



SEND Information Report

2025 - 2026

SENDCO: Miss Kiran Kang
Headteacher: Mrs Lucy Cowan

Our School



Our School Vision

At Lightmoor Village Primary School the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

September 2025 Information

Our school currently has 213 children on role (October 2025). At present, there are 58 children on the SEND register with a range of needs from universal to specialist (27% of our school).



Meet our SENDCO

The SENDCO is Miss Kiran Kang

If you would like to contact Miss Kang, please call school on 01952 387620 or email lightmoorpri.admin@taw.org.uk.



Special Educational Needs

At Lightmoor Village Primary School we support children with a variety of differing special educational needs, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

We currently have pupils in each of these categories and as the code states, as their needs can often be quite complex, many fall into more than one category.

Currently, the area of need which is most common at our school is cognition and learning. Over 40% of our SEND pupils are receiving support in this area.

After cognition and learning, the area with the largest need in school is social, emotional, and mental health.



Identifying and Assessing Need

At Lightmoor Village Primary School, we work closely as a team and if staff have a concern about a child, they fill in a SEND concern form. These concerns are then discussed with parents. A child will then be placed on the monitoring register, and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'. A Personal Learning Plan is created to identify what steps are being taken to support the child and these are reviewed to see the impact. Additionally, each term we formally assess the progress that all children are making in school. If a child has then not made as much progress as hoped, the class teacher informs the SENDCO and a further meeting with parents at the earliest opportunity is arranged to share further concerns. The SENDCO along with parents, teachers and teaching assistants create a plan which outlines what is going to be done to continue to support the child and hopefully to assist them in making greater progress.

At this point, it may be felt that a child needs to be placed on the SEND register, as it is felt that they have some form of special need that is creating a barrier to their learning. Following on from this, it may be decided that we need to plan for further provision using our provision maps, that we complete a referral, or that no further support is required at this time. Some children's needs are such that their support will need to be on-going throughout their time at school and parents will continue to be updated of this support through the Personal Learning Plans. If it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to implement an Education, Health and Care Plan (EHCP).

We take the concerns and views of parents and carers very seriously and these can often also be the starting point for discussions and meetings around identification of need.

Further information can be found in our school SEND policy.



Personal Learning Plan



Name of pupil: ***
Class: ***
Class teacher: ***

Autumn targets (to be reviewed in Spring)
Target: Intervention:

Suggestions for support at home:



Personal Learning Plan



Name of pupil: *** Level of support: School support / ISF / EHCP

Class: *** Class teacher: ***

Strengths: Main areas of difficulty:

Extra support and resources:

Autumn targets (to be reviewed in Spring)

Target: Intervention:

Suggestions for support at home:

Class Teacher Signed Date

SENDCO

Parent/carer



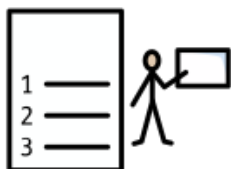
Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

What interventions do we offer at Lightmoor?

Communication and language	Cognition and learning	Social and emotional and mental health	Sensory and / or physical needs
ELKLAN resources and activities Contrastive pairs Speech sounds Talk Boost Colourful semantics Black Sheep resources Makaton	Word Wasp Pre and post teaching Literacy Pathway Number Stacks 123 Maths Read Write Inc RWInc tutoring 1:1 Precision teaching Memory games Fluency activities SNIP spelling Colourful Semantics	Talk time AM nurture Playtime and lunchtime nurture groups PM nurture groups Anxiety gremlin Anger gremlin Keep cool Anger solution Book of worries/calm down boxes Lego Build to Express Lego Therapy Draw on emotion Helping children with loss Understanding emotions Relax Kids ELSA	Cool Kids Speed up Write from the start Disco Dough Occupational Therapy online toolkit

Interventions in school are led by well-trained teaching assistants. The impact of these are fed back to the children's class teachers and also the SENDCO, who can then identify which interventions are most successful in enhancing the progress of our children here at Lightmoor. Progress is also fed back to parents at parents' evenings and through our termly reports and Personal Learning Plans. The quality of support offered via our intervention programmes is monitored by the SENDCO frequently.



Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Schools Accessibility

The school is all on one level with a wheelchair ramp at the front entrance. There are two disabled toilets, one of which has a changing table and space for personal hygiene care. The playground has built shaded areas to support pupils with light sensitivity. Our classrooms environments and corridors are low sensory so that they are autism friendly. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. Our school accessibility plan can be found on the website.



Parent Consultations



The school's Nurture lead/Emotional Literacy Support Assistant Mrs Boxall is available at the start and end of school should parents/carers have any queries or concerns.

Class teachers are also available after school daily. If they are unable to answer a question directly, they may consult the SENDCO and will report back as soon as possible.

Further appointments can be made with the SENDCO as required by contacting the school. Feedback on provision for children with SEND is also welcomed.

Parents' evenings are also held during the Autumn and Spring term to discuss any concerns and Personal Learning Plans are shared termly.

For children who have an Education, Health and Care Plan, annual reviews are held. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, creating new targets and discussing next steps. A copy of the plan will always be shared with parents following on from the meeting.



Child Consultations

Pupil's views are very important; we encourage the children in our care to be independent learners and to develop a resilient attitude. They have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

		
Self-assess how they are doing and complete pupil voice activities.	Attend meetings and help decide the support needed for example School Council, Team Safe and our Play Leader programme.	Feedback and Review progress/interventions.



Evaluating Provision

We:

- Review progress in SLT meetings and discussing next steps at pupil progress meetings.
- Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.
- Review children's' individual progress towards their goals at

	regular intervals, as a minimum every term. • Establish children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals. • Ask our children if they feel the adjustment or intervention is helpful and makes a difference. • Undergo regular monitoring by the SENDCO. • Regularly use a tracking tool to update targets and measure progress – Provision Maps. • Hold annual reviews for children with Education Health Care Plans.
Staff Training	At Lightmoor Village Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. The staff have a wide range of qualifications, which enable them to support children with SEND effectively and we think carefully about the strengths they have and how we can use these skills to support the children in our care. Staff have completed professional development courses in the following areas: • Autistic Spectrum Disorder Awareness • Read Write Inc • Makaton (Sign language for children) • Positive behaviour management strategies • Lego Build to Express • Physical restraint and handling (MAPA) • Understanding attachment theory • Nurture Group training • Precision teaching • Cool kids • Therapeutic responses to children with trauma • Range of Speech and Language CPD through NHS. School some of the teaching assistants in school specialise in a specific area. Examples of this are: • Mrs Tellwright who is Speech and Language and Cool Kids trained and delivers specific interventions. • Miss Walker who is also Talk boost and Makaton trained. • Mrs Boxall who is our nurture lead and is able to offer support through our 'Treehouse'. Within our nurture provision at Lightmoor, we offer a range of support and children are given the opportunity to talk when needed.

	When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with. The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.
Transition Support	We understand that for children and in particular children with SEND, moving to a new class, key stage or school can be particularly worrying and may also incur difficulties of a practical nature. We therefore plan our transition with this in mind. <u>Nursery to Reception</u> We hold a parent and carer welcome session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher, Head Teacher and SENDCO. We complete home visits and nursery transition visits. We also hold two 'play and stay' sessions in the second half of the summer term in preparation for their September start as well as the children completing two mornings in school independently. Children which require additional visits due to a SEND need are arranged accordingly. <u>End of Year transition</u> As most children join us in September, we hold a transition afternoon at the end of the summer term, in July. During this session children will meet their new teacher and class and take part in fun activities, in their new classrooms. At the end of the summer term, we also hold a 'meet the teacher' meeting which is a chance for parents to meet the new teachers, see the new classroom and ask any questions. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Class teachers and TAs meet with each other during the summer term to discuss the needs of the children. <u>Secondary Transition</u> We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. We think very carefully about the transition of pupils leaving us in Year 6 to go to secondary school. Usually, if a child with SEND has concerns about attending secondary school, we arrange additional visits. In previous years, our nurture lead has taken individual children or small groups to visit at a quieter time. Many of the secondary schools now also

	arrange additional sessions for children with SEND as a matter of course, which several children attended this year. <u>Mid-Year new starters</u> It is the responsibility of the previous school a child may have attended to transfer any relevant paperwork to their new school. In addition to this, the class teacher at Lightmoor will always contact the previous school to speak with the previous class teacher about pupils. We also invite the parent/carer of the new child starting into school for a welcome meeting with a member of staff and to complete an induction form. For children with SEND, all additional information will be read by the school's SENDCO and passed to their new class teacher. If parents have any particular concerns they wish to discuss with either the SENDCO or class teacher, an appointment can be made, as this information is extremely important. <u>Transition to a Special School</u> It is sometimes felt that the needs of an individual child cannot be fully met at a mainstream primary school and the decision may be made for them to transfer to a local special school. This is only possible if the child already has an "Education, Health and Care Plan" and is a decision which is made in conjunction with school, parents, the Local Authority and often several outside agencies. Places are often limited at special schools, but if it is felt necessary for a child's development then this can be an option.
Outside Agencies	As a school, we recognise that the role of outside agencies and organisations is vital in supporting children with SEND. We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice. Health Services The school has close links with several health services, who assist us in supporting several children with specific medical needs. We receive support and advice from the following services: • Occupational Therapy • Health visitor • Speech and Language Therapy • Sensory Inclusion Service • BEEU • Behaviour Support • Paediatric Consultants • Educational Psychology • School Nurses • Early Intervention Social Services The staff at Lightmoor Primary work closely with social services to ensure that all children in our care are well cared for and supported both in and out of school. Our Designated Safeguarding Leads are in frequent

	contact with Family Connect and other departments, such as Housing, to ensure that all children at Lightmoor are given the best possible start in life and that they come to school ready to learn. We have a good Early Help offer through our rigorous transition and support for new starters. We work closely with the authority, accessing the Early Help Assessment through family connect. Local Authority Services On an annual basis, the school buys in additional support from the "Learning Support Advisory Team" who are professionals trained in assessing children's needs and providing advice on how best to support them in school. Over the course of the last year, several children in school have been seen by the service and they have also provided training around Dyslexia. The school also accesses the Behaviour Support Service (often via the Fair Access Panel) who provide assessment, advice and in some cases trained mentors to work 1:1 with children in school. In addition to this, the school makes effective use of the Educational Psychology Service as well as support panels. In order to keep fully up to date on developments, the School's SENDCO also attends termly SEND Network Meetings, run by the Local Authority. Voluntary organisations On some occasions, the needs of children are best supported by a more specialist organisation for on-going support and it can be necessary to contact the voluntary sector. Children at Lightmoor have previously benefited from support from organisations such as Relateen and support for recently adopted children.
 Clubs and Trips	All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on our trips such as residentials and the SENDCO and class teachers ensure that all external coaches or visitors are made fully aware of the needs of the children in our school. Our teaching staff are experienced in adapting the curriculum in order to make it accessible so that all children can take part in and enjoy sport and other activities. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g., School Council, Team Safe and Play Leaders. No child is ever excluded from taking part in these activities because of their SEN or disability.
	Your first point of contact is your child's class teacher or the SENDCO. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to

Complaint Procedure	the Headteacher. If you are not happy with the response, then you may contact the governors through the school office. Mr Peter Jones – Chair of Governors Mr Peter Jones – SEND Governor
 Looked After Children with SEND	The school understands that looked after children (LAC) and previously looked after children (PLAC) may require additional support in certain aspects of the curriculum and in terms of their social/ emotional development. The school has an experienced nurture lead, who in conjunction with the senior leadership team, and ensures that these children have all the support and assistance that they require. Those with Special Educational Needs and Disabilities are supported as discussed in this document and the school's "Special Educational Needs and Disabilities Policy". For more information on the school's arrangements for Looked After Children please see our "Children in Care' and 'PLAC' policy.
 Telford and Wrekin's Local Offer	Telford and Wrekin's Local Offer aims to provide information on what services you can expect from local agencies including education, health and social care. You can access this information here on our SEND homepage or using the link below: http://www.telfordsend.org.uk/

Written: September 2025

To be reviewed: September 2026