



SEN Information for Parents

2015/16

Introduction

This is a guide to provide information to help you support your child's learning. To help you understand the specific areas of special education needs and offer you strategies to support your child.

The local authority provides information for young people with special educational needs and disabilities and their families. Called the "Local Offer", it helps families and individuals to find information about support services in the local area for children from birth to 25 years and includes education, health and social care. For more information use the link below:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

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Asperger Syndrome

Strategies:

- Prepare for any changes in their routine well in advance.
- Keep instructions clear and simple
- Explain jokes, idioms or figures of speech.

Use the links below for further information:

<http://www.autism.org.uk/about/what-is/asperger.aspx>

<http://www.rcpsych.ac.uk/healthadvice/parentsandyounginfants/parentscarers/autismandaspergerssyndrome.aspx>

Autistic Spectrum Disorder (ASD)

Strategies:

- Prepare for any changes in their routine well in advance.
- Keep instructions clear and simple.
- Explain jokes, idioms or figures of speech.
- Use social stories to support a child in specific social situations.
- Use games to teach social skills such as taking turns.

Use the links below for further information

<http://www.autism.org.uk/about/what-is.aspx>

<https://www.ambitiousaboutautism.org.uk/understanding-autism>

<http://www.rcpsych.ac.uk/healthadvice/parentsandyounginfants/parentscarers/autismandaspergerssyndrome.aspx>

Attachment Disorder

Strategies:

- provide a positive role model
- give clear, consistent guidelines and boundaries; yet allow some flexibility
- be honest and truthful, with sensitivity to the young person's feelings
- give calm, measured responses in confrontational situations
- always try to let them know it is their behaviour that isn't liked, not them
- support them in building positive relationships.
- listen to them: hear what they have to say – but remember, they communicate in more ways than just verbally.
- give them a safe, secure environment to express their innermost feelings (fears, hurt, etc.)

Use the links below for further information

<http://www.reactiveattachment-disorder.com/2009/07/parenting-children-with-reactive.html>

<http://www.helpguide.org/articles/secure-attachment/attachment-issues-and-reactive-attachment-disorders.htm>

Visual Impairment

Strategies:

- Use larger print on worksheets (minimum 14)
- Ensure text is double spaced
- Use ICT where appropriate

Use the links below for further information:

<https://actionforblindpeople.org.uk/support-and-information-page/support/children-young-people-families/information-for-parents/>

<http://www.parentcenterhub.org/repository/schoolage/>

Dyscalculia – a specific disability involving maths skills.

Strategies:

- Start at a level which the child is comfortable at, so that they experience some success
- Encourage the use of calculators when necessary
- Use visual and concrete materials to develop mathematical concepts
- Use ICT to aid learning
- Ask a lot of questions to get the child engaged and thinking.

Use the links below for further information:

<http://www.msvu.ca/site/media/msvu/Documents/Math%20strategies.pdf>

<http://www.ronitbird.com/wp-content/uploads/2013/09/toptentips.pdf>

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyscalculia/dyscalculia-strategies-you-can-try-at-home>

Dyslexia

Strategies:

- Use coloured overlays, or line trackers when necessary.
See Vu-Bar on the internet
<http://www.fxc.btinternet.co.uk/assistive.htm>
- Keep oral instructions brief and clear
- Relate new concepts to real life situations

Use the links below for further information:

<http://www.bdadyslexia.org.uk/parent/homework-tips>

<http://dyslexia-assist.org.uk/for-parents/>

Moderate Learning Difficulties (MLD)

Strategies:

- Provide activities to develop motor skills
- Relate things to real life situations to help understanding, for example, handling money and telling the time.
- Keep language simple
- Use songs, rhymes and rhythm to aid learning sequences
- Praise every effort and successful achievement of new skills
- Keep instructions short

Use the links below for further information:

<https://www.goodschoolsguide.co.uk/special-educational-needs/types/global-learning-difficulties>

Selective Mutism

Strategies:

- Provide continuous reassurance and encouragement
- Create familiar and enjoyable routines and encourage the child to take part
- Encourage the child to take part in non-verbal games such as using picture cards
- Support the child to deal with anxious situations on their own.

Use the links below for further information:

<http://www.nhs.uk/conditions/selective-mutism/Pages/Introduction.aspx>

<https://www.anxietyuk.org.uk/get-help-now/anxiety-information/young-people-and-anxiety/selective-mutism/>

<http://www.talk4meaning.co.uk/selective-mutism/>

Speech, Language and Communication (SLCN)

Strategies:

- Provide opportunities for discussion
- Break down instructions into smaller chunks
- Record their own voices so they can hear themselves speaking
- Ask questions about everyday activities/TV programmes etc.

Use the links below for further information:

<http://www.talkingpoint.org.uk/>

<https://www.thecommunicationtrust.org.uk/resources/resources-for-parents/>

ADHD (Attention Deficit Hyperactivity Disorder)

Strategies:

- Be consistent and calm.
- Break tasks down into small chunks
- Use visual aids (most ADHD pupils are visual learners)
- Do not take their behaviour as personally directed to you
- Encourage and praise as much as possible

Use the links below for further information:

<http://www.livingwithadhd.co.uk/parents-home>

http://www.youngminds.org.uk/for_parents/worried_about_your_child/adhd_children

SEMH

(Social, Emotional and Mental Health)

Strategies:

- Have clear expectations and communicate them regularly
- Discuss and agree rules so they can take some ownership of their behaviour
- Model the behaviour you expect
- Give time to think and act on instructions given
- Give attention for good behaviour
- Stay calm when dealing with challenging behaviour
- Try to build positive relationships.

<http://www.youngminds.org.uk/>

https://www.mentalhealth.org.uk/sites/default/files/anxious_child.pdf

If you need any further information, please contact

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