



Linaker
Primary School



SEND Information Report and Local Offer

Academic Year 2026-2027

DOCUMENT CONTROL

This document has been approved for operation within:	Linaker
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Owner	Trustees
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SEND Numbers September 2026

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EHCP	5	2	3	4	3	3
K	4	9	13	15	13	17
Primary Needs						
Cognition and Learning	1	5	5	10	7	4
Communication and interaction	7	3	7	8	6	11
SEMH	1	3	4	1	2	5
Physical Disability	0	0	0	0	0	0

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.

Our graduated response

Linaker follows the graduated response of assess, plan, do and review. Our Graduated Response document explains how needs are identified, how support is matched to need and how provision is reviewed with pupils and families.

[You can find our Graduated Response on our school website in the Special Educational Needs section.](#)

How do pupils contribute to their plans and support?

Pupil voice is central to planning and reviewing SEND support. We gather views in ways that are appropriate to each child's age, communication needs and stage of development, including:

- conversations with a trusted adult, questionnaires and review discussions
- visual choices, pictures, symbols, scaling activities, drawings and one-page profiles or pupil passports

- discussion of the child's strengths, interests, aspirations, what is working well and what they would like to change
- involvement in setting and reviewing targets on Targeted Learning Plans and, where appropriate, EHC Plan reviews

Where a pupil is not yet able to express a view directly, staff use careful observation, communication approaches familiar to the child and information from parents, carers and trusted adults. Pupil views are recorded and used to shape targets, classroom adaptations and intervention support.

How do we evaluate the effectiveness of SEND support?

The school evaluates the impact of SEND provision through a range of evidence, including:

- Pupil progress and attainment data.
- Review of individual targets.
- Attendance and behaviour information.
- Pupil voice.
- Parent and carer feedback.
- Monitoring of interventions, including entry and exit information where appropriate.
- SEND governor oversight.
- Regular SEND reviews conducted by teachers, senior leaders and the sendco.

This evidence is considered through the assess-plan-do-review cycle. Provision is continued, adapted or changed according to the progress made and the pupil's current needs.

Support and Interventions

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

Intervention Name	Objective
Read Write Inc and Fresh Start	Read Write Inc. Fresh Start 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.
Word Shark	A structured, game-based computer programme that supports spelling and reading, including for children with dyslexia, while helping children build confidence at their own pace.
Socially Speaking KSI	A language and communication programme developing speaking, listening and social skills through practical activities and games.
Chatterbox	A targeted communication and language group developing attention and listening, vocabulary, sentence building, turn-taking and confidence when communicating with others.
Maths Intervention	Bespoke individual intervention to help close gaps in a pupil's understanding in maths.
Support during unstructured times in the Snug	A calm and quiet environment to support building relationships and friendships.
Mental Health Support Team (MHST)	Early support for emotional wellbeing and mental health, including one-to-one or group work on anxiety, low mood and emotional regulation.
LEGO®-based therapy	A structured, collaborative intervention using shared building tasks to develop social communication, listening, turn-taking, teamwork, problem-solving and managing disagreements.
The Engine Room group	A group supporting self-regulation and readiness to learn. Children recognise their level of alertness and practise movement, sensory and calming strategies that help them return to learning.
Socially Speaking – KS2	A targeted Key Stage 2 group developing conversation, listening, understanding body language and emotions, friendship skills, cooperation and positive social problem-solving.
Provision of alternative learning materials / special equipment	Use of iPads, hearing aids and specialist equipment.

Our integrated Shore provision

A safe harbour to Belong, Build and Thrive

The Shore is Linaker Primary School's integrated provision for children who need a more personalised, highly supported approach to learning. It provides a calm, nurturing and carefully structured environment while keeping every child firmly connected to their class, year group and the wider life of the school.

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

Children accessing The Shore remain valued members of their mainstream class. Their class teacher continues to know them, plan for them and maintain meaningful opportunities for learning and relationships with their peers. Children may access different levels of support at different times, according to their needs, progress and readiness. The aim is always to increase participation, confidence and independence wherever possible.

Our three learning pathways

Pathway	What this means
SHORE	For children who need a highly personalised, informal curriculum, close adult support and a strong focus on communication, regulation, engagement and readiness to learn.
PIER	A supported bridge between The Shore and the mainstream classroom, using a semi-formal curriculum and carefully planned opportunities to learn alongside peers. Children on the pier learning pathway may spend more time in either the Shore provision or their mainstream classroom depending on the individual and their current needs.
OCEAN	Children learn primarily within their mainstream classroom, with appropriate adaptations, targeted support and access to regulation or specialist spaces when needed.

Movement between pathways

The pathways are flexible rather than fixed placements. Decisions are based on each child's needs and are planned, monitored and reviewed through the graduated approach. Staff work with the child, their parents or carers and relevant professionals to identify the provision that will help them make progress. A child may move towards greater independence, or access a higher level of support for a period of time if their needs change.

The Shore provision supports inclusion; it is not a separate school or a permanent destination. Our shared ambition is for every child to feel safe, valued and successful, and to develop the skills they need to thrive.

Local Authority SEND partnership and curiosity visits

Linaker works with the Local Academy Council (LAC) in relation to SEND through professional dialogue, case discussion and SEND curiosity visits. These visits provide constructive challenge and support, help leaders evaluate the quality and consistency of the graduated response, identify strengths and next steps, and inform continuing improvement. Actions arising from visits are monitored by the SENDCo and senior leaders and shared with governors where appropriate.

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 Psychologists
- 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 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

Access arrangements for Year 6 assessments

For Year 6 national curriculum assessments, teachers and the SENDCo identify pupils who may require access arrangements and follow the current Standards and Testing Agency guidance. Any arrangement must meet the published criteria, reflect the pupil's normal way of working and must not change what the test is intended to assess. Having SEND or an EHC Plan does not automatically mean that a pupil will receive a particular arrangement. Evidence is gathered and applications or notifications are completed where required, and parents and carers are informed about the support planned for their child.

Current guidance: <https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements>

Staff expertise and training.

Our staff are adept at supporting children with 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.

The school Accessibility Plan

Linaker Primary School is committed to ensuring accessibility for all pupils. The school's Accessibility Plan details how we will:

- Improve access to the curriculum.
- Improve the physical environment.
- Improve access to information for pupils and parents with disabilities.

The Accessibility Plan is available upon request and via the school website in the Special Educational Needs section.

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.kids.org.uk/sendias/services/sefton-sendias/>

Lancashire contact: <https://lancssendias.org.uk/>

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:

<https://www.globalmediation.co.uk/>

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.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

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- <https://www.seftonpcf.org/>

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.

Other contact details:

Mrs. D. Waring SENCo - d.waring@endeavourlearning.org Mrs. V. Fletcher Children and Family Well Being Manager
v.fletcher@linaker.org.uk Miss. L. Sambrook Assistant Head & DSL - l.sambrook@linaker.org.uk

Concerns and complaints

We encourage parents and carers to raise concerns early with the class teacher and SENDCo so that they can be addressed promptly. If a concern cannot be resolved informally, the school's Complaints Procedure explains the formal stages and how to escalate a complaint.

The Complaints Procedure is available upon request and via the school website in the policies section.

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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