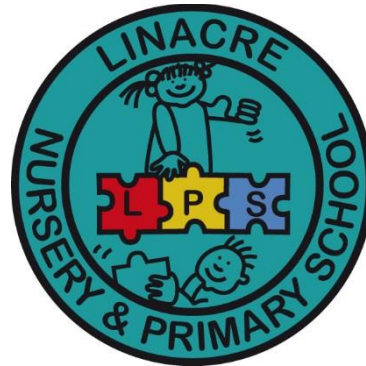
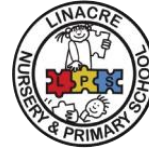


Linacre Primary School



Our School SEND Information Report (September 2022 – September 2023)



Our School Information

Mission Statement, Values, Vision and SEND Provision for Linacre Primary School.

Mission Statement

Learning, Progress, Success

Linacre will develop happy, secure children. We will nurture every individual to fulfil their potential so that they can make a positive contribution to both the school and wider society.

Our School Values

Learning
Inclusive
Nurture
Aspirational
Challenge
Resilience
Excellence

Our School Vision

Our vision at Linacre Primary School is of an exciting and challenging school where staff work in partnership with the children, parents/carers, governors and community and where all believe that they can make a contribution and are valued as individuals.

Children will become thoughtful and responsible young people who respect themselves, those around them and their environment.

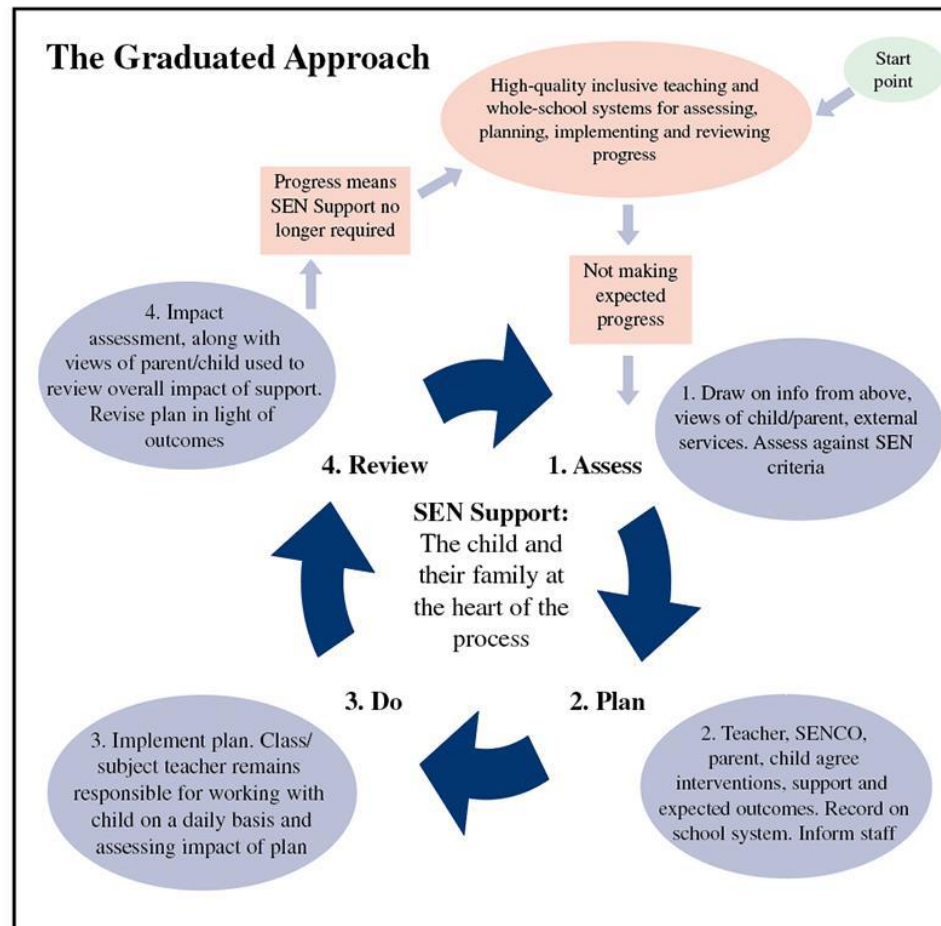
Our school gives every child the opportunity to achieve personal success and develop a lifelong love of learning in a happy, caring and positive environment.

By promoting an ethos where all feel secure and confident, children and adults are inspired to learn.

	<p><u>SEND Provision</u></p> <p>At Linacre we believe that every child should be given the opportunity to achieve their best by making good progress and enjoying their learning. Our teachers provide excellent high quality teaching with their pupils and their needs being the core focus.</p> <p>For some pupils additional support can be necessary to enable them to reach their potential. This support may be given over a set period of time or where necessary for a longer period of time to ensure every pupil can access the curriculum and be fully included in all learning opportunities. Where necessary, increasingly specialist expertise are brought in to help support the pupil. Our parents are informed of any additional support being accessed and supported through such periods of provision.</p> <p>Our School SENDCo: Miss L Abram Contact through the school office : 0151 922 1466</p>
<p>What is SEND?</p> <p>Identification of need for the pupil</p>	<p><u>What is SEND?</u></p> <p>A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.</p> <p>At Linacre we are able to offer a range of provision to support children within four broad areas of need:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs <p>The type and amount of support given will be tailored to the needs of the individual and decided together with parents and the child.</p>

	<p><u>Identification of need</u></p> <p>At Linacre, we know a pupil may need extra support if:</p> <ul style="list-style-type: none"> • Concerns are raised by parents/carers, the teachers or the pupil themselves • The child is making only limited progress in one or more areas • There is a change in the child's behaviour or progress • The child's attainment is significantly slower than that of their peers from the same baseline.
<p>SEN Support: The Graduated Approach</p>	<p>Pupils who have not made expected progress across a term will be identified as requiring additional monitoring and support. If the pupils continues to make less than expected progress despite the additional support in place they will be placed onto our school SEND register at the SEND Support Stage. A pupil on the SEND register will have a SEND Support Plan in place that will enable Class Teachers to monitor their progress and set individual targets through an assess, plan, do, review process. SEND Support Plans are reviewed termly and take into account both pupil and parent views. Where necessary school will involve outside agencies, such as; Speech and Language, Occupation Therapy and Education Psychologists.</p> <p>Where a child with SEND continues to make little progress over time despite support provided (including external support and advice) and there is evidence that the child has severe and complex needs, school may consider asking the Local Authority to undertake a statutory assessment of the child's SEND, through a request for an Educational Health Care Plan.</p>

The Graduated Approach



<p>Working in Partnership with Parents of children with SEND</p>	<p>At Linacre we encourage parents to be partners in the education process. Parents are invited to SEND Parents meetings termly where they have the opportunity to meet with their child's Class Teacher to review the SEND support plan, during these meetings the Class Teacher will share the child's achievements and next steps. Parents are able to contribute to SEND support plans during these meetings.</p> <p>Parents are also encouraged to make appointments with their child's Class Teacher should they have any queries or concerns throughout the school year. Where necessary our SENDCo is also available should further meetings be needed.</p> <p>Parents are always consulted when school feel a referral to an Outside Agency is necessary for their child and are included as much as possible in this process.</p>
<p>Pupil Voice</p>	<p>At Linacre we value our pupil's opinions and visions. Pupil participation is integral to the school's vision and ethos. There are clear structures in place to capture SEND pupils' views. Children meet with their class teacher once a term and are asked about their views. These views are then documented on their SEND Support Plan.</p>
<p>Our high quality offer</p>	<p>At Linacre we are committed to high quality teaching through adaptations to the classroom environment and curriculum.</p> <p>A selection of these adaptations are listed below;</p> <ul style="list-style-type: none"> • the use of visual timetables • clear classroom organisation, structures and routines • the use of clear, unambiguous language and clear instructions • planned opportunities to develop speaking and listening skills • time out arrangements • circle time • clear rewards and sanctions within a clear behaviour policy • use of positive language • consistent language and expectations • differentiated curriculum • use of assessment for learning techniques

	<ul style="list-style-type: none"> • access to personalised learning aids such as number lines, word banks, prompts • class displays that support learning • interactive learning opportunities • use of a range of teaching styles to suit different learners • effective use of resources and technology • environmental adaptations where appropriate • calm corner <p>Teachers at Linacre are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account the needs and requirements of individuals. Differentiation to match the learning to the needs of the pupils is achieved in different ways including:</p> <ul style="list-style-type: none"> • modifying the learning objective • providing different ways the pupil can demonstrate their learning and progress • changing the outcomes for the lesson • working as part of a group • working with an adult • setting open-ended tasks <p>Regular CPD is provided for staff to ensure that teaching and learning approaches for all pupils are current and relevant.</p>
Interventions	<p>When staffing number permit, a range of interventions are delivered to ensure children are able to access the curriculum.</p> <p>Our school SENDCo organises these and they are usually delivered by a teaching assistant, on a daily basis. The effectiveness of these interventions are monitored termly or sooner if appropriate.</p> <p>Interventions that school are able to offer when staffing permits:</p> <ul style="list-style-type: none"> • Daily reading • Targeted spelling groups

	<ul style="list-style-type: none"> • Toe-by-Toe for reading and spelling support • Read, Write, Inc • Learning mentor groups • Peer mentor support • Comprehension groups • Speech and Language (targeted interventions) <p>Some interventions are currently offered by outside agencies, these include, play therapy and mental health workshops.</p>
<p>Support available for improving the emotional, mental and social development of pupils with special educational needs.</p>	<p>Our Learning Mentor has attended Mental Health first aid training where she achieved a Level 2 certificate. Including how to recognise it and how to deal with it appropriately.</p> <p>This will enable our Learning Mentor to have the skills to recognise any situations that show a child in need of mental health first aid but also give her the chance to feed back to staff information from the training. All staff will then become mental health champions. There is a current school focus on Mental Health and Wellbeing which will undoubtedly enhance the pastoral, physical and emotional help that some of our SEND children need.</p> <p>School also encourage emotional, mental and social development by doing the following;</p> <ul style="list-style-type: none"> • Buddies • Circle Time • Monitors • Peer work • Targeted mentor support • Calm areas within the classroom
<p>Services, equipment and provision required by children and young people with special educational needs</p>	<p>At Linacre we work with a wide range of outside agencies to ensure all pupils with SEND receive the most effective support. Currently we work with;</p> <ul style="list-style-type: none"> • Sefton Special Educational Needs and Inclusion Service • Sefton Educational Psychologist Service

	<ul style="list-style-type: none"> • Complex Needs Team • Occupational Therapy • Speech and Language Therapy • CAMHS • Specialist Teachers for Vision and Hearing Impairment • Physiotherapy • School Nurse • Mental Health Practitioners • Play Therapists <p>We carefully follow the advice given by these outside agencies.</p> <p>For more information you can contact Sefton SEN and Inclusion Services on 0151 934 2347 or by e-mailing SEPPS.Ainsdale@sefton.gov.uk</p>
Transition and transfer	<p>There are clear procedures for supporting children in moving between Key Stages, such as to High School. Meetings are arranged with our school Inclusion Consultant where enhanced transitions are discussed and arranged for children that will need support when moving to a new school.</p> <p>Enhanced Transition arrangements within school may include;</p> <ul style="list-style-type: none"> • Additional visits to the new school/class • Transition booklets with photos of the school/classroom environment and key adults • Meetings between staff in school and outside professionals to pass on information and SEN Support plans • Meetings between SENDCo s from both schools • SEND records are transferred following Sefton procedures <p>There are close links between the school and outside nursery providers; the foundation stage leader and SENDCo will often visit nurseries to meet children before they start in Reception.</p> <p>At Linacre we are extremely flexible and are happy to work with parents and pupils who are new to school to ensure a smooth, positive and successful transition from their previous school.</p> <p>Some arrangements that may take place during these transitions include;</p>

	<ul style="list-style-type: none"> • Additional transfer visits • Parent meetings with key staff • A tour of the school and learning environment • Transition booklets to complete and take home to refer to • Meetings between key staff from previous school and our school • SENDCo meeting • Spend time in their new environment before starting • Meeting key staff before starting • SEND records are transferred following Sefton procedures <p>Transfer within the school</p> <p>Teachers liaise closely when pupils move up to the next class within the school; meetings are arranged as appropriate between the staff involved in monitoring the pupil's progress.</p>
Assessment	<p>Assessment at Linacre is relevant and rigorous. All pupils with SEND are assessed using statements from the National Curriculum. Pupils are described as working towards the expected standard, working at the expected standard and working above that expected standard. For some pupils with SEND we use the assessment tool BSquared to assess progress that is in smaller steps than the usual National Curriculum and at a slower pace. Our assessments are regularly monitored internally between teachers and externally by the Local Authority.</p> <p>Assessment at Linacre includes:</p> <ul style="list-style-type: none"> • Daily assessment against learning objectives • Daily assessment against individual targets • Tracking and monitoring termly (both teacher assessment and using NFER tests) • Ongoing tracking and monitoring through BSquared • Assessment and monitoring of intervention groups termly • Salford Reading assessment • Sandwell maths assessment

	<p>The assessment of pupils is then monitored termly by the Head Teacher and Senior Leadership Team. Pupil progress meetings take place termly between Head Teacher, SENDCo and class teacher. During these meetings the class teacher will share what is being put in place to ensure good progress for all children.</p> <p>The progress of children with SEND is shared with parents on a termly basis at SEND parent’s evenings.</p>
SENDCo Training	Our School SENDCo achieved The National Award for Special Needs Coordination in 2017.
Staff Training	<p>At Linacre we believe that continuous professional development is paramount and as a result staff have regular opportunities to attend training; ensuring teachers have the appropriate expertise to support children with special educational needs.</p> <p>The school is able to access training through a range of providers. Including;</p> <ul style="list-style-type: none"> • Sefton SEN and Inclusion Service • Sefton Social Communication Team • Together Trust • Speech and Language Services • Complex Needs • Inclusion Forums <p>Staff are also able to access training delivered outside of the local authority.</p>
Governance	<p>An appointed SEND Governor is in place to monitor and evaluate provision for SEND pupils within school. Our SEND Governor is Mike Edwards.</p> <p>The role of the SEND Governor is:</p> <ul style="list-style-type: none"> • To be kept informed of any developments in the school’s SEND policy and practise • To liaise with the SENDCo on a regular basis • To offer support to the School and the SENDCo regarding SEND

	<ul style="list-style-type: none">• To monitor the performance of SEND children and groups• To be kept up to date by our SENDCo• To complete SEND learning walks
Sefton's Local Offer	<p>Below is Sefton's Local offer website</p> <p>www.seftondirectory.co.uk/localoffer</p> <p>This website provides families and professionals with accessible information about the local services and support available to children and young people age 0-25 years who have special educational needs and / or a disability.</p>