



Parents of Pupils with SEND Handbook

April 2026



Supporting Pupils with SEND at Endeavour Learning Trust

Welcome to Endeavour Learning Trust. At Endeavour Learning Trust, we believe that every child can succeed. Our **Every Learner Thrives Strategy** approach is how we make sure every pupil, including those with special educational needs and disabilities (SEND), is supported to thrive both academically and personally.

This summary explains how we help your child succeed in lessons, how we work in partnership with families, and what you can expect from us.

Our Promise

We're proud of our inclusive culture and committed to ensuring that every child at Endeavour Learning Trust, regardless of need, experiences success, feels valued, and is prepared to lead a happy and ambitious life.

In short, our mission is *"For all children to realise their potential."*

Our Approach to Supporting Pupils with SEND

We believe in:

- **Ambition for all:** Every pupil deserves a challenging, engaging education that helps them know more and remember more.
- **Inclusion through quality teaching:** Great teaching benefits everyone. Teachers use proven strategies to help pupils with a wide range of needs learn together in the same classroom.
- **Knowing every child well:** We take time to understand each child's strengths, needs, and interests.
- **Working together:** Pupils, parents, teachers and our SEND team all play a part in helping every learner succeed.

Our approach is based on the latest national guidance and research (The Teacher Handbook¹, Special Education in Mainstream Schools, EEF² and the Maximising the Impact of Teaching Assistants Research³).

References

1. <https://www.wholeschoolsend.org.uk/resources/teacher-handbook-send>
2. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>
3. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

How we Support your Child

1. The Five to Thrive

These are five key teaching approaches that help every pupil learn well, especially those with SEND.

Evidence Based Practice	What this means for your child
Know the Child	Teachers use information from you and your child's TLP to plan lessons that meet their needs.
Clear & Consistent Language	Teachers give simple, clear instructions, check understanding, and repeat key vocabulary.
Plan Creatively	Lessons are flexible, engaging and adapted so everyone can take part.
Scaffold Learning	Teachers break learning into smaller steps, use models and examples, and revisit key knowledge.
Know More, Remember More	Teachers use regular retrieval and review activities to help knowledge stick.

2. The Pupil Passport

Every pupil on the SEND register has a Pupil Passport or both depending on needs. This short document that sets out:

- 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.

Pupil Passports are reviewed regularly with your child, teachers, and parents to make sure the support stays right.

3. Pedagogy: Consistency that Supports us to Aim High and Plan Support for every learner

At Ormskirk School, our strategy is to aim high and plan support for every learner. Within our **Aim High, Plan Support** strategy:

- We know the specific learning needs of those with SEND
- We plan ambitious learning goals
- We plan scaffolds and supports
- We teach inclusively
- We monitor closely and respond adaptively

As part of our offer within this strategy, teachers employ a range of techniques to ensure that all learners have maximum access to the curriculum. For pupils with SEND, our aim is to provide a classroom environment, routines and resources to reduce uncertainty, remove anxiety and allow every child to access learning confidently.

Our repertoire of techniques include the following:

Techniques	How it supports pupils with SEND
Meet and greet	A pleasant and polite start to the lesson, for all.
Do Now	An activity to set the tone for today's learning, that may also require pupils to reflect back on prior learning.
A shared lesson journey	An overview of the plan for today's lesson helps pupils to see where learning activities fit within the bigger picture of the lesson.
When you're ready, 3, 2, 1... SLANT	As part of our commitment to calm, clear and kind communication, this signal for attention and ensures that all learners can maximise their attention to learning.
Uncluttered visuals	Slides, displays and other resources are presented in a format that favours clarity for all. Our aim is to reduce visual stress.
Pre-teaching of key vocabulary	Vocabulary is an important gateway to reading, so key words and their meanings are shared.
Use of praise	Pupils are often motivated by the use of praise, so we award points on Arbor for those pupils who demonstrate the school's values of being Aspirational, Inclusive and Kind.
Regular checks for listening and checks for understanding	Before we move on to new learning, teachers systematically check understanding of key teaching points, to ensure that we are building on solid foundations.

Use of visualisers	We often use visualisers to practise and model whole-class writing, and to show what a good one looks like (WAGOLL), including good presentation.
Sentence starters for improved oracy and extended writing	We often provide sentence starters for high quality speaking & extended writing activities. Our aim is to remove these learning scaffolds over time.
Knowledge organisers	We may refer to knowledge organisers to help pupils to refer back to key elements of the curriculum.
SQUAD	A school routine for predictable, orderly and safe lesson endings.

Together, these routines and practices form a predictable rhythm to the day, helping all pupils, especially those with SEND, to learn confidently in a calm, orderly environment.

Working Together with Parents

You know your child best. We value your insight and aim to work closely with you.

We will:

- keep you informed about progress and support,
- involve you in review meetings, and
- listen to your ideas about what works well at home and in school.

What we ask of parents and carers:

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

- make us aware as early as possible of any concerns about your child's learning, behaviour, or development,
- share relevant medical information, diagnoses, or reports (for example ADHD, autism, speech and language needs, or other assessments),
- inform us of any changes in your child's circumstances, health, or wellbeing that may affect their learning,
- attend and actively participate in review meetings and planning discussions where possible,
- share strategies that work well at home so we can build on these in school, and
- keep in regular contact with us so we can review and adjust support as needed.

This helps ensure that support is timely, consistent, and tailored to your child's individual needs.

Useful Contacts

You can contact our SEND team anytime via e-mail or telephone;

- SENDCo : Mr Kieran Doyle- send@ormskirk.lancs.sch.uk
- Assistant SENDCo: Ms K Rice - send@ormskirk.lancs.sch.uk Tel- 01695583040
- Deputy SENDCo: Mrs Katherine Kennedy- send@ormskirk.lancs.sch.uk

Information Sessions

Endeavour Learning Trust Schools hold a termly SEND coffee afternoon to give parents and carers the opportunity to come together with others in similar circumstances, share experiences, and build supportive connections. At Ormskirk School we will embrace this under a 'Meet the Inclusion Team' event where you'll be able to share a tea and a coffee with members of the department.

They provide a relaxed setting for families to find out more about the support available both within the school and in the wider community, helping to improve awareness of services and ensure children's needs are better understood and met. We will discuss our long term goals and what steps we are implementing or amending to drive through student progress and wellbeing.

Each session will have a short theme where we will deliver informal training e.g. Sleep Hygiene, Supporting ADHD etc. Should you like a particular session please make the SENCO aware.

Useful Websites:

Local Support

Lancashire SEND Local Offer

Information about education, health, social care, transport, short breaks, and local services for children and young people with Special Educational Needs and Disabilities (SEND).

Website: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Lancashire SEND Information, Advice and Support Service (SENDIAS)

Free, confidential and impartial advice for parents and carers about SEND, Education, Health and Care Plans (EHCPs), school support and your child's rights.

Website: <https://www.lancssias.org.uk/>

Lancashire Parent Carer Forum (LPCF)

A parent-led organisation offering information, events and opportunities to connect with other families across Lancashire.

Website: <https://www.lancashireparentcarerforum.org.uk/>

Family Hubs Lancashire

Advice and support for families, including parenting courses, activities and early help services.

Website: <https://www.lancashire.gov.uk/children-education-families/family-hubs>

National SEND Support

Contact

Practical advice and emotional support for families raising disabled children, including information about benefits, education and caring.

Website: <https://contact.org.uk/>

IPSEA (Independent Provider of Special Education Advice)

National Autistic Society

Information and resources for autistic children, young people and their families.

Website: <https://www.autism.org.uk/>

ADHD UK

Advice, resources and support for families of children with ADHD.

Website: <https://adhduk.co.uk/>

YoungMinds

Information and advice to support children and young people's mental health and emotional wellbeing.

Website: <https://www.youngminds.org.uk/>

Glossary

Term	What it means
SEND	Special Educational Needs and/or Disabilities. Pupils who need extra help to learn and succeed.
SENDCo	The teacher who leads SEND provision across school (Special Educational Needs and Disabilities Coordinator).
Quality First Teaching	Excellent classroom teaching that supports all pupils, including those with SEND.
Adaptive Strategies	Simple changes teachers make so lessons meet every child's needs.
Reasonable Adjustments	Changes made to remove or reduce any disadvantage faced by a child or young person due to SEND.
Exam Access Arrangements	Access arrangements allow students with specific needs, such as special educational needs or disabilities, to access an exam. They allow students to show what they know and can do without changing the demands of the exam.
Five to Thrive	Five key strategies teachers use in every classroom to help all learners succeed.
Targeted Learning Plan (TLP)	A short plan describing your child's strengths, needs, and the support that works best for them.
Pupil Passport	Pupil Voice and their experience as a learner with SEND
Wave 2 / Wave 3 Support	Extra layers of support for pupils who need more help than classroom strategies alone.
WAGOLL	"What a Good One Looks Like"—examples that show pupils what success looks like.
EEF (Education Endowment Foundation)	An organisation that researches what works best in education.
Graduated Approach	The graduated approach is a step-by-step way of supporting a child's needs by assessing their difficulties, putting targeted help in place, reviewing progress, and increasing support if needed.

The Graduated Approach

