

Lytchett Matravers Primary School and Preschool **Special Educational Needs and Disabilities (SEND)** **Information Report**



Introduction

Lytchett Matravers Primary School and Preschool (LMPS) 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 lets the community understand how we support all young people with Special Educational Needs and Disabilities and 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 students 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.



Context

In February 2025, 16% of the primary aged pupils at LMPS were on the SEND register (66 pupils), with 3% of these pupils being supported through an Educational Health and Care Plan (EHCP) (14 pupils). A further 3 pupils in preschool were recorded on the SEND register.

In 2023/4, nationally 17.1% of primary aged pupils were recorded on the SEND register with 3% of these pupils being supported through an Educational Health and Care Plan (EHCP). Therefore, LMPS's context in relation to SEND is in line with the national position.

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

Office:	office@lmpsdorset.co.uk	01202 622 378
SEND Team:	send@lmpsdorset.co.uk	
Pastoral Team:	pastoral@lmpsdorset.co.uk	



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

			
Mrs Laura Dominey Deputy Headteacher, SENDCo, Inclusion Leader and DSL	Ms Cathy Gowan Inclusion Support Co-ordinator and Language Specialist	Mrs Kelly Porter SENDCo administration and support	Mrs Sue Gray Early Years Educator – SEND Lead Preschool
			
Mrs Kate McGrail Pastoral Care and DDSL	Mrs Hazel Talbot ELSA	Mrs Karen Farwell ELSA	Mrs Lauren 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.

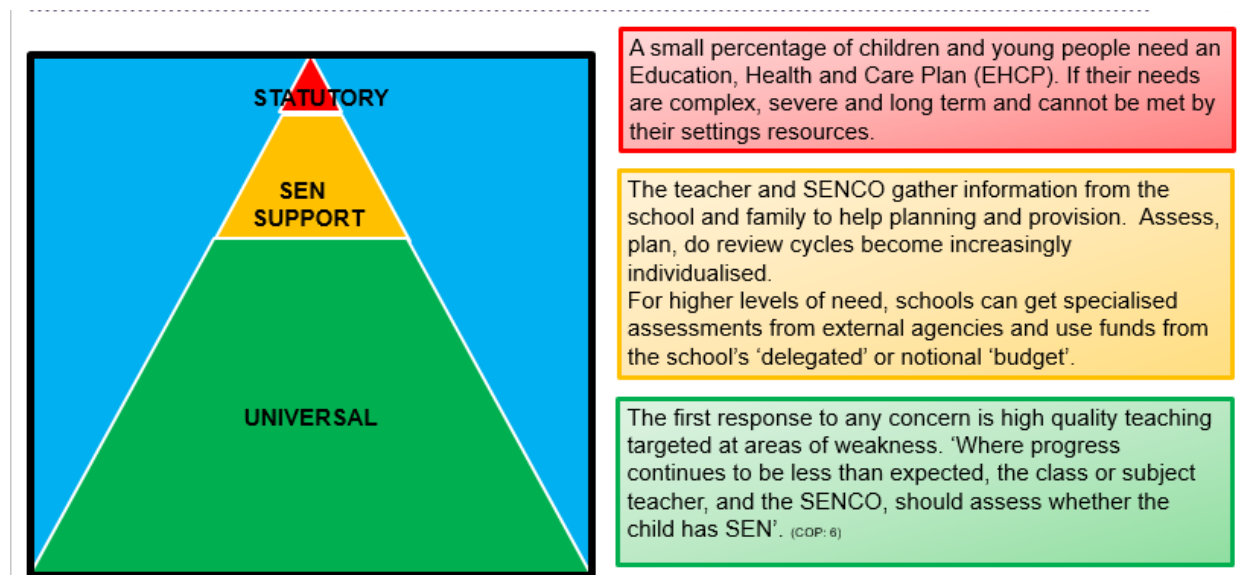
A child or a young person has a learning difficulty or disability if he or she:

- *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 schools and 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.

SEN 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 be identified as having SEND. These children will have a Pupil Passport. More specialist advice will 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.

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.

The 4 Areas of Need:

Cognition and Learning

Communication and Interaction

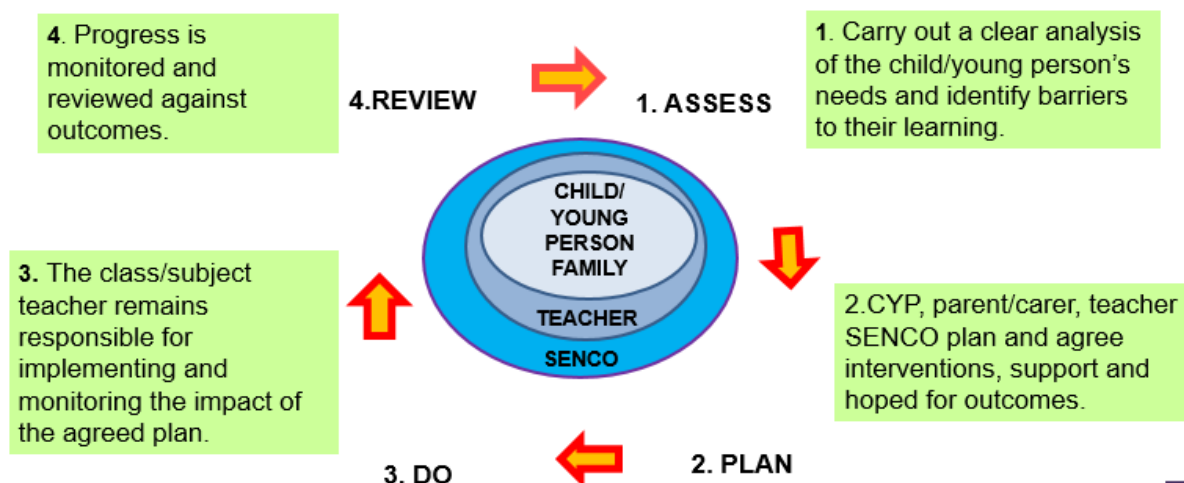
Sensory and/or Physical Needs

Social, Emotional and Mental Health Difficulties (SEMH)



How is progress monitored

In line with the SEND Code of Practice, LMPS implements a cyclical model of intensifying support for SEND with 4 stages of ASSESS-PLAN-DO-REVIEW deployed:



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 (EHC) 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.

They focus on:

- the child/young person's aspirations
- achieving outcomes
- person centred planning
- preparing young people for adulthood.

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

The LA has up to 6 weeks to decide whether to carry one out.

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.

The LA has 20 weeks in total to issue an EHC plan.



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 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 graduate to placing the child on the Special Educational Needs Register, with a Pupil Passport 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.

Students and their parents / carers are consulted at all stages of the SEND monitoring cycle, ensuring that the students are at the centre of the process.



Your child's needs will be met within the class, supported by high quality planning and teaching that takes account of the needs of each child:

- The progress of all children is reviewed on a regular basis.
- Where necessary an individual programme of support will be used and progress monitored. These are known as Pupil Passports. These will be reviewed three times a year to ensure that 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	Possible focused support for children's additional needs
Cognition and Learning (moderate/ specific learning difficulties.)	<ul style="list-style-type: none"> • Differentiation of the curriculum and teaching. • Teaching resources are assessable and appropriate. • Interactive and inclusive learning environment. • Multisensory approach to learning. 	<ul style="list-style-type: none"> • 1:1 / small group intervention – reading, maths, writing. • Differentiated 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.
Communication and interaction.	<ul style="list-style-type: none"> • Strong emphasis on speaking and listening interwoven into the curriculum. • Creation of a vocabulary rich environment. • Strong phonics teaching in preschool, EYFS and Key Stage 1. 	<ul style="list-style-type: none"> • Small group phonics support. • Pre- teaching of vocabulary. • Alternative communication strategies used; signalong, PECS. • Speech and Language Therapy (SALT) sessions – online and/or face to face. • Regular opportunities throughout each week to practise SALT targets with 1:1 TA support. • Access to technology to support communication, such as iPads and laptops.



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 with display and resources in each classroom. • A positive, supportive and nurturing whole school environment. • Delivery of the SCARF PHSCE curriculum. • Circle time. • 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.) • Class observations and playground observations by Pastoral Care worker and SENDCo. • Personalised Behaviour Management Plans (BMP) and Behaviour Handling Plans. • Additional advice and support from outside agencies – e.g. CAMHS, Paediatricians, Outreach, Early Help.
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. 	<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.
Autistic Spectrum Disorder (ASD).	<ul style="list-style-type: none"> • Multi-sensory approach to learning. • Structured and consistent timetabling. • Visual prompts used to aid learning, such as visual timetables. • Positive behaviour management. • Learning Styles understood. • Transition support timetabled in to the day. 	<ul style="list-style-type: none"> • Small group/ 1:1 intervention. • ICT used to remove barriers to learning. • Social stories/ social strips used to prepare and manage transitions. • Outreach support through local special schools. • Movement/ brain breaks timetabled. • Social & emotional aspects of learning explored with the ELSA team as required. • Personalised, teacher led support and planning.



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 Pupil Passports.
- 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 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.

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 drawing up 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 SENCo / Pastoral Care Lead.

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

All Teachers in the Academy are highly 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 teaching and learning of children. This includes whole Academy training on SEND issues such as SEMH, Literacy difficulties, 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.

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

- Speech and Language
- Dyslexia
- Attention Deficit Hyperactivity Disorder
- Autism
- Supporting children with sensory needs



- Emotional Literacy (ELSA)
- Bereavement
- Anxiety
- Attachment and resilience.
- Emotion Coaching
- Trauma Informed Practice – PACE
- Emotional Based School Avoidance (EBSA)

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
- Attention Deficit Hyperactivity Disorder (ADHD)
- Play therapy services
- Consultant services to support children with sensory needs

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 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 SEN information to destination schools.
- Destination school 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 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 February 2025 are:

- SENDCo / Inclusion Leader – Mrs Laura Dominey
- Head Teacher – Mr Matt Vernon
- Lead Teacher for Looked After Children (LAC) – Laura Dominey
- Governor for SEND – Karen Hesketh
- 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](#)