



Linaker
Primary School

Parents of Pupils with SEND Handbook

September 2026

Supporting pupils with SEND

This handbook explains Linaker's approach to inclusion, the support available for pupils with SEND and how we work alongside children and families.

TEAM Linaker



Togetherness



Empathy



Aspiration



Mutual Respect

One team, everyone belongs

Supporting Pupils with SEND at Linaker Primary School

At Linaker Primary School, inclusion begins with belonging. We want every child to feel known, valued and able to take an active part in school life. For pupils with special educational needs and disabilities (SEND), this means noticing barriers early and responding with care, ambition and the right support.

This handbook sets out what that support may look like, how decisions are reviewed and how we work with pupils and families so that provision remains meaningful and responsive.

Our Promise

In short, our mission is:

For all children to realise their potential

At Linaker, high expectations and nurture sit side by side. We celebrate different starting points and different ways of learning while remaining ambitious for every child's progress, independence, relationships and future.

Our Approach to Supporting Pupils with SEND

Our approach is built around:

- Ambition for all: We focus on what pupils can achieve and provide challenge, encouragement and support that reflect their individual starting points.
- Inclusion through quality teaching: Classroom teaching is the first response to need. Teachers adapt explanations, tasks, resources and routines so pupils can learn alongside their peers wherever possible.
- Knowing every child well: We listen to the pupil, their family and the adults who know them, building a rounded picture of strengths, needs, interests and aspirations.
- Working together: Effective SEND support is shared work. Pupils, families, class teams, the SEND team and relevant specialists each contribute to planning and review.

Our practice is informed by national guidance and research, including The Teacher Handbook¹, Special Education in Mainstream Schools from the EEF² and Maximising the Impact of Teaching Assistants³.

References

[1. The Teacher Handbook: SEND](#)

[2. Special Education in Mainstream Schools](#)

[3. Maximising the Impact of Teaching Assistants](#)

How we Support your Child

I. The Five to Thrive

These five approaches help adults plan with the learner in mind. They support access and participation for everyone and are particularly important when a pupil has SEND.

Evidence Based Practice	What this means for your child
Know the Child	We begin with the individual child. Teachers use the child's strengths, interests, voice and TLP or Pupil Passport to shape learning and support.
Clear & Consistent Language	Adults use calm, direct language, explain new vocabulary carefully and check that pupils have understood before moving on.
Plan Creatively	Learning is adapted thoughtfully so pupils can join in, experience success and show what they know in different ways.
Scaffold Learning	Teachers make learning manageable through small steps, modelling, worked examples, visual support and opportunities to practise.
Know More, Remember More	Important knowledge is revisited regularly so pupils can connect new learning with what they already know and remember it over time.

2. The Targeted Learning Plan (TLP) or Pupil Passport

Every pupil on the SEND register has a TLP, a Pupil Passport or both, according to what will be most useful. Together, these documents help us capture:

- barriers to learning,
- what helps them learn best,
- strategies that work in class,
- personal reasonable adjustments,
- and how teachers, parents, and pupils can work together.

TLPs and Pupil Passports are working documents. They are developed with the child, family and school team and updated when new information, progress or changing needs show that something should be adjusted.

Where a pupil's needs are met through the strategies ordinarily available in class, a formal review may take place annually. Pupils receiving more targeted or specialist support will have reviews at least twice each year, and sooner whenever this is needed.

Our Integrated SEND Provision

New for September 2026



Fully integrated – not separate

The Shore opens in September 2026 as part of Linaker's wider SEND offer. It is not a separate school or a fixed destination. Children access it because of the support they need, and learning is planned from their own developmental and academic starting points.

Every child remains part of TEAM Linaker

A child who learns in The Shore still belongs to their mainstream class and year group. Their class teacher remains an important part of their education, and opportunities to learn, play and celebrate with classmates are planned meaningfully.

Some pupils will need a different pace, environment or curriculum emphasis for part or all of the day. This learning remains purposeful and ambitious, with communication, regulation, relationships and growing independence at its heart.

The Shore is not a place apart

It is a place of support, strength and preparation.

What this means in practice

- provision is shaped around the child rather than expecting the child to fit a set programme,
- a pupil's week may include learning in The Shore, their class or a planned combination of both,
- adults prioritise safety, communication, regulation, relationships and readiness for learning,
- support levels are reviewed and can change as confidence, skills and needs develop, and
- success includes participation, connection, progress and increasing independence.

Our shared commitment

There is no 'us and them'. There is only TEAM Linaker.

Our SEND Learning Pathways

Shore · Pier · Ocean

Shore, Pier and Ocean give us a shared language for matching provision to need. They do not label a child or decide where they permanently belong. A pupil may move between pathways, or draw on elements of more than one, as part of an agreed and regularly reviewed plan.

Learning pathway	What it means for your child
SHORE – Informal	Learning is highly personalised, relational and responsive to sensory and developmental needs. Priorities may include communication, emotional regulation, early thinking skills and everyday independence, while maintaining meaningful links with class and school life.
PIER – Semi-Formal	The Pier provides a supported bridge between highly personalised provision and classroom learning. Pupils practise skills through adapted, structured teaching and are helped to use them with different people, in different places and across lessons. This support is flexible and reviewed.
OCEAN – Formal	Pupils access the mainstream curriculum within their class, supported by adaptive teaching, appropriate scaffolds and targeted intervention. Adults aim to give enough help for success while deliberately creating opportunities for independence.

Supporting spaces across school

The DEN, Calm Cove and Snug Harbour provide planned nurture, regulation, intervention and pastoral support, with a particular focus on meeting our children's social, emotional and mental health (SEMH) needs. These spaces give pupils a calm and supportive place to feel safe, regulate their emotions, rebuild their readiness to learn and return successfully to the wider school day. They are an important part of our whole-school approach and are not intended to remove children from classroom life indefinitely.

The SNUG and pastoral support

Mrs Vanessa Fletcher is Linaker's Pastoral and Wellbeing Lead and is based in the SNUG. As a member of the school's safeguarding team, Vanessa works with individual children, groups and families, providing a trusted point of contact and support.

Children can visit Vanessa during the SNUG's drop-in times at morning break and lunchtime. She offers a range of planned approaches according to individual need, including ELSA support (Emotional Literacy Support Assistant), Relax Kids and Drawing and Talking therapy. Vanessa is also available before or after school when parents and carers would like a chat.

Supporting our Young Carers

Linaker Primary School is committed to recognising and supporting young carers. Vanessa Fletcher is our Young Carers Lead. Children and families are welcome to call into the SNUG for a conversation or leave a note in the Young Carers message box if they would like support.

You can contact Vanessa by calling 01704 532343 or by emailing snug@linaker.org.uk.

My Happy Mind

Across school, we also use My Happy Mind to help children understand how their brains work, recognise and talk about their feelings, develop positive relationships and learn practical strategies for managing their emotions. This shared approach gives children and adults a consistent language for wellbeing, resilience and self-regulation.



One Team • Everyone belongs

BELONG • BUILD • THRIVE

3. Pedagogy: Consistency that Supports Every Learner

Across Linaker, familiar teaching routines give pupils a clear rhythm to lessons while leaving room for teachers to respond to the children in front of them.

For many pupils with SEND, predictability reduces the effort of working out what will happen next. This creates more space for attention, communication, participation and learning.

Every Learning Thrives – We pick core techniques that everyone uses

Techniques	How it supports pupils with SEND
1. Start in Silence	A quiet and familiar beginning gives pupils time to settle, regulate and feel ready for the lesson ahead.
2. Prior Learning/Retrieval	A short task helps pupils begin independently while revisiting learning that builds confidence and memory.
3. Magnet Eyes/SMART	A shared attention cue makes expectations clear and helps pupils recognise when important teaching or instructions are beginning.
4. Read with a Ruler	Tracking one line at a time can make a page feel less overwhelming and helps pupils maintain their place and attention.
5. Teaching & Learning Toolkits	Having helpful resources close at hand supports independence and avoids unnecessary interruptions or anxiety.
6. Warm Call	Adults create safe opportunities for every pupil to contribute, with thinking time and support matched to individual confidence and need.
7. Show Me Boards	Whole-class responses allow teachers to notice understanding quickly, celebrate success and adapt teaching straight away.
8. Active Vocabulary	Hearing, repeating and acting out new language gives pupils a supported way to practise vocabulary, pronunciation and sentence patterns.
9. Think, Pair, Share	Planned partner talk lets pupils rehearse an answer before sharing, supporting language, confidence and participation.
10. Exit	A clear and consistent ending helps pupils understand what happens next and move calmly into the following part of their day.

Used with professional judgement, these routines create consistency without removing flexibility. The aim is a calm learning environment in which pupils feel secure enough to think, contribute and take increasing responsibility.

Working Together with Parents

You know your child best

Families hold knowledge that school cannot gain from assessments alone. We want to listen carefully, share information honestly and work through concerns together.

We will:

- explain the support in place and share what we are noticing about progress,
- invite your views when plans and provision are reviewed, and
- take seriously the approaches, interests and motivators that help your child outside school.

What we ask of parents and carers:

To help us work effectively together, we ask that you:

- tell us promptly when you notice a concern or a change in your child's learning, communication, behaviour or development,
- share relevant health information, diagnoses, professional reports and recommendations so that we can plan safely and accurately,
- let us know about changes in family circumstances, health or wellbeing that may be affecting your child,
- join review meetings and planning conversations wherever possible, sharing questions as well as successes,
- help us understand routines or strategies that are effective at home, and
- maintain open communication so that small issues can be explored before they become bigger barriers.

Why this matters

When home and school share a clear picture, support can be introduced earlier, reviewed more meaningfully and kept consistent for the child.

Useful Contacts

You can contact our SEND team anytime via 01704 532343 or by emailing SEN@linaker.org.uk.

SENDCo :	Hannah Parr
Assistant SENDCo:	Rachael Keeley

Nibble and Natter

Nibble and Natter is Linaker's termly SEND coffee afternoon. It gives parents and carers an informal space to meet, talk with others who may have similar experiences and build supportive connections.

Sessions also provide an opportunity to learn more about SEND support in school and services in the wider community. We want families to feel informed, welcomed and confident about where they can seek advice.

Each meeting includes a short, practical focus such as sleep, communication or supporting ADHD. Parents and carers are encouraged to suggest future themes to the SENDCo.

Useful Websites:

SEND at Linaker Primary School - https://padlet.com/hannahparr2/send-at-linaker-primary-school-rj6rnhmcrcswilsvh
Sefton Local Offer - https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page
Sefton Admissions - https://www.sefton.gov.uk/schooladmissions
Sefton SENDIAS - https://www.kids.org.uk/sendias/services/sefton-sendias/

Glossary

Term	What it means
SEND	Special Educational Needs and/or Disabilities. This describes children who require something additional or different to help them access learning and make progress.
SENDCo	The Special Educational Needs and Disabilities Coordinator who leads and develops SEND provision across the school.
Quality First Teaching	Strong, inclusive classroom teaching designed to help all pupils understand, participate and succeed.
Adaptive Strategies	Purposeful changes to teaching, resources, communication or the environment that improve access for an individual pupil.
Reasonable Adjustments	Changes made to reduce or remove a disadvantage experienced by a child or young person because of SEND.
Exam Access Arrangements	Agreed arrangements that enable a pupil with identified needs to access an assessment and demonstrate their knowledge without altering what the assessment measures.
Five to Thrive	Five teaching approaches used across classrooms to strengthen access, participation and learning for every pupil.

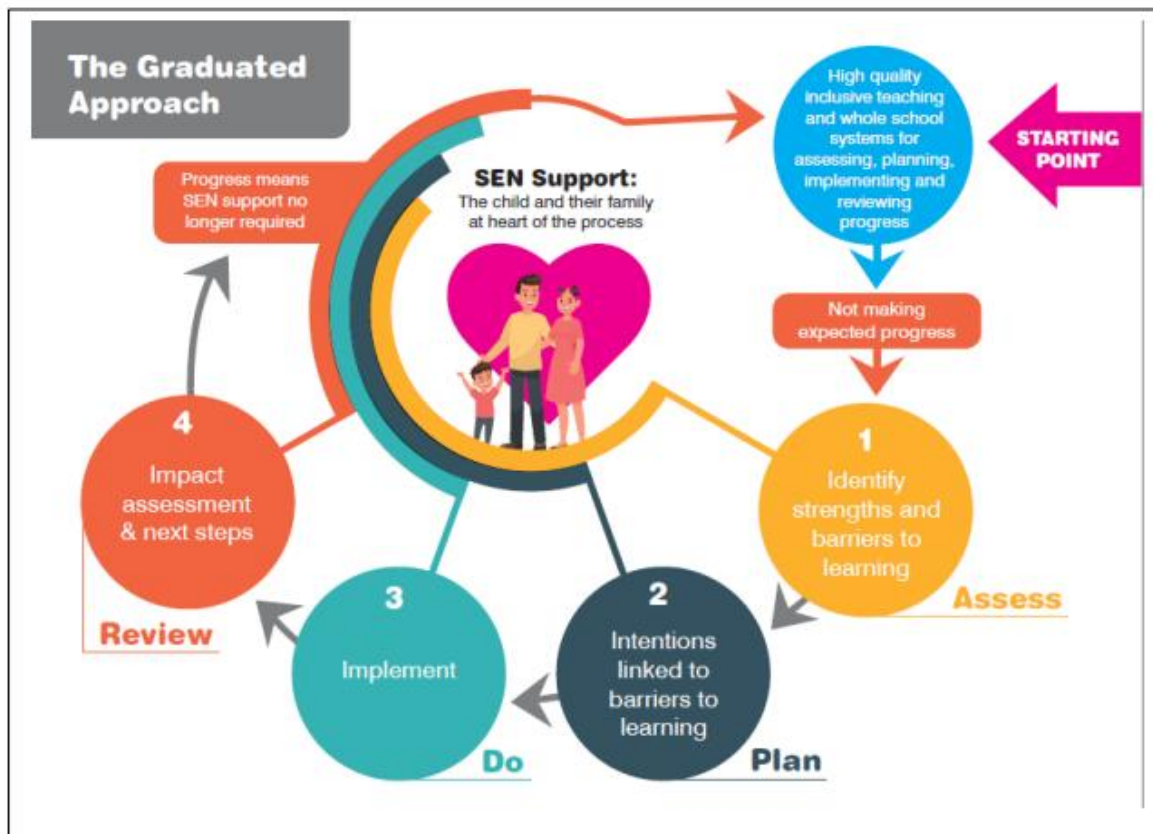
Glossary

Continued

Term	What it means
Targeted Learning Plan (TLP)	A working plan that brings together a child's strengths, barriers, outcomes and the provision that will support progress.
Pupil Passport	A pupil-centred summary of the child's voice, their experience as a learner and the approaches that help them most.
Wave 2 / Wave 3 Support	Increasingly targeted support used when a pupil needs more than the strategies routinely available within classroom teaching.
WAGOLL	"What a Good One Looks Like"—a clear model or example that helps pupils understand the expected outcome.
EEF (Education Endowment Foundation)	An independent organisation that reviews educational research and shares evidence about approaches that can improve learning.
Graduated Approach	An ongoing Assess-Plan-Do-Review cycle used to understand need, put appropriate support in place, evaluate its impact and agree the next steps.

The Graduated Approach

At Linaker, the graduated approach is a continuous cycle of listening, assessing, planning, acting and reviewing. It helps us understand what is getting in the way of learning, identify the provision most likely to help and use evidence of impact to agree the next step.



A continuing cycle

Assess · Plan · Do · Review