

Lytchett Matravers Primary School & Preschool

Special Educational Needs and Disabilities (SEND)

Information Report

Prepared By:

Laura Dominey

Approved By:

LGC

Date:

May 2026

Start Date:

January 2026

Review Date:

January 2027



Introduction

Lytchett Matravers Primary School and Preschool (LMPS & LMPRE) is a mainstream primary Academy consisting of two sites with education covering EYFS, Key Stage 1 and Key Stage 2. In February 2025, 503 pupils were on roll: 419 in the main site (Primary, 4-11 year olds) and 84 registered in the Preschool site.

The LMPS SEND Information report supports the community in their understanding of how we work with all young people with Special Educational Needs and Disabilities to ensure that they have the chance to reach their full potential, to be included fully within all aspects of the school community and to make successful key transitions from EYFS, KS1 and KS2, ready for secondary school education.

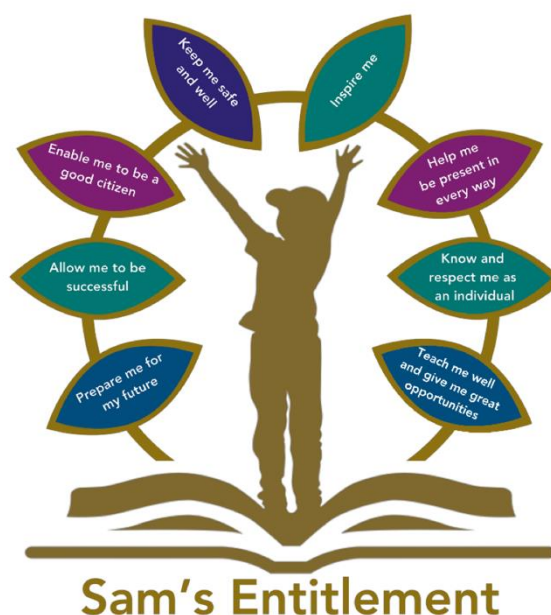
The SEND Information report for parents is written in line with the Children's and Families Bill September 2014 and the SEND Code of Practice 2015. The needs of pupils will be addressed irrespective of ability, physical fitness, social class or psychological condition.

LMPS will not label students nor use any organisational strategy which would disadvantage any particular group of students.



Communication in relation to SEND can be made directly to the school.

SEND Team:	send@lmps-dorset.co.uk	01202 622378
Office:	office@lmps-dorset.co.uk	01202 622378
Pastoral Team:	pastoral@lmps-dorset.co.uk	01202 622378





School Context – As of March 2026

SEN Provisions

	No Special Need	299
E	Education Health and Care Plan	14
K	SEN Support	64
N	Not Currently On Register	115



Legend: N (Not Currently On Register), E (Education Health and Care Plan), K (SEN Support)

††† Lytchett Matravers Primary School (From Page)

SEN Reasons

Reason		Pri	Sec	Oth
SPLD	Specific Learning Difficulty	5	2	1
MLD	Moderate Learning Difficulty	19	2	0
SLD	Severe Learning Difficulty	4	1	0
PMLD	Profound & Multiple Learning Difficulty	1	0	0
SLCN	Speech, Language and Communication Needs	28	1	0
HI	Hearing Impairment	1	1	0
VI	Visual Impairment	2	0	0
ASD	Autistic Spectrum Disorder	4	2	0
NSA	SEN support but no specialist assessment of type of need	2	0	0
SEMH	Social, Emotional and Mental Health Difficulties	11	6	1
OTH	Other Difficulty/Disability	0	1	0

††† Lytchett Matravers Primary School (From Page)

National Context:

Headline facts and figures - 2023/24

EHC plans

434,354

pupils in schools in England. Up by 11.6% from 2023

▶ [What is this?](#)

EHC plans

4.8%

percent of pupils with an EHC plan. Up from 4.3% in 2023

▶ [What is this?](#)

SEN support/SEN without an EHC plan

1,238,851

pupils in schools in England. Up by 4.7% from 2023

▶ [What is this?](#)

SEN support/SEN without EHC plan

13.6%

percent of pupils with SEN support. Up from 13.0% in 2023

▶ [What is this?](#)

Over 1.6 million pupils in England have special educational needs (SEN)

An increase of 101,000 from 2023. This includes the number of pupils with an education, health and care (EHC) plan and the number of pupils with SEN support, both of which continue a trend of increases since 2016.

- The percentage of pupils with an EHC plan has increased to 4.8%, from 4.3% in 2023.
- The percentage of pupils with SEN (SEN support) but no EHC plan has increased to 13.6%, from 13.0% in 2023.

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs.



All staff are responsible for supporting pupils with SEND at LMPS under the leadership and guidance of the SEND team:

 								
Mr Matt Vernon Headteacher, DSL & Attendance Lead		Mrs Laura Dominey Deputy Headteacher DSL & SENDCo		Mrs Cathy Gowan SEND Assistant & Reading Specialist	Mrs Sue Gray Early Years Educator SEND Lead	Mrs G Dominey Early Years Educator & Forest School Lead		
Awaiting Image								
Mrs Shiela Hill SEND Admin Assistant		Mrs Kate McGrail Pastoral Care and DDSL		Mrs Hazel Talbot ELSA		Mrs Karen Farwell ELSA		Mrs L Batten Attendance Champion
Governor with responsibility for SEND – Karen Hesketh								

What does SEND mean?

Special Educational Needs (SEN) is defined as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made, namely provision different from or additional to that normally available to pupils of the same age.

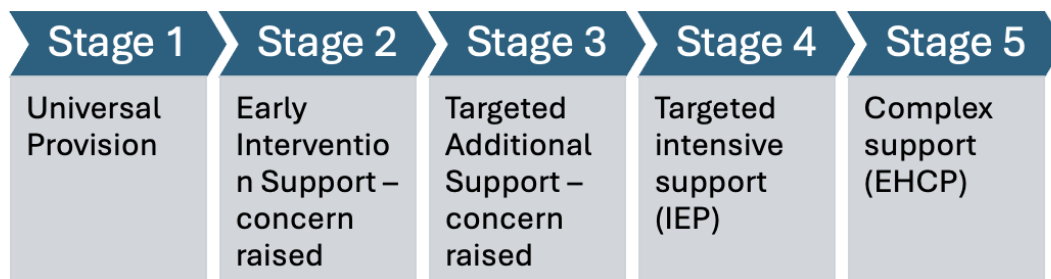
A child or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others 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 (The Children's and Families Act 2014, Section 3, Paragraph 20).*



Graduated response to SEND

A graduated response to SEND means that the support given to children increases as their needs increase, and that the levels of support are consistent across Dorset and Trust schools, in line with current national strategy.

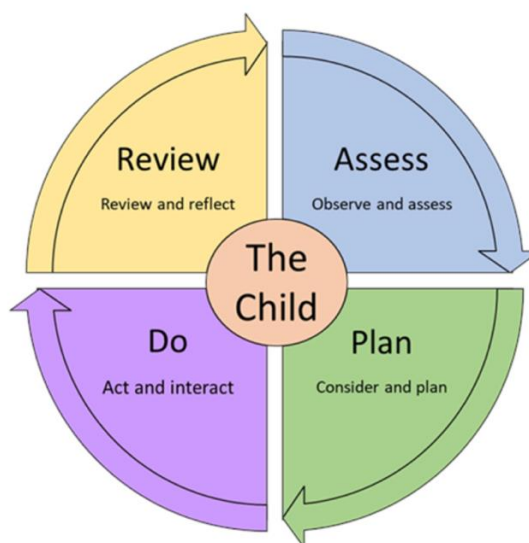


Universal – Quality First Teaching

Quality First Teaching and the use of personalised, differentiated approaches form the universal offer for all children and young people in educational settings. This includes the robust use of the ‘assess-plan-do-review’ cycle, rigorous teacher oversight, and close liaison between the setting and family.

Targeted Intervention & SEND Support

Where quality first teaching approaches have not been sufficient to meet the child’s needs and they now require more focussed, targeted support, they will move along the Graduated Response. As more and more targeted intervention continues, or barriers develop, a child may be identified as having SEND and be moved to Stage 4 of the Graduated Response, placing them on the SEND Register. These children will have an Individual Education Plan (IEP). More specialist advice may be sought, and the advice implemented and reviewed. Quality first teaching, robust use of the ‘assess-plan-do-review’ cycle, rigorous teacher oversight, and close liaison between the setting and family will continue.





The 4 Areas of Need:

Cognition and Learning – C&L

Communication and Interaction – C&I

Sensory and/or Physical - PD

Emotional and Mental Health – SEMH

Areas of Need:

All children and young people with SEND will have an identified Primary area of need and many will have additional needs across a range of other areas. Every child is different and it is important that it is the individual child and their range of needs which are looked at when deciding how best to support them.

Cognition and learning

This area includes moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

PMLD is when a person has a severe learning disability and other disabilities that significantly affect their ability to communicate and be independent. Someone with PMLD may have difficulties seeing, hearing, speaking and moving. They may have complex health and social care needs due to these or other conditions.

SpLDs include: dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with number and calculation), and dyspraxia* (or 'developmental coordination disorder' - difficulties with motor planning). People with one or more SpLDs may have a 'spiky profile' of attainment, with areas of strength and areas of need.

Sensory and/or physical needs

This area includes sensory impairments, such as visual impairment (VI), hearing impairment (HI) and multi-sensory impairment, as well as physical conditions such as cerebral palsy. These children will usually access support from a specific local team, which may be a combination of education and health services.

These children do not necessarily have difficulties with their cognitive functioning, which may be average or above average.

Cognition
and learning

Communication
and interaction

Sensory and/or
physical needs

Social,
emotional and
mental health

Communication and interaction

This area includes speech, language and communication needs (SLCN), such as Developmental Language Disorder (DLD). A learner with SLCN may have difficulties with speech production, with understanding language, with using language to express themselves or with a combination of all three. It also includes difficulties with the social use of language.

Children with a diagnosis of Autistic Spectrum Condition, including Asperger's Syndrome**, will have needs in this area.

Children who find communication and interaction challenging may or may not also have difficulties with cognitive functioning.

Social, emotional and mental health

Challenging behaviours are displayed for many reasons, which may be indicative of underlying mental health difficulties (such as anxiety or depression) or emotional issues (such as attachment needs). Some children have conditions such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD*** (Attention Deficit Disorder), which may affect their behaviours in school.

It is crucial to look for the underlying causes of any behaviour and/or emotional state, and aim to support these, rather than just dealing with the presenting behaviour.

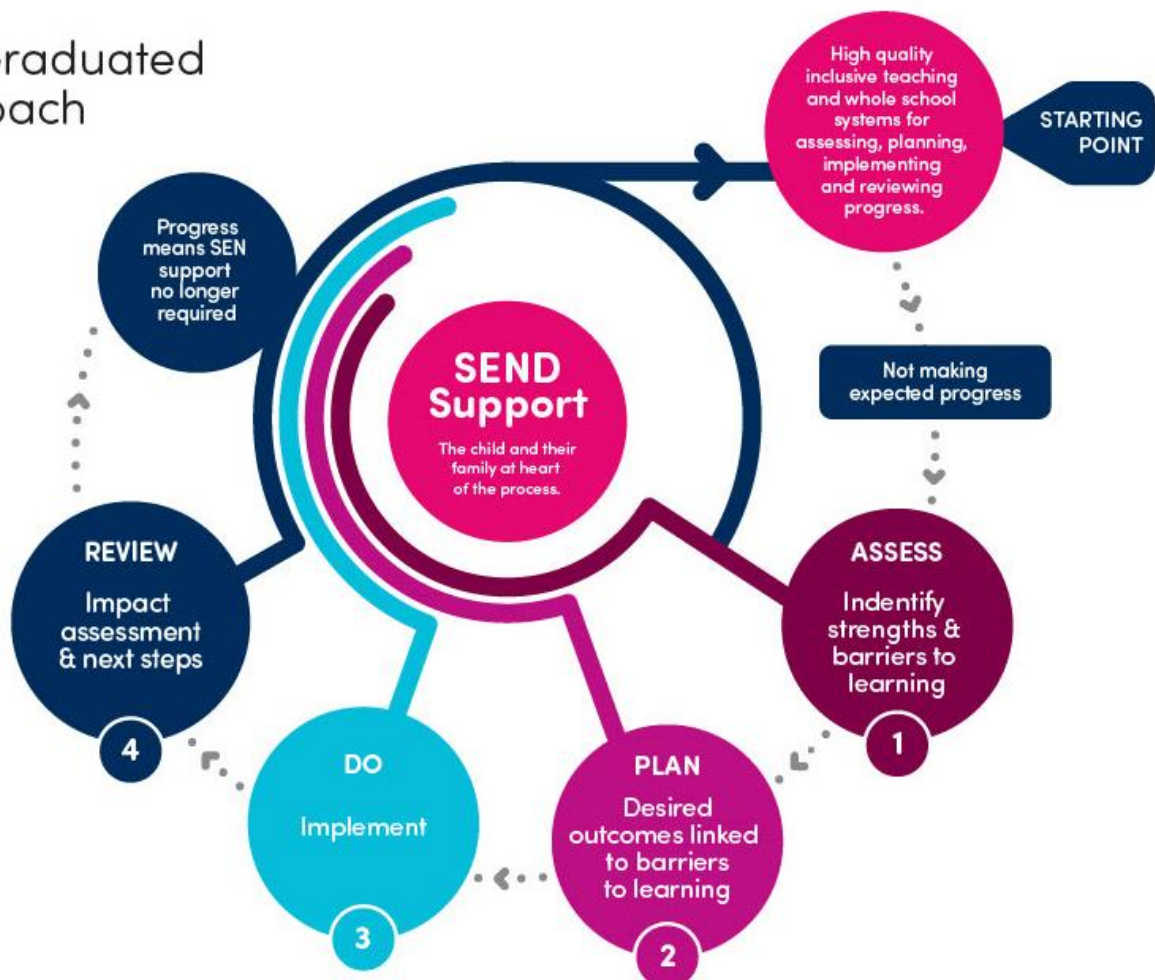
For some children with SEMH needs, the nature of these difficulties will affect their successful access to the curriculum, either temporarily or in the long term.



How is progress monitored

In line with the SEND Code of Practice, LMPS implements a cyclical model of intensifying support for SEND with the ASSESS-PLAN-DO-REVIEW process being applied throughout the graduated response to SEND:

The Graduated approach



What if a pupil does not make progress at SEND support?

If the pupil does not make progress over a sustained period and despite specialist advice, school may apply for an Education, Health and Care (EHCNA) Needs Assessment in order to access a statutory level of support for the pupil.



What are EHCPs?

EHCPs are Legal documents which identify educational, health and social needs and set out the support required to meet those needs under the following categories:

SECTION A	All about me	Section A is all about me; my aspirations, my likes and dislikes, my strengths and difficulties, how to best communicate and engage with me. My parents/carers also record their views here.
SECTION B SECTION C SECTION D	A summary of my Education, Health and Care Needs	Sections B, C and D are a summary of my special educational needs and any other health or care needs. This summary has come from what I and my parents/carers have said and what the professional assessments have identified.
SECTION E	My outcomes	Section E shows the outcomes that we have agreed and any steps I need to take to achieve them.
SECTION F	The special educational provision required for me to achieve my outcomes	This explains what is needed, what is going to happen, who is going to do it, what skills, qualifications or training they require, how often it will be made available and when it will be reviewed.
SECTION G SECTION H1 SECTION H2	The health and social care provision that is needed	This shows what health provision is reasonably required as a result of my learning difficulties, and if I am under 18, any social care provision that is required resulting from Section 2 of the Chronically Sick and Disabled Persons Act 1970, and any other social care provision that I might reasonably need because of my learning difficulties.
SECTION I SECTION J	Finalising the Plan	Section I is where the name and type of setting, school or college I will be attending is recorded and Section J gives the details of any personal budget we are receiving.
SECTION K	Reports and assessments	Section K contains a list of all of the reports and assessments that have been used to write my EHC Plan.



What happens when the Local Authority (Dorset/BCP dependent on where a pupil's home is located) are asked for an EHC Assessment?

If an assessment is agreed the LA will ask everyone appropriate for further information. The Special Educational Needs Panel will then consider the advice and will decide whether to issue an EHC plan.

Stage of EHC Plan process	Timeline 0-20 Weeks
<p>STAGE 1 - Request received</p> <p>We've got your request for an EHC needs assessment.</p>	<p>This is the start date.</p>
<p>STAGE 2 - EHC needs assessment decision</p> <p>If agreed, the EHC needs assessment will gather information on the child or young person's needs.</p> <p>The information from an EHC re-assessment will be used to decide if an EHC Plan is agreed.</p> <p>We've made a decision about the EHC needs assessment request. We've let you know our decision and next steps.</p>	<p>By 6 weeks</p> <p>As soon as the decision is made</p>
<p>STAGE 3 - Decision to issue an Education Health and Care Plan</p> <p>We've made a decision on an EHC Plan and have let you know whether it has been agreed or not.</p> <p>If an EHC plan has been agreed, we've sent a draft EHC Plan to you. You have 15 calendar days to check through the draft and tell us any concerns or requests for changes, or to request a meeting.</p>	<p>By 16 weeks</p>
<p>STAGE 4</p> <p>Final Education Health and Care Plan</p> <p>Where an Education Health and Care (EHC) plan has been agreed, we have sent you a final EHC Plan.</p>	<p>By 20 weeks</p>



How does the school know if my child needs extra help when they join the school?

We have a number of methods to help us identify if a child needs extra help. These include:

- Information from other services who have worked with your child, for example a speech and language therapist.
- Listening to the child's voice in relation to concerns / areas of challenge.
- Ongoing partnership with parents and information sharing from home.
- Transition information when joining from a different provision: cooperation with preschool / nursery / school in order to share information in relation to support for your child; home visits; discussions with parents; additional transition sessions.
- Professional dialogue between school staff.

This information will be used to ensure that we meet any additional needs your child may have. Once your child is in school we will monitor their progress and development. If we have concerns we may ask other professionals to provide advice and support.

What should I do if I think my child may have special educational needs?

We work in partnership with students and their parents / carers to help and support their learning. Any concerns about potential SEND should in the first instance be raised in discussion with your child's class teacher. Your concerns will always be taken seriously, as your views are very important to us.

The class teachers are responsible for planning the curriculum and differentiating to meet the needs of all the pupils within their class, assessing your child's progress and highlighting initial concerns regarding your child's holistic development.

The school operates a system where when concerns are raised, a record of these concerns is completed on a 'Cause for Concern' form and shared with the SEND team. This will then be triaged by the SEND team and could include an assessment being completed in relation to the particular pupil. The results of this assessment would either be to maintain the child at a Universal stage of support or to move through the graduated response, possibly moving to Stage 4, placing the child on the Special Educational Needs Register, with an IEP being put into place for the child.

Support for Children

We are an inclusive school that welcomes and celebrates diversity. All staff believe having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who are dedicated to supporting all of our children to the best of their ability.

The school's most recent OFSTED Inspection Report (June 2023) states: *Leaders have created a highly ambitious curriculum for all pupils, including those with special education needs and/or disabilities (SEND). Inclusivity lies at the heart of the school's work. Staff identify pupils with SEND early. They adapt provision well to their specific needs.*



Students and their parents / carers are consulted at all stages of the Graduated Response to SEND monitoring cycle, ensuring that the children remain at the centre of the process.

- The progress of all children is reviewed on a regular basis.
- Where necessary an individual programme of support (IEP) will be used and progress monitored. These are known as IEPs.
- IEPs will be reviewed three times a year to ensure that targets and support remains appropriate and that progress is being made.
- Additional support/ interventions are time limited and rooted in a Cycle of Assess, Plan, Do, Review, in line with the SEND Code of Practice.

Where necessary, the school may seek support from outside services. This will be discussed with parents / carers through a co-production meeting and with consent obtained for any referral made.

Support is provided in a whole class, group and individual basis centred around impactful adaptation and intervention for the individual pupils. A focus is maintained on supporting children to be independent, confident and positive learners.

Area of need	Whole school, universal provision	Examples of some of the focused support for children's additional needs include;
Cognition and Learning (moderate/ specific learning difficulties.)	<ul style="list-style-type: none"> • Adaptation of the curriculum and teaching. • Teaching resources are assessable and appropriate. • Interactive and inclusive learning environment. • Multisensory approach to learning. • Whole school visual timetable. 	<ul style="list-style-type: none"> • 1:1 / small group intervention – reading, maths, writing. • Bespoke and adapted resources. • Alternative methods of recording. • Additional in class TA support. • Individual pupil observations. • Support through the local authority – specialist teachers. • Further assessments carried out to identify specific areas of need. • Interventions – bespoke to need. • Bespoke sequence intervention for children with diagnosed Dyslexia. • Bespoke modelling for parents and carers to continue interventions and support at home. • YARC, TALC and PA Assessments completed by Level 5 Trained Reading Specialist Teacher.
Communication and interaction.	<ul style="list-style-type: none"> • The Oracy Project • Strong emphasis on speaking and listening interwoven into the curriculum. • Nest, Think, Pair, Share • Creation of a vocabulary rich environment. • Strong phonics teaching in preschool, EYFS and Key Stage 1. • Maths and English Working Walls. • Dual Coding • Scaffolding learning. 	<ul style="list-style-type: none"> • Small group phonics support. • Fast Track Phonics intervention. • Pre- teaching and over learning of vocabulary. • Makaton – the school has 4 trained Makaton Level 1 and 2 members of staff. Two based in pre-school and two based in the main school building. • Alternative communication strategies including; Makaton, PECS, singalong. • Speech and Language Therapy (SALT) sessions – face to face. • Bespoke modelling for parents and carers to continue interventions and support at home regarding SaLT.



	<ul style="list-style-type: none"> • Cueing and prompting learner where needed 	<ul style="list-style-type: none"> • Weekly SaLT intervention, bespoke to children's individual needs, under the direction of the SaLT team. • Opportunities throughout each week to practise SALT targets with 1:1 TA support. • Assistive technology used across all subjects where needed. (<i>such as iPads and laptops.</i>) • Social stories/ social strips used to prepare and manage transitions.
Social, emotional and mental health difficulties.	<ul style="list-style-type: none"> • Consistent use of the school's relationships and behaviour policy. • Zones of Regulation approach implemented across the school. • Interactive ZOR support displays and resources available in each classroom and across every year team base in the school. • Regulation Stations across each school year base/classroom. • A positive, supportive and nurturing whole school environment. • Delivery of the SCARF PHSCE curriculum. • Circle times. • Assemblies/ Collective Worship. • 	<ul style="list-style-type: none"> • Targeted intervention to promote social skills and emotional resilience. • Intervention delivered by our ELSAs (Emotional Literacy Support Assistants.) • Pastoral Care Worker bespoke support • Class observations and playground observations by Pastoral Care worker and SENDCo. • Personalised Behaviour Response Plans (BRPs) • Additional advice and support from outside agencies – e.g. CAMHS, Paediatricians, Outreach, Early Help. • Sensory circuits intervention. • Movement break stations and intervention support for children that need this. • Social thinking interventions. • Superflex Academy Intervention. • Lego Therapy sessions and lunchtime clubs. • Bespoke 20:20:20 lunchtime support. • The Nest Breakout Space & Doodle-Town. • Robin Room – reduced sensory input learning space. • Social stories/ social strips used to prepare and manage transitions.
Sensory and/or physical needs, e.g. hearing and visual needs.	<ul style="list-style-type: none"> • Seating position in class prioritised. • Provision of specialist equipment and resources. • Curriculum adaptation – e.g. enlarged texts. • Use of ear defenders. • Accessible environment planned for all areas of school. • Break out spaces. • Hearing specialist adaptations completed for learning spaces that are relevant for children with hearing impairments. • Movement Break Stations. 	<ul style="list-style-type: none"> • Additional modifications to the school environment. • Liaison with a range of medical professionals. • Regular visits from Hearing Support and Vision Support services through Dorset Council, providing advice, support and next steps for the child. • Learning support timetabled throughout each week. • Learn to Move, Move to Learn, small group/ 1:1 intervention. • Sensory circuits intervention. • Movement break stations and intervention support for children that need this. • Lego Therapy sessions and lunchtime clubs. • Bespoke 20:20:20 lunchtime support. • The Nest Breakout Space. • Robin Room – reduced sensory input learning space. • Social stories/ social strips used to prepare and manage transitions.



The school also operates universal 'Learning Muscles' to support children's learning and support independence, confidence and positivity in learning:



How parents / carers are kept informed of progress for pupils with SEND

We work co-productively with all parents and carers. In addition to an 'Open door' policy to communication between families and class teachers, the following opportunities to discuss / share information in relation to progress are in place:

- A school report home in the first half of the Spring Term and the second half of the Summer term.
- Families' Evenings opportunities 3 times per year, in line with review stages for IEPs.
- Your child's class teacher will be available via email or through the school office if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher, SEND Team or SENDCo by visiting the school office.
- The class teacher may suggest ways of how you can support your child.
- The Pastoral Care Lead may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- Where appropriate, Behaviour Response Plans and/ or Behaviour Management Handling plans will be written in co-production with you.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used both at home and in school.
- If your child has complex Special Educational Needs they may have an Education, Health and Care Plan (EHCP). These will contain detailed targets and a summary of your child's strengths and needs. We invite parents/carers, external professionals



and appropriate school staff to attend at least one formal meeting a year. These are known as Progress Reviews or Transition Reviews if your child is in Y6. These meetings look at reviewing and setting appropriate targets and actions and ensuring the current provision is appropriate to meet your child's needs.

- Annual SEND Information Evenings are held each year during the Autumn Term.
- Parent Workshops are held during the school year to teach parents about the Zones of Regulation.
- Bespoke modelling sessions for parents can be arranged with the SEND team, sharing interventions and strategies for learners to complete in the home.

What support will there be for my child's overall well-being?

Support we can provide in school may include:

- Social skills and friendship groups
- ELSA support
- Pastoral mentoring/ family support
- Behaviour programmes including rewards and sanctions.

Medical

- Medicines can be administered in school with signed parental permission.
- There are nominated first aiders in school and several members of staff have paediatric first aid qualifications.
- If your child has significant medical needs, you will need to speak to the Pastoral Care Lead to discuss how we can best support you and your child. This might include co-producing a Health Care Plan.
- If a Medical Care plan is required, the Pastoral Care Lead will support parents / carers with completing this.

The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries please speak to your child's class teacher in the first instance.

If further support is needed, the class-teacher will speak to the SENDCo in the first instance.

What training have staff had, or are undertaking, to support children with special needs?

All Teachers in the Academy are trained Teachers who have access to a range of support and training opportunities across the year. The Academy has a training plan for all staff to improve the quality first teaching and learning of children. This includes whole Academy training on SEND issues such as SEMH, Barriers to Learning, Speech and Language difficulties and supporting children with specific need or conditions. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. The staff also attend NASEN SEND Training, EHCP co-production coaching sessions with the SENDCo and IEP writing coaching sessions annually.



Currently we have teachers and teaching assistants who have had training in the following areas:

- Speech and Language
- Dyslexia
- Attention Deficit Hyperactivity Disorder
- Autism
- Sensory Circuits
- Learn to Move
- Emotional Literacy (ELSA)
- Bereavement Counselling
- Anxiety
- Attachment and resilience
- Emotion Coaching
- Trauma Informed Practice – PACE
- Emotional Based School Avoidance (EBSA)
- Sensory Detective Training
- Autism & Anxiety in Schools
- STORM Project – Stormbreak & Shine
- Lego Therapy
- Phonological Awareness
- Securicare Physical Intervention Training
- Sensory Integration
- Understanding and Supporting ADHD
- Using Visuals to support Learning
- Supporting Social Understanding

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

We may access support from other services, for example;

- Educational Psychology Service
- Speech and Language Therapy
- School Nurse
- Early Years Services
- Education Support, Behaviour and Attendance Service
- Occupational Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Counselling services
- Service for Children with Sensory Needs
- Children's Services
- Purbeck Locality Team – Specialist Teachers
- Behaviour Lead – Hamwic Education Trust
- Play therapy services
- Consultant services to support children with sensory needs
- KORU Therapy Services



How will my child be included in activities outside the classroom, including school trips?

We make sure that activities outside the classroom and school trips are available to all. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents / carers may also be invited to accompany their child on a school trip if this ensures access.



How accessible is the school environment?

- The school site is wheelchair accessible
- We have a disabled toilet that is large enough to accommodate changing and suitable for wheelchair users.
- There is a designated disabled parking bay outside the front of the school.
- Visual timetables are used in all classrooms.
- We have an accessibility plan, which is available to view on our school website.

How will the school prepare and support my child for the next stage of education?

- Transition events are held in the summer term for all pupils transitioning to secondary school.
- Enhanced opportunities are facilitated for pupils with SEND.
- Detailed handing over of information from LMPS to secondary schools through professional discussion and formal recording.
- Effective transfer of all SEND and safeguarding information to destination schools.
- Destination schools are invited to attend any SEND reviews prior to transition.
- Pupil voice (children are asked their views on an issue either individually or in small groups).

How is the decision made about what type and how much support my child will receive?

- We use the Hamwic Education Trust Graduated Response to SEND model.
- Each child is assessed individually according to the SEND Code of Practice and LA guidance, and personalised or group learning support programme(s) will be developed dependent on need.



- Additional assessments from outside services, such as Educational Psychologists, Specialist Teachers and Speech and Language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- School based plans are discussed with parents and staff three times a year (Pupil Passports).
- Children who have an Educational, Health and Care Plan (EHCP) will also have an Annual Progress Review to review the desired outcomes listed on their EHC Plan.

Who can I contact for further information?

In the first instance if you have a question, query or comment please speak to your child's Class teacher. Contact can be made in person or through the school office.

Other useful contacts as of April 2026 are:

- Deputy Headteacher, DSL & SENDCo / Inclusion Leader – Mrs Laura Dominey
- Head Teacher – Mr Matt Vernon
- Lead Teacher for Looked After Children (LAC) – Laura Dominey
- Assistant SENDCo – Cathy Gowan
- Governor for SEND – Karen Hesketh
- Pastoral Care Worker – Kate McGrail
- School website – www.lmps-dorset.org

Who can I contact if I want to make a complaint?

It is hoped that most concerns can be expressed and resolved on an informal basis. However, if you do have any grievance or complaint then please follow the link on the school's website: [Lytchett Matravers - Policies](#) . Printed copies can be requested through the school office.

If your child has an Education, Health, Care Plan issued by Dorset Council and you wish to make a complaint, please contact Dorset Council Customer Services team on 01305 221000. If preferred you can complete an online complaint form by following this link: [Complain to Dorset Council - Dorset Council](#)

If your child has an Education, Health, Care Plan issued by BCP and you wish to make a complaint please contact sendbso@bcpcouncil.gov.uk

Additional support for parents / carers

Support is offered to parents / carers by sign posting them to services / organisations which may offer support / advice and where appropriate to the Local Offer (as applicable to home address):

Dorset SEND Local offer - [Dorset's Local Offer - Dorset Council](#)



BCP Local Offer - [SEND Local Offer | BCP](#)

Additional support is available through SENDIASS, who are an impartial, confidential and free service for children and young people (up to 25) with SEND and their parents/carers.

[Dorset SENDIASS](#)

[SENDiass4BCP - SENDiass4BCP](#)

Useful Links

NASEN - <https://nasen.org.uk>

Hamwic Education Trust - [Home - Hamwic Education Trust](#)

Please speak to the office if you would like a paper copy of this document. We can also arrange for a verbal meeting to discuss this document, ensuring it remains accessible to all members of community.