



Lighthorne Heath Primary School

Special Educational Needs and Disabilities (SEND) Information Report

2026-2027 | Important information for parents and carers

Our commitment to inclusion

At Lighthorne Heath Primary School, inclusion is everyone's responsibility. We have high expectations for every pupil and work proactively with children, families and professionals to identify needs quickly and accurately, reduce barriers to learning and wellbeing, and enable pupils to achieve, belong and thrive. Support is reviewed rigorously and adjusted when needed so that it makes a sustained difference to pupils' participation, progress, independence and experience of school.

Key school information

School	Lighthorne Heath Primary School
Address	Stratford Road, Lighthorne Heath, Leamington Spa, Warwickshire, CV33 9TW
Telephone	01926 640326
Email	admin2064@welearn365.com
Executive Headteacher	Mrs Juliette Westwood
Associate Headteacher /	Mrs Jill Manley and Mrs Rachel Hartley
SENDCo	Mrs Jill Manley
Trainee SENDCo	Mrs Sharon Madahar
SEND Governors	Dr Sam Craven and Mr Richard Butler
Age range	Reception to Year 6 (4-11 years)

Purpose and legal framework

This report explains how Lighthorne Heath Primary School identifies, assesses and makes provision for pupils with special educational needs and/or disabilities (SEND), including pupils receiving SEN Support and pupils with Education, Health and Care Plans (EHCPs). It is intended to be clear, practical and accessible for families.

The report is published in accordance with section 69 of the Children and Families Act 2014, regulations 51 and 52 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. It should be read alongside the SEND Code of Practice: 0 to 25 years, the Equality Act 2010 (including the duty to

make reasonable adjustments), the school Accessibility Plan, Admissions arrangements, Supporting Pupils with Medical Conditions Policy, Inclusion and SEND Policy and Safeguarding and Child Protection Policy. The report is reviewed at least annually and updated sooner where significant information changes. The school also has regard to Warwickshire's SEND Local Offer, SEND Inclusion Guidance, SEND and Inclusion Strategy 2024-2029, Schools' Inclusion Charter and Working Together Charter.

1. What kinds of SEND do we make provision for?

Lighthorne Heath is an inclusive mainstream primary school. We make provision across the four broad areas of need described in the SEND Code of Practice. A child may have needs in more than one area and their profile may change over time:

- Communication and interaction - for example, speech, language and communication needs and social communication differences, including autism.
- Cognition and learning - for example, specific or moderate learning difficulties, literacy or numeracy difficulties and difficulties with memory, processing or executive functioning.
- Social, emotional and mental health (SEMH) - including difficulties with emotional regulation, anxiety, attachment, attention, behaviour as communication, and emotionally based school non-attendance.
- Sensory and/or physical needs - including hearing, vision, sensory processing, physical disability and medical needs that affect access to education.

SEND is not defined by diagnosis. A pupil does not need a diagnosis before support can be put in place. Equally, having English as an additional language (EAL) is not in itself a special educational need; where an EAL pupil is experiencing difficulty, we consider language acquisition, prior education and wider context carefully so that SEND is neither over- nor under-identified.

2. How do we identify and assess pupils' needs?

We aim to identify needs quickly and accurately, including emerging or changing needs. Identification is based on a range of evidence rather than a single score, label or incident. Teachers remain responsible and accountable for the progress and development of every pupil in their class, including where pupils receive support from a teaching assistant or specialist member of staff.

- ongoing teacher assessment, observation and high-quality classroom assessment;
- attainment and progress information, including phonics, reading, writing and mathematics;
- analysis of attendance, behaviour, participation, wellbeing and engagement;
- screening or diagnostic assessment where appropriate;
- pupil voice and parent/carers information, including what is working well and what is difficult;
- IEP/EHCP outcomes and reviews;
- information from previous settings and transition records;
- advice from the SENDCo and, where needed, external professionals such as Educational Psychology, Specialist Teaching Service, Speech and Language Therapy, Occupational Therapy, Physiotherapy, sensory services or health professionals.

Where a pupil is not making expected progress, the first response is high-quality teaching targeted at the pupil's area of need. We consider whether there are other factors affecting progress, such as attendance, EAL, changes in family circumstances, health, trauma or gaps in prior learning. If SEND is suspected, the class teacher and SENDCo work with the family through a graduated Assess-Plan-Do-Review cycle.

3. What is our graduated approach (Assess-Plan-Do-Review)?

Stage	What this means at Lighthorne Heath
Assess	We build a rounded picture of strengths, needs, barriers, pupil voice, family views, progress and relevant specialist advice.
Plan	The teacher, SENDCo, pupil and parent/carer agree intended outcomes, reasonable adjustments, strategies, interventions and how impact will be measured.
Do	The class teacher retains responsibility for provision. Adaptations are implemented consistently and any intervention is linked back to classroom learning.
Review	We evaluate impact using quantitative and qualitative evidence. Provision is continued, adjusted, intensified or stepped down according to what is making a sustained difference.

We use Warwickshire SEND Inclusion Guidance to support consistent, evidence-informed decisions about provision in mainstream school and to help us match support to need.

4. How do we adapt teaching, the curriculum and the learning environment?

Our starting point is always: “What adaptations will enable this pupil to access, participate in and benefit from learning alongside their peers?” We aim to reduce barriers without unnecessarily lowering expectations or separating pupils from the curriculum and class community.

Examples of adaptations currently used across school include:

- whole-class and personalised visual timetables; personalised Now and Next boards and first/then prompts;
- Makaton signs and symbols where they support communication and understanding;
- clear, concise and chunked spoken language, supported by visual cues and additional processing time;
- pre-teaching and revisiting vocabulary, concrete resources, manipulatives, visualisers, worked examples and scaffolds;
- personal copies of class texts, picture cards, story props, finger puppets or symbol-supported resources where helpful;
- adapted recording methods, sentence stems, writing frames, technology or alternative means of demonstrating learning;
- Regulation Stations, sensory/regulation resources, movement breaks, calm spaces and planned co-regulation;
- timers, graded participation and carefully planned transitions for pupils who find uncertainty or sustained group participation difficult;
- adapted PE equipment, tasks and adult support so pupils can participate meaningfully in physical education and wider school life;
- thoughtful seating and positioning of adults, including TAs sitting alongside the pupil they are supporting where this improves access while still promoting independence;
- peer support and structured collaborative learning where appropriate;
- reasonable adjustments to routines, environment, communication, assessment and enrichment activities according to individual need.

Adaptations are actively used and reviewed; they are not simply displayed or recorded on a plan. Staff consider whether each adjustment is actually reducing a barrier and supporting greater independence, participation and success.

5. What additional support and interventions may be available?

Provision is matched to assessed need and reviewed for impact. Not every intervention is appropriate for every child, and availability may vary according to current cohorts, staffing and specialist advice. Examples of current provision include:

- LEXIA reading intervention; Better Reading at Primary (BR@P), phonics catch-up and targeted reading practice;
- NELI and other targeted speech, language and communication support where appropriate;
- targeted mathematics support, including structured small-group or individual programmes;
- Therapeutic LEGO / Brick-by-Brick clubs to support communication, collaboration, social understanding and regulation;
- Saplings (EY/KS1) and Rainbows (KS2) internal nurture provision, with structured teaching, therapeutic support and carefully planned opportunities to remain connected to class learning and peers;
- Sunshine groups and other targeted SEMH groups;
- counselling, Drawing and Talking, Bubble Time and other one-to-one therapeutic or relational support;
- Forest School, yoga/relaxation and regulation-focused provision where identified as beneficial;
- personalised programmes recommended by Speech and Language Therapy, Occupational Therapy, Physiotherapy, Educational Psychology or Specialist Teaching Service;
- EAL support where language acquisition is a barrier to curriculum access, while keeping EAL and SEND identification distinct.

Interventions supplement rather than replace ambitious classroom teaching. Leaders monitor whether pupils receiving individualised or small-group support continue to have meaningful access to their class, curriculum, friendships and wider school life.

6. How do we know whether SEND provision is effective?

We rigorously monitor the progress, participation and wellbeing of pupils with SEND and adjust provision swiftly where it is not having the intended impact. Decisions are informed by well-analysed quantitative and qualitative evidence.

- progress towards individual IEP and EHCP outcomes;
- attainment and progress in the curriculum, including reading/phonics and mathematics;
- intervention entry and exit information and ongoing review measures;
- attendance, punctuality and patterns of emotionally based school non-attendance;
- behaviour, regulation, engagement and participation in lessons and wider school activities;
- pupil voice, including accessible methods such as symbols, Makaton, drawing, observation or supported conversation where needed;
- parent/carers views and feedback;
- staff observations and professional assessments;
- Boxall Profile data where used within nurture provision;
- learning walks, work scrutiny and review of whether agreed adaptations are visible and effective in everyday practice.

The SENDCo and senior leaders review provision at pupil, group and whole-school level. Strategies are systematically and skilfully adjusted so that support makes a sustained difference to pupils' opportunities and experiences, not simply to the amount of provision they receive.

7. How are parents/carers and pupils involved?

We recognise parents and carers as essential partners and aim to work in the spirit of Warwickshire's Working Together Charter: welcome and care; value and include; communicate; and work in partnership. We seek to build trust through timely, respectful communication and shared problem-solving.

- Parents/carers are involved when concerns first emerge, when SEN Support is planned, and when provision is reviewed.
- IEPs/personal targets are shared and reviewed with families at least termly, with more frequent communication where needs are changing.
- Parents/carers contribute to EHCP annual reviews and statutory assessment processes.
- Pupils are supported to understand their strengths, needs and targets, and their views are sought before reviews.
- We adapt pupil voice methods so children with communication or developmental needs can participate meaningfully.
- Where appropriate, pupils help identify strategies that make them feel safe, included and ready to learn.

8. What SEND expertise and staff training do we have?

The SENDCo supports teachers and support staff to identify needs, implement the graduated approach and evaluate provision. Staff development is responsive to the needs of current pupils and our school improvement priorities.

- Warwickshire Educational Psychology Service and Specialist Teaching Service consultation, coaching and training;
- The National College and other evidence-informed professional learning;
- training from nationally recognised organisations specialising in inclusion, nurture, attachment, trauma, autism, ADHD, FASD, communication and SEMH;
- Makaton training and use of signs/symbols where appropriate;
- Emotion Coaching and relational, trauma-informed and attachment-aware approaches;
- Nurture practice, Boxall Profile use and therapeutic approaches;
- specific medical, physical, sensory or communication training when required for an individual pupil;
- regular safeguarding training, including the increased vulnerability of some pupils with SEND to abuse, neglect and exploitation.

Where the school does not have the specialist expertise required, the SENDCo seeks advice or commissions appropriate external support. Staff training is evaluated through its impact on classroom practice and pupil outcomes, not simply by attendance at a course.

9. Which external services may support pupils and families?

Depending on need and eligibility, the school may work with:

- Warwickshire Educational Psychology Service (EPS);
- Warwickshire Specialist Teaching Service (STS);
- Special Educational Needs and Disabilities Assessment and Review Service (SENDAR);
- Integrated Disability Service (IDS), including relevant sensory/early years support;
- Speech and Language Therapy (SaLT/SLT);
- Occupational Therapy and Physiotherapy;
- School Nursing and other NHS services;
- Mental Health Support Team (MHST), RISE/CAMHS and other emotional wellbeing services where appropriate;
- Early Help / family support and social care;
- Virtual School and services for children in care or previously in care, where relevant;
- independent or commissioned specialist professionals where the school or family has arranged appropriate involvement.

Parents are informed and involved before referrals wherever consent is required. Safeguarding referrals may be made without consent where this is necessary to protect a child.

10. How do we support emotional, mental and social development?

We understand behaviour as communication and use a relational approach rooted in predictable routines, warm relationships, Emotion Coaching, restorative practice and regulation support. Pupils with SEND are supported to feel safe, valued and connected to their school community.

- Regulation Stations in classrooms and sensitive adult check-ins when pupils self-direct to them;
- nurture provision through Saplings and Rainbows, alongside Sunshine groups;
- counselling, Drawing and Talking, Bubble Time and targeted one-to-one support;
- Therapeutic LEGO / Brick-by-Brick, Forest School, yoga/relaxation and other structured SEMH support;
- personalised plans for pupils experiencing anxiety or emotionally based school non-attendance, developed with families and professionals;
- anti-bullying, Protective Behaviours/Taking Care and safeguarding teaching;
- planned support for friendships, playtimes, lunchtimes and participation in clubs and enrichment.

11. How do we ensure pupils with SEND participate in the wider life of school?

Pupils with SEND should have equitable access to lessons, assemblies, story time, PE, clubs, trips, residential experiences, performances, cultural opportunities and leadership roles. We do not assume that a pupil cannot participate because of SEND or disability. Instead, we plan reasonable adjustments and risk management to make participation possible wherever this can be done safely.

Leaders review participation patterns so that pupils with SEND are not unintentionally excluded from enrichment or wider school experiences. Where barriers are identified, we act to remove them, for example through additional staffing, adapted equipment, visual preparation, accessible transport/venues, individual healthcare planning, sensory adjustments or graded participation.

12. How is the school accessible and how is specialist equipment secured?

The school is single-storey and access to classrooms, halls and outdoor areas is predominantly level. We make reasonable adjustments in accordance with the Equality Act 2010 and our Accessibility Plan. Adjustments may include changes to the physical environment, communication, curriculum, routines or equipment.

Where specialist equipment is needed, the SENDCo works with families, health professionals, the local authority and relevant specialist services to identify, secure and safely implement appropriate provision. This may include seating/postural equipment, sensory resources, communication aids, hearing or visual support, adapted writing/recording equipment or technology. Staff receive training where safe use requires specialist competence.

13. How are SEN Support, EHCPs and funding managed?

Most pupils with SEND are supported through SEN Support in mainstream school using the graduated approach. Mainstream schools receive resources within their overall budget, including a notional SEN budget, and the school determines how best to deploy its resources to meet assessed needs. Provision is based on need and intended outcomes rather than diagnosis alone.

Where, despite relevant and purposeful action through SEN Support, a pupil has significant and complex needs that may require provision beyond what the school can ordinarily provide, the school and/or parent may request an Education, Health and Care needs assessment from Warwickshire County Council. The legal test is whether it may be necessary for special educational provision to be made in accordance with an EHCP; an EHCP is not restricted to a particular diagnosis or level of attainment.

For pupils with EHCPs, the school delivers the special educational provision specified in Section F, monitors progress towards outcomes and participates in statutory annual review. Staffing arrangements are planned flexibly: funding does not automatically equate to a named one-to-one adult for every lesson unless the EHCP specifies this. Support is deployed to promote access, progress, safety, participation and independence.

14. How do we support transition into school, between classes and to secondary school?

Transitions are planned proactively and personalised where needed. We identify pupils who may require additional support and work with families and receiving/previous settings so that information and effective strategies are transferred promptly.

- additional visits, photographs, visual transition books, maps, social stories or personalised timetables;
- opportunities to meet key adults and become familiar with rooms, entrances and routines;
- handover of IEPs, EHCPs, healthcare plans, communication strategies and safeguarding information on a need-to-know basis;
- transition meetings involving SENDCos, class teachers, parents/carers and external professionals where appropriate;
- enhanced Year 6 transition with secondary SEND teams, including additional visits where helpful;
- careful induction for pupils joining the school in-year, including children new to the UK or returning after extended absence.

15. What are the arrangements for admission of disabled pupils and prevention of less favourable treatment?

Admission to Lighthorne Heath Primary School follows the relevant Warwickshire admissions arrangements. Children with an EHCP are admitted through the statutory EHCP placement process rather than the ordinary admissions application route where the school is named in the plan.

The school must not discriminate against a pupil because of disability and will take reasonable steps to avoid substantial disadvantage. We seek to anticipate barriers rather than wait for a pupil to experience exclusion. Our Accessibility Plan sets out how we increase participation in the curriculum, improve the physical environment and improve access to information for disabled pupils.

16. What should I do if I have concerns or wish to make a complaint?

We encourage families to raise concerns early so that we can work together to resolve them. In the first instance, please speak to your child’s class teacher. If concerns remain, contact the SENDCo/Associate Headteacher, Mrs Jill Manley, and/or the Executive Headteacher, Mrs Juliette Westwood.

Formal complaints about SEND provision are considered under the Federation Complaints Policy. Some matters relating to statutory EHCP decisions, disability discrimination or local authority provision have separate appeal, mediation or complaint routes. Warwickshire SENDIAS can provide free, confidential and impartial information and advice about SEND rights and processes.

17. Where can families obtain independent advice and local support?

Service	How it can help
Warwickshire SEND Local Offer	Information about education, health and social care services for children and young people aged 0-25 with SEND.

Service	How it can help
Warwickshire SENDIAS	Free, confidential and impartial SEND information, advice and support. Telephone: 01788 593159. Email: warwickshiresendiass@barnardos.org.uk.
Warwickshire SENDAR	Education, Health and Care needs assessments and EHCP reviews. Telephone: 01926 742160. Email: sen@warwickshire.gov.uk.
Warwickshire Family Information Service	Information and signposting for children and families. Freephone: 0800 408 1558.
IPSEA	Independent information and advice about SEND law and statutory processes.

Warwickshire Schools' Inclusion Charter. Our inclusive practice is informed by Warwickshire's Schools' Inclusion Charter, which states that inclusion is everyone's responsibility and is organised around four commitments: Welcome and Care; Communicate; Value and Include; and Work in Partnership. A summary of the Charter is included as an appendix to this report.

Governance, monitoring and review

The Governing Body retains strategic oversight of SEND. The SEND Governors meet with the SENDCo and provide appropriate challenge and support. Leaders use attainment, progress, attendance, behaviour, participation, provision and pupil/parent voice to understand the experience of pupils with SEND and to identify priorities for improvement. This includes checking that agreed adaptations are consistently implemented in classrooms and that pupils with SEND are achieving, belonging and thriving across school life.

This report will be reviewed at least annually and updated sooner if significant information changes.

Appendix: key terms

Term	Meaning
SEND	Special educational needs and/or disabilities.
SENDCo / SENCo	Special Educational Needs and Disabilities Coordinator.
SEN Support	Special educational provision made through the graduated approach without an EHCP.
EHCP	Education, Health and Care Plan.
Graduated approach	An Assess-Plan-Do-Review cycle through which provision is refined as understanding of the pupil's needs grows.
Reasonable adjustment	A change made to avoid a disabled pupil being placed at a substantial disadvantage.
Universal provision	Inclusive teaching and adaptations ordinarily available to pupils within high-quality classroom practice.
Targeted intervention	Additional, time-limited or focused provision designed to address a defined need and reviewed for impact.
SEMH	Social, emotional and mental health needs.
EAL	English as an additional language; EAL is not itself SEND.
SENDAR	Warwickshire Special Educational Needs and Disabilities Assessment and Review Service.
STS	Warwickshire Specialist Teaching Service.

Term	Meaning
EPS	Warwickshire Educational Psychology Service.
SENDIAS	Special Educational Needs and Disabilities Information, Advice and Support Service.

Report updated	September 2026
Next annual review	September 2027
Chair of Governors	Richard Butler

Appendix: Warwickshire Schools' Inclusion Charter

Inclusion is Everyone's Responsibility

Warwickshire County Council's vision is for schools to be places where everyone feels valued, included, safe, supported and welcome. The Charter sets out what children, young people and families should be able to expect from Warwickshire schools, in line with the SEND Code of Practice.

Welcome and Care Know each child as an individual; build trusting relationships; understand what matters to the child and family; respond to need; plan successful transitions; and place children and young people's voices at the heart of decisions.	Communicate Listen calmly and respectfully; communicate in accessible ways; recognise behaviour as communication; explain options and limitations clearly; support participation in planning and decision-making; and maintain communication-friendly environments.
Value and Include Take shared responsibility for inclusion; provide reasonable adjustments proactively; identify needs early; use the assess-plan-do-review cycle; include pupils with SEND in pupil voice; provide trusted adults; build on strengths; and develop staff expertise.	Work in Partnership Value families as equal partners; seek and consider their views; develop shared plans; recognise each family's circumstances and expertise; engage with community groups; collaborate across settings; and work jointly with relevant professionals and services.

The four commitments work together to build trust and to support children and young people to feel that they belong, are heard and can participate fully in school life.

Official Warwickshire Schools' Inclusion Charter: <https://www.warwickshire.gov.uk/education-send/warwickshire-schools-inclusion-charter>

Warwickshire Schools' Inclusion Charter

Inclusion is Everyone's Responsibility

Our Vision:

For schools to be places where everyone feels valued, included, safe, supported and welcome. We will work together to enable all our children and young people in Warwickshire to lead a fulfilling life and be part of their community.

The Charter:

This charter sets out what all children and young people and their families should expect from schools in Warwickshire, in line with the SEND Code of Practice.

Welcome and Care

We will:

- Understand that every child is an individual
- Recognise the value of inclusion
- Make time to get to know you and what is important to you and your family
- Establish and build on positive relationships
- Make time to respond to your needs
- Work closely with all relevant people to ensure successful transitions
- Ensure children and young people's voices are at the heart of all we do



Communicate

We will:

- Listen calmly and respectfully, with patience, ensuring you feel heard and understood.
- Establish how to provide and seek information in a way you can access and understand
- Recognise all behaviour is a form of communication
- Explain what can be done and any limitations
- Communicate in a way that means you can participate in planning and decision making
- Provide clear guidance on who to contact and respond promptly
- Make you comfortable by using positive and helpful language
- Create and maintain communication friendly environments



Developing and nurturing each of these commitments to build

TRUST



Value and Include

We will:

- Remember inclusion is everyone's responsibility
- Be proactive in providing reasonable adjustments
- Ensure our SENCo is able to support families and staff
- Inform and support you of any planned changes as soon as possible
- Ensure that children and young people with SEND are valued and included in pupil voice activities
- Identify needs early and assess, plan, do, review with support from appropriate agencies
- Ensure our children and young people have a trusted person who checks in with them at least weekly
- Have a 'can do' attitude and build on everyone's strengths
- Recognise and meet the training needs of our staff



Work in Partnership

We will:

- Give you opportunities to share your views
- Do our best to understand and consider your ideas
- Involve you in developing shared plans for you and our school
- Value you as an equal partner and recognise your experience and knowledge
- Understand that every family is different and has different resources
- Engage with community groups
- Collaborate across settings to share good practice
- Work together with you and other people to recognise need and support you on your journey as a family



Signatures:

[Signature]

Leader of Warwickshire County Council

[Signature]

Chair of Warwickshire Parent Carer Voice

[Signature]

On behalf of Schools Consortia and Area Networks

[Signature]

On behalf of IMPACT (Young People's Forum for SEND)



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Scan for SEND Local Offer

