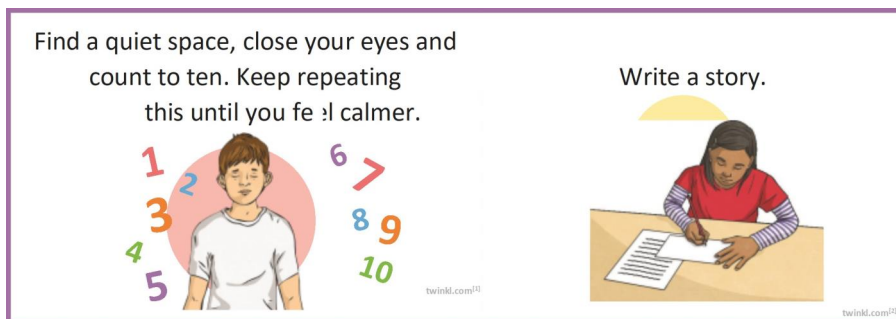


The illustration is split into two panels. The left panel shows a young boy with brown hair sitting at a wooden table, focused on drawing on a piece of paper with a red pencil. Above him is a large, solid red circle. The right panel shows a young girl with dark skin and her hair in a ponytail, wearing a white t-shirt and red shorts, swinging a tennis racket. A yellow tennis ball is in motion near the racket. A small yellow semi-circle is on the ground behind her. Both panels have a 'twinkl.com' watermark at the bottom.

3 - [1] <https://www.twinkl.co.uk/resources/pastoral-inclusion-teaching-resources/pastoral-support-for-ks2-pastoral-inclusion-teaching-resources/emotional-health-and-wellbeing-pastoral-support-for-ks2-pastoral-inclusion-teaching-resources> [2] <https://www.twinkl.co.uk/resources/pastoral-inclusion-teaching-resources/pastoral-support-for-ks2-pastoral-inclusion-teaching-resources/emotional-health-and-wellbeing-pastoral-support-for-ks2-pastoral-inclusion-teaching-resources>

Find a quiet space, close your eyes and count to ten. Keep repeating this until you feel calmer.

Write a story.

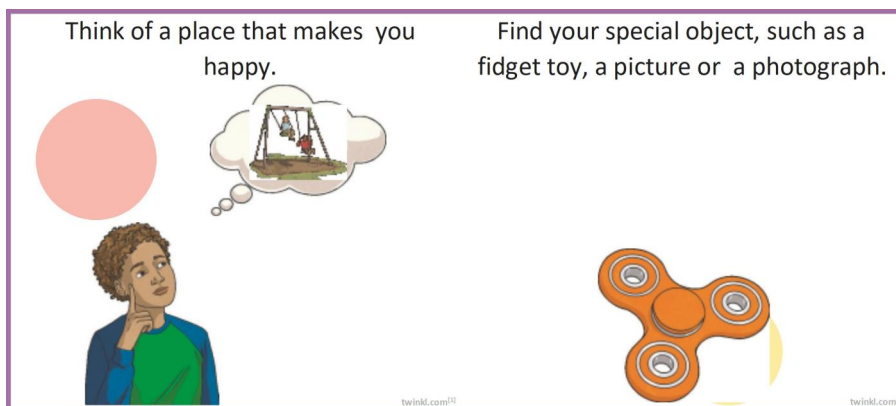


The illustration is split into two panels. The left panel shows a young boy with brown hair, eyes closed, sitting at a desk. He is surrounded by colorful numbers: 1 (red), 2 (blue), 3 (orange), 4 (green), 5 (purple), 6 (red), 7 (blue), 8 (orange), 9 (green), and 10 (purple). A small yellow semi-circle is above his head. The right panel shows a young girl with dark skin sitting at a desk, writing on a piece of paper with a pen. A small yellow semi-circle is above her head. Both panels have a 'twinkl.com' watermark at the bottom.

4 - [1] <https://www.twinkl.co.uk/resources/pastoral-inclusion-teaching-resources/pastoral-support-for-ks2-pastoral-inclusion-teaching-resources/emotional-health-and-wellbeing-pastoral-support-for-ks2-pastoral-inclusion-teaching-resources> [2] <https://www.twinkl.co.uk/resources/pastoral-inclusion-teaching-resources/pastoral-support-for-ks2-pastoral-inclusion-teaching-resources/emotional-health-and-wellbeing-pastoral-support-for-ks2-pastoral-inclusion-teaching-resources>

Think of a place that makes you happy.

Find your special object, such as a fidget toy, a picture or a photograph.



The illustration is split into two panels. The left panel shows a young boy with curly brown hair, looking thoughtful with his hand on his chin. To his left is a large red circle. Above his head is a thought bubble containing a drawing of a swing set. The right panel shows a close-up of an orange fidget spinner with three rings and a central bearing. A small yellow semi-circle is below it. Both panels have a 'twinkl.com' watermark at the bottom.

5 - [1] <https://www.twinkl.co.uk/resources/pastoral-inclusion-teaching-resources/pastoral-support-for-ks2-pastoral-inclusion-teaching-resources/emotional-health-and-wellbeing-pastoral-support-for-ks2-pastoral-inclusion-teaching-resources> [2] <https://www.twinkl.co.uk/resources/pastoral-inclusion-teaching-resources/pastoral-support-for-ks2-pastoral-inclusion-teaching-resources/emotional-health-and-wellbeing-pastoral-support-for-ks2-pastoral-inclusion-teaching-resources>

Try and relax your body by focusing on how it feels when you relax.



twinkl.com

Arrange to spend time with your friends.



twinkl.com

Listen to an audio book or your favourite song.



twinkl.com¹¹

twinkl.com¹²

6 - [1] <https://www.twinkl.co.uk/resources/pastoral-inclusion-teaching-resources/pastoral-support-for-ks2-pastoral-inclusion-teaching-resources/emotional-health-and-wellbeing-pastoral-support-for-ks2-pastoral-inclusion-teaching-resources> [2] <https://www.twinkl.co.uk/resources/pastoral-inclusion-teaching-resources/pastoral-support-for-ks2-pastoral-inclusion-teaching-resources/emotional-health-and-wellbeing-pastoral-support-for-ks2-pastoral-inclusion-teaching-resources>



What is Autism?

Autism Spectrum Condition (ASC) is a lifelong spectrum of developmental conditions that affect how people communicate and experience the world around them. It is not an illness to be cured; instead it means that your brain works in a different way to other people.

Signs

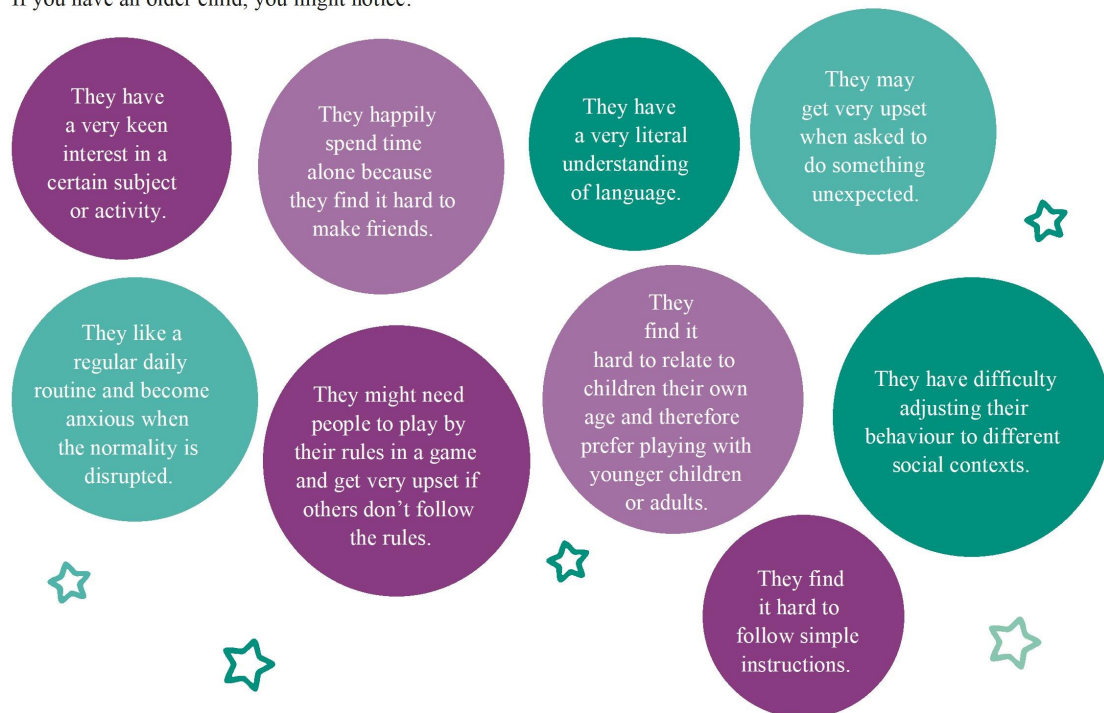


Supporting an Autistic Child: A Guide for Parents

If you have a young child, you might also notice some of these:



If you have an older child, you might notice:



There is usually a difference in the way Autism looks in girls and boys. Girls are often better at 'masking' or hiding aspects of their Autism than boys are. They may appear to cope better in social situations and hide their feelings. Because of their more subtle presentation of Autism, it can be very difficult to diagnose and therefore their needs may not be addressed as quickly.

What causes Autism?

It is unknown what causes Autism. It is thought to be a combination of genetic and environmental factors affecting brain development and function. Traits can often be seen in family members, so it is thought that it can be passed down genetically.

Autism is not caused by bad parenting. It is not caused by vaccines or a poor diet. You can't 'catch' Autism as it is not an infection.



Professionals will complete a range of activities in order to make a diagnosis. These include:

talking to you about any family history of ASC and your child's developmental milestones

observing you and your child interacting

observing your child playing

looking at reports from your child's school or nursery setting and doctor

asking about your child's medical history

completing a physical examination of your child

visiting your child at school to observe them within the setting, in class and at breaktime

Depending on your child's individual Autistic traits, there are lots of things that can help your child.

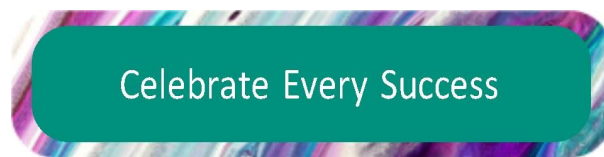
Reduce the Unknown

Many Autistic children like routine: not knowing what is going to happen next or at a particular point during the day can be daunting, as can visits to unfamiliar places or new people. As far as possible, you can help your child to overcome some of their anxiety by talking them through their day. If

there's a visit to a doctor on the cards, talk about how you'll get there, what the waiting room is like, how you'll book in and what the doctor might ask or do. Use [visual timetables](#) and ['Now and Next' boards](#) to help your child to see what their day looks like and deal with transitions between activities.

Model Clear Communication

If your child is having difficulties with communication, make sure you model to them what good communication looks like. To get their attention, say their name. Speak slowly and clearly so that your child understands what you have said. Use language they know. If your child is finding it hard to communicate, you could use some sort of [visual clue](#) to help. [Visual support cards](#) can be used to help manage behaviour too. These types of visual clues can also help them to communicate with others. Give them time to process what has been said rather than expect an answer or an action straight away.



It's easy to concentrate on negative traits when you have an Autistic child. But look at what is in front of you - your child will do things every day that are great and show progress for them. Celebrate those small things that other parents might take for granted. Your celebration acts as an encouragement to your child to keep going and will motivate them to recognise their own successes.

Educate Yourself and Others

You'll want to read up as much as you can about Autism and how it can present in different ways for different people - this is a natural reaction. However, despite so much media attention on Autism in recent years, many people still do not really know what it is. Most people will not have the understanding or experience that you have. You may come across individuals who wrongly believe that your child is just being awkward deliberately or that they need telling off if they have an extreme reaction to something. Don't accept that these individuals are just poorly educated in Autism; if you are able to, explain the difficulties your child has so that they understand a little more.

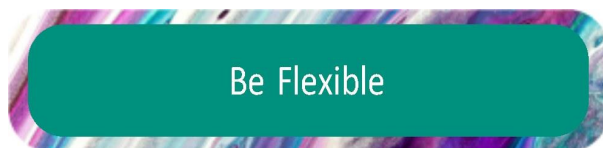
Make sure that any adults coming into contact with your child know that they are Autistic. Giving them some information about your child's needs will help that person to support your child and give your child a better overall experience.

It's important that you develop a close working relationship with your child's educational setting. You'll want to let them know things that work for your child at home and tell them things that your child needs support with. Ensuring this [communication](#) is clear and supportive is important: it will help to provide consistency in the support your child receives. [Short written notes between home and school](#) can help you both to see how your child has been and to pre-empt any hurdles they might come across.

If you have any questions about the [support your child receives at school](#), or you think that the support needs tweaking, speak to school staff. You know your child best and their teacher will be open to different approaches to give them the best experience.

Be Prepared to Have Boundaries

Make sure you set boundaries for your child so that they understand what is acceptable and what is not. Those boundaries need to be consistent so that your child understands your expectations. Your child is likely to thrive on having boundaries in place because otherwise they may feel out of control and overwhelmed.



Life might look a little different from how it did before - and that's not a bad thing; it just requires a degree of flexibility. Special days - such as birthdays, [Halloween](#), [Bonfire Night](#) and [Christmastime](#) - might need to be adjusted in order for your child to feel comfortable and that's fine.

If you're taking your child along to a party, for example, your own expectations about arriving at a certain time, playing rowdy games, dancing and eating food together might not work with your Autistic child. You might find that arriving at the start of a party is too overwhelming for them and you might suggest arriving slightly later. Similarly, with party games and dancing, you might realise your child finds these uncomfortable due to loud noises and lights. That's okay - have a chat to the party organiser to see if there's a quiet place your child can retreat to. If your child uses noise-reducing headphones, they might like to take them along. Eating unfamiliar foods with lots of noisy children might be very challenging, so could you bring along a few foods you know they'll enjoy? Just because your child's experience of the party is different, it doesn't mean they'll enjoy it any less.

Your child's difficulties might seem insignificant to you. You might even think of them as 'silly'. They're not. They are extremely important to your child and they can't just 'get over' them. Autistic children require respect for their needs and wishes and an understanding that their brain works in a different way. You're not there to judge their actions and reactions to things; you're there to support them to live their best life.

Find Patterns in Their Behaviour

You might find that your child reacts in a certain way to a particular social situation. You might see that they find their birthday overwhelming and need extra support. Observe carefully to see if there are any patterns so that you can start to plan for any difficulties they may have.

You might find at times that your child's responses to certain situations might be displayed as emotional dysregulation, which can result in a meltdown or a shutdown. Use our **parent guide** to understand more about these, what they look like and how you can support your child.

Be an Advocate for Inclusion

If you're ever told that your child can't participate in something because they'll find it hard, challenge the decision. Your child should never be excluded from taking part in an activity because of their Autism. Extra support might need to be put into place for them to take part, or a risk assessment completed to work out ways to keep them safe. Your child has just as much right to participate in activities as other children.



Love and Accept Them

Ensure you show your child that you love them and tell them often - even if they might not reciprocate. Your child does not need to be changed - this isn't the intention of a diagnosis. They just need some support to overcome challenges. You can help them do this.

There are so many places that offer amazing support to parents of Autistic children. Join support groups, sign up for regular newsletters and take up offers of help. Many people will have similar experiences and knowing that others have been through it will help you to feel that you're not alone.



Nourish Yourself

Caring for an Autistic child can be an absolute joy. It can also be an all-consuming job, where nothing is easy and everything feels like a fight. It's easy to let it overtake your life and lose your identity, but it's important not to let this happen. Make time for you. Do things that help you relax or let you think about something else: it might be a sport, a hobby or simply getting together with friends to have a drink and put the world to rights. You might need to plan these opportunities in advance, but once they're in the diary, protect that time.

Sometimes it's hard to see the good in what you're doing. It can feel like you're doing and saying the same thing day in, day out and it can feel joyless at times. Every day, try to think of something positive that has happened and then do something you love. A cup of tea alone in the garden, a warm bubble bath or giving yourself permission for an afternoon nap can help place emphasis on your own needs and recognise that what you're doing is amazing.