

### Who else can help?

Schools have access to a range of professionals who visit regularly or can be contacted in order to discuss arrangements for supporting pupils with SEN.

These include:

- Educational Psychology Service
- Local Inclusion Officer Service
- Support Service for SEN (for pupils with statements)

If your child has other difficulties as well as with learning, all schools have access to County services which can offer support and advice for pupils with:

- behaviour difficulties
- autism spectrum difficulties
- hearing, physical and/or visual difficulties

You or your child's teacher (with your permission) can ask a speech and language therapist to see your child.

Your GP can make a referral for physiotherapy and occupational therapy, and will also advise on Child and Adolescent Mental Health Services and voluntary services such as Barnardos.

### What other advice is available?

Derbyshire has published comprehensive files of advice and information on speech and language difficulties and autism.

### Contact Details

**Derbyshire Educational Psychology Service**  
County Hall  
Matlock DE4 3AG  
01629 580000

**Head of Local Inclusion Officer Service**  
Derbyshire County Council  
Council House  
Saltergate  
Chesterfield S40 1LF  
01629 537699

**Derbyshire Parent Partnership**  
c/o Register Office  
New Beetwell Street  
Chesterfield S40 1QJ  
01629 533660

**The full version of the SEN Descriptors is available in every school and on the Derbyshire County Council website:**

[www.derbyshire.gov.uk](http://www.derbyshire.gov.uk)

**If you require this and other Local Inclusion Officer Service leaflets in large print or another format, please contact Head of LIO Service listed above**



## My Child Has Dyslexia



**Guidance for  
Parents and  
Carers about  
Help in School**

Schools have a responsibility to make provision for pupils with special educational needs (SEN).

The Local Authority (LA) provides funding through normal school budgets to help schools to support pupils with SEN.

Derbyshire LA has produced

### **Descriptors of SEN Provision**

The Descriptors offer guidance and advice to primary and secondary schools about the level and type of support they should provide for pupils with additional needs. They are used by the LA to monitor provision for pupils with SEN without a statement.

They outline how schools should:

- Assess, plan and review provision
- Arrange teaching groups
- Adjust the curriculum and teaching methods
- Provide resources, such as access to additional support from a Teaching Assistant for up to 3 hours per week for pupils at School Action or up to 8 hours a week for pupils at School Action Plus

### **Your child may:-**

- Have difficulties with reading, spelling and writing
- Have a poor short term memory
- Have a poor visual memory
- Have a poor auditory memory
- Find it hard to hear sounds, syllables and rhymes in words
- Have good ideas and knowledge but find it hard to write down what they know
- Be anxious and frustrated about their difficulties
- Have difficulties with understanding time
- Find it hard to remember sequences such as times tables
- Have difficulties with being organised and having the right equipment for each day/lesson
- Have difficulty with study skills

### **What can school staff do?**

- Use teacher assessment and observations to establish clearly what your child can and can't do and what style of teaching and learning suits them best
- Discuss your child with relevant professionals who visit the school and follow their advice
- Follow guidance from the County File for Dyslexia Friendly Schools and be aware of which teaching approaches are helpful for pupils with dyslexia
- Arrange for your child to have some additional support in smaller teaching groups supported by a Teaching Assistant
- Help your child to develop study skills and use visual techniques such as mind maps
- Help your child to help themselves by being an active learner and being better organised
- Support your child's self esteem by ensuring that they have learning tasks they can be successful at
- Involve you and your child in planning and review of progress