



**A Parent's Guide to
Special Educational Needs
and Disabilities at
Holmesdale Infant School**

Special Educational Needs and Disabilities (SEND)

Sometimes children need extra help in their learning. This may be over a long period of time or only for a few weeks depending on the nature of the difficulty. Many children only need a short 'boost' of help to overcome a problem.

We have a range of support such as Reading Partnerships, Language programmes and Numeracy booster groups that your child may access during their time at school.

At Holmesdale Infant School we treat each child as an individual and try to handle any worries or concerns with sensitivity. We aim to increase each child's self-esteem and confidence as well as giving practical, structured support.

We have a Special Educational Needs And Disabilities Co-ordinator (SENDSCO) who organises any extra support and liaises with people outside school who may be able to help. The SENDSCO is Mrs Russell.

How do we know if a child needs extra help?

- All teachers plan for their classes at different levels but some children still struggle with literacy and numeracy. These children will need extra support.
- A child may have significant listening/concentration difficulties, or relationship problems.
- A child may have physical/co-ordination difficulties.

- Concern can be expressed by various people, such as the class teacher, teaching assistants, parents, previous schools and nurseries.

Who should a parent contact if concerned about their child?

The class teacher in the first instance. Alternatively the SENDCO or the Headteacher will be happy to talk to you.

How will a parent know if school has concerns about their child's learning?

The class teacher or the SENDCO will contact parents to discuss any difficulties and/or support. This may be done at any time of the year. We believe that good communication is vital so that teachers can work with parents to help children progress.

How do we help and support children with SEND?

- We identify what the difficulty is and the best course of action.
- Children may be supported in the classroom or taken out in small groups or individually.
- We plan targeted intervention according to the need of the child.
- We seek the child's views and are sensitive to their needs.
- We discuss the child's needs with their parents.

The SEND Code of Practice

- Initial Concern—In each class there may be a few children who will be monitored more closely by the class teacher. This is our first level of concern and parents will be informed.

- School Action—The next level of concern, when additional support may be given. This intervention may only be short-term as a ‘boost’ for children.
- School Action Plus—At this level of concern we seek advice from expertise outside school. At this level, children will have an Individual Education Plan (IEP) with specific targets agreed with parents, outside agents and the SENDCO. This is reviewed three times a year.

About 2% of children will need further help and will require an Educational Health Care Plan (EHCP) arranged by Derbyshire LA. If the LA awards a child an EHCP it will be reviewed once a year.

Some children may access SEND support at a different level, needing extension activities and a selection of more challenging differentiated work.

We have a gifted and talented register that is updated termly. You will be informed if your child is on this.

We hope this leaflet has helped you to understand SEND at our school.

Please do not hesitate to contact any of the staff if you have any further questions.

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