LINTON PRIMARY SCHOOL
Intentionally Inclusive

SEND Report 2025/26

Approved by:	Governing Body	**Date:**	November 2026
Last reviewed on:			
Next review due by:	September 2027		

The information and data included in this report relate to the academic year 2025-2026.

They reflect how SEND funding has been used to meet the diverse needs of learners at Linton Primary School and should be read in conjunction with the SEND Policy, the Accessibility and Equalities Plan, and the Behaviour and Relationships Policy.

Linton Primary School is a very small village school for learners age 2-11, maintained by the local authority for learners. There are 40 learners on roll for 2025-2026. The proportion of learners with SEND is significantly above the national average and is continuing to rise. The proportion of learners with a statutory Education, Health and Care Plan is also above the national average and again, this is continuing to rise.

What OFSTED say ….

"'Intentionally inclusive' is the school's motto. It does not fail in its ambition. Pupils from the village and surrounding areas play and learn happily together. Some of the most vulnerable pupils, who have experienced challenging starts to their school career, are welcomed and nurtured here. No stone is left unturned to get pupils the support and care that they need right from the start. "

"Robust systems are in place to ensure that pupils' additional needs, including any special educational needs and/or disabilities (SEND), are identified promptly. Some pupils arrive at the school following difficult experiences in their previous school. The school is keen to ensure their time at Linton is successful. It works with a range of external agencies to put the right therapeutic support in place straight away. "

Ofsted 2024

SEND Profile at Linton Primary School

The provision and support for learners with additional needs and SEND exist across school with differing provision being made.

All SEND learners have a personalised *Passport* which explains the learner's need/s, their targets and the provision and resources required to support the learner to meet their targets. These are reviewed three times a year by the class teacher/s and/or SENCO and are shared with parent(s)/carer(s). If sought, support and or guidance from external professionals is recorded on *Passports*, as well as any recommended interventions.

Table 1: SEND Profile*

	Total Number of SEND	Percentage of SEND	Percentage of whole school
Learners with SEND	39		97.5%
Learners with an EHCP	25	64%	62.5%
Learners who are SEND and Pupil Premium	29	74%	72.5%
Learners who are SEND and have English as an Additional Language	0		
Learners who are\ SEND, Pupil Premium and have English as an Additional Language	0		
SEND learners who are girls	10	26%	25%
SEND learners, who are boys	29	74%	72.5%

***** Total number of learners on roll: **40**

Table 2: SEND Population by Key Stage

	Total Number of SEND	Percentage of SEND	Percentage of whole school
Early Years	7/7	18%	17.5%
Key Stage 1	9/9	23%	22.5%
Lower Key Stage 2	13/14	33%	32.5%
Upper Key Stage 2	10/10	26%	25%

Table 3: Four Broad Areas of Need

	Total Number of SEND	Percentage of SEND	Percentage of whole school
Communication and Interaction	0	0	0
Cognition and Learning	0	0	0
Social, Emotional and Mental Health Difficulties	39	100%	97.5%
Sensory and/or Physical Needs	0	0	0

(The four broad areas of need according to the *Code of Practice*.)

Table 4: SEND Attainment and Progress for 2023*

	Working at age-related expectations or above (EXS + GDS)		Working beyond age-related expectations (GDS)	
	KS1*	**KS2****	**KS1***	**KS2****
Reading (R)	0	50%	0	0
Writing (W)	0	0%	0	0
Maths (M)	0	50%	0	0
RWM combined		0%		0%

*Within this cohort, there are six learners with SEND, of which, three have an EHCP.

**Within this cohort, there are four learners with SEND, of which three have an EHCP.

Staff training and development

Linton Primary is committed to providing regular training for staff development. SEND is a frequent part of this training with staff having accredited qualifications in a range of SEND. Regular monitoring, reviewing and development of staff's understanding of SEND, and strategies used to support learners with SEND, underpins our commitment to providing for all learners.

Training undertaken this year includes, but is not limited to:

- safeguarding;
- Ordinarily Available Provision (OAP);
- Positive Intervention (safe handling);
- Trauma/ACES;
- Understanding dysregulation and de-escalation;
- Sensory processing;
- Sensory circuits;
- Behaviour support plans and risk assessments;
- Mathematics for SEND pupils;

- Implementation of *Personalised Support Plans* and *Passports*

Training is cascaded to staff by: staff meetings; personalised support for staff according to their needs; training sessions; and email updates.

All staff and Governors are aware of Prevent Duty (prevent radicalisation and promote British values) and have received training.

Working with Outside Agencies

Last year, Linton was supported by a number of external agencies with further advice and support for the learner and their parent(s)/carer(s). Professional advice was sought from:

- Speech and Language (High Incidents Needs Team - HINT);
- Behaviour Support (High Incidents Needs Team - HINT);
- Autism Support Service (High Incidents Needs Team - HINT);
- Educational Psychologist;
- Occupational Therapists;
- Children's and Young Person's Services;
- Early Help Team;
- School Health;

Outcomes for learners with SEND: 2025-2026

- Extend SSB Provision into KS2
- Further training for staff throughout school to ensure the increasing, complex needs of learners can be met;
- Implement the principles of Early Years Ordinarily Available Provision, alongside continuing to embed Ordinarily Available Provision in classroom practice;
- 2 x SLT to complete NPQ SENCO for increasing numbers of learners with SEND in school;
- Update training, and train additional staff, in Positive Handling.
- Expand Forest School Provision in collaboration with Parish Council
- Changes to classroom environments to support neurodivergent learners

The Local Offer

Please follow the link below to access the Northumberland Local Offer for further information on services linked to SEND in Northumberland:

Northumberland County Council - Northumberland Local Offer SEND 0 to 25 years

[1] The *Code of Practice* (2015) notes that a pupil is defined as having SEND if they have:

- a significantly greater difficulty in learning than most others of the same age; and/or
- a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the *Equality Act* (2010), a disability is a physical or mental impairment which has a long-term (at least 12 months) and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Complaints for learners with SEND

The school is committed to working in partnership with parents and carers to ensure that children and young people with Special Educational Needs (SEN) receive appropriate support to meet their individual needs. If a parent or carer has concerns or complaints about the SEN provision or support their child receives, they are encouraged in the first instance to discuss these with the class teacher and/or the school's Special Educational Needs Coordinator (SENCO), who will work with them to resolve any concerns promptly and informally. If the matter remains unresolved, parents can raise their concerns with the Headteacher in accordance with the school's complaints procedure. Where necessary, complaints may be escalated to the Governing Body in line with the school's formal complaints policy. The school will ensure that all concerns are treated seriously, investigated sensitively and responded to within agreed timescales.

This approach is consistent with the SEND Code of Practice: 0–25 years (2015), Chapter 11, which emphasises partnership working, open communication and the early resolution of disagreements. It also reflects the school's responsibilities under the Children and Families Act 2014, including the duty to use best endeavours to secure appropriate SEN provision. Parents can also seek independent advice and support from the Local Authority's SEND Information, Advice and Support Service (SENDIASS), or access disagreement resolution services where appropriate.

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Headteacher:	C Hodgson
Date:	November 2026
Chair of Governors:	J Brown
Date:	November 2026