



Ingleton C of E & Gainford C of E Primary Schools
Special Educational Needs & Disabilities Information Report
2026-2027

The following report is based on the requirements set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#)

The Children and Families Act (2014) reformed legislation relating to children and young people with Special Educational Needs and Disabilities (SEND). The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. Teachers are responsible and accountable for the progress and development of the pupils in their class(es), including where pupils access support from teaching assistants or specialist staff.

At Ingleton C of E and Gainford C of E Primary Schools, we are committed to ensuring the full inclusion of all pupils in every aspect of school life. We recognise and value the diverse backgrounds, cultures and individual needs of our children and we are dedicated to providing an inclusive environment in which every pupil can thrive. We carefully consider and support the additional needs of children with Special Educational Needs and Disabilities (SEND), ensuring they are able to access all opportunities and achieve their full potential.

We recognise that all pupils are entitled to a quality of provision, which will enable them to achieve their potential, to be healthy, safe, enjoy and achieve, make a positive contribution and achieve economic well-being. Staff are committed to understanding the nature of each individual's needs and how these can best be met in and beyond the classroom. Making progress is an essential element of every lesson; therefore, quality assurance checks are in place to ensure this happens.

We believe in positive interactions, removing barriers to learning, raising expectations and achievement and working in partnership with other agencies to provide an inclusive and positive educational experience for all pupils with SEND.

Teachers at our schools adapt their teaching to meet the diverse range of needs in each class. Daily planning takes into account of individual pupil's needs and requirements. A variety of scaffolding strategies are used to support pupils in accessing the curriculum and ensure that all pupils can experience success and challenge in their learning.

A pupil is considered to have Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that makes it more difficult for them to learn or process information at the same pace as their peers.



Key points of contact

Who would be my first point of contact if I want to discuss something about my child?

If a parent or carer has a concern regarding the provision made for their child's Special Educational Needs, they should, in the first instance, discuss this with the SENDCo. However, the Class Teacher and Senior Teacher are also available should parents or carers wish to contact them. If unsure, our school office staff will be happy to direct parents and carers to the most appropriate member of staff.

Who is the SEND Coordinator and how can I contact them?

The SEND Coordinator can be contacted at:

	Ingleton C of E Primary 	Gainford C of E Primary 
SENCO	Mrs Karen Whitaker Karen.Whitaker@ingletoncofeprimary.co.uk	Mrs Karen Whitaker Karen.Whitaker@gainfordcofeprimary.co.uk
Senior Teacher	Mrs Erica Street-Poulsen ESTreetPoulsen@ingletoncofeprimary.co.uk	Miss Lucy Smith LSmith@gainfordcofeprimary.co.uk
SEND Academy Councillors	Mrs Heather Drake-Brockman Heather.DrakeBrockman@durhamdmat.co.uk Mrs Toni Muir Toni.Muir@durhamdmat.co.uk	Mrs Heather Drake-Brockman Heather.DrakeBrockman@durhamdmat.co.uk Mrs Toni Muir Toni.Muir@durhamdmat.co.uk
School Contact Details	admin@ingletoncofeprimary.co.uk 01325 730366	admin@gainfordcofeprimary.co.uk 01325 730274

AREAS OF NEED

The Special Educational Needs and Disability Code of Practice (2014) outlines four broad areas of need. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all of these areas and their needs may change over time.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Condition (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Children and young people may have vision impairment (VI), hearing impairment (HI) or a multi-learning difficulty. Children and young people with multi-sensory impairment (MSI) have a combination of vision and hearing difficulties.

Children and young people with a physical disability (PD) may require additional ongoing support and equipment to access all the opportunities available to their peers.

EDUCATIONAL HEALTH CARE PLANS

The school has been allocated funding for Special Educational Needs and this goes towards providing the resources needed throughout the school, including additional support staff, specialist services, equipment and training. During the 'Assess, Plan, Do and Review' cycle the amount of additional support might increase as the understanding of the child's needs increases. This may mean that High Needs Funding is applied for. If the expected progress has not been achieved, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the school or parents should consider requesting an Education, Health and Care (EHC) assessment through the Local Authority. 'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.' SEND Code of Practice 2014.

Where a pupil has an EHC plan, the Local Authority must review that plan as a minimum every twelve months. At our schools, we work closely with the Local Authority throughout the review process and often organise and hold annual review meetings on its behalf.

What is the Local Offer?

The Local Offer was formed due to the requirement in Children and Families Act 2014 for Local Authorities (LAs) to publish and make accessible a Local Offer in one place – this includes information on the provision that is available across education (special and mainstream), health and social care to support children who have SEN and/or disabilities. The Local Offer enables families, children and young people with special educational needs and disabilities to see clearly, from a single and regularly updated source, the services and support available in the Local Offer to children and young people. It also gives a description, contact details and how to access them. The Local Offer includes services from birth to 25. It describes state-funded, charitable, and private services, and includes services outside the local area (such as schools) that are used by local families. All this information is gathered and made easy to find within the Local Offer. The Local Offer belongs to the community.

The current link to the LA Local Offer website can be found at: <https://www.durham.gov.uk/localoffer>

The Local Offer has two key purposes as defined in the Code of Practice:

- to provide clear, comprehensive and accessible information about the available provision and how to access it.
- to make provision more responsive to local needs and aspirations by directly involving disabled children and young people and those with SEND and their parents, along with service providers in its development and review. The legislation expects the Local Offer to be developed and revised over time.

The SEND regulations (2014) Part 4 state the statutory obligations on LAs in terms of the information to be included in the Local Offer.

- Special educational, health and social care provision for children with SEND, including online and blended learning.
- Other educational provision such as sports, arts and other clubs available in the area
- Information from the Parent Carer Forum
- Travel arrangements to and from schools
- Transition guidance to support children between phases of education.
- The process for resolving disagreements and/or mediation.

Both schools work closely with a range of support services and external agencies to ensure that pupils receive the appropriate guidance, support and provision to meet their individual needs. The contact details for these support services and external agencies can be found on the next page.

Agency Contact Details

Durham County Council Local Authorities Specialist	Email: sendinclusionadmin@durham.gov.uk (Advisory Team) Phone: 03000 265 878 (SEND Support)
Durham SENDIASS (SEND Information Advice and Support Service)	Email: sendiass@durham.gov.uk Phone: 03000 267 007
Educational Psychologist	Email: epsdurham@durham.gov.uk Phone: 03000 263 333
NHS SALT	Email: cddft.childreusalt@nhs.net Phone: 0191 387 6359 or 0191 387 6346
Occupational Therapy Future Steps	Email: info@futurestepsot.co.uk Phone: 01642 807669
Durham Sensory & Physical Team (Visual, hearing / multi-sensory impairment)	Phone: 03000 264 530
CAMHS	Email: teww.camhscountydurhamdarlington@nhs.net Phone: 01325 529520
School Nursing Team	Phone: 03000 263538
Emotional Health and Resilience Team	Phone: 03000 263532 Email: hdft.0-25ehrt@nhs.net
Rainbows Bereavement Support	Email: rainbows.northeast@btconnect.com
Rainbow Trust (emotional and practical support to families who have a child with life-threatening or terminal illness)	Email: sabrina.kah@rainbowtrust.org.uk Phone: 0191 300 1601

How will the curriculum be matched to my child's needs?

Every teacher provides Quality First Teaching (QFT), meaning lessons are carefully planned to meet the needs of all pupils and help them make good progress. Teachers assess, plan and adapt learning so that each child can succeed at their own level.

For your child this would mean:

- Teachers have high expectations for your child and all pupils in their class.
- Learning activities are differentiated to match your child's ability and individual needs.
- Teaching builds on what children already know and can do.
- A range of teaching approaches is used to provide engaging and meaningful learning experiences for all pupils.
- Small-group support may be provided by a teacher or teaching assistant (TA).
- A SEN Support Plan will be created where appropriate, outlining the support your child will receive and the targets they are working towards.

- Recommendations from the SENCo and external agencies will be implemented to support individual pupils.
- Your child's teacher will carefully monitor progress and adjust support where needed.
- We offer a range of after-school clubs and residential trips (KS2) for all pupils. Where additional support is needed to enable participation, this will be carefully considered and provided where appropriate.
- No pupil will be prevented from attending an off-site visit because of their Special Educational Needs, provided the school can ensure the safety of all pupils in line with the Equality Act 2010.

For children with learning needs that are severe, complex and lifelong, more intensive support may be required. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of support from a range of professionals and will detail the provision that is required.

For further information in how we meet the needs of children in the four areas of need, please see the school offer (see link below).

How do we know if SEN provision is effective?

For every child identified as having SEN, including those on SEN support, progress will be closely monitored by their class teacher. The SENCo also oversees and analyses the data from assessments to monitor academic progress. The termly support plan meetings between parents, children and class teachers will monitor the child's progress and inform target setting and reviews.

At the end of Key Stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Regular 'book looks', drop-in, pupil voice discussions will be carried out by the SENCo, Senior Leadership Team and subject co-ordinators to ensure that the needs of all children are met and that the quality of teaching and learning is high in all lessons.

Children who are targeted for interventions will have their progress assessed at the beginning of a programme, which is then compared to their end assessment data. Their identified progress will then be assessed to identify next steps.

For children who have an Education, Health and Care Plan (EHCP) their progress will be formally reviewed at an Annual Review with all adults involved with the child's education in attendance or providing up to date information reports.

How are children and young people with SEN helped to access activities outside of the classroom?

Activities, school trips and residential visits (for KS2 pupils) are available to all children. Risk assessments are carried out and procedures are carefully planned to ensure that all pupils can participate safely and successfully.

Where a child requires a high level of 1:1 support, we will work closely with parents and carers to make every effort to meet the child's needs appropriately and enable them to take part wherever possible.

Joining the school and moving on

We recognise that transitions can be difficult for a child with SEN and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- The SENCo and/or class teacher will liaise with the previous school in preparation for transfer.
- All relevant documents will be obtained to give school and staff a full overview of the child and their needs.
- The SENCo will meet with parents to discuss needs, create a pupil profile and identify an action plan for next steps.
- A buddy is assigned to the child and additional arrangements are put in place to ensure a smooth transition.

If your child is moving to another school:

- We will contact the school SENCo and ensure they are aware of any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo and/or school representative from the new school.
- We will make sure that all records about your child are passed on.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. SEN Support Plans and pupil profiles will be shared with the new teacher.
- For children who require an enhanced transition, when we know the new staffing structure, we can build in visits to the new class teacher before the break for summer.
- The SENCo will ensure the new class teacher has read/been given a copy of all relevant paperwork, including EHCPs.
- Children have a transition day before the end of the school year where they meet their new teacher, where possible with new staff starting school, as well as meeting their class. We aim to transition children in the new classroom they will be in to give them advance notice of where their new class will be within school.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo or representative of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Arrangements for consulting young people with SEN and involving them in their education

All teachers at our schools have responsibility for the teaching and monitoring of pupils with SEND. This is the first principle of the new SEND Code of Practice.

- The SENDCO has overall responsibility for providing support for SEND pupils and will monitor their progress.
- Support may be offered through small group work as part of a targeted intervention strategy within or outside of the classroom, or a combination of these depending on the particular need. Support may be provided by the SENDCO, other teaching or support staff or through an external agency or service.
- EHCP reviews are organised by the SENDCO and the Local Authority link caseworker. Parents are encouraged to have contact with the SEND team throughout the school year.
- SEND Support pupils will have Pupil Passports outlining what children require against the 4 areas of need, these are written in partnership with parents, pupils and school.
- SEN Support Plans are reviewed termly. The SMART targets are reviewed, assessed and outcomes discussed. Further signposting will be made at this time.

How are the decisions made about the type and amount of provision a young person will need?

Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

- The amount of provision will be decided depending on the needs of the pupil.
- Decisions are based on the evidence school has collected and from talking to everyone involved with the pupil.
- From talking to the pupil and parents to understand what they see as priority for provision.
- Decisions will also take into account the advice and recommendations of other professionals working with the pupil.
- Effectiveness of intervention will be monitored by the SENDCO & SLT and at school review points.
- Pupils may have access to a provision to support dyslexia, develop literacy, numeracy and dyspraxia in the form of:
 - Targeted small group intervention during tutor time or allocated timeslots
 - Focused reading lessons, allowing opportunity for individual reading
 - Access to laptop/ tablet
 - Different coloured exercise books
 - Coloured overlays
 - Access to special arrangements for all examinations

Pupils may have access to provision to support difficulties associated with Autistic Spectrum Condition (ASC) in the form of:

- Targeted support for unstructured times of the day (break and lunch times)
- Time out card and dedicated quiet areas
- Calming tent
- Sensory toys
- Regulation activities

Pupils may have access to provision to support difficulties associated with visual or hearing impairment in the form of:

- Access to monitoring through External Visual Impaired or Hearing Impaired Services.
- Access to special arrangements for all examinations.

How will the curriculum be matched to the needs of the young person?

What is the approach of the school to differentiation?

- The curriculum is directed by the Government and all pupils are entitled to study a full curriculum.
- Data and information on pupils are circulated to all staff to inform differentiation and to ensure appropriate teaching styles, through a range of strategies collated on a Pupil Passport.
- Pupils who have an SEN Support Plan or EHCP will have targets that link to areas of the curriculum. These are monitored and discussed with parents at review meetings.
- The Mental Health First Aider will work with some pupils 1:1 and in small groups within class and during outreach.

HOW WE ADDRESS INDIVIDUAL NEEDS

Communication and Interaction Needs

In our school, children have access to a range of support to help develop communication and interaction skills.

This may include:

- Small-group or individual interventions to support communication skills, including improving pronunciation for children with specific speech difficulties.
- Receptive and expressive language programmes for children identified by a Speech and Language Therapist (SALT) or specialist teacher as needing additional support in these areas.
- Access to a total communication approach, which may include the use of visuals, symbols, gestures, signing, assistive technology and adapted communication strategies to support understanding and expression.
- Support to develop understanding and use of social communication skills for children who may find it difficult to form friendships or communicate with peers at an age-appropriate level. This may include support with emotional awareness, self-care, flexible thinking and social speaking, alongside involvement from the Speech and Language Team where appropriate.
- Careful planning for transitions to ensure children feel prepared and supported, with clear action plans in place.
- Access to additional resources, aids and technology where needed to support learning and communication.
- For some children with significant communication and interaction needs, the school may apply for additional funding to provide support from an additional adult.

Cognition and Learning

Children with cognition and learning special educational needs have access to a range of support tailored to their individual needs. This may include:

- Quality First Teaching
- Small-group work, 1:1 support or regular targeted interventions linked to specific areas of need, such as memory skills, additional phonics or number work.
- Individual or group support within class for specific subject areas where direct input is needed, for example with writing imaginative stories, organising work or maintaining focus on tasks.
- Short, regular individual sessions focusing on specific learning areas, such as whole-word reading, memory activities, spelling strategies and reading interventions.
- Practical learning aids such as table squares, number lines, visual prompts, timers and age-appropriate accessible reading materials.
- Increased access to ICT to support learning and independence.
- Enhanced access to specialist equipment or technical aids where required.
- Adaptations to assessments to ensure accessibility, including the use of readers, scribes or ICT support where appropriate.

Social, Emotional and Mental Health Difficulties

For children identified as having Social, Emotional or Mental Health difficulties, we offer a range of support within school to help them feel safe, supported and ready to learn.

This may include:

- Following the Thrive approach to support emotional development and wellbeing.
- Access to support from our Mental Health First Aider through small-group sessions or 1:1 support.
- Prayer spaces, reflection areas and quiet calming spaces to support self-regulation and emotional wellbeing.
- Referrals to and support from external services such as CAMHS and the Neurodevelopment Team where appropriate.
- Opportunities to develop Social, Emotional Aspects of Learning through PSHCE lessons and wider school experiences.
- Access to time-out spaces or individual work areas where needed to support emotional regulation and engagement in learning.
- Support from Behaviour Support services, outreach support from the Durham PRU and guidance from our Mental Health and Wellbeing Lead.
- In some cases, the school may apply for High Needs Funding to provide increased access to additional adult support within the classroom.

Sensory and/or physical needs

For children with sensory and/or physical needs, we provide a range of support and adaptations to ensure full access to learning and school life. This may include:

- Concrete apparatus and practical resources to support learning, such as Numicon for maths, differentiated activities and specialist resources recommended by external services.
- Adaptations to the curriculum where needed to enable full participation, including alternative recording methods, modified PE activities and teaching assistant support where appropriate.
- Sensory regulation activities to support focus, wellbeing and emotional regulation.
- Access to sensory toys and sensory baskets tailored to individual needs.
- Specialist equipment and resources where appropriate and recommended through specialist advice.
- Advice and support from medical and specialist professionals such as Occupational Therapists and Physiotherapists.
- Access to an accessible toilet.
- Wheelchair-accessible entrances and doors throughout the school.
- Support from Local Authority disability support teams where needed.

How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

- Information is gathered for pupil summaries and parents are given termly updates of attainment, progress and outlook towards learning. These are used to inform meetings and set new targets. Teachers may meet with parents throughout the year as appropriate to discuss individuals (this can be initiated by school or by parent/carers). Formal consultations take place in Parents Evenings throughout the year.
- Pupils with EHC plans have annual reviews to determine progress and set targets. Parents participate in this review.

- Vulnerable pupil meetings to support pastoral care and wellbeing of pupils will take place at timely intervals with actions to allow swift intervention to ensure barriers to learning can be restricted or removed.
- Sometimes pupils benefit from the support of an external agency or service. The SENDCO / Headteacher will always discuss this with parents. Parental consent is sought for work with external support partners.
- Staff training is organised, as appropriate, to raise awareness of any learning, medical or social/behavioural difficulties experienced by our pupils. This may be for all staff or for individuals or groups of staff working with specific pupils.

What support will there be for the young person's wellbeing?

We are committed to supporting the wellbeing of all pupils and creating a safe, nurturing and inclusive environment where children feel valued and supported.

This support includes:

- Class teachers working closely with pupils each day to support their wellbeing, monitor progress and help ensure they are ready to learn.
- A comprehensive PSHE curriculum which develops social skills, emotional wellbeing and important life skills.
- A pupil voice system which encourages children to express their views and opinions. Each class is represented on the School Council, with elected members meeting regularly to contribute to school decisions and share ideas with the Senior Leadership Team (SLT).
- Support from our Parent Support Advisor (PSA), who works alongside the SLT to support inclusion, attendance and family wellbeing.
- A welcoming Christian ethos, supported by strong Diocesan and community links, helping pupils to develop confidence, respect for themselves and others and a sense of belonging within the school family.
- All teaching staff and teaching assistants are trained in emergency first aid to support day-to-day school routines. Key staff members, including those in EYFS and wraparound care are also paediatric first aid trained.
- Medication can be administered in line with the school's Medication Policy. Parents are asked to ensure that any medication provided has been prescribed by a doctor and supplied with clear instructions.
- Individual Healthcare Plans are written for pupils with long-term medical needs that may affect them in school. Parents are involved in creating these plans and where appropriate, the School Nurse or Health Visitor may also contribute.
- Our Mental Health First Aider is available throughout the school day to support children's emotional wellbeing and mental health needs.

What specialist services and expertise are available at, or are accessed by the School?

- Pupils at Ingleton C of E & Gainford C of E Primary School benefit from their staff having a wide range of experience, expertise and qualifications.
- Specialist services are used when the need arises and school/pupils can benefit from the support and advice of external agencies/services.

Our staff have valuable experience supporting children with a range of additional needs. They are able to assess children's needs and provide guidance and support for both schools and parents.

In some cases, a Local Authority advisory teacher may be consulted. Following an assessment, they may produce a written report which will be shared with parents by the school.

This report may include:

- Background information explaining why the assessment was carried out.
- Standardised scores from any psychometric assessments completed.
- Recommendations for school and parents to support the child's progress.
- Advice regarding possible next steps, such as a statutory assessment or involvement from additional services.

All specialist teachers and advisory staff work closely with the Educational Psychology Team and CAMHS where appropriate.

Referrals to these services are made through the SENDCO and can only be submitted with full written consent from parents or carers.

External expertise/services accessed by pupils can include:

- The Emotional Wellbeing Team
- CAMHS (Child and Adolescent Mental Health Service)
- School Nurse
- Emotional Resilience Nurse
- Cognition & Learning
- Communication & Interaction Team
- Sensory & Physical Team including Hearing Impaired Service/Visual Impaired Service
- Educational Psychologists
- Speech & Language Therapists
- Autism and Social Communication Team
- Occupational Therapy- NHS / Future Steps
- Mental Health First Aider
- Thrive support
- Wellbeing sessions
- Exam access arrangements specialists
- Social Care

This is not an exhaustive list and we may access other services if needs arise.

What training has the staff supporting children and young people with SEND had or are having?

- All staff at our schools are teachers of SEND or support pupils with SEND.
- We value staff training and ensure that full staff training programmes are in place.
- All staff receive training in SEN issues. These sessions are usually needs driven and designed to raise awareness of interventions/processes to support individuals and specific groups of pupils.
- SEND training is delivered by the SENDCO or by external agencies/support services.
- There is a dedicated safeguarding team within school who have received training for child protection and safeguarding issues.

How are the school resources allocated and matched to the young person's special educational needs?

- All resources are allocated in accordance with the data and information held by the school relating to each pupil.
- Resources will be matched to the young person's special educational need depending upon a range of factors including their level of ability, rate of progress and overall wellbeing.

How is the SEND budget allocated?

- Ingleton & Gainford C of E Primary Schools have a range of SEND provision that is matched to the needs of the individual and supported by Higher Needs Funding.
- The teams at both schools provide opportunities for a range of interventions, specifically targeted support, which may include; group sessions, 1-1 targeted intervention, group workshops, English and numeracy work, sensory circuits, wellbeing or mentoring.

SEND Transport

If a child has Special Educational Needs and is unable to make their journey from home to school without help, the Local Authority may provide travel assistance. Please look on the Local Offer for the current [SEND Transport policy](#).

Complaints

Who to contact to make a complaint about your child's SEN provision

If you have any concerns regarding your child's SEN provision, please contact the school office to arrange meeting with the SENDCo. To make a formal complaint, please see the link to the [DND Learning Trust's Complaints Policy](#)

Legislative Acts taken into account:

- Children and Families Act 2014
- Equality Act 2010