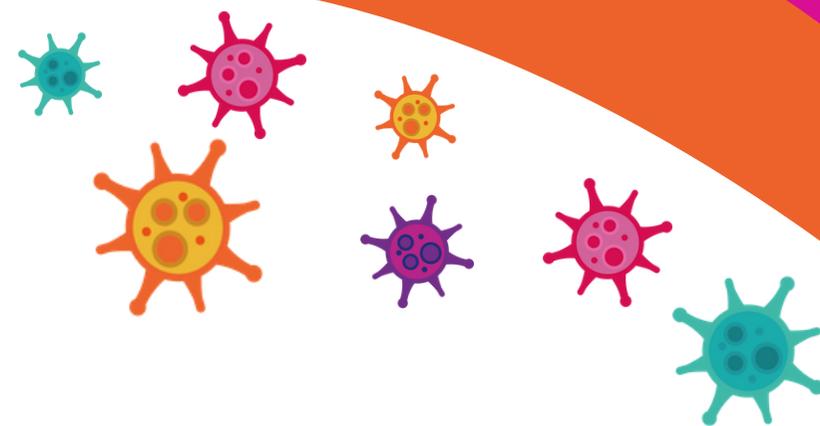


Testing for  
COVID-19



SEND resource pack

OVERVIEW

## Hampshire and Isle of Wight (HIOW) Saliva Testing Programme

### Overview: Special Educational Needs and Disabilities (SEND) Resources

The SEND resources being developed for the HIOW Saliva Testing Programme aim to enable participation in the testing programme for pupils and students with a wide range of Special Education Needs and Difficulties. Alongside enabling participation, they seek to promote understanding and alleviate potential anxiety, not only about the testing programme, but about topics such as COVID-19 at large, vaccination, transmission, and the science behind common health messages, such as Hands, Face and Space. They also seek to instil a sense of pride for participants in having played their part in ending the pandemic. In short, they seek to inform, reassure, and inspire. There has been great appreciation from settings involved in the HIOW Saliva Testing programme for provision of SEND resources upfront:

*“Thanks so much for the SEN resources. Refreshing to be included from the onset.”* **Headteacher**

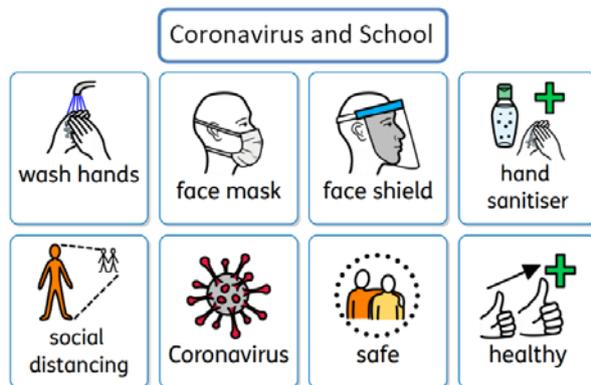
The resources have been developed to be used by schools and colleges, but also for parents to use at home where the test may take place and to help integrate the test as part of the morning routine. The resources available are in a range of formats and styles, in the hope that users can access resources which are already familiar in this regard. The resources have also been made with a wide range of abilities in mind, in the hope that they can be applicable to both a wide age range and spectrum of need.

The next stage of resource development aims to be responsive to the individual needs and requirements of schools/parents participating in the programme. Resources can be created that respond to needs identified directly with the schools through ongoing communication and act as an on-going problem-solving process. Already existing resources can also be adapted by the user to meet individual need or edited by the programme in response to requests. All resources are open to editing and adaptation in response to user need in the hope of boosting engagement and participation. We will endeavour to adapt or create resources quickly and through effective communication with the user, to ensure the result is effective and helpful.

We understand and appreciate the unique nature of each pupil and student and the challenges of creating resources that will prove effective and helpful to individual needs. Therefore we hope that the resources currently available are seen as a starting point for a dialogue with users and that together we can not only help create resources that help pupils and students but also staff members and parents, freeing up time that would be spent creating resources and helping alleviate pressure in this regard.

Below are some examples of the resources that are currently available. These are being continuously added to and expanded. To see all the resources which are currently available please see our website, <https://www.lifelabonline.org/> where all SEND resources are available in the ‘Teachers’ section, or alternatively please feel free to contact us directly at [Luke.Hughes@uhs.nhs.uk](mailto:Luke.Hughes@uhs.nhs.uk).

## Flashcard Sets:



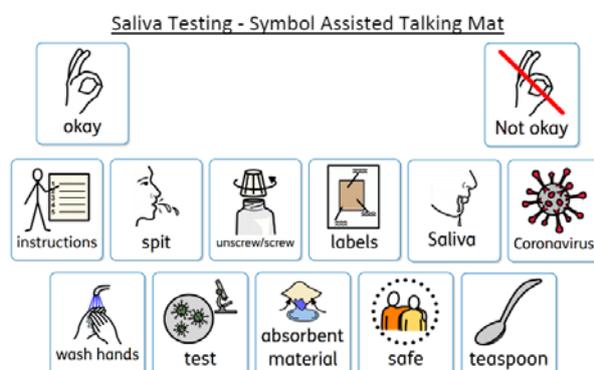
Flashcard sets have been created to aid communication around a number of topics relating to COVID-19. There are sets relating to COVID-19 and school, Saliva testing, Lateral Flow testing and also a set addressing emotions that may be felt in relation to COVID-19 and testing. These have been formatted to assist easy and quick cutting out to have a set of separate cards or can be used as a sheet directly.

## Symbol Assisted Stories:



Symbol Assisted Stories have been made to provide clear information in a format that is inclusive and accessible. They are on a range of topics, including COVID-19 at large, testing, safe practices, vaccination, variants, and lockdown easing. Symbols have been placed on keywords to aid comprehension and all symbols have a range of skin tones to ensure inclusivity.

## Talking Mats:



Talking Mats have been made as a further aid to communication. These may either be enlarged and cut up to be used on the wall or any place the user feels comfortable or used as a sheet directly. There are currently Talking Mats to address both Saliva Testing and Lateral Flow testing.

## Social Stories:

### Emma and the saliva test



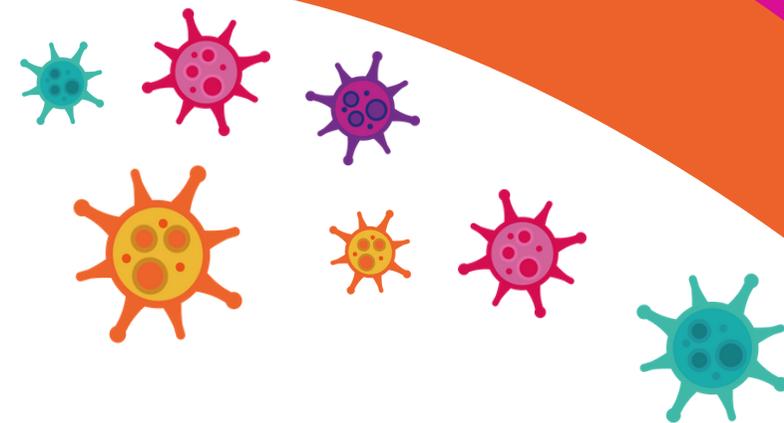
Social stories have been written to address a range of topics, including COVID-19 at large, testing and managing anxiety about the pandemic. They are in a range of styles, some using cartoon characters, others using photographs and some using symbols. Text can easily be edited to meet individual needs. There are also 'Praise Stories' which are symbol assisted short stories praising positive behaviour and safe practices.

## Cartoon Q and As



Cartoon Q and As have been made in order to answer some of the questions pupils and students may have about COVID-19 and testing. They are in the form of a dialogue between a student and a scientist from the testing lab. The cover topics such as the value of testing and why testing continues after lockdown has ended. Text can be edited within these to match specific questions and to meet individual needs.

Above are some examples of the resources currently available but these are continuously being adapted and added too. As previously mentioned, we hope to establish a dialogue in regards to SEND provision and resources and if you have any ideas or suggestions we would love to hear from you. We believe the Saliva Test is an intrinsically inclusive testing method and we hope moving forward to make the programme as inclusive and engaging as possible for all participants. We hope these resources are useful and if there is any way we may support you further please don't hesitate to contact us.



Resources co-created with and from an original concept by LifeLab, based at the University of Southampton, Southampton Education School and NIHR Southampton Biomedical Research Centre. The views expressed are those of the authors and not necessarily those of the NIHR, or the Department of Health and Social Care.