



# Linaker Primary School

## SEND Information Report and Local Offer



### DOCUMENT CONTROL

<b>This document has been approved for operation within:</b>	<b>Linaker</b>
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<b>Review Period</b>	<b>Annually</b>
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## SEND Numbers September 2024

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>EHCP</b>	2	1	3	0	1	2
<b>K</b>	5	6	10	15	10	13
<b>Primary Needs</b>						
Cognition and Learning	0	1	1	3	3	8
Communication and interaction	6	7	9	6	4	10
SEMH	1	2	3	6	7	14
Physical Disability	0	0	0	0	0	1

### Guiding Principle

Linaker Primary School is a fully inclusive school and aims to ensure that all pupils achieve their best possible outcomes academically; emotionally; socially; personally, in all areas of the curriculum. The provision and delivery of a curriculum experience matched to the special educational needs of pupils at Linaker Primary School is underpinned by the following guiding principle:

We aim to provide a quality learning experience which is valued by the pupil. There is an emphasis on high expectations, personal challenge and achievement within caring 'family' environment, which allows individuals to thrive regardless of their ability.

To support this:

- the pupil is placed at the centre of the process
- positive relationships with pupils based upon trust and mutual respect are a priority
- a graduated approach is employed
- home and school form a mutually supportive partnership to serve the interests of the pupil

### Does my child have SEND?

A young person has Special Educational Needs or Disability if they have a learning difficulty or disability which calls for special educational provision to be made for them. If the impairment has a substantial and long term effect on a person's ability to carry out normal day to day activities it may amount to a disability.

If your child is identified as having a SEND we will inform you and place them on the SEND register.

### Arrangements at Transition

To support effective transition for our pupils with SEND, we actively engage with the Sefton Transition event alongside local high schools. This event provides a valuable opportunity to share all relevant and important SEND information to ensure continuity of support and provision as pupils move on to the next phase of their education.

In addition to this, we provide an enhanced transition package for our children. This includes additional visits to their new schools to help them become familiar with the environment, staff, and routines. We also deliver targeted PSHE lessons focused on transition, which are designed to address any worries, build confidence, and develop the social and emotional skills needed for this important change.

### **How will my child's needs be identified?**

All children are entitled to receive help according to their needs. It is recognised that, as levels of severity increase, so does the input from the school. There is no time restriction for a child to be regarded as having Special Educational Needs so movement up and down the SEND Register is monitored regularly by the SENCO and the Senior Leadership Team.

The areas of need are:

- cognition and learning
- emotional, behavioural and social
- sensory/physical and/or medical
- communication and interaction

### **On Entry**

Children with potential SEND needs are identified early through our thorough transition process. We attend the SEND EYFS Transition Event, where key information is shared by nurseries with our EYFS Lead and SENDCo. This collaborative approach ensures that any known or emerging needs are highlighted before the child starts school.

Where additional support may be required, our EYFS Lead conducts bespoke visits to nurseries and, where appropriate, to family homes. These visits help build a deeper understanding of the child's needs, strengths, and routines, and support a more personalised transition into school.

Our staggered start approach allows children to settle gradually into the school environment. Additionally, meetings with parents and carers during the transition period provide valuable insights and help us build strong partnerships from the outset. This early collaboration enables us to plan and implement support as needed to ensure each child receives the best possible start to their school journey.

### **Throughout school**

Class teachers also make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly below that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Your child's progress can be discussed with the SENCO and Classroom Teacher at any point. Your child's needs may warrant inclusion on the school's SEND Register which is regularly reviewed to ensure that all pupils' needs are being met.

### **What should I do if I think my child may have special educational needs?**

We believe positive working relationships with our pupils and families is vital for your child's development as you have vital and unique knowledge about your child's needs. If you are concerned about your child do not hesitate to contact your child's Classroom Teacher or SENDCO Mrs Parr who will be able to advise on the next steps, this may involve further assessments in school, referral to your GP or other external agencies dependent on the nature of the concern.

### **How will Linaker Primary School support my child?**

For the majority of pupils, quality first classroom teaching will fulfil their learning needs. Some pupils, however, may require the curriculum to be slightly adapted or work to be additionally differentiated in order for the individual to make progress.

Some pupils may require 1 to 1 or small group intervention from a member of the SEND team to bridge a learning gap or to develop strategies to cope with a particular need.

### **Support and Interventions**

Following identification of learning needs, the SEND team will initiate personalised intervention. Intervention may include:

Intervention Name	Objective
<b>Read Write Inc and Fresh Start</b>	<b>Read Write Inc. Fresh Start</b> is a reading and writing programme for older children who need extra support with literacy. It uses phonics to help them catch up quickly and confidently. Lessons are fun, age-appropriate, and delivered

	in small groups to build reading, spelling, and writing skills step by step.
<b>Precision Teaching</b>	<b>Precision Teaching</b> is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills. It has an inbuilt monitoring function and is basically a means of evaluating the effectiveness of what is being taught.
<b>Word Shark</b>	<b>Wordshark</b> is a fun and educational computer program we use to help children improve their spelling and reading. It combines games with a structured approach to learning words, making it especially helpful for children who find literacy challenging, including those with dyslexia. Wordshark helps build confidence and supports each child at their own pace.
<b>Time to Talk</b>	<b>Time to Talk</b> is a language and communication programme designed to help young children develop their speaking, listening, and social skills. Through fun activities and games, children learn how to take turns, make eye contact, listen carefully, and talk confidently with others. It's especially helpful for children who need extra support with their communication.
<b>Memory Fix</b>	<b>Memory Fix</b> is a programme we use to help children improve their working memory—the ability to hold and use information in their minds. Through fun and practical activities, it helps boost concentration, organisation, and learning skills, especially in reading and maths. It's great for children who need extra support with remembering and following instructions.
<b>Maths Intervention</b>	Bespoke individual intervention to help close the gaps in a pupil's understanding in maths.
<b>Support during unstructured times in the Snug</b>	A calm and quiet environment to support building relationships and friendships.
<b>Mental Health Support Team</b>  <b>MHST</b>	The <b>Mental Health Support Team</b> works with our school to support the emotional wellbeing and mental health of our pupils. They offer early help through one-to-one or group sessions, focusing on issues like anxiety, low mood, and emotional regulation. The team also works with staff and parents to promote a whole-school approach to mental

	health, ensuring children feel supported, understood, and ready to learn.
<b>Provision of alternative learning materials / special equipment.</b>	Use of ipads, hearing aids, specialist equipment.

### **External agencies that might be involved with your child.**

We also work with external bodies including health and social care bodies, local authority support services and voluntary sector organisations to provide support for pupils with SEND and support for their families:

- Educational Physiologists
- SENNIS Inclusion Consultants
- Social Communication team
- Occupational Therapy
- Speech and Language
- Physiotherapy
- Occupational Therapy

### **How will my child's SEND be shared with staff?**

Children with moderate to severe SEND will be placed on the school's SEND Register which is regularly reviewed and used to track pupil progression and monitor effective provision. Pupils on the register and pupils with an EHCP have a Targeted Learning Plan, brief pupil background, core data and teaching and learning strategies. Both the SEND Register and Targeted Learning Plans are shared with teaching staff to ensure information has been communicated. Progress of pupils on the SEND register is regularly monitored.

Pupil data and personal information is only shared and discussed when it is professionally pertinent to do so.

### **How will Linaker Primary School support my child's overall well-being?**

At Linaker Primary School, we recognise that for some children school is not always an easy experience. Children occasionally face social and emotional challenges which can impede their learning; for these more vulnerable children our involvement might need to be intensified, and to this purpose we have our school Snug.

The Snug at Linaker Primary School is modelled on the key principles of nurture and wellbeing as identified. We recognise that:

- Children's learning is understood developmentally
- The classroom/Snug offers a safe base
- Nurture is important for the development of self-esteem
- Language is understood as a vital means of communication
- All behaviour is communication

These five principles provide a framework from which we operate to offer a more intensive level of support for our more vulnerable or anxious pupils. We offer a comprehensive package of support allowing pupils the opportunity to share their worries or concerns with a specially trained member of staff. Every child is very much an individual and their needs are assessed as such. We welcome any pupil in need, and always maintain a secure and supportive working relationship with parents and carers.

The school offers a range of activities during unstructured times and after school including access to the Library, sensory circuit room and sporting activities.

We also have a Mental Health and Wellbeing Co-Ordinator who supports pupils with their mental health. We work closely with our Mental Health Support Team and make referrals when we feel young people would benefit from intensive support e.g. Cognitive Behavioural Therapy, coping with anxiety, worry management etc.

### **How can I be involved as a parent / carer?**

At Linaker Primary School we aim to work in cooperation with parents and pupils to create the best outcomes for individual pupils. We will invite parents into school regularly throughout the academic year to discuss their child's progress. This will usually take place through EHCP or Targeted Learning Plan review meetings, parents' evenings, progress review days and the reporting process.

Other situations may arise where it is necessary to contact home to:

- request parental permission for specialist assessment of a pupil. This is followed by a formal letter/referral.
- discuss new/arising issues regarding a pupil's behavioural or academic need not presently identified.
- discuss reports following external intervention from a service such as Speech and Language Service.
- informally speak with parents regarding their child's needs and progress.

### **My child has an Education and Health Care Plan. How will this be reviewed?**

- The Annual Review ensures that, once a year, the parents, pupil, Local Authority, school, and all the professionals involved consider both the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the EHC Plan.

### **What will happen during an annual Education and Health Care Plan review?**

The Annual Review should aim to:

- Celebrate the successes and progress made.
- assess the pupil's progress towards meeting the objectives specified in the EHC Plan and to collate and record information that the school and other professionals can use in planning their support;
- review the special provision made, including appropriateness of special equipment provided, in the context of the National Curriculum and assessment and reporting arrangements;
- Where appropriate, school will provide a profile of current levels of attainment in basic literacy, numeracy and a summary of progress achieved in other curriculum areas; indicate, where the EHC Plan involves a modification or disapplication of the National Curriculum, what special arrangements the school have made for the pupil;
- consider the continuing appropriateness of the EHC Plan in the light of the pupil's performance during the previous year, and any additional special educational needs which may have become apparent in that time.
- consider whether to cease to maintain the Statement/EHC Plan or whether to make any amendments, including any further modifications or disapplication of the National Curriculum;
- set new targets for the coming year, if the EHCP is to be maintained. Progress towards those targets can be considered at the next review meeting.

### **Transition to Secondary School**

- All pupils with an EHC Plan receive an enhanced transition package
- The Year 6 teachers and SENDCo attend the Sefton Transition event in the Spring term

### **Staff expertise and training.**

Our staff are adept at supporting children SEND. We continually train staff on the range of approaches they can use in the classroom to support pupils. All staff have an extensive SEND Handbook which outlines the strategies to be used. Regardless of whether or not your child has a formal diagnosis, these strategies are rooted in good teaching and consistency. We do not need a formal diagnosis to do the right thing.

Communication across our staff also plays an important part in alerting staff to children who are presenting with difficulties. Each week we hold a Vulnerable Pupil Panel for Senior Staff, and our Children and Family Well Being Manager is in attendance to discuss children who may be struggling in school. We also hold weekly whole-staff briefings and during these staff are also alerted to children presenting with specific challenges and how teaching staff can support them. Children's learning difficulties are always recorded on our management information system. This is crucial information which staff access and utilise to plan their lessons.

Training will be regularly provided to teaching and support staff. The headteacher and the SENCO continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Teaching and support staff are experienced in working with children with a range of SEND including ASD, ADHD and specific learning difficulties. The SENCO is a member of the Senior Leadership Team, holds the National Award for SENCO qualification and an NPQSL. Our Children and Family Well Being



Manager is trained in Drawing and Talking, Relax Kids, Elsa, Next Steps and trauma and attachment and mental health and well-being.

### **How accessible is the school environment?**

There is one disabled access toilet area in school, two hygiene suites and a number of ramps for wheelchair access. Disabled parking is also available in the visitor and staff car parking areas.

### **Contact details of support services for parents of pupils with SEND**

SENDIAS Team: Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND.

SEFTON CONTACT:

<https://www.seftondirectory.com/kb5/sefton/directory/advice.page?id=x8sKvkxyZyo>

LANCASHIRE CONTACT: <https://lancssendias.org.uk/about-us/what-we-do-at-lancashire-send-ias/>

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.

Lancashire's Information on this free service is located here:

<http://www.globalmediation.co.uk/2014/07/special-educational-needs-mediation/>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here: <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Local Authority Local Offer- Information about Sefton's local offer regarding SEND can be found by clicking here: <https://www.sefton.gov.uk/localoffer>

Admissions procedures- Admission arrangements for children with special educational needs or disabilities follow Sefton's Admission Policy.: <https://www.sefton.gov.uk/admissions>

Where a child has an Education, Health, and Care Plan (EHCP) the SENDCo will always plan with the family and outside agencies prior to admission.

[Parenting Resources](#) providing advice and information to support children's development and behaviour.

The [News and Updates](#) page has details of information and training sessions for parents, including Autism training.

### **[Embrace Parent Support Service](#)**

Embrace are a local organisation providing support for parents/carers of a child with SEND. This includes:

- Coordinating services involved in your child's care to ensure they receive the support they require
- Targeted emotional support
- Information on specific disabilities, behaviour and sensory issues
- Developing your organisation and self-advocacy skills

Follow Embrace on social media for details of sessions and activities, details are on their website.

For more information or to make a referral to the Embrace Parent Support Service, you can book an appointment online [Embrace Parent Support Service](#) or call 01942 233323.

### [Join Parent Carer Forum](#)

[Sensoriel](#) in Ince offer a range of services including sensory rooms for children.

### **Who can I talk to if I have any concerns?**

If you have any concerns with regard to the SEND provision offered at Linaker Primary School please contact Mrs. H. Parr on 01704 532 343 or email her at [SEN@linaker.org.uk](mailto:SEN@linaker.org.uk).

### **Other contact details:**

Mrs. D. Waring SENCo – [waringd@flhs.wigan.sch.uk](mailto:waringd@flhs.wigan.sch.uk)

Mrs. V. Fletcher Children and Family Well Being Manager [vanessa.fletcher@linaker.org.uk](mailto:vanessa.fletcher@linaker.org.uk)

Miss. L. Sambrook Assistant Head & DSL – [leanne.sambrook@linaker.org.uk](mailto:leanne.sambrook@linaker.org.uk)

### **Compliance:**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (2015)
- The Mental Capacity Act Code of Practice (2014)
- Supporting Children at School with Medical Conditions (2013)
- School's SEND Information Report Regulations (2014).
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 3 and 4 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

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