



SEND Information Report

Academic Year 2025 – 2026

At The Cliff Federation, we are committed to providing an inclusive environment where all pupils feel valued, supported, and able to achieve their full potential. We actively work to remove barriers to learning and participation, ensuring equality of opportunity for every child.

We recognise and celebrate the diversity of our school community and are committed to meeting the needs of all pupils, including those with: - Special Educational Needs and Disabilities (SEND) - Social, Emotional and Mental Health (SEMH) needs - English as an Additional Language (EAL) - High learning potential (more able and talented) - Experiences of disadvantage or vulnerability. We make this a reality through the attention we pay to the different individuals and groups of children within our school.

Legislative Context

Hemswell Cliff Primary School complies with the statutory requirements set out in: - The Equality Act 2010 - The SEND Code of Practice (2014) - The Children and Families Act (2014) - The National Curriculum (2014) - UK GDPR and Data Protection Act (2018)

Principles of Inclusion

We aim to:

- Provide high-quality teaching that is differentiated and inclusive
- Ensure all pupils can access a broad and balanced curriculum
- Promote positive attitudes towards diversity and inclusion
- Foster a safe, supportive, and respectful learning environment.

Teachers modify teaching and learning expectations as appropriate for children with special education needs. For example, they may give additional time to complete certain activities, or they may modify teaching materials or the classroom layout. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by all children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;

- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Contacts:

SENDCo: Mrs Hayley Palmer

School office: 01427 668383

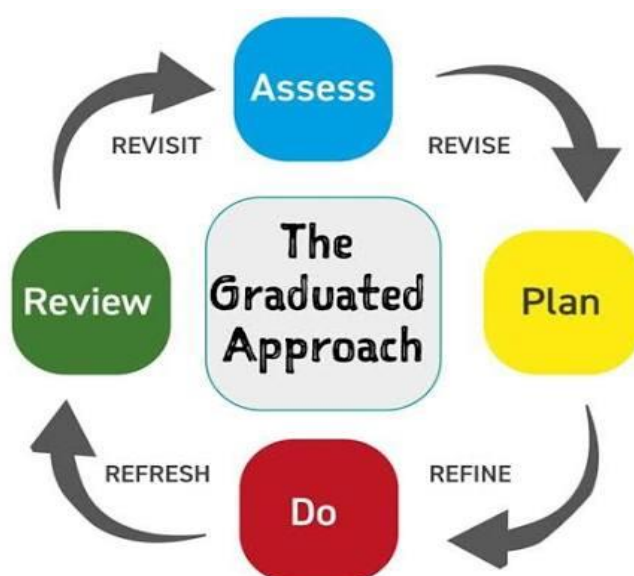
enquiries@hemswellcliff.lincs.sch.uk

What you should do if you think your child has special needs:

- Initially talk to your child's class teacher
- Make an appointment to speak to our SENDCo (Special Educational Needs & Disabilities Co-ordinator) Mrs Hayley Palmer

How we will respond:

We will begin the Graduated Approach. All pupils are first supported by quality first teaching and adapted learning opportunities within the classroom. If a child's needs exceed this provision, we will start the Graduated Approach Cycle:



If we feel that your child requires this additional support, we will action a Pupil Profile.

Pupil Profiles are reviewed with parents/carers at least 3 times a year. At Hemswell Cliff Primary school, our Pupil Profiles include pupil voice, targets, strategies, reviews and next steps. All targets are small, measurable, achievable & relevant.

If your child requires support with behavioural difficulties, we follow the Lincolnshire Ladder of Behaviour Intervention. A PSP (Pastoral Support Plan) will outline a child's needs and the positive strategies that we will implement. In order to seek the best possible support, we also work alongside outside agencies such as BOSS (Behaviour Outreach Support Service).

Where a child may have more significant learning needs that require specialist support, external agencies may be called upon. For example, we work with the Specialist Trained Teachers (STT) as they provide assessments which also support target/outcome setting for Pupil Profiles. We will always ask for consent before requesting outside agency support. Unfortunately, there is often a cost implication when seeking the support of outside agencies. Sadly, this may affect how often we can call upon this support.

If, through ongoing discussions, all stakeholders feel that a child's needs exceed age related difficulties, we may action a referral to the Lincolnshire Community Paediatric Team or via the North Lincs Neurodevelopmental Pathway. This will be to explore the possibility of autism or ADHD.

Another route we may take, is requesting an EHC Needs Assessment (Education and Health Care Needs Assessment). This is when we request the support of the Local Authority in recognising that a pupil has significant additional needs, which require the ongoing support of the Local Authority.

Staff training:

We have a robust training schedule which ensures our staff receive relevant and high-quality training. This includes training delivered by BOSS and The Working Together Team (TWTT). These organisations provide up to date sessions on supporting pupils with behavioural difficulties and social communication challenges. Training delivered this year includes PDA (Pathological Demand Avoidance), ADHD (Attention Deficit Hyperactive Disorder) and Sensory Circuits. We consider training allocation in line with the current needs of our pupils.

How we support pupils with their emotional and social well-being:

In our school we have an ELSA (Emotional Literacy Support Assistant). She has regular supervision meetings with an Educational Psychologist, to share good practice and to implement next steps. They may work with small groups of children, paired children or work with children individually. This is need dependent. We also have a dedicated room for nurture, called The Tree House. It is well resourced and provides an oasis of calm for pupils.

When children experience behavioural challenges, The Local Authority will often recommend that families are offered the support of an Early Help Assessment. This tool can help to celebrate strengths and consider areas for development. It is also a means to request a Family Help Support Worker who will be able to signpost families to access additional support.

SEND register for this academic year:

Our SEND register is dynamic, and this is reflected through changes made each term. At the end of this academic year:

Year Group	Communication and interaction (Inc. ASD, S&L)	Cognition and learning (Inc. MLD, SLD)	Social, emotional and mental health difficulties (Inc. ADHD)	Sensory and/or physical needs (VI, HI, MSI)	Complex Needs (more than one predominate need)
Rec (3 pupils in Yr grp)	1		1		
Y1 (7 pupils in yr grp)	2	1	2		
Y2 (5 pupils in yr grp)		1	1		
Y3 (6 pupils in yr grp)		1	1		2
Y4 (5 pupils in yr grp)			1 1		
Y5 (5 pupils in yr grp)			1		1
Y6 (6 pupils in yr grp)	1				1
Number of SEN Support & Monitoring (Area of Need)	EHCP- 0 SEN Support – 1 Monitoring - 3	EHCP-0 SEN Support – 3 Monitoring - 0	EHCP- 0 SEN Support – 6 Monitoring - 2	EHCP – 0 SEN Support – 0 Monitoring - 0	EHCP – 4 SEN Support – 0 Monitoring - 0

Blue – Monitoring

Green – SEN Support

Red – EHCP

Monitoring: 18.9%

SEN Support: 27%

EHCP: 10.8%

Total number of pupils on Monitoring/Support/EHCP: 37.8%