



Newsletter 17  
Friday 17th January 2025

01926 640326  
admin2064@welearn365.com



The number of groups at work 888,255



# Nursery and Reception Starry Night

This week in the Early Years classroom we've been learning about space as part of our 'Starry Night' topic. Reception children looked closely at images taken by the Hubble Space telescope. We were amazed at the different colours and patterns. The children used paint and mark making materials to create different effects which they then printed on to black card. The results are out of this world!



UN Convention on the Rights of the Child  
Article 29: Goals of education



# Science– 5 Senses



This week in science the children in Years 1 and 2 have been learning to name the parts of the body and to identify their 5 senses. The children helped to label a large body outline, answering questions about what each body part helps us to do. They observed a magnified image of the human tongue, noticing the bumps **and grooves, which we identified as ‘taste buds’ learning that taste is one of our five senses, alongside touch, sight, smell and hearing.**

Following this they took part in a smell investigation, in which they had to identify and describe some familiar scents; lavender, chocolate, vinegar, orange and soap. The children learned that smells enter the nose when we breathe in. A patch of skin at the back of the nose traps these smells. The skin sends different messages to the brain depending on what the smell is like. The brain then uses these messages to work out what we are smelling!

Pink and bumpy



Human tongue magnified.



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## PLAYLIST

This week, we introduced the children to their new topic: *Playlist*. Through active listening and exploration, the children were exposed to a variety of musical genres and tasked with identifying different sounds and instruments within each piece.



Our learning objective for the lesson was *To identify different sounds and instruments within pieces of music and ties directly to the National Curriculum objectives for Years 3 and 4, which encourages children to listen to a variety of music with increasing interest, develop an understanding of musical elements, such as rhythm, melody, and dynamics and to identify instruments and describe how they contribute to the overall sound of a piece.*

To inspire curiosity and broaden the children's musical horizons, we explored a diverse range of genres, including acoustic, hip-hop, opera, classical and R&B..

The children listened attentively, noting how different instruments contributed to the unique feel of each genre. They were encouraged to describe what they heard using musical vocabulary, such as "tempo," "pitch," and "dynamics," .



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## MONOPRINT

The monoprint is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals

Years 5 & 6 have started a new art topic this term called 'Making Monotypes'

This week we have found out more about the discipline, looked at examples of existing monoprint art and had a go at testing out the process.

Rather than creating on the paper or canvas, with monoprint, the artist works directly on a non absorbent surface known as a plate. Paper, or material is then placed on top and pressure is applied to transfer the print.



We experimented with different methods of mark making in the paint. Some of us used match sticks, some lolly sticks, corks and even our fingers. The amount of paint used had an interesting effect on the print.

Here is one of our plates with the paint on it, ready to be pressed onto paper.





# Attendance and Punctuality



Unfortunately, we still have a number of pupils who are persistently absent from school (below 90% attendance).

We appreciate that it can be difficult deciding whether or not to keep your child off school when they're unwell.



There are government guidelines for schools and nurseries about health protection and managing specific infectious diseases at GOV.UK. These say when children should be kept off school and when they shouldn't.

If you do keep your child at home, it's important to phone the school on each day of absence and give the reason.



**UK Health Security Agency** **NHS**

## Should I keep my child off school?

**Yes**

	Until...
Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

**No**  
but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworm	Slapped cheek

**SCAN ME**

**Advice and guidance**  
To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>

# Emotional Wellbeing and Mental Health



## Mental Health in Schools Team Tips For Wellness




### Learning

We are always learning new things – often without realising it! Learning can include developing skills as well as developing knowledge. Learning something new can help to improve our mental wellbeing, as it gives us a sense of achievement and purpose. We can challenge ourselves to build new skills or develop skills that we already have. It can help to build motivation, confidence, and self-esteem too.

To help us to learn something new, we can set ourselves a challenge or a goal to work towards. Can you think of a new challenge or goal to try?

Learning can be fun! Studies show that learning can help us to enjoy life more! Can you find a new activity that you enjoy and make it part of your life?

#### Our tips for learning:

1. **Learn a new word each day!** Can you use the new word in your schoolwork? Can you teach this new word to a friend?
2. **Get creative!** Try a new craft activity or write a story or song. Have a look at some ideas for craft activities here: 
3. **Try a new hobby,** such as a new sport, learning to paint or join a new after-school club.
4. **Try a new food or learn to cook a new recipe.** Could you share this experience with someone? For example, could you bake a cake with a friend, or cook a meal for your family?
5. **Learn a new language.** Try and learn simple words and phrases, such as "hello", "how are you?" and "my name is...". You could use online resources or apps, such as Duolingo, to help you.
6. **Try a new sport or class.** Could you help others to learn by becoming a coach for a junior team?
7. **Start a craft project!** You could do this independently, or together with a friend. Remember to ask an adult for help if you need to! Follow the QR code for some project ideas: 

In Coventry and Warwickshire, for any urgent mental health concerns, contact the RISE Crisis Helpline available 24/7, by calling NHS 111. Alternatively, call 999 or visit A&E in an emergency, for example if medical attention is required.

MHST are available to support you and your school throughout the school year including term time and school holidays.

Please contact your school's Mental Health Lead for information and advice.





# Diary Dates



Spring Term	
January	
Friday 31st January	Mufti (non uniform) day, please bring 50p donation for school funds
February	
Week beginning Monday 3rd February	<b>Children's Mental Health Week</b>
Thursday 6th February	<b>Parents and Carer's club</b> – 2.30 at school. Join us for a hot drink and biscuit and get to know other parents.
Week beginning Monday 10th February	Parents evenings– more information to follow
Friday 28th February	Mufti (non uniform) day, please bring 50p for school funds



With best wishes from Mrs Westwood, Mrs Manley and all the staff at Lighthorne Heath Primary School.



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 5, Parental Guidance, Article 18, Parental responsibility

# Lighthorne Heath Learning Heroes

Lighthorne Heath Primary School Newsletter

## EYFS

Mrs Hartley and Mrs Cox have chosen Harsh as their class learning hero this week for his amazing perseverance when creating an astronaut using cutting skills. Harsh showed impressive concentration to produce a fantastic astronaut. Well done!



Have a go

Co-operate

## Years 1 and 2

Our Year 1 & 2 hero this week is Daisy. We are lucky to have Daisy as part of our class, she is always hard working, polite and kind to her peers. Daisy amazed us again during our literacy lesson on Tuesday, with a detailed and beautifully presented piece of writing about herself and her interests. Fantastic work Daisy, you should be very proud!



Concentrate

Persevere

## Years 3 and 4

This week's Year 3 & 4 Learning Hero is Joseph for his exceptional effort, positive attitude, and enthusiasm across all areas of learning. Fantastic work Joseph!



Be curious!

Keep on improving

## Years 5 and 6

My hero this week is Amber. She completed lots of lovely home learning over the first weeks of term, and as a result she has been able to use this prior knowledge to help with her in class work. Keep up the fantastic effort Amber!



Enjoy learning

Use your imagination

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# Lighthorne Heath Primary School Newsletter



Celebrating diversity is key to building a welcoming and inclusive school community. At Lighthorne Heath Primary School, we value the unique cultures, traditions, and perspectives that enrich our learning and strengthen our connections. By embracing our differences and shared values, we create an environment where everyone feels respected and united as one school family.

During this week's school census, we were thrilled to acknowledge that there are 16 different languages spoken by our children and staff. In our whole school assembly on Friday, children and staff shared their languages, showcasing the rich linguistic diversity within our school. From greetings to songs, poems and stories, it was a wonderful opportunity to celebrate and learn from one another's cultures.



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 8: Protection and preservation of identity

Article 22: Refugee children

Article 30: Children from minority or indigenous groups



# What Parents & Carers Need to Know about GROUP CHATS

Occurring through messaging apps, on social media and in online games, group chats are among the most popular ways that young people engage with their peers online. Involving, by definition, three or more individuals, these groups allow users to send messages, images and videos to everyone in one place. While they are useful for helping friends, people with shared interests or members of a club to communicate and coordinate activities, they can also leave young people feeling excluded and bullied – as well as providing opportunities for inappropriate content to be shared and viewed.

### WHAT ARE THE RISKS?

**BULLYING**  
Unkind comments or images which are purposely aimed at an individual can be shared freely in a group chat – allowing and often encouraging others to join in the bullying behaviour. If this content is shared in a group of their peers (especially a larger group), it serves to amplify the hurt, embarrassment, anxiety and isolation that the victim feels.

**EXCLUSION AND ISOLATION**  
This common issue with group chats can happen in several ways: starting a new group, for instance, but deliberately excluding a certain child. Likewise, the chat may take place on an app which one child doesn't have access to, meaning they can't be involved. A child can also feel isolated when a group chat is used to discuss or share images from an event that everyone else but them attended.

**INAPPROPRIATE CONTENT**  
Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be viewed by your child if they are part of that group, whether they actively engage in it or not. Some chat apps have a disappearing message function, so your child may be unable to report something they've seen because it can only be viewed once or for a short time.

**SHARING GROUP CONTENT**  
It's important to remember that – while the content of the chat is private between those in the group – individual users can easily share a message, photo or video with others outside of the group or screenshot what's been posted. The risk of something your child intended as private becoming public (and potentially going viral) is higher if there are people they don't know well in the group.

**UNKNOWN MEMBERS**  
Within larger group chats, it's more likely your child will be communicating with people they don't really know. These strangers may be friends of his/her, but not necessarily friendly toward your child. It's wise for young people not to share personal details and stay aware that they have no control over the messages and images they share after they've put them online.

**NOTIFICATIONS AND FOMO**  
A drawback of large group chats is the sheer number of notifications. Every time someone in the group messages, your child's device will be 'pinged' with an alert; potentially, this could mean hundreds of notifications a day. Not only is this highly distracting, but young people's fear of missing out on the latest conversation results in increased screen time as they try to keep up with the chat.

## Advice for Parents & Carers

### CONSIDER OTHERS' FEELINGS

Group chats are often an arena for young people to gain social status. This could cause them to do or say things on impulse, which could upset others in the group. Encourage your child to consider how other people might feel if they engaged in this behaviour. If your child does upset a member of their group chat, support them to reach out, show empathy and apologise for their mistake.

### GIVE SUPPORT, NOT JUDGEMENT

Remind your child that they can confide in you if they feel bullied or excluded in a group chat. Instead of responding to the person who's upset them, validate their hurt feelings and help to put them back in control by discussing how they'd like to handle the situation. On a related note, you could also empower your child to speak up if they're in a chat where others are being picked on.

### BLOCK, REPORT AND LEAVE

If your child is in a chat where inappropriate content is being shared, advise them to block the users sending the material, report them to the host app or platform and exit the group. If any of this content could be putting a minor at risk, contact the police. Emphasise to your child that it's OK for them to simply leave any group chat that they don't feel comfortable being a part of.

### PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Discuss the importance of not revealing identifiable details like their address, their school or photos that they wouldn't like to be seen widely. Remind them that once something is shared in a group, they lose control of where it may end up and how it might be used.

### AVOID INVITING STRANGERS

Sadly, many individuals online hide their true identity to gain a child's trust – for example, to gather information on them, to exchange inappropriate content or to coax them into doing things they aren't comfortable with. Encourage your child to understand why they shouldn't add people they don't know to a group chat – and, especially, to never accept a group chat invitation from a stranger.

### SILENCE NOTIFICATIONS

Having a phone or tablet bombarded with notifications from a group chat can be a massive irritation and distraction – especially if it's happening late in the evening. Explain to your child that they can still be part of the group chat, but that it would be healthier for them to turn off or mute the notifications and catch up with the conversation at a time which better suits them.

**Meet Our Expert**  
Dr. Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and texting behaviour of young people in the UK, USA and Australia.

**National Online Safety**  
#WakeUpWednesday



Some useful information for parents and carers, including online webinars can be accessed the The National College (formerly National Online Safety). At school, we teach the children about safe online behaviours but it is important that these messages are reinforced at home at that parents and carers are aware of how to support their children if issues arise.





entrust care partnership

# STAY & PLAY

## Little Acorns

Please Note  
Temporary  
change of venue  
from 11th October  
2024

Special guests  
and expert  
advice!

Fridays  
Term time  
10:15: 11:30

Lighthorne Heath Children  
and Family Centre,  
Stratford Road,  
Lighthorne Heath,  
CV33 9TW



**For parents and carers of young children with additional needs**

Support, help, advice, refreshments and a chance to meet other parents and carers

"Refreshing to feel safe and unjudged"

"Lovely to chat and share experiences"



Contact Diane on 07961 830527  
lynnebarton@enturstcarepartnership.org.uk



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educaterers

## Week one

Warwickshire, Coventry: 16/9, 7/10, 18/11, 9/12, 13/1/25, 3/2, 3/3, 24/3  
Oxfordshire: 16/9, 7/10, 18/11, 9/12, 13/1/25, 3/2, 3/3, 24/3

Choose a main meal...

### MONDAY

Pork Meatballs in Tomato Sauce with Noodles (G.E)

Vegetarian Only

(vg) Plantballs in a Tomato Gravy

Jacket Potato – (v) Cheese (D), Tuna (F.E) or (v) Baked Beans

On the side...

Fresh Salad Bar  
Vegetables of the Day

For dessert...

(v) Cheese Crackers and Apple Wedge (G.D) or Fresh Fruit

Choose a main meal...

### TUESDAY

(v) Cheese & Tomato Pizza Wedge with Potato Wedges (G.D)

Vegetarian Only

(v) Jacket Potato with Cheese (D)

Jacket Potato – (v) Cheese (D), Tuna (F.E) or (v) Baked Beans

On the side...

Fresh Salad Bar  
Vegetables of the Day

For dessert...

(v) (h) Chocolate Cracknel (G) or Fresh Fruit

Choose a main meal... WEDNESDAY ROAST

### WEDNESDAY

British Roast Beef, with Traditional Yorkshire Pudding and Gravy (D.E.G)

Vegetarian Only

(vg) Quorn Roast in Gravy with (v) Yorkshire Pudding (D.E.G) Crispy Roast Potatoes

Jacket Potato – (v) Cheese (D), Tuna (F.E) or (v) Baked Beans

On the side...

Fresh Salad Bar  
Vegetables of the Day

For dessert...

(v)(h) Syrup Sponge with Custard (D.G.E.) or Fresh Fruit

Choose a main meal...

### THURSDAY

(v)(h) Mac 'n' cheese with Freshly Baked Crusty Bread (D.G)

Jacket Potato – (v) Cheese (D), Tuna (F.E) or (v) Baked Beans

On the side...

Fresh Salad Bar  
Vegetables of the Day

For dessert...

(v) Toffee Apple Donut (G.D.E.SB) or Fresh Fruit

Choose a main meal... FISHY FRIDAY

### FRIDAY

(msc) Battered Fish Fillet (G.F) with Chipped Potatoes

Vegetarian Only

(vg) Vegetarian Hotdog with Chipped Potatoes (G)

Jacket Potato – (v) Cheese (D), Tuna (F.E) or (v) Baked Beans

On the side...

Fresh Salad Bar  
Peas or Baked Beans

For dessert...

(vg) Jelly with Fruit or Fresh Fruit

## Educaterers' New Menu

Next week we will be on Week 2 of the current Educaterers menu.

## Free School Meals

If you think that you may be eligible for free school meals applications can be made online at <https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>



Mrs. Manley and Mrs Hendriksen are happy to help with FSM applications, please ask if you require assistance.



Warwickshire  
ACL and Family Learning

# Story Sacks



Please note the time change. These sessions will now take place in the afternoon

**Starting Tues 14th Jan – Tues 4th Feb**  
**For 4 weeks 1.30-3pm**  
**At Lighthorne Heath Primary School**

A FREE 4 week course for families and their children in  
YR1 and 2

All resources provided for FREE

- Come along and help your child develop a love of reading
- Get a FREE book and bag, and make simple puppets, props and games

**To book your place please contact the school office.**



-  [www.facebook.com/warksacl](http://www.facebook.com/warksacl)
-  [www.twitter.com/warksacl](http://www.twitter.com/warksacl)
-  [www.instagram.com/warksacl](http://www.instagram.com/warksacl)



# Parent and Carer's Club

Thursday 6th February

2:30 - 3 PM

A chance to chat and mingle with a hot drink and biscuit

Thank you to those who joined our first session!







A number of free online parenting courses are available to Warwickshire families. These are a great way to get advice and learn new skills in the comfort of your own home and at times to suit you. All of the courses are filled with helpful techniques and ideas developed by our experienced parenting professionals to help you become a confident and happy parent. Crucially, you can do our course whenever and wherever suits you and work through it at our own pace.

Follow the link via the QR code above or access these courses and other support via: <https://www.familylives.org.uk/how-we-can-help/online-parenting-courses>

<p><b>Parents Together</b></p> <p>Read More</p>	<p><b>Let's Play</b></p> <p>Read More</p>	<p><b>Coping with teens</b></p> <p>Read More</p>	<p><b>New Baby in the Family</b></p> <p>Read More</p>
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<p><b>Raising Confident Children</b></p> <p>Read More</p>	<p><b>Sibling arguments</b></p> <p>Read More</p>
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<p><b>Giving praise effectively</b> 9 easy steps to give praise effectively</p>	<p><b>Steps for empathy</b> 10 easy steps to show and develop your empathy</p>	<p><b>Time to calm down</b> 10 steps for giving time to calm down</p>
<p><b>Choices and consequences</b> 7 steps for giving choices and consequences</p>	<p><b>Active ignoring</b> 8 steps for active ignoring unwanted behaviour</p>	<p><b>Problem solving</b> 7 steps for problem solving</p>



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## Can you help?

Our Play Leader Junior Leadership Team is currently working on initiatives to improve the quality of playtimes by investing in new playground furniture and play equipment.

**We have been working with Anna Buckler (Children's Wellbeing Practitioner, CWRISE) to identify what is working well with our play and lunch time provision and what we can do to improve things further.**

One of the key items we believe would significantly enhance the experience for our children is child-sized round picnic benches, which would encourage social interaction and collaborative games.

Some of the items we are considering are quite costly. We are reaching out to our parent community to inquire if anyone has connections with local businesses or organisations that might be able to assist with funding or sponsorship for this project.

Your support would be invaluable in helping us create a more engaging and enjoyable environment for our children. If you are able to help or know of any potential funding opportunities, please don't hesitate to contact us, please speak directly to Mrs. Manley or Mrs. Hartley.

Thank you for your continued support.

# Play Leaders







# **FREE ONLINE SAFETY WORKSHOP**

## FOR PARENTS OF SCHOOL AGED CHILDREN

Get practical hints and tips to support your children and keep them safe online, and learn how to keep up to date in the ever changing online world.

 Wed 19th  
**MARCH** 7pm-8pm



Speaker  
**KAT HOWARD**  
Head of Education & Wellbeing (UK)  
Smoothwall



Register for the Zoom link and parent flyer here:  
<https://forms.office.com/e/x2JJKwLx8y>

Kat has been working in and with schools for over 20 years to develop their understanding of online safety. She is passionate about the importance of online safety in schools and the wider community.

For more information on online safety, visit <https://warwickshire.onlinesafetyhub.uk/>



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Project title: B4100, Banbury Road  
 Project reference: 6158139  
 Date: 18 December 2024

## WONDERFUL ON TAP

**SEVERN**  
**TRENT**

Severn Trent  
 PO Box 407  
 Darlington  
 DL1 9WD

Dear Customer

### We're carrying out work on our water main that may affect you...

- We're installing a new water main connection for a development in your area
- We plan to start from 6 January 2025, and take approximately three weeks to complete
- We'll be working under two and three-way traffic lights.

#### Why we're doing this work

We plan to install a new water main connection for a development off B4100, Banbury Road, Lighthorne Heath by connecting onto our existing water main located outside the site.

#### Important things to know

The new water main connection will be laid in the carriageway from the junction of The Avenue and into the entrance of the development site. To allow us to carry out this work quickly and safely, initially have three-way traffic lights in place at the junction with The Avenue. As the work proceeds away from the junction of The Avenue, the traffic lights will then change to two-way, this is to ensure your safety and the safety of our workforce. We will always keep access to properties within our working area. You may wish to allow for extra time for your journey and we apologise for any inconvenience this may cause. The plan and table overleaf show the approximate location, timescale and traffic management.

We plan to start work from 6 January 2025 and take approximately three weeks to complete.

#### Interruption to water supply



We do not plan on interrupting your water supply during our work if this changes we will notify you in advance.

#### Please bear with us...

Please rest assured that we, and our contract partner **Avove**, will be doing everything we can to minimise the disruption and get the work finished as quickly as we can.

#### Keeping you informed every step of the way

If you have any queries about the work, you can contact us on the numbers below:

 **07885 475321** – Simon Williams, Avove Customer Liaison Officer  
 **0333 7722 282** – Avove 24hr Customer Service Centre



If your call is about your water supply or sewerage service, you can call our Customer Operations Service Centre on 0800 783 4444. Please quote the project reference on the top of this letter.



Plan – Banbury Road water main work



**KEY**

-  Approximate section of the new water main
-  Approximate location of the development site

**Table – Affected road and traffic management**

LOCATION	START DATE	FINISH DATE	TRAFFIC MANAGEMENT
B4100, Banbury Road	06/01/25*	24/01/25*	Two and three-way traffic lights

\*Please note these dates may be subject to change

Yours faithfully

**Lee Harding**  
Lead Project Manager  
Severn Trent

Community Information



## Warwickshire Family and Relationship Support-



As parents and carers, sometimes we may find what we're doing isn't working or we just want some different strategies in our toolbox.

There are a number of workshops and programmes available to parents/carers living in Warwickshire. This support can be accessed online, face-to-face through informal advice, one-to-one consultations, group programmes and workshops.

.or more information on any of our workshops or programs please use the QR code above to access the Eventbrite booking system or email [ehparenttrainers@warwickshire.gov.uk](mailto:ehparenttrainers@warwickshire.gov.uk)

**Parenting Together (Virtual)**  
Wed, 18 Dec, 10:00 GMT  
Free

**Keeping Children in Mind- 5wk programme (Virtual)**  
Thu, 16 Jan, 10:00 GMT  
Free

**Understanding your Teenager**  
Wed, 29 Jan, 10:00  
North Leamington School  
Free

**Sleep Workshop**  
Thursday at 12:30  
Evergreen School, Dransway Campus,...  
Free

**Boundaries and Rules Workshop (Rugby)**  
Wednesday at 09:15  
St Andrews Benn CofE Primary School  
Free



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# School admissions



Warwickshire County Council

If you have a child who is due to start Reception or Year 7 next September, you need to apply for their school place. Applications can be made via the Warwickshire School Admissions Service. Visit their website for more information <https://www.warwickshire.gov.uk/school-admissions-appeals>.

## Applying for a primary school place



## Applying for a secondary school place



School Admissions