



# **Special Educational Needs Information Report**

## **2026 - 2027**

**This report is designed to inform you of the types of support available to you and your child at Lime Hills Academy.**

**It will help you understand who can help, and how this help can be accessed.**



**Belonging • Resilience • Kindness • Trust**

**Lime Hills is a Social, Emotional, Mental  
Health (SEMH) specialist provision :**

**The school is based across 2 temporary  
sites.**

**Nailsea- years 5-7**

**Weston- years 8-11**

# **How does the school know if a young person needs extra help?**

- **Lime Hills Academy is a specialist provision for young people who have an Education Health and Care Plan (EHCP).**
- **We meet with key staff from your child's previous school or setting, as well as professionals who have contributed to the EHCP process, to gain key information that allows us to understand and plan for your child's needs. We conduct a home visit prior to arrival to see your child in their own home environment and give them an opportunity to meet a key adult from their classroom.**

- This information, along with the EHCP and other reports, is then used to develop an 'all about me document' prior to starting. This is shared with all staff and will be used to inform planning.



- A series of small step targets will be made working towards your child's EHCP outcomes.
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- When a child is struggling to regulate their emotions, staff will employ de-escalation strategies in the first instance and, as a last resort and for the shortest time possible,

**‘Team Teach’ techniques will be used to physically intervene to keep your child and others safe.**

- **If your child has needs where staff would benefit from additional training and guidance, this will be offered with support from external professionals.**
- **Regular meetings are held where the needs of individuals are discussed, and plans implemented to address any difficulties. Actions are then communicated to parents / carers and all relevant staff.**

# **How will the curriculum be matched to my child's needs?**

- All students are taught in small class groups (between 6 and 8 students) by teachers supported by teaching assistants.
- Our aim is to provide a holistic and individualised approach that is tailored to support students to fulfil their potential.
- We aim to embed a trauma informed teaching style throughout the school as we realise that effective learning will take place when lessons are outstanding, staff are confident, and students have high self-esteem and feel safe in their learning environment. Creating an environment that is trauma aware, building on the 6 principles of nurture.

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DEVELOPMENTALLY**



**THE  
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SAFE BASE**



**THE  
IMPORTANCE  
OF TRANSITIONS  
IN CHILDREN'S  
LIVES**



**THE SIX  
PRINCIPLES  
OF  
NURTURE**

**THE  
IMPORTANCE  
OF NURTURE FOR  
THE DEVELOPMENT  
OF WELLBEING**



**LANGUAGE  
IS A VITAL  
MEANS OF  
COMMUNICATION**



**ALL BEHAVIOUR IS  
COMMUNICATION**



- We have high expectations of all our pupils, believing that with high quality teaching we can maximise their progress.
- We use a wide range of well-researched teaching strategies including:  
***PACE (Playful, Acceptance, Curiosity, Empathy)*** approach used for all interactions with students.



- **Providing students with personalised learning activities to encourage engagement and progress.**
- **Questions to check pupils' understanding; their responses shape and reshape teaching**
- **Phonics intervention – That Reading Thing**
- **Guided Reading** 
- **Spelling, Punctuation and Grammar strategies**
- **Interventions to support social interactions like social detectives, talk about.**
- **Interventions to support emotional regulation and understanding like 5-point scales**
- **Visual timetables and schedules**

## What additional activities are available for pupils in addition to the curriculum?

All students have access to a variety of activities to promote relationship building, wellbeing and to improve social communication. These include going to the park, going to the woods, having a walk, having access to sports equipment to use on the MUGA/Astro, board games, art activities and gardening.



## **Who is responsible for ensuring all children have their SEN identified and met?**

**Alison Harris (Assistant Principal) is the SENCo. She ensures that guidance from other professionals supporting a child is incorporated into daily/weekly teaching and class routines. The SENCo will also coordinate with teaching staff to discuss any other identified needs and ensure the EHCP's are up-to date and reflect the student's needs. Holly Lewis is the Deputy SENCO who is based on the Weston Site.**

**If you have any concerns, please contact Ali Harris (SENCO) Alison.Harris-Pearce@clf.uk, Holly Lewis (Deputy SENCO) or Lis Jolley Executive Principal lis.jolley@clf.uk**

## **How are parents and carers involved in decisions about the education of their child?**

- We communicate weekly with parents to relay what has happened during the week focussing on the learning activities and the successes. This can be by phone call, text or e-mail depending on parental preference.
- Children's progress is discussed during graduated response meetings which are held twice a term with class teaching groups and SLT.
- Any concerns raised through these meetings could lead to a change in provision as needed, for example an additional intervention/external support or reduction in intervention.

## **What training have the staff supporting my child had?**

**At Lime Hills Academy, your child will benefit from the support of a specialist staff team who receive ongoing specialist training that supports them in meeting their developmental and educational needs.**

**Most recently, the staff team has engaged in the following training courses:**

- **Trauma informed approach to teaching**
- **De-escalation strategies**
- **Team Teach**
- **First Aid training for nominated staff**
- **ELSA** 

## **How accessible is the school environment?**

**Both school sites and grounds are accessible for someone with a physical disability. In a few areas the ground is rough and uneven. The school's Equality and Diversity Policy & Accessibility Plan can be found on our School Policies page.**

**<https://limehillsacademy.clf.uk/content/key-information/policies/>**

# **Who can I contact for more information?**

**There are several professionals available to talk to you upon request:**

**Executive Principal: Lis Jolley** [Lis.Jolley@clf.uk](mailto:Lis.Jolley@clf.uk)

**Deputy Principal- Weston site- Steve O'Callaghan**

**Assistant Principal – Nailsea Site / SENCO Alison Harris-Pearce** [alison.harris-pearce@clf.uk](mailto:alison.harris-pearce@clf.uk)

**Deputy SENCO - Weston site Holly Lewis** [Holly.Lewis@clf.uk](mailto:Holly.Lewis@clf.uk)

**Safeguarding lead – Liam Olpin** [liam.olpin@clf.uk](mailto:liam.olpin@clf.uk)

## **What do I do if I am not satisfied with a decision or what is happening?**

**Your first point of contact is always your child's teacher, the safeguarding lead, the SENDCo, or the Principal.**

**Explain your concerns to them first.**

**If you are not satisfied that your concern has been addressed, then please ask for the contact information for their line manager.**

**If you still feel the issues are unresolved, the principal will arrange a meeting with the Chair of Governors. Please contact the school for this to be arranged**

**If your concern is with the Local Authority, then please contact North somerset SEND team.**

<https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer/meet-send-service>

## Who can I contact for additional support?

There are a number of external services who are able to offer you support:



<https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/feelings-and-symptoms/grief-bereavement-loss/>



<https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer/send-hub-what-send>



<https://www.awp.nhs.uk/camhs/camhs-services/cic/nsom-cic>