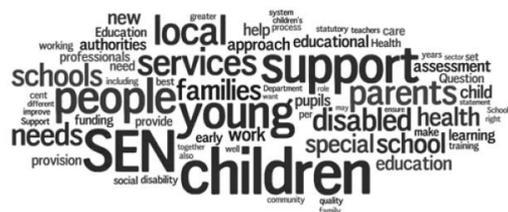


Where can parents find more information?



www.carterknowle.sheffield.sch.uk
www.holthouse.sheffield.sch.uk
www.councilfordisabledchildren.org.uk
www.cafamily.org.uk
www.nnpcf.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, Mrs Haynes, Miss Clark or Mrs Reilly.



Holt House and Carterknowle Schools Federation

Headteacher: Mrs Haynes

Head of School: Miss Clark

Holt House Deputy Headteacher: Mrs Reilly

Holt House Infant School

Bannerdale Road, S7 2EW

Telephone/Fax: 0114 255 3717

Email: enquiries@holthouse.sheffield.sch.uk

Website: www.holthouse.sheffield.sch.uk

Carterknowle Junior School

Carter Knowle Road, Sheffield S7 2DY

Telephone/Fax: 0114 255 2347

Email: enquiries@carterknowle.sheffield.sch.uk

Website: www.carterknowle.sheffield.sch.uk



Holt House and Carterknowle Schools Federation

...nurturing a caring community in which every child learns well.

Special Educational Needs and Disabilities (SEND) Parent Information Leaflet



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

At Holt House and Carterknowle we are committed to meeting children's individual needs. We provide for all types of special needs of which the broad areas are:

- Communication and interaction
- Cognition and learning
- Social emotional 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 classteacher. 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.

Children's progress is tracked carefully by teachers and senior leaders.

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 SEND co-ordinator (SENDCo).

The SENDCo may carry out some further assessments, such as a reading test, or the SENDCo may advise referring the child to a more specialist professional, such as the Autism Service or the speech and language service. Sometimes we involve Multi-agency Support Services (MAST), 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.*

For the very few children who have complex needs and may need specialist support, an Education, Health and Care Plan may be appropriate if all the agencies agree.

How will parents be informed?

Those 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 a note in their child's home reading diary.

Some parents:

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

A very few parents:

- * whose child has complex needs, may be invited to meet with the educational psychologist. This could include discussing whether an Education, Health and Care Plan is appropriate.