

Survive, Revive, Thrive

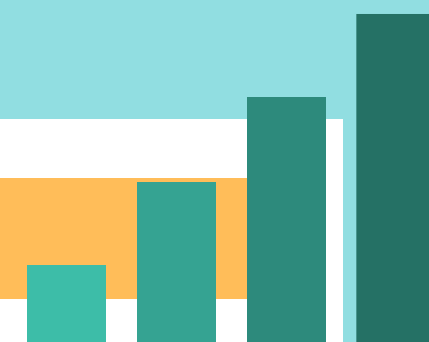
Parents

Preparing for secondary school



Plan and prepare independent skills

- Let school know what has been 'good' for your child while at home
- Check your child can manage fastenings, laces, buttons, ties (if required)
- Let your child wear school shoes before they go back to school
- Practice with your child going to the toilet independently
- Get back to a school days routines and regular bed times



Prepare for the school day

- Find out start and finish times to the school day
- Make a timetable with the days your child is at school so they can see this clearly
- Check what happens at lunchtime and break times
- Check your child can open packets (e.g. crisp packets, drink and a straw)



Communicating with school

- Stay in regular contact with school and let them know if there are any specific issues at home with family or friends e.g. death or illness
- If your child is unwell let school know straight away
- If your child becomes anxious and specific things help to lower anxiety let school know



Take care of you and your child's emotional health

- Talk with your children and answer their questions
- Let them voice their fears or worries
- Practice meditation, breathing techniques
- Stick to a schedule



Do-IT >



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Survive, Revive, Thrive School



Preparing for secondary school

Plan and prepare independent skills

- Provide a check list of uniform requirements - a picture helps too!
- Provide the rules for movement and interaction
- Be specific about use of toilets
- Be specific about what will happen at lunchtime
- Be specific about sports and changing for PE etc.



Prepare for the school day

- Provide start and finish times to the school day
- Provide a timetable with the days the learner is in school
- Say what needs to happen at pick up and drop off (picture if possible)
- Check in with staff wellbeing and that no-one is unwell



Communicating with parents

- Phone calls, texts, emails - check in with parents
- Find out about any specific children that have been directly affected by Covid-19 - family, friends or themselves
- Ask parents about what has been good for their children during this time- new learning



Take care of your emotional health

- Have check-ins with all staff to support each other every day
- Be aware your emotions may be at a mismatch with others on different days
- Consider ways for 'down time' each day to ensure you maintain energy



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