



## Limehurst Academy



### Special Educational Needs and Disabilities (SEND) Information Report – September 2016

School/College Name:	Limehurst Academy
Address:	Bridge Street, Loughborough, Leics, LE11 1NH
Telephone Number:	01509 263 444
Name of Head teacher:	Jonathan Mellor
Head teacher contact details:	01509 263 444
Website address:	<a href="http://www.limehurst.org.uk">www.limehurst.org.uk</a>
Twitter Feed details:	@limehurstac
School Specialism:	Specialist Sports College
Age Range of students:	11-16
Date of Last Inspection:	May 2013
Outcome of last inspection:	Good
Does school/college have a specialist designated unit.	No
Total number of students with SEND	100
Total number of students receiving additional learning support:	100

Limehurst Academy is a multicultural 11-16 mainstream school serving the centre of Loughborough. We are a community with students from many different backgrounds, but there is one common factor which brings them together: they are all Limehurst Academy students and we want the very best for all of them. Here everyone is valued equally.

We believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, finding appropriate challenge in our learning environment. All students have individual needs, which at times may change; therefore, we put personalised learning at the heart of our teaching and learning.

Information about	How we do it at Limehurst Academy
<p><i>1. The kinds of special needs for which provision is made at the school.</i></p>	<p>Limehurst Academy is a mainstream school. We strive to be a happy and successful school, and we actively promote positive choices and having a can-do attitude. We intend to do everything possible in order to make sure our students achieve the grades they deserve, including those with SEND.</p> <p>A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream setting.</p> <p>Students at Limehurst may have a specific learning difficulty (SpLD) such as dyslexia, dyscalculia or dyspraxia or moderate learning difficulty (MLD). They may also have a difficulty with speech, language or communication (SLCN) or Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism. We also make provision for students with Social, Emotional and Mental Health needs (SEMEH), for example if a student has Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. In addition to learning difficulties some students attending our school may have a physical need such as a hearing impairment.</p>

<p><i>2. The school's policies for the identification and assessment of students with special educational needs.</i></p>	<p>The early identification of SEND is paramount in supporting a student and helping them to achieve success. The policy for SEN and Disability can be found on the school website under the school information section.</p> <p>A majority of the students on the SEND register will have been identified at primary school and therefore the SENCo will visit all feeder primary schools to discuss the specific need and provision for a student in more depth. If a student has an Education, Health and Care Plan (EHCP) the SENCO will be invited to the annual review for that student in the autumn term of year 6.</p> <p>When students begin at Limehurst they will complete a standardised reading and spelling test as well as a Proof of Progress Test. We will use a student's KS2 SATs results to work out their minimum tracking grade. For subjects other than English and maths, this is calculated using the student's average English and maths result. Students are monitored closely against their minimum tracking grade by all subject teachers, allowing students that are struggling to be identified as early as possible.</p> <p>The SENCo may request input from an external specialist service to support with the identification of need. This may include Autism Outreach, Educational Psychology or a Speech and Language Therapist. This will always be discussed with parents first.</p>
<p><i>3a. How the school evaluates the effectiveness of its provisions for students with SEN.</i></p>	<p>Students at Limehurst are considered on an individual basis and their specific needs are married up to the appropriate support and provision. When a student joins, a tracking process begins which allows us to closely monitor their progress and development. We use a programme called Go4Schools which parents can also access from home.</p> <p>As part of the data cycle, progress and attainment are reviewed four times per academic year, allowing identification of students who are not making expected progress or who are having difficulties with their learning.</p>

	<p>If a student takes part in a specific intervention programme their entry and exit levels are measured. A provision map allows us to assess whether the additional support in place is effective in impacting on a student's progress. Provision can then be altered and adapted as necessary to meet the student's individual need.</p>
<p><i>3b. The school's arrangements for assessing and reviewing the progress of students with special educational needs.</i></p>	<p>We have a coherent system designed to give students, parents and staff a clear, easy to interpret information. All students at Limehurst are assigned a mastery pathway and an expected outcome based upon their KS2 result. The expected outcome uses the 9 – 1 scale of GCSE grades and is what a student should achieve at the end of KS4 in that subject if they made expected progress. The scale is divided into five pathways: Foundation, Developing, Secure, Excellence and Exceptional.</p> <p>Throughout both Key Stages Three and Four, students will be assessed according to whether they are making sufficient progress to achieve their expected outcome. Subject teachers monitor progress on a lesson by lesson basis. Students will be graded on the outcome of each assessed task and teachers use these outcomes to measure whether, at that particular point in time, a student is on, below or exceeding the target to achieve their expected outcome. Individual tracking sheets will be used for each student in each subject area to record progress and targets.</p> <p>Data will be collected at four times during the school year, in October, January, April and June and is shared with parents. Analysis will take place to look at both individual students and student groups in terms of those who are on track to make expected outcomes, those who are likely to exceed their expected outcomes and those who are unlikely to achieve their expected outcomes without targeted intervention. In effect, students are always being assessed against their expected outcome at the end of KS4.</p> <p>If a student has an EHCP, their progress will be formally reviewed at their annual review. In years 9 and 11 this will be a transition review and will take place in the first half term of that academic year. Any external agencies or professionals will be invited to attend and teachers will provide detailed information on progress within each subject area. If the student is in year 11 we will also</p>

	<p>invite a representative from the post-16 provider of choice. The student and parent input are central to the planning and outcomes of the EHCP.</p>
<p><i>3c. The school's approach to teaching children with special educational needs.</i></p>	<p>Limehurst Academy has high expectations of all students. Teaching and learning is based upon building on what a student already knows, can do and understand. The pace of the lesson and the amount of the curriculum covered will be geared so that students can make progress. Quality first teaching and differentiation are key parts of the teacher's planning to ensure that the needs of all students are met and they are fully involved in the learning in class.</p> <p>We ensure that all staff know and understand the needs of all students in their group via student profiles; therefore, the curriculum and learning activities are planned to match these. All staff have access to training, advice and resources to enable them to contribute to developing fully inclusive practice. SEND students are predominantly taught in smaller group settings and some classes will have Teaching Assistants (TAs) to support and promote learning even further.</p>
<p><i>3d. How the school adapts the curriculum and learning environment for students with special educational needs.</i></p>	<p>The curriculum at Limehurst provides a broad and balanced education for all students, including those with SEND. Class teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that your child's needs are met.</p> <p>Setting means that learning and progress are developed at an appropriate pace and delivered using quality first teaching. These sets are arranged flexibly and based on identified student need. Additional TAs in the classroom are used to support individuals as well as groups, with the long term goal of developing independent learning skills.</p> <p>Some students will follow a slightly alternative curriculum or may take part in intervention groups. For example, a small group of KS3 students who struggle with literacy may take part in the Fresh Start programme of study focussing on improving their reading and spelling skills. In KS4 some may complete an AIM qualification in Skills for Employment and Further Learning allowing us the flexibility to develop a personalised curriculum with the aim of progressing learners into further learning and/or employment,</p>

	<p>We also work with our partners in the North Charnwood Learning Partnership (consisting of secondary schools, special schools, Loughborough College and the University of Loughborough) to pool resources and ensure that all students in the area have access to the widest possible curriculum and range of opportunities.</p>
<p><i>3e. How we will provide additional support for learning that is available to pupils with special educational needs</i></p>	<p>The type of support needed by a student will depend on their level of need. Quality First Teaching means that each teacher will have the highest possible expectations of every student in their class. Staff will ensure that teaching is based upon what a student already knows, can do and can understand. At times, the teacher may direct the TAs to work with a small group or individual or may use specific strategies suggested by the SENCO or outside agencies to support learning.</p> <p>Some students who have gaps in their understanding or learning may need some additional support to help them to make the best possible progress. This may involve group work with a smaller group of students and could be either inside or outside the classroom. If a student has been identified as needing some extra specialist support in school, then we will contact you for your consent to involve outside professionals. Examples of external agencies include Educational Psychologist, Specialist Teaching Service, Autism Outreach, Hearing or Visual Impairment Service and the Youth Service.</p> <p>Specific individual support is usually provided by an EHCP. This will be if a student has been identified as needing a particularly high level of support. Usually the student will also need support from a professional outside of the school environment. The EHCP will outline the number of hours of individual/small group support your child will receive and what strategies must be put in place. This type of support is available for students whose learning needs are severe, complex and lifelong or need more than a specified number of hours support in school.</p> <p>For external examinations, some students will be allowed access arrangements which are adjustments for candidates based on evidence of need and normal way of working. This allows learners with SEND or temporary injuries to access the assessment without changing the demands of it. We will screen students in year 9 to identify who might need an access arrangement and then complete a series of tests to provide the evidence for this. Depending on</p>

	<p>their needs, some students will have a reader, complete exams in a smaller room, access to a laptop or scribe, rest breaks or extra time. This will be done in discussion with the subject teacher and parent/carer.</p>
<p><i>3f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum</i></p>	<p>We seek to ensure that all activities outside the classroom and school trips are available to all. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the students, with one to one support if necessary. Extra-curricular school clubs are available to all students and, where possible, adjustments will be made to support the participation of vulnerable students. A full list of the clubs and activities can be found on our website.</p> <p>The SEND base of room 10 provides a break and lunchtime club where students can socialise and play games as well as a club after school where TAS are on hand to support with homework tasks. We also run groups to support with developing social skills and supporting students to manage anxiety.</p>
<p><i>3g. Support that is available for improving the emotional and social development of pupils with special educational needs.</i></p>	<p>When students begin at Limehurst they are carefully placed into a smaller tutor groups of approximately 20 students. This is to aid successful transition. The tutor has responsibility for the overall well-being of every student in their class and is therefore the first point of contact for parents/carers with any worries or concerns.</p> <p>We have a strong pastoral team that is made up of Tutors, Key Stage Leaders and the Student Support Team. All contribute to monitoring and developing the social and emotional wellbeing of the students. The majority of students' needs will be met throughout the curriculum, including Personal Development lessons. However, our Student Support Team is available to offer help and advice to students who are feeling vulnerable or need help with issues such as self-esteem or anger management. They also work closely with a number of external agencies such as the Youth Service, School Nurse, Worth It Projects and the School Counsellor.</p> <p>We also realise that students are an excellent resource to provide support to each other. Some students in each form are trained to be Buddies to offer support, advice or to listen to concerns and then help the student to deal with them. This is a particular benefit to the new year 7s when they join. We have a strong School Council; its members bring a variety of issues to discuss and the</p>

	<p>Council has offered many excellent ideas to the school, including the design and furnishing of various parts of the building. We are a school that listens, and we believe that people feel valued if they have a voice and can make a difference. Students with SEND are involved in the recruitment process of staff to the SEN Team.</p> <p>Intervention groups also take place to support students to develop their emotional and social skills. These include Chill and Chat, an intervention programme that supports students to manage their anxieties and Friendship Group to develop social and communication skills.</p>
<i>4. The name and contact details of the SENCo.</i>	<p>The first point of contact for any concerns should be the student's tutor. If there is a more specialised concern regarding SEND the SENCO at Limehurst is Miss Alex Mauger and you can contact her via our school reception. The phone number is 01509 263444. She would be more than happy to discuss any concerns or worries that a parent/carers has about their child.</p>
<i>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</i>	<p>The Assistant Head is the lead for Continuing Professional Development (CPD) which ensures that all staff have the skills they require to support students. Skills audits are carried out at the beginning of each academic year, allowing strengths as well as training needs to be identified. A rolling programme of training can then be delivered, a number of which are dedicated to SEND, and can be delivered by the SENCO or other specialist services. For example, the whole staff recently took part in the Autism Education Trust's Tier 1 "Making Sense of Autism" training delivered by Autism Outreach. This ensures staff develop the appropriate skills, knowledge and resources to support quality first teaching, addressing the needs of all students.</p> <p>The SENCO has completed the National Award for SEN Co-ordination via Northampton University and also actively engages in local opportunities to share best practice and help deliver staff training. She works with a number of outside agencies to support the needs of students and in some cases parents/carers. The SENCO attends local network meetings to be updated on important national and local initiatives and to provide an opportunity for sharing good practice. This can then be disseminated to the rest of the school.</p>



	<p>We also have a dedicated team of support staff who hold relevant qualifications in supporting students, some of which also have specialist training in autism, visual impairments and attachment disorder. In addition, there a number people from specialist external agencies which work with our students. These include Autism Outreach, Educational Psychology, Specialist Teaching Service, Relate counsellors, the School Nurse, the Youth Service, and Supporting Leicestershire Families, Hearing Impairment, Speech and Language Therapy, Loughborough Inclusion Partnership, The Bridge and Young Carers.</p>
<p><i>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</i></p>	<p>The school has a wide range of facilities and equipment to support students with a range of needs. The buildings are accessible to all and our Accessibility Plan is able to view in the School Information section of the website under the heading Policies and Procedures.</p> <p>We have recently has invested in a state of the art, two storey block that provides 8 classrooms. This opened in August 2014 and is fully wheelchair accessible, the upstairs part of the building via a lift. The main part of the school is on 2 floors. The front part of the building is accessible via the main reception and the lower part of the building is accessed via the back of the school. We also have lift access to our dining hall that makes it accessible to wheelchair users and provide disabled toilet facilities as well as a disabled parking bay.</p> <p>For those students that have specific requirements to access the curriculum we will endeavour to provide the necessary, or something similar, in order for them to do so.</p>
<p><i>7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.</i></p>	<p>Inclusion is not just about the students. We want parents and carers to feel that they are part of Limehurst and we recognise the huge importance of effective relationships between home and school. As a result, we encourage parents/carers to be as involved as much as possible in their child's education. We are committed to effective and regular communication with parents through various means such as, parents' evenings, weekly and termly newsletters, text messages, Twitter and the school website. We also have two Community Liaison Officer who work to strengthen links with parents including organising regular coffee mornings as well as providing training opportunities,</p>

	<p>We offer an open day and an open evening for prospective parent/carers and students to attend which provides a great first opportunity to engage with our staff. Prior to starting at Limehurst the SENCo will attend the annual review for any students with an EHCP in the autumn term of year 6. This enables us to be involved as early as possible in the transition process.</p> <p>In advance of the induction days, all parents/carers will be invited to a new parents evening where they will get the chance to meet their child's form tutor as well as key staff that will be involved in the education of their child. We encourage parents/carers of students with SEND to meet with the SENCo before their child starts in year 7 to discuss the specific need of the student.</p> <p>All students at the school receive reports three times per year. One of these is a full report and the other two are progress reports detailing minimum and current tracking grades as well as attitude to learning scores. We also invite parents/carers to one formal parents evening where they will be able to discuss their child's progress with individual subject teachers. Parents can access information about progress via the Go4Schools logo on our school website.</p> <p>Should parents/carers of students with SEND wish to discuss their child's education or progress we encourage them to contact the SENCo via telephone or email or to arrange a meeting.</p>
<p><i>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</i></p>	<p>Limehurst is a school that listens and believes that everyone has a voice and can make a difference. We have a strong school council; its members bring a variety of issues to discuss and the Council has offered many excellent ideas to the school, including the design and furnishing of various parts of the building.</p> <p>Students at Limehurst are regularly involved in reviewing their learning to establish what works best for them. Students with and EHCP update their one-page profile annually and students at SEN support work with a member of the SEND team to produce a student passport. The student creates a personalised profile of themselves which is used as a tool for engaging them in real discussions about learning, needs and strategies. The strength of these profiles is that teachers can use the information in conjunction with their subject expertise in delivering learning opportunities that are inclusive for all of our students.</p>

	<p>Each year a group of SEND students are involved in a student voice where they are asked to reflect upon the provision to support their learning as well as general school life. They are also involved in the interview process for the recruitment of new staff to the SEN team.</p> <p>For a student with an EHCP, the agenda includes a slot for them to contribute their views. These will have been discussed with the student prior to the meeting so that they feel confident sharing their ideas in front of those attending. Where appropriate, students are also included in external agency meetings; examples include Autism Outreach, Educational Psychology, and Specialist Teaching Services.</p> <p>All of the above allow direct, structured conversations with the student allowing their voice to be heard. Students are involved in making decisions on how they can best be supported, evaluating current provision and, where appropriate, how the provision can be modified. It is important to note that any changes to provision will also be discussed with parents/carers.</p>
<p><i>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision</i></p>	<p>The school also has a designated governor for SEND. Her responsibility is to support the school and department in evaluating and developing the curriculum to suit the needs of all students and to monitor their progress.</p> <p>Limehurst recognises the huge importance of effective relationships between home and school and we would always encourage parents/carers to contact us as soon as a concern arises so that it can be resolved as soon as possible. In the first instance any concern that a parent/carer has should be raised with the student's form tutor. If there is a more specialised concern specifically about SEND, then the SENCO should be contacted to discuss the issue or to arrange a meeting to discuss the concern.</p> <p>The majority of issues raised by parents, the community or students, are concerns rather than complaints. Limehurst Academy is committed to taking concerns seriously, at the earliest stage, in the hope of keeping the number of formal complaints to a minimum and without needing formal procedures. However, depending on the nature of the complaint, you may wish or be asked to</p>

	<p>follow the Academy's formal complaints procedure which can be found on the school website. The prime aim of Limehurst Academy's policy is to resolve the complaint as fairly and speedily as possible. Formal complaints will be dealt with in a sensitive, impartial and confidential manner.</p>
<p><i>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</i></p>	<p>We see a student's education as a wide partnership including parents, the student, the school and all of its staff and other outside agencies as necessary. Limehurst has built up strong links with both external agencies and voluntary organisations to support students with their learning. Services that we currently engage with are listed below, however this list is not exhaustive and may change depending upon the SEND cohort.</p> <ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• Specialist Teaching Service</li> <li>• Visual or Hearing Impairment Team</li> <li>• Autism Outreach</li> <li>• ADHD Solutions</li> <li>• Speech and Language Therapy</li> <li>• Loughborough Inclusion Partnership</li> <li>• School Nurse</li> <li>• School Counsellor</li> <li>• Child and Adolescent Mental Health Service</li> <li>• Youth Service</li> <li>• Social Care</li> <li>• Supporting Leicestershire Families</li> <li>• Paediatricians</li> <li>• Go For Reading</li> <li>• Worth It Project</li> <li>• Business in the Community</li> <li>• Prospects</li> <li>• POP - Sexual Health Service</li> <li>• Barnado's - Carefree Young Carers</li> </ul>

	<ul style="list-style-type: none"> <li>• Bridge Project - Conflict Intervention</li> <li>• Forest Schools Project</li> <li>• Fun and Families</li> <li>• Love4life</li> <li>• Swanswell Drug support</li> <li>• Charnwood Twenty Twenty</li> <li>• YISP</li> <li>• Living Without Abuse - Space4Me</li> </ul>
<p><i>11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.</i></p>	<p>Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) are a confidential and impartial service which supports parents/carers and children/young people on SEND, to ensure they have access to information, advice and guidance on SEND, allowing them to make informed decisions about education.</p> <p>They can be contacted via telephone on 0116 305 5614 or via their website at <a href="http://www.iassnetwork.org.uk/find-your-iass/east-midlands/leicestershire/">http://www.iassnetwork.org.uk/find-your-iass/east-midlands/leicestershire/</a>.</p> <p>Leicestershire Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families' information about help and services in Leicestershire. It can be found at <a href="http://leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability">http://leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability</a></p>
<p><i>12. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.</i></p>	<p>We have a very strong relationship with local primary schools and one of the reasons for our success is the work we do with these schools. The Head of Year 7 makes regular visits to our feeder schools, enabling strong relationships to be developed before transfer. Students from Years 5 and 6 in the primary schools will have spent a number of days with us before they transfer to Limehurst. We organise special lessons for them so that they feel confident about transferring to Limehurst.</p> <p>Parents are invited to an Open Day and Open Evening in September and to a New Parents' Evening in the July just prior to the induction days. This provides an opportunity to meet the Form</p>

	<p>Tutors and find out more about the school. There is also a two-day opportunity in July for primary students to spend time at the school.</p> <p>The Head of Year 7 will discuss each student with their primary teacher and complete our transitions forms. Students on the SEN register will be highlighted and the SENCo will make an additional visit to discuss the specific need and provision in more depth. If a student has an EHCP, the SENCo will be invited to the annual review for that student in the autumn term of Year 6. Some SEND students will come to Limehurst for additional transition visits and to meet the SEN team.</p> <p>Personal Development lessons provide students with opportunities to prepare for adulthood and independent living, including thinking about future careers and education pathways. All students are offered high quality, independent information, advice and guidance about careers, apprenticeships and further education. There are also opportunities for students to meet with a Personal Advisor from Prospects.</p> <p>When students leave Limehurst, they are expected to stay in some form of education until the age of 18; therefore, the transition process for SEND students onto their next destination is also important. For year 11 students with an EHCP, their annual review will take place in the first half of the autumn term and a representative from the SEN team of the next educational destination will be invited. A specific programme can then be put into place in conjunction with the school/college to ensure that the student is fully supported throughout the transition process. All students with an EHCP will have a one to one session with a Careers Advisor from Prospects in years 9, 10 and 11.</p>
<p><i>13. Information on our contribution to the publication of the local authority's local offer.</i></p>	<p>Leicestershire Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families' information about help and services in Leicestershire. It can be found at <a href="http://leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability">http://leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability</a></p>