

### Who else can help?

Schools have access to a range of professionals who advise on arrangements for supporting pupils with behaviour difficulties.

These include:

- County Behaviour Support Service
- Educational Psychology Service
- Local Inclusion Officer Service

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

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

Your GP can advise on Child and Adolescent Mental Health Services and voluntary services such as Barnardos.

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.

### What other advice is available?

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

### Contact Details

**County Behaviour Support Service  
SEN Support Services Centre  
School Road  
Off Sheffield Road  
Whittington Moor  
Chesterfield S41 8LJ  
01246 207709**

**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 the Head of LIO Service listed  
above**



## My Child Has Behaviour Difficulties



## 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 support, up to £6,000/9.5 Teaching Assistant hours.

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

- Find it hard to concentrate and get frustrated by classroom tasks and routines
- Underachieve because of poor work habits and avoidance tactics
- Be unco-operative, get into trouble and resist adult direction
- Have difficulty recognising that their behaviour is inappropriate
- Have difficulty controlling their temper and feel that school rules and disciplinary arrangements are unfair
- Have difficulty making and keeping friends
- Want their own way and be unable to share and take turns
- Have difficulty seeing things from someone else's point of view
- Show lack of respect for school or other people's property
- Have a diagnosis of ADHD
- Suffer from mood swings
- Be over anxious
- Suffer from low self esteem

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

- Find out what situations your child finds difficult
- Record examples of good and bad behaviour
- Set targets to help your child's behaviour to improve
- Set firm boundaries and arrange sanctions and rewards
- Reinforce positive behaviour
- Explain to your child in simple consistent language what s/he is required to do
- Provide some additional supervision at times when behaviour or anxiety causes concern
- Take advice about your child from relevant professionals who visit the school
- Arrange some small group support with a Teaching Assistant such as Positive Play/Support Nurture Group Anger Management
- Support your child's self esteem by ensuring that they are aware what they are good at
- Work with you so that you feel involved and can use similar approaches at home