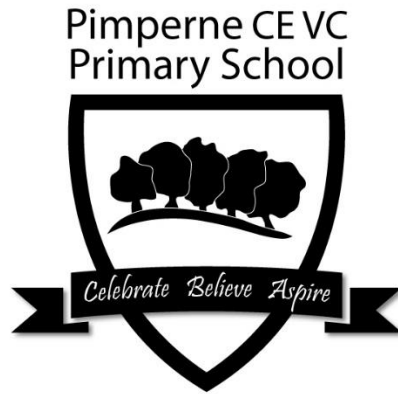




Pimperne CE VC Primary School

SEND Information Report 2025-26

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 look after all our children.



'As each one does their part, we grow in love'
Ephesians 4 vs.16



Introduction and Context

Pimperne Primary School is a small, one form entry village primary school set in the heart of Pimperne. We are an inclusive mainstream school catering for children from Year R to Year 6. We promote high expectations for all our pupils through carefully planned and resourced lessons; develop personal awareness and creativity; and nurture social understanding.

We have an experienced, trained staff who work closely with our parents, outside agencies and the Hamwic Education Trust to ensure the best possible support and care for our children and families. Our staff work with identified individuals and groups to support academic skills in reading, writing and mathematics; help children with essential skills; encourage positive interactions with peers; and develop strategies to support mental wellbeing. We welcome all children whatever the differences in their abilities and believe a child centred approach will help them achieve their full potential.

This information report has been written in conjunction with relevant policies which may be viewed on our school website including: The SEND Code of Practice, SEND Policy, Accessibility Plan and Policy, Behaviour Policy, Safeguarding and Child Protection Policy and Equality Information and Objectives Policy.

Purpose and Intent

Our vision reflects a deeply inclusive ethos. **“As each one does their part, we grow in love”** means that every member of our school community- children, staff, and families- works together to ensure all pupils, including those with SEND, feel valued and supported.

Every teacher is a teacher of SEND, and every child is encouraged to contribute to a caring, respectful environment. Staff collaborate with parents and external agencies to provide tailored support, while peers learn empathy and understanding.

Inclusion is rooted in compassion and respect. By embracing diversity and meeting individual needs, we create a culture where differences are celebrated, and every child can flourish academically, socially, and emotionally.

This vision underpins our commitment to equity, collaboration, and kindness, ensuring that SEND provision is not an add-on but a shared responsibility that strengthens the whole school community.

Our Christian values are:

Perseverance, Courage, Compassion, Justice, Respect, Forgiveness, Trust, and Selflessness.

These values strongly support an inclusive approach to SEND:

Compassion and Respect ensure that every child is treated with dignity and kindness, regardless of need.

Justice and Selflessness promote fairness and equity in access to learning opportunities.

Perseverance and Courage encourage resilience for pupils with SEND and staff supporting them.

Trust and Forgiveness help build positive relationships between pupils, staff, and families, essential for collaborative SEND support.

The school aims to create a safe, happy, and stimulating environment where every child is valued and supported to reach their full potential. Inclusion is embedded through:

- A graduated approach to SEND support
- Collaboration with parents and external agencies
- High quality teaching and targeted interventions to meet individual needs
- Promoting equality, eliminating discrimination and fostering good relationships between pupils with and without SEND

The named SENDCo at Pimperne Primary School is: Mrs. S. Groves

- Email: send@pimperne.dorset.sch.uk
- (Mrs Groves is also a class teacher, so email responses may not be immediate. Urgent queries should go via the school office.

Leadership and Management of SEND

At Pimperne Primary School, the principle that “every teacher is a teacher of SEND” is embedded in practice. All staff share responsibility for ensuring high-quality, inclusive teaching and for identifying and addressing barriers to learning. This means:

- Class teachers lead SEND in their classrooms through Quality First Teaching, differentiation, and then graduated approach.
- Subject leaders and senior leaders consider SEND in all curriculum planning and assessment.
- The Headteacher and governors maintain strategic oversight to ensure SEND provision is effective and equitable.

SEND is not treated as a separate subject area but as a whole-school responsibility, similar to safeguarding. While the SENDCo provides expertise and coordination, leadership of SEND is distributed across all roles to ensure pupils with additional needs are fully included in every aspect of school life.

Pimperne Primary School adopts a distributed leadership model for SEND. This means:

- The SENDCo (Mrs. S. Groves) works alongside the Headteacher (Mrs. F. Waller), class teachers, Teaching assistants and governors, to share responsibility for SEND provision.
- Regular Link meetings and staff training ensure that SEND priorities are understood and acted upon across the school.
- Governors, through the named SEND Governor (Mr. P. Ford), monitor SEND provision and outcomes, reinforcing accountability at all levels.

This approach ensures that SEND leadership is not confined to one person but is a collective effort, promoting consistency and inclusion throughout the school.

What are the areas of SEND?

The SEN Code of Practice identifies SEND in four broad areas of need. These areas are:

- **Cognition and Learning** (for example, dyslexia, dyscalculia, dysgraphia, comprehension, processing difficulties)
- **Communication and Interaction** (for example, speech and language difficulties, autism)
- **Social, Emotional and Mental Health (SEMH)** (for example, mental health, attention deficit hyperactivity disorder (ADHD))
- **Sensory and Physical** (for example, hearing or visual impairments, physical difficulties)

At Pimperne Primary School, we cater for a variety of different needs from the above areas. Where pupils are identified as having needs in one or more of these areas, the school puts in place support to help pupils overcome their barriers to learning and meet their goals.

Supporting Pupils with Medical Conditions

Pimperne Primary School has a legal duty under the Equality Act 2010 to ensure that pupils with medical conditions are not discriminated against, harassed, or treated less favourably than their peers. The school must make reasonable adjustments so that these pupils can access all aspects of school life, including trips and PE. This duty is anticipatory, meaning adjustments should be planned in advance to prevent disadvantage. The school also follows statutory guidance under the Children and Families Act 2014, which requires governing bodies to make arrangements to support pupils with medical conditions. Individual Healthcare Plans (IHPs) are used where appropriate, and staff receive training to manage medicines and emergency procedures.

Not all medical conditions automatically mean a child has Special Educational Needs and/or Disabilities (SEND). A child is considered to have SEND if their medical condition creates a learning difficulty or disability that calls for special educational provision beyond what is normally available. For example:

- A pupil with asthma may need medication and monitoring but may not require additional educational support.
- Conversely, a pupil whose medical condition significantly impacts their ability to access learning may need SEND provision and possibly an Education, Health and Care Plan (EHCP).

The school uses a graduated approach to determine whether a medical condition also constitutes a SEND need, consulting with parents, health professionals, and following the SEND Code of Practice (0–25 years).

How we identify pupils with Special Educational Needs and Disabilities (SEND) and support them

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age...”

SEN Code of Practice, 6.15

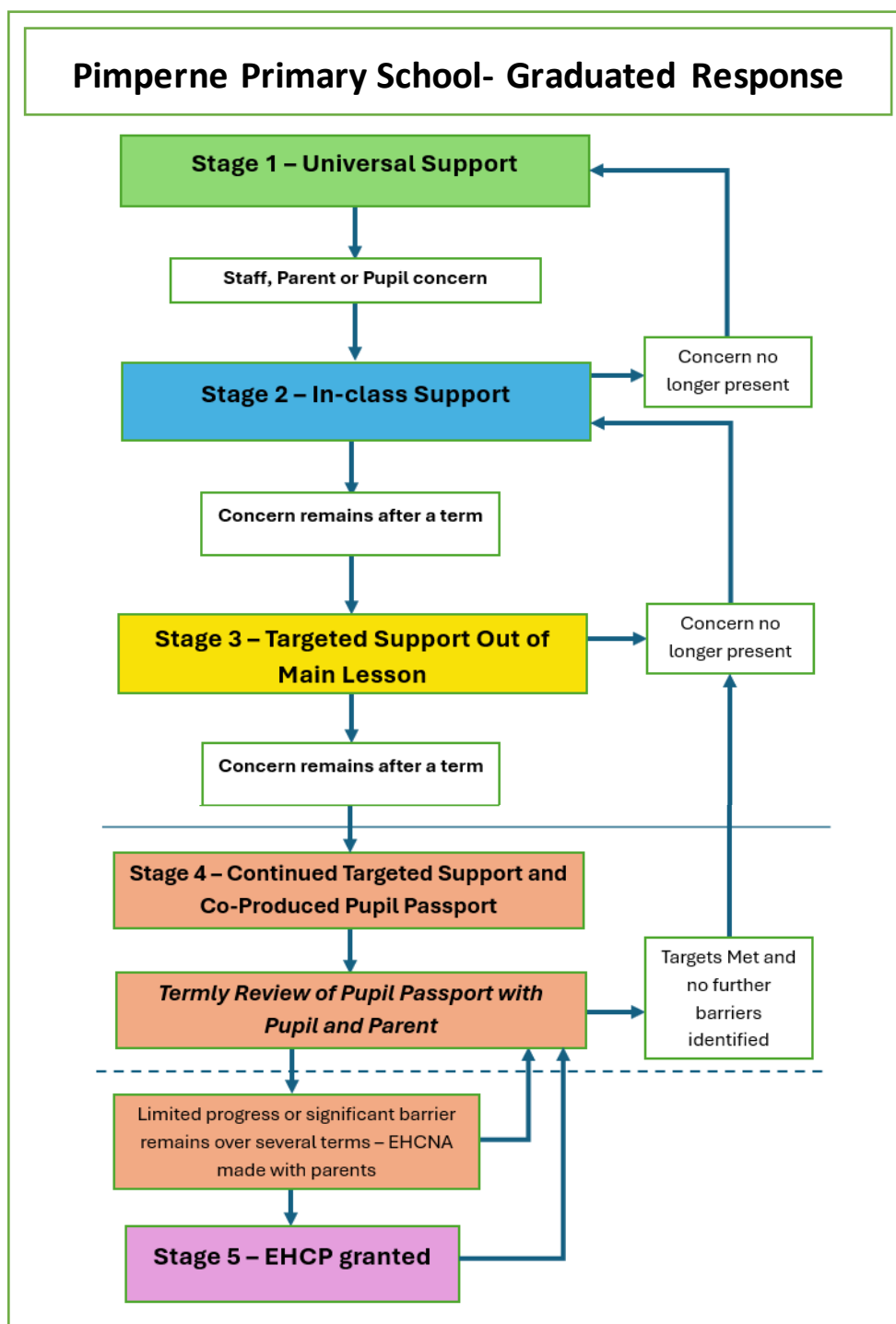
At the point your child starts their journey at our school, we spend time getting to know them. We gather information through:

- Visiting and/or corresponding with your child’s pre-school or previous school
- Providing 1:1 meetings for parents/guardians with the class teachers

- Speaking to previous teachers through end of year transitions
- Listening to concerns raised by pupils and parents/guardians
- Gathering information from services who might have worked with your child, for example, Speech and Language Therapists.

Through a continual monitoring process called 'Assess, Plan, Do and Review' (ADPR), teachers know how children are developing in relation to their age expectations. Such monitoring includes on-going observations, formative assessment and data tracking. Any children achieving below expected levels or whose progress rates have dropped are highlighted through regular pupil progress meetings. Inclusion on the SEND register is based on the support a child requires to access learning and progress which is "different from or additional to" that of their peers. Where a child is identified as requiring such support, they will be added to the register after following a Graduated Response using the HAMWIC model.

Each stage of the graduated response is informed by the training undertaken by staff under the supervision of specialists in different areas of SEND. Where children are not on track or concerns are raised by staff, pupils or parents/guardians, they will be moved along the graduated response offering more support at each stage. Where progress is made or concerns are no longer present, children will be moved back down the graduated response until they are accessing our Universal Support.



Stage 1 – Our Universal Support

Our Universal Support is available to all children. Stage 1 support includes quality first teaching strategies such as: adapting learning opportunities, access to resources in lessons, whole class visual timetables, weekly assemblies, and our broad, balanced curriculum. The aim of this support is to make the national curriculum fully accessible to all pupils.

For some children, this provision is not enough. Where children are identified as making less than expected progress through the APDR cycle, they will progress to Stage 2.

Stage 2 – In-class Support

A child at Stage 2 of the graduated response will receive some additional support within the classroom. This might include working closely with the teacher for part of the lesson as part of a group, becoming a regular

reader or receiving pre-teaching. After a term, the support is reviewed as part of the APDR cycle and the decision is made to move the child up or down the graduated response.

Stage 3 – Targeted Support

When a child is at Stage 3 of the graduated response, they will be involved in working individually with an adult in class for parts of the lesson or attending interventions that take place outside of the main lesson. The aim of this support is to help children catch up with the learning at Stage 1. If the required progress has not been made after a term of support, teachers will meet with the parents/guardians and record their concerns before meeting with the SENCo to discuss adding the child to the SEND register.

Stage 4 – SEND Register

At this point of the graduated response, the child will be placed on the SEND register and will be issued with a Pupil Profile and Individual Education Plan (IEP). The teacher and parent meet to co-produce the Pupil Profile and IEP using the HAMWIC framework and identify individualised targets based on barriers to learning.

At Stage 4, targeted support from Stage 3 continues and the advice from outside agencies will be sought if limited progress is made or the pupil requires specialist support. All reports from outside agencies will be used to inform targets. Targets are reviewed every half term by staff and termly with the parents/guardians. Where a child has achieved their targets and concerns no longer remain, their IEP will end in agreement with their parents/guardians, and they will be placed back onto Stage 2 support and monitored for a further term.

If the child's barriers remain despite providing a significant level of additional support and seeking advice from external experts, we may consider applying to the Local Authority (LA) for an Education, Health and Care Needs Assessment (EHCNA). This assessment draws together information from everyone involved with a view to seeing whether a child's needs meet the level required for an Education, Health and Care Plan (EHCP).

Stage 5 – EHC Plan

When a child is issued with an Education Health Care Plan (EHC Plan), they are at Stage 5 of the graduated response. An EHC Plan details the child's needs; the educational setting (mainstream or specialist) that is best suited to the child's needs; and the provision the local authority considers appropriate to meet the child's needs. The targets issued by the local authority will be used to formulate the child's IEP. For further information on EHC Plans, please see below and refer to our SEND Policy.

If you think that your child may have special educational needs, speak with your child's teacher in the first instance. Your concerns will be listened to and taken seriously as you know your child best of all.

What does support look like for a child on the SEND register?

As outlined in the graduated response, a child on the SEND register receives universal, classroom and targeted support. Using Quality First Teaching strategies, our staff plan each session around the needs of the children and promote independent learning through resources and modelling. In class support is put in place such as adapted learning opportunities and scaffolds; equipment such as pencil grips, overlays and technology to access work; small group work with an adult; and pre-teaching vocabulary or information in preparation for lessons. Additional targeted support aimed at helping the child to catch up on learning takes place outside of the main lesson and supports the work done in class. These sessions may take place in a breakout space or another suitable area depending on the equipment required for the intervention. For a list of interventions offered by the school, please see the **Intervention Library** below.

- Please note, due to the levels of SEND in school and the availability of adults to deliver interventions, we are unable to offer all interventions each year. A current offer of this year's **Intervention Menu** can be found below too.

Intervention Library	Intervention Menu
- Little Wandle Keep Up - Little Wandle Rapid Catch Up - ELSA - TIS Therapies - Social Detective - Talk About for Children - I can Problem Solve - Friendship Terrace - Hamish and Milo - Learn to Move, Move to Learn - Storycises - NELI - Black Sheep Press SALT support - LEGO Therapy - 5 Minute Box (English and Maths) - Precision Teaching - Made to Move	- Little Wandle Keep Up - Little Wandle Rapid Catch Up - Storycises (Reception) - Made to Move (Years 3-6)
Outside Agency Library (as specified in individual plans)	Outside Agency Menu (as specified in individual plans)
- NHS SALT support - NHS MHST support - Dorset Specialist Teacher support - HAMWIC Specialist Teacher support - Outreach Support from Specialist Setting schools (Teaching Alliance of Dorset Special Schools (TADSS)) - Family Help support - Paediatric service support	- NHS SALT support - NHS MHST support - Dorset Specialist Teacher support - HAMWIC Specialist Teacher support - Outreach Support from Specialist Setting schools (Teaching Alliance of Dorset Special Schools (TADSS)) - Family Help support - Paediatric service support

Where a child is involved with outside agency support, they may have a 1:1 sessions away from the classroom with a trained specialist. This could be as part of a regular set of sessions or as a one-off assessment.

Information gathered through the APDR cycle, including reports from outside agencies, are used to inform the IEPs that are co-produced with the child and parents/guardians each term. These plans outline the identified barriers to learning, targets and the provision to help a child progress in class. The agreed targets are re-shared with the children regularly and reviewed throughout the term.

How do we enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

All our extra-curricular activities and school visits are available to all our pupils. Where a child requires additional support to access extra-curricular activities, every effort will be made to help them participate. All children are encouraged to go on our residential trips and are encouraged to take part in sports day/school plays/special workshops/school council/eco clubs, etc.

Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the children with reduced ratio support where necessary and inclusion of parents to ensure a successful trip.

No child is ever excluded from taking part in these activities because of their SEN or disability.

How do we involve parents / guardians of children with SEND?

Throughout each stage of the Graduated Response, our teachers communicate with parents/guardians about any concerns over a child's progress in school. When a pupil is added to the register, parents/guardians meet with the class teacher to identify any barriers to learning and co-produce the Pupil Profile and IEP. Parents are involved in the review of these documents at the end of each term where teachers discuss how the child has progressed towards their targets, look at the evidence to support any judgements and plan the targets for the next term.

Where outside agencies have provided or recommended targeted work or resources, these are discussed with parents to build consistency for the child at home and in school. This includes sharing resources such as Speech and Language activities and visual communication symbols.

In addition to Parents' Evenings and regular newsletters, parents will also receive an annual written report outlining how their child has progressed. The school website is kept up to date and holds information about class specific activities. We also hold SEND Coffee Mornings, for parents of children with SEND.

If the child has an EHCP, parents/guardians and the child will be invited to contribute, in a way they feel comfortable, to their Annual Review meeting. Parents/guardians are encouraged to attend the meeting along with their child where the EHCP targets are reviewed and any updates are made to the child's targets or provision.

How accessible is the school environment?

An Accessibility Plan is in place and can be located on the school website. Our school site is wheelchair accessible across one level and we have accessible toilets, large enough to accommodate changing, showering and wheelchair users. Our classrooms are set up to support students with sight, hearing or physical impairments and we ensure equipment is accessible no matter what the need of children with any disability. There are no steps in or out of the building and our outdoor areas are designed with plenty of space to move around and accommodate large groups. More information on how we support children with disabilities can be found in our Accessibility Plan and Policy and Equality Information and Objectives Policy, the school website.

What training and developing opportunities are there for staff supporting children with SEND?

Teachers and support staff undergo constant training to ensure that their practise is up to date, safe and relevant. All training is informed by the needs of the children in school and provided by an accredited organisation or specialist. Recent training has included:

- Speech and Language Therapy work
- Autism Awareness
- Trauma Informed Schools
- Targeted Training from Specialist Teachers about sensory need
- Growth Mindset
- Training through SENDCo networks with HAMWIC trust and LA and trust partnership workings.
- Maximising the Impact of Teaching Assistants (MITA) Training
- Little Wandle Rapid Catch Up
- Safeguarding

What services might we work with to support your child's education?

Where a child is at Stage 4 of the graduated response, the school may access support from outside agencies. These agencies provide a specialist service which are tailored to supporting children with SEND. Some of the agencies that might be contacted are:

- Educational Psychology Services
- Speech and Language Therapist
- Occupational Therapist
- School Nurse
- Early Years Services
- Child and Adolescent Mental Health Services (CAMHS)
- Outreach Support from Specialist Setting schools (Teaching Alliance of Dorset Special Schools (TADSS))
- HAMWIC Education Trust – Behaviour support team
- Paediatric service
- Family Help
- Mental Health in Schools Team (NHS MHST)

What is an EHCP and what does it do?

For children with significant barriers that remain, despite providing a high level of additional support and seeking advice from external professionals, the Local Authority may grant an Education, Health, Care Plan (EHCP). The school can apply for an EHCP through the Education Health Care Needs Assessment (EHCNA) process. When applying for an EHCNA, the school works with the child, parents/guardians and outside agencies to build a profile for the child and highlight the areas they require support in relation to the four broad areas of SEND. This process can take time so that all relevant information is gathered and submitted for a successful outcome. When an EHCP is granted, the Local Authority provide a level of financial support for the school through a banded system. This money can be used to provide support for the child through additional staffing, specific equipment or therapy sessions linked to their need.

If your child has an Education, Health and Care Plan (EHCP) there will be annual meetings to review the plan. We invite parents/guardians, external professionals and appropriate school staff who have been involved in the education of the child to attend this meeting to review existing targets and set new ones, if appropriate. This ensures the provision named on the EHCP accurately reflects the child's needs. Children often attend the meeting at some stage, perhaps to share their successes with everyone present.

For more information on EHCPs, please visit the council Local Offer page:

[SEND Local Offer - Dorset Council](#)

How do we support our children's well-being?

The well-being of all our children is our primary concern Pimperne Primary School. Pupils are successfully supported with their emotional, social and behavioural development throughout the school day by our Trauma Informed Approach trained staff, curriculum lessons and our environment. Where possible, additional support is arranged as needed for individual pupils, both in and out of the classroom. This may include emotional support (known as ELSA support), access to the Child and Adolescent Mental Health Services (CAMHS), our Hamish and Milo intervention or social skills and friendship groups.

Our Behaviour Policy, available on the school website, which includes guidance on expectations, rewards and sanctions, is fully understood by all children and consistently applied by all staff.

We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

Some of our staff are first aid trained, and first aid is accessible in each classroom. Relevant staff are trained to support specific medical needs and in some cases all staff will receive training on whole school issues such as asthma or allergies.

How do we support children moving to a new year group / school and prepare for adulthood?

Transition can create an additional challenge for children with SEND, so we endeavour to put strategies in place to make transition as smooth as possible for all children. Before a child joins our school, we gather the information as outlined earlier and offer additional visits, where possible, to help support the child's transition into our setting. We encourage all families of children with an EHCP or SEND to visit the school and speak with the SENDCo to discuss their child's needs and the provision on offer at the school prior to applying.

All parents/guardians and children joining our Reception class are invited to Stay and Play visits prior to starting. At these sessions, parents/guardians can look at the provision in place and raise any questions about SEND with staff. When the children start at Pimperne Primary School, there is a planned transition programme to help the children settle into school.

For children transferring between year groups, staff hold transition meetings in the summer term to discuss the provision on the autumn term IEP. The children have a session with their new teacher on transition day and PSHE work is carried out in each class about change and anxiety which is also supported by the NHS MHST. Where there is significant need, such as an EHCP, a transition booklet may be used along with extra sessions for the children to visit their new classroom environment and spend time with their new teacher.

Where a child on our SEND register leaves our school, we contact their new setting to speak with the SENDCo and share all relevant paperwork. Where it is possible, we will facilitate additional visits to the new school to

aid the transition. For children leaving in Year 6, the Year 6 teacher and SENDCo attend transition meetings with secondary schools to share information. Any children with an EHCP will have their new SENDCo invited to their final annual review at school to help identify the best provision in their new setting to support a smooth transition.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND through:

- Teachers reviewing the Pupil Profiles and IEPs each half term and co-producing new targets at the end of each term with parents and children
- Reviewing pupils' individual progress towards their goals each term in pupil progress meetings
- Using pupil voice (through interviews with pupils once a year and a questionnaire)
- Monitoring by the SENDCO, subject leaders and the Senior Leadership Team
- Completing an annual SEND review of provision in school
- Holding annual reviews for pupils with EHCPs
- Holding Coffee Mornings for parents of children with SEND

The school's Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with special educational needs or disabilities. The Governors receive an annual report from the SENDCo on the provision available and the progress of the children on our SEND Register. The SEND governor also meets with the SENDCo every term to discuss the provision in school.

Complaints and concerns

If you are unhappy with the support in place for your child, please speak with the class teacher to begin with. This discussion will help inform your wishes for their support and the school will try to make reasonable adjustments to your child's provision. Where there are concerns with the provision discussed, the SENDCo may become involved to help identify how to move forward with supporting your child. If you are still unhappy with the provision in place, you can contact the headteacher via the school office through telephone, email or writing. Please mark all correspondence as 'Private and Confidential'.

Any complaints or concerns will be treated as serious and will follow the process as outlined in the Complaints Policy which can be found on the school website.

If your child has an EHCP issued by Dorset Council and you wish to make a complaint about the content, please contact <https://www.dorsetcouncil.gov.uk/w/complain-about-a-send-service>.

Who can I contact for further information?

In the first instance, parents and guardians are encouraged to speak with their child's class teacher. For pupils on our SEND Register, further information and support can be obtained from the SENDCo. You may be interested in reading some of our other policies, such as the SEND Policy, which can be found on our website.

Other useful contacts (correct as of September 2025):

- SENDCo – Mrs. S. Groves
- Head Teacher – Mrs. F. Waller

- Governor for SEND – Mr.P. Ford

School website:

[Pimperne Primary School | Pimperne Primary School](#)

For more information on the 'SEND Local Offer' for children with SEND by Dorset council, please visit:

[SEND Local Offer - Dorset Council](#)

SENDIASS provides free, impartial, and confidential information, advice and support for children and young people (up to the age of 25) with special educational needs and disabilities (SEND), and their parents/guardians, living in Dorset:

[Dorset SENDIASS - Family Action](#)

This SEND Information Report complies with the statutory requirements of the SEND Code of Practice (2015), the Children and Families Act 2014, and the Equality Act 2010. It outlines how Pimperne Primary School identifies, supports, and monitors pupils with Special Educational Needs and Disabilities (SEND), ensuring inclusive practice and equal opportunities for all learners.

Monitoring and Evaluation: SEND provision is reviewed termly through pupil progress meetings, SENDCo monitoring, and governor oversight. An annual SEND report is presented to governors, and the SEND policy is reviewed annually.

Staff Training: All staff receive regular SEND training informed by pupil needs and statutory guidance. Training includes autism awareness, speech and language strategies, trauma-informed practice, and updates from SENDCo networks.

Universal Provision: Quality First Teaching strategies include visual timetables, differentiated tasks, scaffolding, use of manipulatives, and access to technology to support learning for all pupils.