

What else we offer:



Every Friday from
2.15pm

Skills for Life

With parental in-

volvement,
each 30 minute session helps stimulate and encourage babies to use all their senses, gently and without pressure. Playing, exploring, crawling and learning together in a fun and relaxed atmosphere.

Outreach Music Therapy

At Dorin Park School

Mondays 1.00 pm-1.30 pm

With Rebecca Hennessey

A weekly music therapy group for pre-school children and their families. Research studies acknowledge the benefits of music therapy with young children, and the group at Dorin Park School is designed to help promote early communication skills and enable pre-school children to have the opportunity to begin to explore aspects of peer interaction in a therapeutic context.

The groups also provide an invaluable opportunity for parents to share ideas and support one another.



Dorin Stay & Play Sessions

Aims:

To provide an environment that allows parents/carers to share play experiences with other children who have additional needs.

To provide an environment that offers sensory and stimulating activities that can be easily adapted to suit the individual needs of the children.

To provide an opportunity for parents/carers to meet with other parent/carers who share similar experiences to themselves.

Stay and Play every Monday after Music Therapy

Sessions from 1.30 pm - 2.30 pm

Please contact Maxine for more information about the groups offered at Dorin.



DORIN PARK OUTREACH TEAM

Specialist Teachers

Clare Roberts

Specialist Teaching Assistants

Cerys Hindley

Family Liaison Worker

Maxine Nevitt

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DORIN PARK

School and
Specialist SEN College

01244 981191

2018/19



Support within Settings

To work alongside staff in a setting that is supporting children with additional needs:

- To support implementation of strategies that will support the needs of the children
- To demonstrate and model the correct use of equipment, resources and teaching methods
- To offer 1:1 and group specialist training such as Makaton, sensory approach and basic ASD training

Transition

To provide excellent transition support, our transition programme includes:

- Assigning a transition key worker to the child
- A family liaison worker to support the parent/carer
- A teacher to liaise with the setting and other professional involved to ensure correct teaching strategies are put in place

Supporting Parents/Families

Family Liaison Worker:

- Support through the EHCP process
- Advice on form filling
- School admission meeting - transport/free school meals etc.
- Signposting to other agencies
- Support throughout outreach/transition process

Strategies & Interventions

Visual Schedules



Visual schedules use pictures to communicate a sequence of events to a child. They can be used to display everything from a bedtime routine to a to-do list to a weekly schedule of extracurricular activities and chores ...

Objects of Reference

An object of reference is any object which is used systematically to represent an item, activity, place or person. Understanding real objects is the first stage of symbolic development. Therefore using objects is considered the most concrete way of representing a word.

Intensive Interaction

Intensive Interaction in Action teaches and develops the 'fundamentals of communication', such as: use and understanding of eye contact, facial expression, using vocalization with meaning, turn taking in behavior exchanges, and enjoying interaction.



TEACCH



A program for individuals of all ages and skill levels with Autism Spectrum Disorders. Through structured learning it promotes meaningful

engagement in activities, flexibility, independence and self-efficacy.

PECS

Picture Exchange Communication System (PECS) is an alternative communication system developed in 1985 by Andy Bondy and Lori Frost, to help children affected by autism convey their thoughts and needs.

Sensory Stories

Sensory stories are a great way to provide sensory stimulation and develop communication. Most importantly, they make stories fully accessible.

