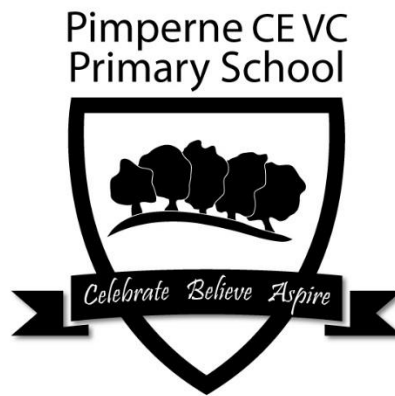




Pimperne CE VC Primary School

SEND Policy 2025-26

***(to be read in conjunction with the SEND
Information Report)***

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



1. 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.)

2. School Ethos to Inclusion

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.

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.

Linked Policies: Accessibility Plan, Equality Policy, Behaviour Policy, Safeguarding Policy.

Universal Provision: Quality First Teaching strategies for all pupils.

Reasonable Adjustments: In line with Equality Act 2010.

Early Identification: Following SEND Code of Practice guidance.

Parent and Pupil Voice: Embedded in all stages of provision.

See SEND Information Report for further information.

3. Leadership and Management

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.

4. Graduated Response

Please see SEND Information Report for further information on how the Assess, Plan, Do, Review cycle implemented at all stages, the stages of support from universal to targeted interventions and also the EHCP process.

5. Interventions

Please see SEND Information Report for this year's Menu of Interventions.

6. Assessment

Please see SEND Information Report for further information on the use of the Assess Plan Do Review cycle, Pupil Profiles, IEPs, etc.

7. 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).

8. Admission and Transitions

For all parents wishing to find out information regarding admissions to Pimperne CE VC Primary School, please contact the Dorset County Admissions

Team: <https://www.dorsetcouncil.gov.uk/education-and-training/schools-and-learning/schools-and-learning.aspx>

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.

9. Accessibility

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.

10. School Trips and Clubs

Pupils with SEND are included in all activities, with reasonable adjustments and risk assessments agreed if necessary.

11. Local Offer

SEND Information Report and 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](#)

12. Support for Families

SENDCo and signposting to external agencies, including SENDIASS:

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](#)

13. Monitoring Arrangements

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.

14. Complaints

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>.