



## **Local Offer for pupils with Special Educational Needs and Disabilities**

At Linaker Primary school we value all children equally. We are committed to fulfilling our mission statement to enable every child to Flourish and grow.

At Linaker Primary School, we strive to ensure that every child with Special Educational Needs and Disabilities (SEND) receives the support they need to make the best progress and be part of an inclusive school life.

All children have access to a broad and balanced curriculum with high expectations set for all pupils, relevant to their prior attainment. Potential areas for difficulty are identified and addressed as soon as possible. All lessons take into account possible areas of difficulty so that any barriers to achievement are overcome through High Quality teaching.

### **How do we define Special Educational Needs?**

A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) or would do so if special educational provision was not made for them. (SEN Code of Practice 2014)

### **1.What types of SEND does the school cater for?**

The school provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 :

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

## 2. What are the school's policies for identification and assessment of pupils with SEN?

Pupils are identified as having SEN, and their needs are assessed through :

- Information passed on from Nursery or previous schools
- FSP, KS1 and KS2 results, baseline testing and progress data
- Discussions during termly pupil progress review meetings
- Discussions between teachers, parents, pupils and teaching assistants during SEN review meetings
- Analysis of the impact of intervention programmes
- Feedback from teaching staff and observations
- Analysis of the impact of Pupil Premium interventions
- Referrals from parents
- Pupil referrals
- Information received from external agencies, e.g. paediatricians, speech therapists

### 3a. How do we evaluate the effectiveness of the provision made for pupils with SEN?

- Impact tracking is completed at least termly and adaptations to provision are made in light of these findings
- Half Termly evaluation of individual pupil SEN Support Plans
- Discussions during SEN review meetings
- Observations of teachers high quality teaching approaches
- Observations of teaching assistants delivering programmes to SEN children
- Progress and evaluation is reported to the Governor with responsibility for SEN
- Reports to the Governing Body are made through the Headteacher's Report
- SEN Information Report and Nutshell is posted on Website

### 3b. What are the arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review?

Arrangements include :

- Data tracking and pupil progress review meetings
- SEN Support Plans are in place for children on the SEN register and parent and pupil voice is included.
- ECHP and High Needs Funding Action plans are reviewed and adjusted.
- Observations of teachers by Senior Leadership Team to ensure effective and inclusive high quality teaching strategies and adaptations are in place.
- Observations of teaching assistants delivering programmes to children on the SEN register.
- Diagnostic assessments whereby information is used to inform support plans.
- Meetings with pupils and families to review and adjust SEN support plans.
- Analysis of the impact of Intervention programmes through beginning, middle and end assessments.

### 3c. What is the school's approach to teaching pupils with SEN?

Provision for SEN pupils includes :

- High quality teaching, with appropriate adaptations in place
- Extra adult support in classrooms depending on availability
- In class small group or 1:1 support by the class teacher during lessons
- Personalised provision through time limited programmes
- Personalised provision through adapted resources and interventions
- Assessments and observations carried out by external agencies e.g. Educational Psychologist, Inclusion Consultant, Speech and Language therapist
- Recommendations from external agencies are implemented into SEN support plans by teachers and teaching assistants working with individual children

### 3d. What adaptations are made to the curriculum and the learning environment of pupils with SEN?

The curriculum /learning environment may be adapted by :

- Groupings that target specific levels of progress
- Differentiated resources and teaching styles
- Appropriate choices of texts and topics to suit the learner
- Opportunities for children to go on school trips to build up a greater experience and understanding of topics covered
- Access arrangements for tests
- Additional adult support in class (when available), outside of the class in small groups or on a 1:1 for timed sessions each week.

### 3e What additional support is available for SEND pupils?

The school provides various intervention programmes that meet the individual needs of pupils. Children who may require higher levels of support have access to appropriately trained support staff. Examples of some of the programmes available to our children are listed below:

#### **Communication and interaction**

School start

Time to Talk

#### **Cognition and learning**

Read Write Inc for reading and spelling, Fresh Start

Word Shark

Non-verbal reasoning programme

Active Literacy

Memory Fix Programme

#### **Social, emotional and mental health difficulties**

Learning to Become Socially Talented

Social stories

Parenting 2000 Counselling

Circle of friends

Social and Emotional Intervention

Drawing and Talking Therapy

Relaxed Kids

#### **Sensory and/or physical needs**

Fine motor skills programme

Teodorescu writing programme

**3f. What support is available for improving the social emotional and mental health of pupils with special educational needs,**

Pupils are well supported by :

- A social emotional and mental health support team that provides programmes such as friendship groups, anger management and self-esteem building
- Delivering of social stories and Learning to Become Socially Talented programme
- Targeted support for individual pupils and involvement from Sefton Mental Health Team
- School Council
- Pupil Voice
- Reduced or modified timetable
- Home/school communication
- Visual timetables and task boards
- Delegation of a key person to support individual pupils

**4) The Name and contact details of SEN Co-ordinator**

**Name and contact details of SEN Governors**

Inclusion Manager – Mrs Pauline Clayton  
Headteacher – Mrs Jan Holmes  
SEN Governors –

School telephone number: 01704 532343

**5. Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.**

- The Inclusion Manager has the National Award for SENCO qualification
- Whole staff are trained in supporting pupils with ASD and developing enabling environments
- Whole staff are trained in teaching a synthetic phonics programme (Read Write Inc) and teaching early reading
- Support staff are trained to teach a range of intervention programmes including:  
1<sup>st</sup> class at number, Maths Mastery, Read Write Inc. and Fresh Start
- Individual staff are trained re ADHD, ASD, Code of Practice, supporting the socially and emotionally talented child
- Specialist expertise is engaged from external services including: an Educational Psychologist, Speech and Language Service, Educational Welfare Service, Occupational Therapy, Counselling Services and the School Nurse.

#### 6. What specialist equipment and facilities are there to support children with SEN?

- A wide range of ICT equipment is available to help motivate pupils and access learning. These include laptops, iPads, microphones, reading pens and talking books.
- Word Shark is used to develop and reinforce basic skills in literacy.
- Workstations, visual timetables, task organiser boards and equipment such as countdown timers are employed to assist pupils in understanding what is expected of them and help them remain engaged with their learning.
- Advice and equipment from outside agencies is employed as and when the need arises, such as specialist seating or writing slopes.

#### 7. What arrangements are there for consulting and involving parents of children with SEN?

- Parental contact with the class teacher is regular and meetings occur at least half termly and when the parent or teacher has something specific to discuss.
- At the beginning of the school year current and previous class teachers meet to update and SEN Support Plans. Parents will be invited to half termly reviews to discuss their child's progress and set new targets for their child's learning.
- Class teachers are always available for parents to contact as is the school Inclusion Manager.
- For children with more significant needs regular meetings are held with the class teacher, parent, teaching assistant, external agencies, and where appropriate, the pupil to discuss progress and the impact of the support provided. New targets and actions are agreed at this meeting.

#### 8. What arrangements are there for consulting children with SEN about, and involving them in, their education?

Children are informed and involved in their SEN Support Plans in a number of ways:

- Through discussion with their class teacher and teaching assistant about their provision, their learning targets and their preferred learning environment within the classroom.
- Through meetings with external agency staff to discuss recommendations and strategies.
- By consulting the child and family to ascertain their views regarding their support, progress and well-being.
- Pupils are encouraged to complete a one page profile outlining their needs and support they think they may need.
- By attending meetings, if appropriate.

**9. What are the arrangements for parents of children with SEN who may wish to make a complaint about the provision?**

- Parents are advised to talk to the class teacher in the first instance.
- The Inclusion Manager can be contacted to discuss any issues parents may have regarding their child's progress or wellbeing.
- The Headteacher and Deputy Headteacher can be contacted to discuss any issues parents may have regarding their child's progress or wellbeing.
- If parents have a complaint, they should go to the policy section of the school's website. The Complaints Procedure is explained in this section.

**10. How does the school and governing body involve health, social services bodies, Local Authority services and voluntary organisations in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?**

The school works with a number of external agencies to seek advice, support and conduct progress reviews to ensure that the needs of the children are fully understood and met.

These include:

- Sefton's Special Educational Needs and Inclusion Service (SENIS)
- Educational Psychology Service
- Physiotherapy Service
- Occupational Therapy Service
- Speech and Language Therapy Service
- Child and Adolescence Mental Health Service (CAMHS)
- School Nurse
- Paediatric Services

Working in partnership with external agencies provides the child, family and school with:

- Personalised care, education, pastoral or transition support plans.
- Strategies and equipment to ensure access to the curriculum and enhance progress.
- Diagnostic assessments, recommendations, action plans, advice and referrals to other agencies.
- Training for school staff.

**11. What are the contact details of support services for parents with SEN?**

|                              |                    |   |
|------------------------------|--------------------|---|
| Educational Psychologist     | Stuart Duckworth   | SENIS@Sefton.gov.uk   |
| Inclusion Consultant         | Sophie Walsh       | SENIS@Sefton.gov.uk   |
| School Nurse                 | School Health Team | <a href="mailto:mcn-tr.seftonschoolhealth@nhs.net">mcn-tr.seftonschoolhealth@nhs.net</a><br>0151 247 6354 |
| CAMHS                        | Sefton CAHMS       | <a href="tel:01512824527">0151 282 4527</a>   |
| Speech and Language Services |                    | Netherton Health<br>Centre Call 0151 247<br>6109. Magdalen Square,<br>Netherton, L30 5SP                  |

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|--|---|---|
| Special Educational Needs and Disabilities Information Advice and Support Services (SENDIAS) |   | <a href="mailto:sefton.sendiass@barnardos.org.uk">sefton.sendiass@barnardos.org.uk</a><br>0333 323 8003 |
| Sefton Parents and Carers  | <a href="http://www.seftonpcf.org/">http://www.seftonpcf.org/</a> | <a href="mailto:Info@seftonpcf.org">Info@seftonpcf.org</a>  |

## 12. What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education?

Arrangements for supporting pupils with SEN in a transfer between classes may include:

- Preparing the child for the transition, during the Summer Term including additional visits to the new class with the new teacher.
- Involving the new teacher in end of year review meetings.
- Inviting the family and child to discuss the transition, meet the new teacher and discuss implications of the move.
- Possibly moving a familiar member of staff into the new class.
- Teaching staff sharing information, reports and support plans

Arrangements for supporting pupils with SEN in a transfer to a new school may include:

- The Inclusion Manager organises meetings with the family, child, staff from the new school and outside agencies to discuss and agree a transition plan.
- Additional visits to the new school for the child and family. This may include a familiar member of staff accompanying the child on the visit.
- The completion of a transition booklet
- The Inclusion Manager ensures information, reports, support plans and pen portraits are discussed with and given to the SENCO in the new school.

## 13. Where is the Local Authority's Local Offer published?

Sefton Council's local offer website can be found at  
<http://www.seftondirectory.com/localoffer>

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