

Woodbrook Vale:



How to support your child with organisation & workload



Support Available Within School

- Form tutors
- Head of Years
- Pastoral Support Team
- SENDCO Team
- **Any member of staff**



Executive Function Skills



In order to be organised and manage workload, students need developed executive functional skills. These skills develop through **practice** and are **strengthened by the experiences** through which they are applied and honed.

This can be done through establishing routines, breaking tasks into smaller chunks, following rules, and controlling impulses.

PLANNING - Being able to make concrete plans, carry them out, and set and meet goals

FOCUS - Concentrating on what's most important at any given time

SELF-CONTROL - Controlling how we respond to our emotions and stressful situations

AWARENESS - Noticing people and situations around us and how we all fit into the picture

FLEXIBILITY - Adapting to changing situation



How to Help Your Child at Home



Help them discover their intrinsic motivation

Support them in mapping out steps for setting and reaching their goals—and for dealing with obstacles.

Beware of perfectionism

Counteract a fear of failure by letting your child know you'll still love them if they fail.

Perfectionists have an overwhelming fear of failure. As well as causing anxiety, it also means if they're not confident in their abilities they won't put in the effort.

They also avoid activities they don't consider themselves to excel at

Role model the behaviour you want to see

If you expect them to have their phone in a drawer or on airplane mode whilst they're studying, make sure they don't catch you on your phone whilst you're working from home. Or, if when you are struggling with someone in the kitchen, talk through your thought process out loud so that they can hear your thinking.

How to Help Your Child at Home



Spot and plan for triggers

- Help students recognise what triggers their intense emotions and learn to take preventative actions.
- Encourage students to ask people they trust how they cope with stress. Or, suggest they look at situations from someone else's point of view.

Establish realistic routines

A routine becomes a habit only after 60 days so embedding a routine every evening ensures students see it as a part of their school day

Embed communication

Have conversations each day about work that has been set, upcoming assessments and how to tackle these. Discuss methods of planning time and embed an agreed routine for after school. Ask questions about how they will use the time rather than suggest.