

Lime Hills Academy SEND Information Report 2025

Lime Hills is a secondary SEMH special school (ages Y5 – Y11). The school is based across 2 temporary sites one in Nailsea and the other in Weston. The school is currently registered to admit 54 pupils. All pupils have an Education Health Care Plan (EHCP) and travel to the school from North Somerset and the surrounding counties.

Meeting the diverse needs of these amazing pupils is our challenge and joy, we achieve this through the following things;

- Creating an environment that is trauma aware, building on the 6 pillars of Nurture, Safety, Wellbeing, language, transitions, learning and behaviour. These allow us to support our children to recognise their own emotions and support them to engage and access their curriculum.
- providing the best possible education for every pupil, in a safe environment, with support to promote independence and develop appropriate life skills.
- providing all pupils with the key skills they need to communicate with others and express their wants, needs and likes.
- providing clear guidance for all pupils to manage their behaviour through regular reminders of expectations and natural consequences.
- ensuring pupils are taught how to keep themselves and others safe at home in the community and online.
- ensuring high standards of teaching throughout the school day, providing an exciting curriculum and a positive and attractive learning environment for every pupil, group and class.
- providing a pathway at the end of KS4, ensuring transition onto the next steps of their educational journey
- keeping staff informed about school matters and consulting with them on significant changes in school organisation, curriculum development, policies and procedures.
- keeping parents and carers informed of their child's progress, wellbeing at school and strategies to support at home.
- using robust evidence and work closely with staff and governors in evaluating the school's performance and planning our strategic direction.

1. How does the school assess the progress of pupils and what would they do if my child was falling behind?

Pupil progress is regularly assessed by teachers through observing and talking with children in lessons, as well as marking their work and completing more formal assessments at the end of units

in English and Maths. They note any misconceptions children have and adapt their teaching to ensure all children understand what they are learning and how to improve their work.

2. How accessible is the school environment?

Both of the 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.

3. What is the school's approach to teaching pupils with differing special education needs?

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.
- Ensuring pupils understand their EHCP targets and the small steps to reach these
- 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, talkabout.
- Interventions to support emotional regulation and understanding like 5-point scale
- Visual timetables and schedules

4. Who is responsible for ensuring all children have their SEN identified and met?

Ellie Street (Deputy 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 students needs.

5. 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.

6. What support is available for improving the emotional and social development of pupils?

Our ethos is to build the self-esteem and social skills of all pupils. We do this throughout the school day, from meeting and greeting pupils on the gate, in classrooms and in all activities that the students take part in. When appropriate, pupils have specific teaching to improve their social development through 1:1 or small group work on:

- Self-esteem
- Peer relationships

- Relationships with school/adults

7. 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.

8. How are pupils involved in decisions about themselves?

Pupil voice is very important to us. Students are involved in all aspects of their education, we do this through conversations with them around their learning and the activities that are set for them. We formally collect student voice termly alongside daily feedback during conversations and interactions. Students are given opportunities to understand their EHCP targets and can set their own additional targets with adult support if they want too.

9. How are parents and carers supported to share their views and concerns and work alongside the school?

We are always pleased to hear from parents and ready to listen to any concerns they may have. We do this via phone calls, e-mails, home visits, meetings in school and professional meetings. All children have an EHCP and these are reviewed formally in an annual review each year.

10. Do other professionals work with the school to help children with SEN?

In seeking to maximise the progress for each child it is important we work closely with any other professionals who support the child. We will only work with other professionals with agreement from parents and carers, unless there is an urgency to liaise with other professionals around keeping a child safe.

Professionals who regularly visit the school include: Educational Psychologist Social workers Speech and Language Therapist, YISP/YOT workers, PCSO's, CAMHs workers, specialist nurses, Paediatric services and Virtual School for Children who are Looked After.

11. Who will give independent support to parents and carers in understanding school, local authority and government procedures?

Parents and carers are always welcome to contact other agencies for support if they feel school staff are not able to help. The following services may be helpful in these circumstances:

- SEND team, Town Hall, Walliscote Road, Weston-super-Mare Tel: 01275 888083
- SEND and you, 0117 989 7724, mail@sendandyou.org.uk, 3rd floor Royal Oak House, Bristol, BS1 4GB

12. What support is available for pupils transferring into school and in preparing them for adult life.

We plan the transitions into Lime Hills and out of Lime Hills carefully. We work collaboratively with prior educational settings, organising visits, information sharing meetings and working on building a key worker connection in advance of start dates. We also support students into post-16 working

with local colleges to ensure placements are suitable and students build connections with key adults in advance of leaving LHA. All our year 11 children have had the opportunity to be part of an extended transition to college where they have visited weekly since January to support their relationships and ensuring a more positive transition experience for them.

13. Where can I find out about what other schools and organisations offer?

North Somerset Council publishes a local offer detailing what other establishments can provide for children with SEN.

<https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0>