

Where can parents find more information?

www.holthouse.sheffield.sch.uk

www.councilfordisabledchildren.org.uk

www.cafamily.org.uk/

www.nnpfcf.org.uk/

www.gov.uk

www.sheffielddirectory.org.uk

If parents have any concerns or questions about the provision for their child then they should make an appointment at the school office to see Miss Bannister



Holt House Infant School & Pre-School

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Special Educational Needs and Disabilities (SEND) Parent Information Leaflet

The special educational needs co-ordinator (SENCO) is Miss Bannister

Our ethos:

The Holt House ethos is that we meet children's individual needs, whatever they are. We provide for all types of SEN of which the broad areas are:

- * Communication and interaction
- * Cognition and learning
- * Social emotional and mental health difficulties
- * Sensory and/or physical needs.

How will you know if a child has SEND?

All children are assessed on entry. These assessments tell us how well a child is attaining according to age-related expectations.

We also listen carefully to what parents have to tell us about their child. Parents are the people who know their child best so what they have to say is really important

If a child is attaining below their age related expectation in any area then activities will be provided which are at the right level. Children's progress will then be monitored by the class-teacher. Most children will make progress if the work provided by their teacher is matched to their needs and they receive some extra support from their teacher or teaching assistant. Some children may have the opportunity to access a catch-up (intervention) programme for a few weeks.

What happens next if a child isn't catching up?

If a child isn't making progress, or isn't making enough progress, then the teacher will consult the school's SEN co-ordinator (SENCO).

The SENCO may advise the teacher to carry out some further assessments, such as a reading test, or the SENCO may advise referring the child to a more specialist professional, such as our external learning support teacher or the speech and language service. Sometimes we involve health or social care, if we think that would be helpful.

We then put more specialised plans in place to meet the needs of the child. This is when we say that a child has Special Educational Needs – *a child is receiving provision different from or additional to that normally available to pupils of the same age.*

How will parents be informed?

Some parents:

- * whose child is receiving extra support in class are informed about it at the first pupil progress meeting in the Autumn
- * whose child is chosen to go on a catch-up programme will know because the teacher will write it in the child's home-school diary

A few parents:

- * whose child needs more specialised support, because they have SEN, will be invited to have **planning meetings** in school with the SENCO, classteacher and any specialist staff involved, to decide how best to meet their child's needs. These meetings happen at least once a term and more often, if needed.