

Special educational needs (SEN) information report

Lapworth C of E Primary School and Little Oaks Preschool

September 2026



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Introduction

Lapworth C of E Primary School is a mainstream school and Little Oaks is a mainstream preschool. The provision we make for Special Educational Needs and Disabilities within our school and preschool reflect the high expectations we have of all our children. We ensure that all children with SEND, receive their entitlement to a broad, balanced and differentiated curriculum enabling them to develop their full potential. Lapworth C of E Primary School's SENDCO is Mrs. Nikki Tamlin. She is available to meet with parents/ carers and the class teacher by appointment to discuss any SEND concerns and queries.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Nikki Tamlin

She has 13 years' experience in this role and is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2012

They are allocated 1 day a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Most recently, staff have had training in Autism Tier 1, De-escalation strategies, Developmental Language Disorder (DLD) and Restorative Practice. All staff are Team Teach trained.

Saplings (Reception) – Mrs Tamlin/ Mrs Edgson

Ash (Year 1) – Mrs Cupples/ Mrs Byrne

Beech (Year 2) – Mrs Holdsworth

Mulberry (Year 3) – Mrs Schroeter/ Mrs Costar

Chestnut (Year 4) – Miss Love

Sycamore (Year 5) – Mrs Taylor

Oak (Year 6) – Mr Fogarty

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Specialist teachers
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

The school and preschool work closely with parents and carers to support their children. We encourage an active partnership through an on-going dialogue with caregivers. We encourage parents and carers to be part of their children's learning journey and therefore if you have any concerns we would encourage you to first contact the class teachers. Alternatively, you may wish to book an appointment with the SENCo or Headteacher. This can be done by contacting the school office to book an appointment.

School phone number: 01564 783225

School email: admin3147@welearn365.com

Preschool phone number: 01564 785332

Preschool email: littleoakspreschool@welearn365.com

Tell us about your concerns

We will invite you to a meeting
to discuss them

We will decide whether your
child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO, Mrs Nikki Tamlin, who will be in touch to discuss your concerns.

You can also contact the SENCO directly by calling the school office or via email:

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a specialist teacher, speech and language therapist, an educational psychologist, or a paediatrician.

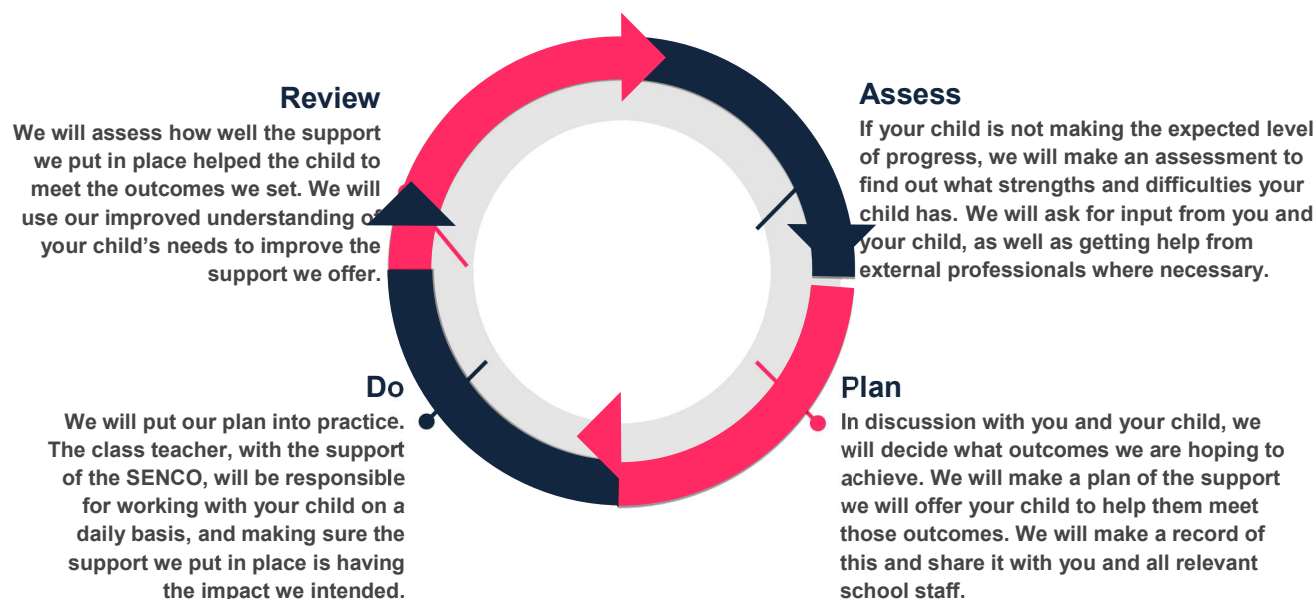
Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN learning plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 and small group basis as required

We may also provide the following interventions:

- Zones of regulation – social and emotional support programme
- Precision teaching – an intensive intervention designed to help children who struggle with reading and/ or spelling
- Numicon – a visual and kinaesthetic way of teaching maths
- Speech and language – developing language concepts, speech sounds, articulation, and listening and attention skills, with the support of the speech and language therapist

- MOVES – Gross motor skills programme designed by the Warwickshire occupational therapy department
- Fine motor skills – Fine motor skills programme designed by the Warwickshire occupational therapy department
- Brick Club – an intervention that assists children in improving their communication and interaction skills
- Nurture groups – designed to support children with their social and emotional development
- Pre and post teaching of English and Maths vocabulary and concepts
- Handwriting
- Phonics

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Warwickshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using learning plans to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Pioneer Centre.

All pupils are encouraged to take part in sports days, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care plan and those without. All SEND paperwork should be passed to the SENCO by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENCO to aid the smooth transition of the pupil and discuss arrangements to be made, as well as any other important information relating to that child's needs. Where face-to-face meetings are not possible, contact will be made by telephone to ensure that there is a good understanding of what type of provision is required. The school will do its best to ensure that the necessary provisions and preparations are made prior, (where possible) to the start of the child's school year. Transition booklets and/or social stories are also used to help an individual pupil become familiar with new staff and

routines before entering school or moving to a new class. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

13. How does the school support pupils with disabilities?

The school is a single storey building with a disabled parking space and a disabled toilet available for both adults and children. Children's changing facilities are available. Any wheelchair bound person will be accommodated in the main building. In the event of a child attending the school with a physical impairment the Governing Body undertake to research any specific requirements in relation to resources and training and make the necessary arrangements. The school also has an Accessibility Plan that is revised regularly and can be found on our website.

14. How will the school support my child's mental health, and emotional and social development?

Your child's class teacher is at the heart of a well-established pastoral system and will be the first point of contact for pastoral care. We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupil with SEN are encouraged to take part in after school clubs to promote teamwork/ building friendships
- Pupils with SEN are encouraged to be part of the school council, maths ambassadors, reading ambassadors, wellbeing ambassadors or eco council
- We have a pastoral teaching assistant who delivers nurture groups for pupils who need extra support with social or emotional development
- Daily check-ins are available with the pastoral TA for those children who require it
- We have a TA led lunchtime 'Den' club for those children who need support during unstructured play times
- We have staff trained to lead and support the Early Help Assessment (EHA)
- We can seek further support from outside agencies with parental consent
- We have a zero-tolerance approach to bullying

15. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEN be prepared for a new school year:

- Information will be passed on to the new class teacher and a planning meeting will take place with the new teacher to discuss your child's strengths and difficulties and the strategies that have been successful.
- Learning plans and EHC plans will be shared with the new teacher.
- Where a child has additional support from a member of our support team this will be discussed and planned for in the summer term before transition.

Between schools

When your child is moving on from our school, we will contact the school SENCO and ensure they know about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are transferred as soon as possible.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO and/or the Year 6 teacher. They will discuss the needs of all the children who are receiving SEN support.

The new schools are invited to attend any review that we hold before your child transfers to them.

Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.

Your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Nikki Tamlin is also our designated teacher for looked-after children and previously looked-after children. She is responsible for making sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN.

17. What should I do if I have a complaint about my child's SEN support?

Where parents/ carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, SENCO or headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, you are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the class teacher, SENCO or headteacher in the first instance. They will be handled in line with the school's complaints policy

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The Warwickshire SEND Mediation Service is contracted through Prime Resolution. To find out more, you should visit:

<https://prime-send.co.uk/send-mediation>

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Warwickshire's local offer.

The Warwickshire LA Local Offer can be located at warwickshire.gov.uk ⇒ Children and Families ⇒ Special Educational Needs and Disabilities ⇒ The Local Offer

A link to Warwickshire's special educational needs and disabilities information, advice and support (SENDIAS) service is:

<https://www.warwickshiresendiass.co.uk/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages