St Hugh's School



Special Educational Needs and Disabilities (SEND)

Annual Report - Parent Information

Reviewed Autumn 2026, next review Autumn 2027

At St Hugh's we ensure students are offered support, education and the wide range of opportunities that they deserve in order to reach their full potential.





We are committed to meeting the needs of all students. We share the expectation that all learners, regardless of their specific need, access a full and differentiated curriculum enabling them to make the best possible progress. The values and principles in our mission statement create an ethos in school that ensures all students feel valued members of the school community.

We aim to ensure that our learners leave school as responsible and confident young adults with a love of learning and a breadth of skills to enable them to make a positive contribution to life in their local communities.





Please see our School Prospectus for more information around our curriculum offer

https://st-hughs.n-lincs.sch.uk/wp-content/uploads/2025/06/School-prospectusSummer-25.pdf

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How do we identify and assess students' Special Educational Needs and Disabilities?



St. Hugh's School provides specialist education for children and young people with complex and significant needs, all of whom have an Education, Health and Care Plan. The school supports students with profound and multiple learning difficulties, severe learning difficulties, physical disabilities, medical conditions, and neurodevelopmental needs, including those related to autism and sensory processing. A highly personalised and structured curriculum is delivered, focused on meaningful progress towards EHCP outcomes, with an emphasis on communication, learning for life, and developing independence in ways that are appropriate and achievable for each individual. St. Hugh's is committed to preparing every young person for adulthood within a safe, inclusive, and nurturing environment.

In line with the SEND Code of Practice, the starting point for consideration of placement is always mainstream provision where a child or young person's needs can be appropriately met. St. Hugh's is designed to meet the needs of students whose complex learning, physical, medical, and neurodevelopmental profiles require a specialist environment. Placement decisions are made in collaboration with the local authority, families, and professionals, to ensure that the provision is reserved for those learners whose needs align with the school's offer and cannot be effectively met in other settings.

By law the secondary transfer process is different for children with an Education, Health and Care Plan (EHCP) whether in a mainstream school or special school. Places are allocated by the Local Education Authority on a case-by-case basis.

Further information is available from North Lincolnshire Council about applying for school places, current year admissions and school transport arrangements.

How do we consult with you about your child's needs?





Teachers communicate regularly with parents/carers either by telephone, email or via the parental app. The communication method used is based on individual preference and need as well as according to the nature of information to be shared.

All plans that are put into action, such as moving and handling plans, are always completed in consultation with parents and approved by all parties. Parents and carers are welcome to visit the school and we hold termly parents' events to further encourage this. Every student also has an annual review of their Education Health and Care Plan.

How will we consult with your child about their needs?



Teachers are effective in using a range of strategies to communicate with students about how well they can do and how they can achieve really well. When outside agencies come in to work with your child, they will discuss what they are going to do and provide age-appropriate materials to ensure individuals' wishes and feelings are captured. Careers and progression is included in the learning programmes from year 7 upwards.

What makes us a specialist provision?



At St Hugh's we use a range of resources and specialist support to create an inclusive learning environment that enables learners to achieve their full potential. Examples include:

- • Specialist Qualified Staff for students with a range of needs
- • Picture Exchange Communication Systems Trained staff for communication
- • Specialist trained staff in Autism specific programmes including TEACCH
- • MAKATON Signing Tutor for communication
- • Qualified Team Teach Tutor for positive behaviour support
- • Qualified Moving and Handling Tutor for physical needs
- • Medically trained and clinically supervised staff First Aid and Paediatric
- • First Aid Qualified Staff
- • Person Centered Planning and collaborative Education Health Care Plan
- • Parent/Carer Workshops (range of topics including Autism, Behaviour,
- communication) Parent/Carer coffee mornings for support and networking
- • Leading Parent Partnership Award school
- • Specialist diets and food requirements
- • Personalised Learning Programmes
- • Nursing Team (including qualified paediatric nurses and health care
- assistants)
- • Paediatric clinics/appointments
- • Dietician clinics/appointments
- • Orthotic and Wheelchair services
- • Speech and Language Therapy
- • Occupational Therapy
- • Sensory Programmes – to aid self-regulation
- • Hydrotherapy

- • Physiotherapy
- • Hearing Impairment screening and clinic
- • Visual Impairment screening and clinic
- • Electronic doors and access to promote independence
- • Sensory Hydrotherapy pool
- • Sensory Multimedia Studio
- • Play areas equipped with all-weather musical instruments and play
- equipment
- • Sensory integration equipment
- • Sensory garden
- • Hygiene suite and adapted bathrooms and changing facilities
- • Hoisting and ceiling tracking
- • Therapy dog









What expertise and training do staff have to support pupils with Special Educational Needs and Disabilities?



Our team of staff at St Hugh's have a wealth of expertise and throughout their time in school they continue their professional development (CPD). Some examples of specialist skills and CPD include:

- Access to further education qualifications
- Training from the National Dyslexia Association
- Teachers/TAs with specific specialisms e.g. autism, speech and language, complex medical needs, sex and relationships education (SRE), Trauma Informed Care
- Makaton language programme using signs and symbols to support communication
- Team Teach positive behaviour management
- Rebound therapy
- On-body signing
- Tac Pac
- Moving and handling
- Specific medical information training
- Training to support young people with sensory differences
- A range of therapy support





What arrangements are in place for assessing and reviewing students' progress?



Our approach in school is to plan, do and review. We use our own bespoke tracking systems that measures the small steps of progress made by students and helps us provide personalised learning and interventions to help learners progress towards their potential.

We also monitor learning through the use of:

- Continuous tracking of students' EHCP outcomes
- Termly progress meetings between subject leaders and senior leadership team
- Termly interventions planned to accelerate progress if required
- Assessments by outside agencies
- Student review meetings (annual reviews of Education, Health and Care (EHC) Plans)
- Student voice activities
- Annual reports to parents
- Parents' evenings
- A range of diagnostic assessments to ensure that each student gets the personalised teaching that they need

What access arrangements are there for tests and examinations?



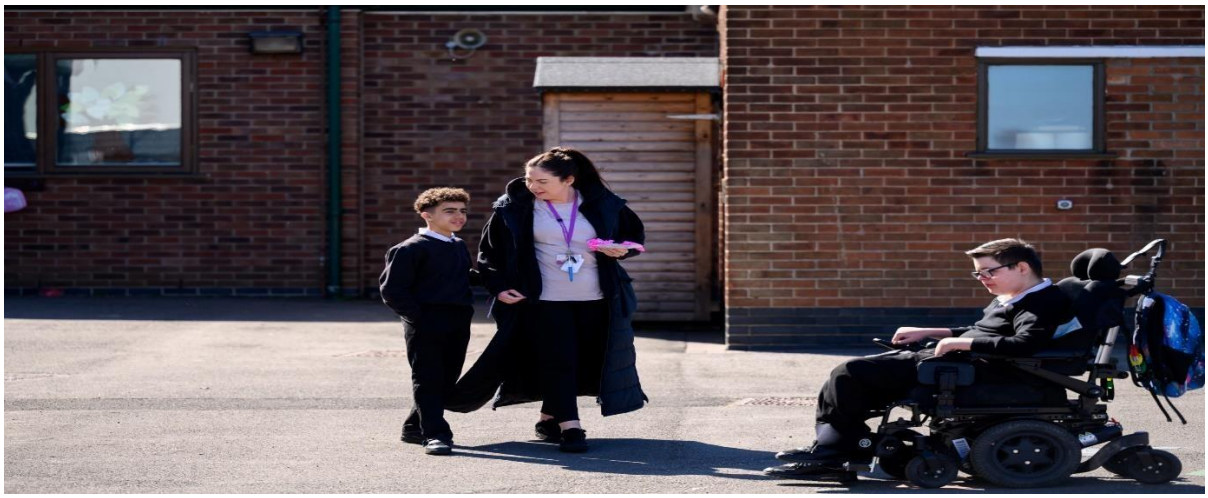
For some students, additional arrangements and adjustments may be needed -qualified by assessment which complies with examination boards' access arrangements. This might include additional time, rest breaks, a reader or the use of a scribe.

How do we measure the effectiveness of our provision?



In order to measure the effectiveness of our provision, we encourage feedback from students; either through talking with them or observed behaviour. Observations in many forms are used to review opportunities and practice and feedback from parents is essential. We self-evaluate regularly as a whole school so we stay highly effective and continually improve our what we do. We are also part of the Local Authority's peer leadership programme so other local and experienced leaders offer professional critique.

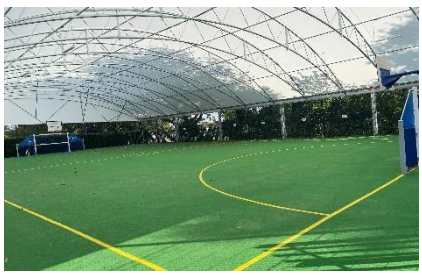
What support do we offer to improve students' emotional and social development?



As well as academic progress, we know that supporting our students to develop their emotional and social skills is very important. A variety of activities provide opportunities for students to develop as individuals and include:

- Lunchtime clubs
- Out of school learning/community learning opportunities e.g. Outdoor interventions at local providers such as Hackberry, Community Wellbeing Hubs, gardening
- Nurture sessions
- 1:1 sessions
- Taekwondo therapy
- Positive handling plans/behaviour risk assessments
- Nurturing approach
- Play therapy
- Life Coaching sessions
- Horse therapy
- Work experience
- Sports club
- Variety of enrichment clubs during lunchtime
- Personal care programmes
- Rock climbing







Which professional partners do we work with?



We work together with a number of professional partners to deliver our specialist provision and receive daily support from some of these partners based on site. These include Speech and Language Therapists, Occupational Therapists, Physiotherapists and Nursing staff. In addition to this support we use expertise from:

- Educational psychology service/clinical psychology service (when identified and commissioned by the appropriate service)
- Hearing and visual impairment service (HI/VI).
- Children and Adolescent Mental Health services (CAMHS)
- Integrated Services for Disabled Children (ISDC)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- The Carers' Support Service
- SENDIASS (Parent Partnership)
- Children's community nursing team
- FaSST (Families are Safe, Supported and Transformed) workers
- Transitions team and colleagues in adult social care



How do we prepare our students for the future?



Our students can sometimes become anxious around times of transition, whether this is to a new class or a new school. Information sharing meetings take place with the teacher they will be working with. If needed there will be opportunities for students to meet the new class and other key staff.

<u>Support for students moving at the end of year 6:</u>

- Regular visits from April onwards with their year group
- Individual visits if required
- Parents' coffee event
- Individual parents meetings with the appropriate pathway assistant headteacher or another member of the senior leadership team
- New students begin and current students move up in the last week of the summer term
- Transition booklet and video

<u>Support for students moving at the end of year 11:</u>

- Regular visits to local colleges to allow students to make informed choices about their next steps
- Visits from college staff
- College taster days
- Support and guidance from careers advisors
- Regular opportunities to discuss transition

Additional Information



Our school complaints policy can be found on our school website on the following link:-
https://st-hughs.n-lincs.sch.uk/wp-content/uploads/2026/03/Complaints-policy-andprocedure-Autumn-2025.pdf

Below you will find a list of websites and organisations that can offer support and guidance.

The North Lincolnshire Council Local Offer

The SEND local offer in North Lincolnshire aims to provide you with information you may need, or want to know, about human resources, service, support, activities and events for North Lincolnshire's children and young people with Special Educational Needs or Disabilities and their families. Information is arranged according to age from pre- school through to early adulthood. It can be found at the following link:
https://localoffer.northlincs.gov.uk/

The SEND Information and Support Service (SENDIAS formerly Parent Partnerships Service)

Royal National Institute for the Blind (RNIB): www.rnib.org.uk

National Autistic Society (NAS) www.autism.org.uk

British Dyslexia Association (BDA): www.bdadslexia.org.uk

The Carers' Support Service: www.carerssupportcentre.com/north.lincolnshire/
Epilepsy Action: www.epilepsy.org.uk

Related Polices

Accessibility Policy, Equalities Policy, Special Educational Needs Policy, the school's prospectus. These can be found on the school website https://st-hughs.n-lincs.sch.uk/