

INGLETON C OF E PRIMARY SCHOOL

SEND INFORMATION REPORT

MARCH 2024



VISION STATEMENT

Through our Christian values, we ensure that every child shines in their own unique way.

As a family, we welcome all into our safe, learning environment where we respect and celebrate each other's achievements. We want all our children to be confident, independent, resilient learners, with a sense of belonging, a feeling of being loved and ready to make their mark on the world.

“Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

Matthew: 5:16

WHAT IS THE LOCAL AUTHORITY LOCAL OFFER?

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents in understanding the range of services and provision in the local area.

The current link to the LA Local Offer website can be found at:

<https://www.durham.gov.uk/localoffer>

www.countydurhamfamilies.info/localoffer

INTRODUCTION

At Ingleton Church of England Primary School we are extremely proud of our commitment to ensure the equal inclusion of all pupils in all areas of school life. We recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a Special Educational Need or Disability.

At Ingleton Church of England Primary School we ensure that all pupils, regardless of their specific needs make the best possible progress.

There are now four broad areas of SEND, these are:

1. 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 ASD, including Asperger's Syndrome and Autism, 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.

2. 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.

3. 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, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or Physical Difficulties

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. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

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

SCHOOL ADMISSIONS

Ingleton C of E Primary School provides education for children aged 3-11 years old. We pride ourselves on meeting the needs of our pupils and strive to ensure that every child achieves their full potential. Our school has a Nursery provision, a Reception, Year 1 & 2 class, a Year 3/4 class and a Year 5/6 class. The admission limit is 15 per year group.

<https://www.ingletoncofeprimary.co.uk/key-information/school-admissions/>

Special Educational Needs and Disabilities (SEND)

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure that the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the Primary and Secondary Admissions section of the Durham County Council website and on our school website <https://www.durham.gov.uk/article/2190/Apply-for-a-primary-place>

<https://www.ingletoncofeprimary.co.uk/key-information/school-admissions/>

Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEN

Children and young people with an Education, Health and Care Plan follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs.

The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

TEACHING, LEARNING AND THE CURRICULUM

At Ingleton C of E Primary School we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

What does our Curriculum look like?

Ingleton C of E Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow either the Early Years or National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

Early Years Foundation Stage Curriculum (Nursery & Reception)

All aspects of children's growth and development are woven together but can be separated into 7 different areas of learning. These areas are consistent with the Early Learning Goals within the Early Years Foundation Stage for 0-5 year olds. The 7 areas are split into 3 Prime Areas (these are the areas the children should mostly develop first) and 4 Specific Areas (these will develop as the child grows).

The Prime Areas:

1. Communication and Language
2. Personal, Social and Emotional Development
3. Physical Development

The Specific Areas:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Art and Design

These seven areas are used to plan your child's learning and activities. We make sure that the activities are suited to your child's unique needs.

The Early Years Curriculum is designed to be flexible so that we can follow your child's unique needs and interests and activities are often child-initiated.

National Curriculum (Year 1 – Year 6)

Our Curriculum not only includes the requirements of the National Curriculum 2014, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. This includes a variety of Educational Visits out of school and a wide range of visitors and events in school.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

Support Provision

At times and when it is felt appropriate, modifications to the curriculum may be implemented to successfully match pupil ability to the curriculum. We provide a wide range of support strategies which are tailored to meet the needs of the individual child these may include:

- A range of teaching and learning styles
- Differentiated learning materials
- Access to ICT and Technology
- Additional in/out of class support
- Enrichment and enjoyment opportunities to stimulate and motivate learning
- Flexible groupings including small group work or peer support
- An innovative and supportive learning curriculum
- The appropriate use of rewards and sanctions
- Assessment procedures that emphasis children's strengths and achievements
- Celebration of achievements in all areas of the curriculum
- Application during national testing at KS2 to obtain access arrangements as appropriate
- Support provision for children with Social, Emotional or Mental Health (SEMH) Needs
- A number of our staff are trained to deliver or facilitate various intervention programmes to support our children.

STAFF TRAINING AND CPD

Our team are trained in specific interventions and are also able to deliver individualised intervention programmes depending on the needs of the child.

We ensure our team are continually updated with SEND training and professional development. When a child has a specific need we endeavour to ensure our team are trained to respond their specific needs. Over the past few years staff have accessed up to date training on Autism Spectrum Condition, ADHD, Attachment and Trauma, Managing Behaviours of Concern (linked to Social & Emotional Mental Health), Sensory Smart Training (linked to Occupational Therapy), CACHE Level 2 Understanding Children and Young Person's Mental Health, individualised training on how to write SEN Support plans, paediatric / emergency first aid and how to keep children safe online.

Furthermore, we continually work with a wide range of external professionals such as Educational Psychologists, Speech and Language Therapists, CAMHS, Occupational

Therapists, The Emotional Wellbeing Team, Cognition and Learning and the Behaviour Intervention Team.

FINANCE

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. This is monitored each term by the Academy Council.

At Ingleton C of E Primary School our notional SEN budget amounts to £17,768.20 (2023-2024) & £20,958.42 (2024-2025). This funding is prioritised to tailor make learning to ensure small steps of progress are continually made by all SEND learners.

Additionally, we have one Higher Level Teaching Assistant who is partly funded from the SEN budget and delivers programmes or interventions designed to meet groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given targeted support.

All children no matter what their needs are, receive daily Quality First Teaching. At Ingleton C of E Primary we aim to keep children with SEND part of their whole class therefore support is often given in the form of a Teaching Assistant working alongside the children and teacher. Interventions are carried out throughout the day and where possible at times when the children do not miss their whole class teaching. A carefully constructed timetable ensures children are not taken out during the same subjects each week.

If a child has complex Special Educational Needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes. Detailed SEN Support Plans are sent to the Local Authority and are then banded appropriately by the Local Authority.

Detailed assessments and target tracking ensure that all learners achieve and make progress at Ingleton C of E Primary School including those with SEND.

Statement of Intent for Supporting Equality

Special Educational Needs and Disabilities (SEND)

We have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2015.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (Code of Practice DFE 2015).

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of pupils of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated and personalized to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

DFE: Definition of disability

“A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.”

The Equality Act 2010

At Ingleton C of E Primary School we are committed to equality. Every pupil fulfils their potential no matter what his or her background or personal circumstances.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

KEY POLICIES

Our school policies can be found on our school website but the most important ones for parents of children with SEND are listed below:

- SEND Policy
- Equality Policy
- Equality Information and Objectives
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Supporting Pupils with Medical Needs Policy
- Complaints Policy

HOW WE SUPPORT PUPILS WITH SEND

At, Ingleton Church of England Primary School we have experience of supporting children and young people with a wide range of need including:

- Attachment Disorder
- Autistic Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia and Dyscalculia
- Developmental Co-ordination Disorder (Dyspraxia)
- Social, Emotional and Mental Health Needs
- Speech, Language or Communication Needs
- Specific & General Learning Difficulties
- Physical Disabilities

We also manage a range of ongoing medical conditions/needs such as:

- Epilepsy
- Asthma

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

CONTACTS

The following are the main contacts for Special Educational Needs and Disability at Ingleton Church of England Primary School:

- Mrs Karen Whitaker is the Head Teacher, Special Educational Needs Coordinator & Designated Teacher for Looked After pupils
- Mrs Heather Drake-Brockman & Mrs Toni Muir are our designated SEND Academy Councillors.

It is the SENCO's job to:

- ✓ Oversee the day-to-day operation of the school's SEND policy
- ✓ Advise teachers on using a graduated approach to providing SEND support
- ✓ Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
- ✓ Liaise with parents/carers of pupils with SEND
- ✓ Liaise with and be a key point of contact for external agencies
- ✓ Ensure that the school keeps the records of all SEND pupils up to date
- ✓ Work with the Academy Council to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements

If you would like independent support or advice about any aspect of your child's Special Educational Needs, then please contact:

Durham IASS (Independent Advice Support Service) Tel: 0191 5873541 or 03000 267007
 Website: <http://www.durhamsendiass.info/contact-us/>

HOW WE IDENTIFY AND ASSESS CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

What is a Special Educational Need?

A Special Educational Need can be a number of different things. For example, your child may be having problems with reading, maths or behaviour which school can help with by putting extra support in at school and by working in partnership with yourself; the parent. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

Types of Special Educational Needs can include:

- General learning difficulties – children whose learning progresses at a slower pace.
- Specific Learning / Literacy Difficulties e.g. Dyslexia (difficulties with reading, writing and spelling), Dyspraxia (problems with motor skills and organisation), Dyscalculia (difficulties with number work)
- Speech and language difficulties
- Behavioural difficulties
- Social & Emotional Health Difficulties
- Autism
- ADD / ADHD (attention deficit (hyperactivity) disorder)
- Downs Syndrome
- Anxiety
- Visual Impairment
- Hearing Impairment
- Physical Difficulties

The first person to identify that a child has special educational needs may be:

- Yourself, as a parent or carer
- The class teacher
- A health visitor
- Another medical professional

Who will explain this to me?

The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.

Should staff have concerns about your child then they may invite you to come into a meeting at any time of the year.

This will involve the class teacher and the SENCO.

For further information, the SENCO is available to discuss support in more detail.

At Ingleton C of E Primary School we identify children with SEND through ongoing and rigorous assessment and quality first teaching. The use of early intervention under quality first teaching will be used before placing a child on the SEND register. We use a number of different techniques to identify the gaps such as the EYFS profile, KS1 and KS2 SATs, quality first teaching, ongoing feedback and discussions with children and many more.

The use of intervention and additional support will be used to narrow the gap before placing a child on the SEND register.

If it seems that your child may have Special Educational Needs, your child's class teacher or the Special Needs Co-ordinator (SENDCO) will assess:

- What your child is good at and what they need help with
- What your child would benefit from learning
- How best to help your child learn

Children thought to have Special Educational Needs will be placed on the school's Special Educational Needs register and receive one of three levels of support:

1. SEN Short Note
2. SEN Support Plan
3. Educational Health Care Plan

The level of support received may change throughout their time at school. School staff will speak to you if they think this should happen and will ask you for your opinion about this.

Most children and young people will have their Special Educational Needs met in mainstream schools through good classroom practice. This is called Quality First Teaching.

At Ingleton Church of England Primary School we follow a graduated support approach which is called "Assess, Plan, Do, Review". This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the Local Offer website.

What is a SEN Support Plan?

A SEN Support Plan says what the school, the class teacher and the SENCO plan to do to help your child learn. All teachers should be aware that children learn in different ways. Some need to work at a slower pace to ensure they fully understand one thing before they move on to something new.

A SEN Support Plan will be written in collaboration with the child, parent and teacher and will be child-centred. It should:

- Include short term targets for your child which are linked to their needs. Detail any extra support your child will get.
- Identify who will give your child help
- Say how often your child will get help
- State how and when the school will look at your child's progress again (usually at least three times a year)
- Involve the child

It is good practice for schools to share copies of a SEN Support Plan with parents / carers.

Ingleton C of E Primary School assess the effectiveness of the provision by:

- Talking to the child
- Talking to the parent
- Talking to the teacher
- Monitoring the child's progress
- Measuring improvement against objectives in SEN Support Plan

PASTORAL, MEDICAL AND SOCIAL SUPPORT

At Ingleton C of E School we consult with a wide range of agencies and partnerships to ensure the pastoral, medical and social needs of SEND children are met.

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact.

If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

The school has a policy regarding the administration and management of medicines on the school site.

As a staff, we have regular training and updates on conditions and medication affecting individual children so that all staff can manage medical situations.

Should your child have a particular condition which requires regular and constant medication then if necessary a member of staff will receive specific training.

At Ingleton, we support social and emotional development by:

- Having a designated Mental Health First Aider on Site.
- Having a positive approach to behaviour with a positive reward system.
- Ensuring interventions and support are given where a need has been identified.
- Maintaining close links with external partnerships.
- Accessing the best professional advice, working closely with the Local Authority Emotional Wellbeing Team, CAHMS (Child and Adolescent Mental Health Service), School Nursing Service, Social Services and Medical Professionals.
- Each year, the needs of our children within school are carefully considered and training organised to up-skill staff if necessary.

HOW DO WE CONSULT WITH OUR SEND PUPILS AND PARENTS?

Consultation with Children and Young People with SEND

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their targets, discussing them with the class teacher/SENCO.

The children have regular meetings with staff to discuss their progress and support.

Consultation with Parents and Carers of Children and Young People with SEND

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly Parent/Carer evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through a review of a child's SEN Support Plan or the Annual Review of their EHC Plan.

TRANSITION ARRANGEMENTS

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

How we will support children with SEND when they are moving on to another class or leaving our School

Our school will work with parents, the child and staff in a suitable placement to ensure that the transition is well organised and coordinated to ensure that a happy and smooth transition takes place.

To ensure that the induction of pupils to this school is a happy and welcoming experience the Local Authority operates an admission system to primary schools and provides a directory of all County Durham Schools. The admission criteria are found in the Admissions Policy.

Ingleton C of E is a small school and all staff know all pupils well (and vice versa). However, in order to make the transition as smooth as possible we undertake the following steps:

Transition to New Classes within Ingleton Church of England School

Transition from each year group is supported so that the children have met with their new teachers and are familiar with the new classroom environment and organisation. Transition visits take place during the Summer Term and additional visits are put in place for children with additional needs. Every Reception child is given a buddy on arrival on the transition morning, who will support the child during this period. For transitions which take place during the academic year i.e. children transferring from another school, a buddy is assigned to the child and additional arrangements are put in place, to ensure a smooth transition.

New starters for Reception and Nursery children are provided with the following opportunities:

- A personal individual tour of our school by a member of staff. This provides an opportunity to verbally share any information you wish to.
- A school information pack which gives further details of our school.
- Parent Open Information Event led by Head Teacher, EYFS lead and classroom assistants.
- Children visit the Reception class in the Summer Term.
- Bespoke packages can be discussed depending on need.

Transition to Secondary School

We have excellent links with a number of local secondary schools and academies. We support children at every stage of their school career and we plan for the transition to secondary school to be as smooth and as worry-free as possible.

We work in partnership with our secondary schools to provide an enhanced level of transition [funded by the Community of Learning [COL] for all year 6 pupils and extra support for those we deem in need. This may take the form of additional visits for pupils, one-to-one/small group working with secondary school staff or pupil mentoring from secondary schools.

The period of transition depends on the individual needs of the pupil. If it is felt appropriate secondary school colleagues will attend Annual Reviews or EHCP meetings to meet the current class teacher, parents and most importantly the pupil. We are particularly keen to involve parents/carers as much as possible in their child's transition to secondary school. School staff will take opportunities to work alongside parents/carers to visit secondary schools in advance of secondary placement applications being submitted to the Local Authority.

This ensures parents/carers can make the most informed placement decisions for their child. When a secondary school has been allocated to the child, parents are fully involved and consulted at all stages of the transition process.

We talk to the SENCO's in these schools to ensure that the support the children receive at our school continues into the next phase of their education.

At Ingleton C of E Primary School, we have a very flexible approach and additional visit opportunities or multi-agency meetings can be organised if required.

EXTERNAL AGENCIES AND PARTNERSHIPS

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity
- Extend the expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

Our School works with several agencies to provide assessment of needs and support for teaching and learning for example, Educational Psychologists, Speech and Language

Therapists, Occupational Therapists, Behaviour Intervention Team and the Cognition and Learning Team.

How are the Academy Councillors involved and what is their responsibility?

Academy Councillors are kept up to date on a termly basis as to the progress of SEN children. Individual children are not named in this instance and confidentiality is maintained at all times.

The Academy Councillors responsible for monitoring the provision of SEND are Mrs Heather Drake-Brockman & Mrs Toni Muir who are actively involved in monitoring provision in the classroom, monitoring and reviewing policy and practise and attending regular meetings with the SENDCO to ensure the provision of high-quality and appropriate support for all children.

The Head Teacher and Academy Councillors agree on priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

COMPLIMENTS AND COMPLAINTS

The education of all pupils that attend Ingleton C of E Primary School is very important to us. We would like to give everyone the opportunity to compliment the work adults and children carry out in our school and also the opportunity to share their complaints so that we can work together to make Ingleton C of E Primary School the best school for every child and their family.

Compliments can be passed either directly to a member of the team or to the SENCO. Compliments can also be made via our parent questionnaire or in the form of a letter / email. The comments you make may be published on our website.

Any complaints will be dealt with as quickly and efficiently as possible. All teachers work very hard to ensure that each child is happy at school and makes good progress; they always want to know if there is a problem so that they can take action before the problem seriously affects the child's progress.

Where a parent/carer feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, you should make an appointment to discuss it with the Head Teacher. The Head Teacher considers any such complaints very seriously and investigates each case thoroughly. Most complaints are resolved at this stage.

FEEDBACK

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience. We would also welcome your views about the content of our SEND Information Report – thank you.