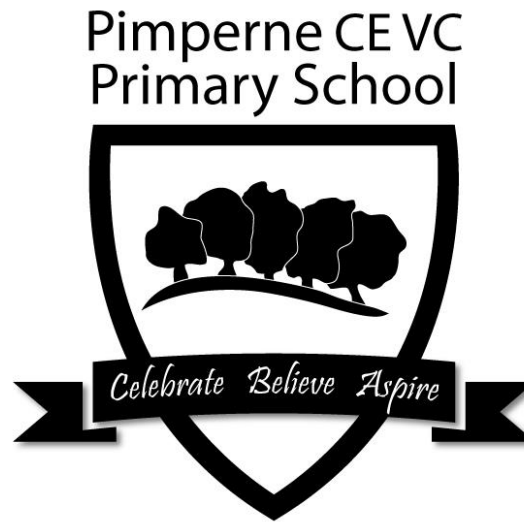


Pimperne CE VC Primary School

SEND Information Report

2023/2024



Written by: S.Groves (SENDCo) F.Waller (Head)

Reviewed by: C.Brannigan (SEND Governor)

Adopted by: Full Governing Board, September 2023

Last updated: 5/9/2022



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



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Our school's approach to supporting pupils with SEND

The headteacher, class teachers, staff and governors of Pimperne CE VC Primary have high aspirations for all children identified as having SEND and aim to provide them with high quality learning opportunities to ensure they achieve their best.

At Pimperne CE VC Primary School, our aim is that all children feel welcome, safe, valued and included in the school community. We also want to help our children with SEND develop a positive view of themselves so that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood, whether into employment, further or higher education or training. We will endeavour to fully involve children with SEND in all decisions that affect them, so that they can help us identify what works for them and reflect on what does not.

At Pimperne CE VC Primary School, we aspire to ensure all children are part of a fully inclusive environment where the whole community adapts to the needs of the individual. We adopt a differentiated approach to either physical or mental health needs. The school is new and purpose built with accessibility to all and staff are trained to be emotionally available.

To achieve the above, we will:

- Create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive
- Enable each child to take part and contribute fully to school life
- Develop individuals' self-esteem
- Work in partnership with parents/carers to support children's learning and health needs
- Provide access to, and progression within, the curriculum
- Involve children in planning to address and monitor their SEND
- Provide quality training for staff to acquire strategies to help them support children with SEND

OBJECTIVES

Pimperne CE VC Primary School will do its best to ensure that the right provision is made for each child with SEND. We are committed to discovering barriers to learning and providing the best learning conditions to enable each child to achieve their full potential.

In implementing this policy, our goals are to:

- Work in line with the *Special Educational Needs and Disability Code of Practice: 0-25 years* (Jan 2015)
- Identify SEND at an early stage
- Ensure that children with SEND have their needs met and make progress
- Provide support and advice to staff who work with children with SEND
- Operate a whole school approach, in which all members of the school community have a clear understanding of their role
- Ensure that children with SEND join in with all school activities, alongside their peers
- Adopt a 'person centred' approach to supporting children with SEND, ensuring the children and their parents/carers are fully involved in making decisions which affect them
- Ensure there is effective partnership, working with outside agencies when appropriate

- Ensure close links with families are encouraged and maintained

ADMISSION ARRANGEMENTS

Pimperne CE VC Primary School uses the Local Authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, Pimperne CE VC Primary School makes appropriate, reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support mental health, physical or medical needs, our school liaises with the Local Authority, health services and parents/carers to ensure that appropriate arrangements to meet individual medical conditions are made. More information can be found in the Local Offer information held on the Local Authority's website (www.dorsetforyou.com) and on our school website (www.pimperne.dorset.sch.uk).

Catering for different kinds of SEND

Cognition and learning

We provide resources to scaffold children's learning in order for them to access the curriculum and build their learning skills e.g. physical resources such as writing frames, number lines etc. We plan and deliver individualised interventions, that focus on reducing the gaps in learning. We have skilled teaching assistants who deliver interventions and use the support of outside agencies for further advice.

Communication and interaction

We provide specialist equipment such as laptops, ipads and vision/audio enhancing resources together with outside agencies/specialist teachers to enable full access to all learning.

Social, emotional and mental health

Our school provides a wraparound provision for families and children with SEMH needs via our 'Social & Emotional Support Pathway'. This starts with a teacher referral or 'Parent Drop In' and subsequently signposts support in the specific area of need such as Early Help, NHS Mental Health Support Team, ELSA, TIS programmes.

Sensory and/or physical needs

Specific sensory activities are built into IEPs and timetables for children with SEND. Specialist occupational therapy programmes are carried out according to NHS Occupational Therapy plans. This is delivered by trained teaching assistants. Equipment such as therabands, balance balls, seat cushions are purchased according to need.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Sammy Groves	Communication and Interaction and Social, Emotional and Mental Health	BA (Hons), PGCE, National Award for SEN, Trauma Informed School Practitioner
Gill Gatehouse	Communication and Interaction and Social, Emotional and Mental Health	Narrative Therapy, Trauma Informed School Practitioner, Family link worker
Ruth Green	Social, Emotional and Mental Health	Trauma Informed School Practitioner
Sarah Masters	Social, Emotional and Mental Health	Trauma Informed School Practitioner
Amy Edwards	Social, Emotional and Mental Health	Emotional Literacy Support Assistant (ELSA)
Fiona Waller	Communication and Social Interaction	B.Ed (Hons), National Award for SEN

The SENDCO

Name of SENDCo	Email address	Phone number
Sammy Groves	send@pimperne.dorset.sch.uk	01258 452025

Securing and deploying expertise

Our school is supported by the North Locality, Early Help, which signposts to specialist teachers and specific agencies according to need. The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the *Special Educational Needs and Disability Code of Practice: 0-25 years* (Jan 2015). This information is kept under review and updated regularly in liaison with parents/carers, governors and teaching staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the Local Authority's

website (www.dorsetforyou.com/local-offer). The Local Offer website holds a directory of facilities and resources available from many services within Dorset.

Please see Supporting Children at School with Medical Conditions and Managing Medicines Policy.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

In line with the Children and Families Act 2014, and the associated guidance, *Supporting Pupils at School with Medical Conditions (DfE, Dec 2015)*, Pimperne CE VC Primary School makes suitable arrangements to support all children with medical conditions, so that they can have full access to the same opportunities as their peers, including school trips and physical education.

We comply with the duties specified under the *Equality Act 2010: advice for schools* (June 2014). We recognise that provisions relating to disability must be treated favourably and that the staff and governors are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical/mental health conditions.

TRAINING AND RESOURCES

Pimperne CE VC Primary School aims to keep staff up to date with relevant training, in relation to the needs of children with SEND. The school's financial budget is set annually. The governing board monitor effective resourcing of the school. Funding is set aside to support continued professional development. Training needs are identified through a process of analysis of need, of both staff and children, as and when required. The SENDCo will provide information/training in school/child specific needs for any new members of staff.

The SENDCo has completed the National Award of SEN Co-ordination through the University of Winchester. The SENDCo will continue to complete relevant training provided through Dorset County Council.

The SENDCo regularly attends Local Authority network meetings in order to keep up to date with local and national updates. The SENDCo also attends termly meetings with the Blandford School Network schools to share good practice.

The school has engaged in external reviews of its policies, procedures and practices with external agencies such as 'Inclusion Experts' and P. Farrington. The school continues to champion high expectations and outcomes for its pupils with SEND.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals, such as EpiPen training and diabetes training.

Pimperne CE VC Primary School seeks to engage in any training that will support our children. Currently, there are four trained Trauma Informed School Practitioners and two trained ELSAs. Pimperne CE VC Primary School delivers regular whole school training in supporting children with emotional needs. There are also a number of teaching assistants who are trained in specific speech and language programmes such as Narrative Therapy.

Equipment and facilities

The school has an Accessibility Plan (Appendix One) that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the *Equality Act* (2010) and the amendments made in September 2012 to provide Auxiliary Aids and Services where appropriate. We comply with the requirement to support children with disabilities, as defined by the *The Equality Act 2010 and schools: Departmental advice for school leaders, School staff, governing bodies and local authorities* (May 2014).

The school has a range of specialist SEND facilities in place:

- A new school building opened April 2015 that provides full wheelchair access
- Easily accessible and purpose built disabled toilet and shower facility
- Adjustable classroom furniture
- Assistive technology
- Hearing loop infrastructure within the building
- Specific spaces for 1:1 support

Identifying and assessing pupils with SEND

Children with SEND are recorded on the school SEND register which is reviewed termly by the SEND team.

The purpose of identification is to decide what action the school needs to take in order for the needs of the child to be met.

Some children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

The following may impact on progress and attainment but are not special educational needs:

- Disability (the *Special Educational Needs and Disability Code of Practice: 0-25 years* (Jan 2015) outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute special educational needs)
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Pupil Premium Children/Disadvantaged Children
- Looked After Children (LAC)
- Service Children
- Emotional needs where there is no underlying SEND
- Bereavement and family issues

High quality teaching, appropriately scaffolded for individual children, is the first step in responding to children who have or may have learning needs; this is known as the "graduated response". This method is detailed in the *Special Educational Needs and Disability Code of Practice: 0-25 years* (Jan 2015) sections 5.39 to 5.46.

We carry out the following assessments to determine children's needs and next steps:

Cognition and Learning- Termly Assessment to identify pupils who are below ARE to inform intervention

Communication and Language- Speech and Language referrals and assessment are monitored via SEND Team

Social, Emotional and Mental Health- Observation and use of Therapeutic Thinking and Trauma Informed Schools assessments to identify areas for therapeutic intervention

Sensory/Physical Needs- Observation and consultation with outside agencies inform support in these areas

This diagram explains the Waves of Intervention. It is designed to be highlighted and adapted/added to for each individual child with SEND.

Key:

QFT – Quality First Teach
 SEN – Special Educational Needs
 EHCP – Education, Health and Care Plan
 ELSA – Emotional Literacy Support Assistant
 SALT – Speech and Language Therapy
 ST – Specialist Teacher
 OT – Occupational Therapy
 CAMHS – Child and Adolescent Mental Health Service
 HVSS – Hearing and Vision Support Services
 TADSS – Teaching Alliance of Dorset Special Schools
 CWADS – Children with a Disability Service
 SENDIASS – Special Educational Needs and/or Disability Information Advice and Support Service
 TAF – Team around the Family
 PSP – Pastoral Support Plan
 CAF – Common Assessment Framework

Waves of Intervention

WAVE 3: QFT plus SEN Support plus EHCP

Additional and specific, tailored support and provision, EHCP request, EP Crisis Prevention Request, Developmental Behaviour Pathway referral. TIS Therapy, CAMHS work,
Individual Needs: Nurture room support, 1:1 on demand for safety, personalized programme for break times / eating lunch, TADSS outreach support, independent outreach advice (Autism), occasional requirement for home to remove, part/reduced timetable,

EHCP request meeting

WAVE 2: QFT plus SEN Support

Specialist programmes suggested by external agencies: Learn to Move – Move to Learn, Storycises, Sensory OT work, Weighted vest/blanket (to be Risk Assessed) Parallel Curriculum (devised by teachers or in conjunction with professionals), ELSA, Time to Talk, TIS 1:1, RAG Chart, sensory breaks, Social Stories, 1:1 support (in and out of class), scooter boards, gym balls, dark den, safe space, Indiv Risk Assessments, Break time support, Breakfast club provision/support, After School Club Provision/Support, Support for extra-curricular external clubs,

Acting on external agency reports: SALT, SENSS, OT, CAMHS, Outreach Behaviour Support, Sensory Team, School Health Team, Physical and Medical Needs, Portage, HVSS, TADSS Outreach, Mosaic, Family Counselling Trust, Relate (DFM), Lego therapy, Indep Outreach Support/Advice, Staff CPD/Training, independent EP service, independent SALT,

Family Support: Virtual School, County Psychological Service, Coping with Chaos, Short Breaks, CWADS, Family Counselling Trust, SENDIASS, Early Bird, Early Bird Plus, ACE's Assessment, Protective Factors Assessment, Motional Assessment, Paediatrician Referral, Parental Workshops, TIS Information, Reading material, School offer of occasional respite care, Early Help support, Family devised respite breaks

TAF request meeting

WAVE 1: QFT

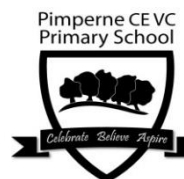
Resources: Visual timetable, visual cues/supported instructions, first and next/now and next resources, writing/ideas frame, sentences starter ideas, technical vocabulary displayed (either on wall or mat – child lead), year group spellings displayed (either on wall or mat – child lead), Phonics Mats and Tricky Word Mats displayed and on tables in Reception and Key Stage 1 (when necessary in Key Stage 2), planned seating (position in the classroom), peer support (including playtimes), fiddle toys, writing slope (when necessary), ICT, voice recorders (iPads), therabands/seat wedges, wobble cushion,

Differentiation and Personalised Learning: Instant marking (marked first), daily pre (concept & language/vocab) and post teaching (evidenced in books using yellow highlighter), differentiated Home Learning with examples, positive strategies to promote listening, additional time for tasks, children of concern to be known to all adults in contact with the child and their need, distraction breaks

Narrowing the gap interventions: Five Minute Box, Read Write Ink, pre and post teaching (evidenced in books using yellow highlighter), Narrative Therapy, Wrap around Care Provision, additional Home Learning/communication with the child's family to help them support at home

Family Support: Drop Ins, TIS Workshops, Incredible Years, Triple P, Home Start, Blandford Children's Centre,

Individual Needs: PSP, Health Care Plans, 1:1 talk time, safe space, safe adult, Pupil Profile (Reviewed termly and impact driven), environmental adaptations within class,



Wave 3

Additional highly personalised interventions.
 External Agency Involvement.
 Educational Health Care Plan.

Wave 2

Additional measured interventions to enable pupils to work at age related expectations or above.
 External Agency Involvement.
 Measured Emotional Support/Welfare

Wave 1

Inclusive Quality First Teaching for all.
 Pre/Post Teach Strategies.
 Effective environment

After further cycles of the Assess, Plan, Do and Review cycle, the SENDCo/SEND team may involve external agencies, to see what further support is needed and discuss the outcomes and next steps with parents and the child. Outside agencies may include Specialist Teachers, Educational Psychologists, Mental Health Support Team, SALT, Early Help. At this stage, it is likely that a Team Around the Family meeting should be called by the SEND team. If all avenues have been exhausted and the pupil has now fallen behind and is working well below their chronological age, then the class teacher in conjunction with the SENDCo will look at an Educational Health Care Request Form (EHCP) following discussion with parents.

Consulting with pupils and parents

Parents

In order to support our families, we provide an exclusive email address for parents to have direct access with ELSA, we hold monthly drop in sessions (in partnership with Early Help), regular meetings with the NHS Mental Health Support Team, regular parenting workshops, a specific member of staff who specialises in parent and family support and Dorset County Council maintained school links which link to Dorset's Local Offer and services.

Pupils

Children with SEND are asked their views and learning preferences termly on their individual SEND Pupil profile. Children's views are also sought for sharing at any meeting involving their care in school.

Involving key stakeholders

Pimperne CE VC Primary School works closely with the NHS Mental Health Support Team, Dorset Council Specialist Teachers, Dorset Council Educational Psychologists, NHS SALT, Early Help and School Health. Pimperne CE VC Primary School uses the safeguarding software, MyConcern. All staff members are trained to record any causes for concern regarding a child's welfare. It is from here safeguarding indicators are flagged up and when external agencies such as Early Help/ChADS, may need to become involved with a family. Through regular Parent Drop Ins, parents can be directed to external help and support in areas such as parenting, nutritional support, bed wetting etc.

Transition support

Pimperne CE VC Primary School is committed to ensuring that parents/carers have confidence in the arrangements for their children on entry to our school, progressing through year groups and when transferring to their next school. Staff will discuss these arrangements with parents/carers and agree the information that should be passed on to the next phase of education.

For entry into our Reception class, the SENDCo and class teacher will be available for parents/carers to discuss the needs of their child at a New Parents/Carers Evening held in the Summer Term before they start school, and during their Summer Term home visit. For children who may need more support in their transition phase, this may start earlier and require input from outside agencies.

As the children move through the year groups, class teachers and the SENDCo work together to ensure that all relevant information regarding an individual's needs is passed on and that the appropriate support remains in place. It is usual for the outgoing class teacher to write new plans for the next year group, as they are best placed having completed the previous term's reviews.

On transition to secondary school, our SENDCo and class teachers (and parents/carers where necessary) meet with the Head of Year and/or SENDCo of the secondary school, to pass on SEND information and discuss the needs of the individual children.

Information of children who join our school midyear will be sought from their previous schools through telephone conversations and the transferring of paperwork.

Teaching approach

Our class teachers are responsible and accountable for the development and progress of the children in their class, including where they access support from teaching assistants or specialist staff.

All teachers use a Quality First Teach approach which benefits all children by the regular use of strategies and resources especially helpful to children with additional needs.

Where it is decided that a child does have SEND, the decision is recorded in the school records and the child's parents/carers must be informed in writing that special educational provision is being made.

The SENDCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

The Leadership Team regularly monitor and assess Quality First Teach through regular focused learning walks, book scrutinises, pupil progress meetings, lesson observations, pupil conferences and staff appraisals.

There is a wealth of experience within the school in order to support pupils with SEND. There is an annual SEND focus within staff training. External agency training may be cascaded down, where necessary, within the school. The school currently has two trained ELSAs and four Trauma Informed

Schools Practitioners. The school works with a number of external partners, who provide advice and guidance in specialist areas of SEND. The school proactively seeks Outreach support when needed and collaborates with network schools for training and SENDCo meetings.

Assess, Plan, Do and Review: A Graduated Response

The SEND provision is a triangulated approach between child, parent and professional (teaching staff/external agency support). The child's voice is key in ensuring provision is relevant. The school ensures it enlists the advice of specialists in supporting SEND; examples of this can be found within the 'Wave 2' section below.

Following the Waves of Provision diagram (see above), we manage children's needs. In addition to this:

1. Class teachers inform the SENDCo of the outcomes of each provision review.
2. The level of provision for each child is decided based on on-going assessments and regular reviews of targets. If the child is not responding to the actions agreed then the provision is changed accordingly.
3. If the child's needs are not being met by the provision available in school, class teachers and the SENDCo will collect evidence that provision is beyond that available and seek advice and support from outside agencies and specialist services. The involvement of outside agencies is monitored by the SENDCo.
4. Signed parent/carer permission will always be sought before outside agencies are involved with their child. Parent/carers and will be invited to attend discussion and review meetings.
5. The SEND governor, along with the SENDCo and Leadership Team, ensures that any provision that requires additional funding is put to the governors as part of the School Development Plan.

At the Whole Class Stage (Wave 1):

When underachievement or slow progress is noted (usually as part of termly or half termly Progress Review Meetings), class teachers, with support/advice from the SENDCo, will address this with strategies from the Quality First Teach Handbook or in discussion with the SENDCo. Teachers should verbally inform parents that additional support is being given in a specific area and ideas given for how parents could support at home. Class teachers keep a record of these ideas on the internal shared system.

Over a period of time, the class teacher should look at the following to ensure personalised provision for the pupil:

- **Study of Pupil Progress Data**
- **Study of Influencing Factors: attendance/home circumstances/SEND/SEMH /EAL/Switched On (etc.)**
- **Health Care Plans**
- **Quality First Teach (Wave 1)- What is being done about it?**
- **Assess, Plan, Do, Review (APDR) Cycle for intervention**
- **Discussion with SENDCo (evidencing strategies tried and assessed in APDR)**

If there is no change in the progress of the pupil and concerns remain then the class teacher needs to meet with the SENDCo.

At SEND Intervention and Support Stage (Wave 2):

Using Provision Map, a 'SEND Pupil Passport' should be completed by the class team with the child, this should then be shared with the SENDCo, then the parents. Full and open communication with parents is vital as they may be able to offer reasons for the concern and acknowledgement that the child will be placed on the school's SEND Register. It is essential to record and date conversations with parents using Provision Map. The provision will be clear and

outline specific SMART targets for the child. This should also be shown and discussed with parents. The strategies used should be logged on Provision Map and when reviewed, should state whether they were successful or not, so that there is a better picture of the best provision for a pupil. This may be all that is required and will be useful information for other staff members e.g. at transition to the next academic year. After each cycle of SEND Intervention (at least termly), review meetings should be set up with the class teacher, parents (and possibly any intervention support worker or SENDCo/Assistant). Class teachers may wish to meet more regularly with parents, as intervention cycles are around 2-3 weeks.

At this stage:

- Discussion with Parents (and with SENDCo/SENDCo Support)
- SEND Pupil Passport to be completed by the class team (involving pupil and parents)
- Provision for Wave 2 interventions (child on register for SEND Support)
- Additional support focusing on provision SMART targets
- Assess, Plan, Do, Review (APDR) Cycle for interventions
- Termly Parent Meetings and reviews
- Possibly Accessing external support / advice / assessment
- Discussion with SENDCo if numerous interventions show no progress
- SENDCo may call a Team Around the Family meeting (TAF)
- SENDCO may suggest an Educational Health Care Plan (EHCP) Request be submitted

If as part of the Assess, Plan, Do and Review cycle, the concern continues, it may be necessary to provide further support. This is repeated as above with Wave 2. Successful strategies should continue and others trialled along with further Wave 2 interventions monitored by the class teacher but in conjunction with the parents and SENDCo/Assistant. Review meetings involving parents will be important to address the needs of the whole pupil. In addition, the views of the pupil will be sought if they haven't been already (this should be done at the earliest possible opportunity).

After further cycles of the Assess, Plan, Do and Review cycle, the SENDCo/SENDCo Support may involve external agencies, to see what further support is needed and discuss the outcomes and next steps with parents and the pupil. Outside agencies may be, for example, Specialist Teachers, Educational Psychologists, SALT, OT, Early Help, and therefore a Team Around the Family meeting should be called by the SENDCo.

If all avenues have been exhausted and the pupil has now fallen behind and is working well below their chronological age, then the class teacher in conjunction with the SENDCo will look at an Educational Health Care Request Form (EHCP) following discussion with parents.

SEND Additional Support Stage (Wave 3):

If a pupil needs 'additional support' that is 'different to' that of other pupils of the same age, or has an EHCP in place then they are placed within Wave 3.

- EHCP approved by Local Authority
- Additional and Specific Support & Provision
- Termly Parental Meetings (possibly with SENDCo / Support Worker)
- Annual Review submitted to Local Authority (SENDCo to approve)

Adaptations to the curriculum and learning environment

Risk assessment identifies the need to acquire or adapt resources, equipment etc. for individual needs making the curriculum assessable.

Inclusivity in activities

Support staff are deployed to support individuals when they need support (ensuring independence when possible). This can be through physical support e.g. pushing a wheel chair, adapting learning resources or by monitoring emotions and be available to support with emotional regulation.

Supporting emotional and social development

SEND children who are identified as having SEMH needs are assessed via the Trauma Informed Schools Motional Tool. This identifies key areas of the brain that require intervention e.g. FEAR. When a pupil is coming from a place of FEAR, their actions can be defensive and cause them a great deal of distress. These children may need an additional adult to provide a relationship to support the development of self-regulation and social skills. Other areas of emotional support come from Trauma Informed Schools protective factors and therapeutic interventions. Interventions such as anger management, self esteem building and anxiety management can be undertaken.

Our school also has access to the NHS Mental Health Support Team which offers parenting interventions for children with SEND. Please see our Anti-Bullying Policy for information on how we support the prevention of bullying.

Evaluating effectiveness

The governors work closely with the leadership team to monitor and evaluate the effectiveness of the provision in place to support children with SEND. This includes carrying out learning walks, book scrutinies and monitoring the current SEND systems in place.

Handling complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If at any point a parent/carer has concerns about how their child's needs are being met, or concerns about the care or welfare of their child, an appointment can be made to speak and explain the issues to the SENDCo or Headteacher. Please see our Complaints Policy for more details.

Local Offer

More information can be found in the Local Offer information held on the Local Authority's website (www.dorsetforyou.com) and on our school website (www.pimperne.dorset.sch.uk).

Named contacts

Name of individual	Email address	Phone number
Sammy Groves (SENDCo, DDSL, DT)	send@pimperne.dorset.sch.uk	01258 452025
Fiona Waller (DSL, HT)	safeguarding@pimperne.dorset.sch.uk	01258 452025
Gill Gatehouse (TIS Practitioner, Family Support)	elsa@pimperne.dorset.sch.uk	01258 452025
SEND Governor	office@pimperne.dorset.sch.uk Mark 'for attention of' Governor C. Brannigan	NA
Safeguarding Governor	office@pimperne.dorset.sch.uk Mark 'for attention of' Governor Mr N Cloke	NA
School Nursing Service – North Dorset	zara.thorpe@nhs.net Mark for attention of Zara Thorpe	01258 452949
Early Help	northlocality@dorsetcouncil.gov.uk	01305 224379
SENDIASS	dorset.sendiass@family-action.org.uk	01305 595477