Limehurst Academy

Special Educational Needs and Disabilities (SEND) Information Report – September 2026

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:	www.limehurst.org.uk
X Feed details:	@limehurstac
School Specialism:	Specialist Sports College
Age Range of students:	11-16
Date of Last Inspection:	July 2026
Does school/college have a specialist designated unit.	No
Total number of students with SEND	117 SEND Support 27 EHCP
Total number of students receiving additional learning support:	144

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
1.The kinds of special needs for which provision is made at the school.	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. 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. 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.

2. The school's policies for the identification and assessment of students with special educational needs and disabilities.	The early identification of SEND is paramount in supporting a student and helping them to achieve success. The SEND policy can be found on the school website under the school information section. A majority of the students on the SEND register will have been identified at primary school and therefore the SENDCo 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 SENDCO will be invited to the annual review for that student in the autumn term of year 6. Students are monitored closely by all subject teachers, allowing students that are struggling to be identified as early as possible. Staff can complete a SEND Referral form for students that they are concerned about which will highlight them to the SEND team. Depending on the reasons for the concerns depends on what next steps are taken. An example might be a standardised reading or spelling test or completing a Strengths and Difficulties (SDQ) questionnaire. The SENDCo 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.
3a. How the school evaluates the effectiveness of its provisions for students with special educational needs and disabilities.	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 Arbor which parents can also access from home. As part of the data cycle, progress and attainment are reviewed at least twice per academic year, allowing identification of students who are not making expected progress or who are having difficulties with their learning. For students in year 11 data is collected more frequently.

	Provisions put in place are evaluated via a range of means. This could include questionnaires to gain student, parent and staff feedback or more formal assessments such as reading and spelling tests. Students under SEND support will have a learning plan with identified targets which is reviewed up to three times per year with students, keyworkers and families.
3b. The school's arrangements for assessing and reviewing the progress of students with special educational needs and disabilities.	Subject teachers monitor progress on a lesson by lesson basis and are assessing students all of the time. They use this assessment to plan lessons and set tasks to complete. At set times of the year in each subject, teachers will assess students on what they have learned over a longer period of time. They use this assessment to make decisions about the current rate of progress and to plan the next set of lessons. At KS3 teachers make decisions on whether students are Support, Secure or Stretch. • Support means that a student has not yet demonstrated that they know and understand what they have been taught in a topic, or lots of topics. • Secure means that a student has demonstrated that they know and understand what they have been taught in a topic, or lots of topics. • Stretch means that a student has demonstrated that they have a deeper knowledge and understanding of what they have been taught in a topic, or lots of topics. Parents receive a report on progress twice per year via a Current Outcome Marker (COM). At KS4 students are assigned a Minimum Outcome Grade (MOG). The expected outcome uses the 9 – 1 scale of GCSE grades and is the minimum grade that a student should achieve at the end of KS4 in that subject. Parents receive a report on progress twice per year via a Predicted Outcome Grade (POG). As part of the data cycle, progress and attainment are reviewed at least twice per academic year. For students in year 11 data is collected more frequently. 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.

	If a student has an EHCP, their progress with 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 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 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.
3c. The school's approach to teaching children with special educational needs and disabilities.	Limehurst Academy has high expectations of all students. We teach to the top which means that all students are challenged and achieve the best possible outcomes. Teaching and learning is based upon building on what a student already knows, can do and understand. Recall of information forms a key part of our lessons so that information required to build on further learning is committed to long term memory. 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. At Limehurst we believe that the best place for a student to be is in the classroom, therefore any interventions or activities which may remove them from there are targeted, time limited and reviewed frequently to ensure they support learning rather than hinder it. 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.
3d. How the school adapts the curriculum and learning environment for students with special educational needs and disabilities.	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. 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. There may be additional TAs in the classroom are used to support groups of students, with the long-term goal of developing independent learning skills.

3e. How we will provide additional support for learning that is available to pupils with special educational needs and disabilities.	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 a TA to work with a small group or individual or may use specific strategies suggested by the SENDCO or outside agencies to support learning. Some students who have gaps in their understanding or learning may need some additional support to help them to make the best possible progress. 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 Children and Families Wellbeing Team. 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 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. For external examinations, some students will meet the criteria for an access arrangement. These 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 at the end of KS3 or early in KS4 to identify who might need an access arrangement and then complete a series of tests to provide the evidence for this. Depending on their needs, some students may meet the criteria for a reader, have access to a laptop or scribe, complete their exams in a smaller room or have rest breaks or extra time. This will be done in discussion with all of their subject teachers as well as parents and carers.

3f. Activities that are available for pupils with special educational needs and disabilities in addition to those available in accordance with the curriculum	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. The SEND team run a series of activities and clubs at lunchtime for targeted students. SEND students are also first in mind when it comes to educational opportunities or work experience.
3g. Support that is available for improving the emotional and social development of pupils with special educational needs and disabilities.	When students begin at Limehurst they are carefully placed into tutor groups of approximately 28 students. 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. We have a strong pastoral team that is made up of Tutors, Year Heads 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 Love4Life, Teen Health, Mental Health Support Teams and the Children and Families Wellbeing Team. Intervention groups also take place to support students to develop their emotional and social skills.
4. The name and contact details of the SENCo.	The first point of contact for any concerns should be the student's tutor. If there is a more specialised concern regarding SEND the SENDCO at Limehurst is Ms Amy Cook and you can contact her via our school reception. The phone number is 01509 263 444. She would be more than happy to discuss any concerns or worries that a parent/carer has about their child.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and about how specialist expertise will be secured.	One of our Assistant Head, Mrs Corker, is the lead for Continuing Professional Development (CPD) which ensures that all staff have the skills they require to support students. Mr Cox is Assistant Head for Inclusion and directly leads the SEND team. He ensures that specific training and support is in place for the SEND team to enhance the support they can give. A range of methods are used to identify strengths and training needs which allows a relevant and effective programme of training to be delivered throughout each academic year. This ensures staff develop the appropriate skills, knowledge and resources to support quality first teaching, addressing the needs of all students. The SEND team works closely with external agencies such as Autism Outreach, the Virtual School, Specialist Teaching Service, Speech and Language Therapy, Teen Health, Loughborough Inclusion Partnership and Children and Family Wellbeing Service. The SENDCo and Assistant SENDCo are undergoing the NPQ for SEND Coordination. The Assistant Head for Inclusion has held the National Award for SEND Coordination from Nottingham Trent University since 2016. The team actively engages in local opportunities to share best practice and help deliver staff training. They work with a number of outside agencies to support the needs of students and in some cases parents/carers. The SENDCo attends local and Trust 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. 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, mental health needs and attachment disorder.

6. Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured.	Limehurst Academy is made up of a main building, the Shakespeare building, a two-storey block that provides 8 classrooms, and a sports hall with a classroom adjoining it. 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. The main part of the school is on two floors. The front part of the building is accessible via the main reception, and the lower part of the building is accessed via the playground at the back of the school. We also have lift access to the dining hall and the top floor of the Shakespeare building that makes these areas accessible to wheelchair users. There are three accessible toilets as well as a parking bay. 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. In some cases, specialist teams from the Local Authority or Occupational Therapy are involved in ensuring that the correct equipment is in place to support access to the curriculum.
7. The arrangements for consulting parents/carers of children with special educational needs or disabilities, and involving such parents/carers in the education of their child.	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, newsletters, text messages, X and the school website.

	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 SENDCo before their child starts in year 7 to discuss the specific need of the student. All students at the school receive reports detailing their progress as well as attendance and attitude to learning scores. Parents can also access information about progress, attendance and behaviour via Arbor. There is one formal parents evening each year where there is an opportunity to discuss progress with individual subject teachers. Should parents/carers of students with SEND wish to discuss their child's education or progress we encourage them to contact the SENDCo via telephone or email or to arrange a meeting. The school will also offer additional reviews for students on the SEND register termly. These will be to directly review the plan and targets with the student's keyworker.
8. The arrangements for consulting young people with special educational needs and disabilities and involving them in their education.	Limehurst is a school that listens and believes that everyone has a voice and can make a difference. Students at Limehurst are regularly involved in reviewing their learning to establish what works best for them. Students are encouraged to talk about what works for them, therefore engaging them in real discussions about learning, needs and strategies. This information is added to their Student Profile. 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. 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 SEND team.

	For a student with an EHCP, student voice is the most important part of the annual review process. Prior to the review, students spend some time preparing what they would like to talk about at the meeting, which means that they are more confident sharing their views 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. Students with an EHCP also update their one-page profile annually which is shared with teaching staff. 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.
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	The school also has a designated governor for SEND. Their 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. 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 SENDCo should be contacted to discuss the issue or to arrange a meeting to discuss the concern. 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, Limehurst Academy's formal complaints procedure 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.

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.	We see a student's education as a wide partnership including parents, the student, the school and all of the 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. • Child and Adolescent Mental Health Service • Children and Families Wellbeing Service • Educational Psychology Service • Mental Health Support Teams • Living Without Abuse • Loughborough Inclusion Partnership • Love4Life • Paediatrician • Teen Health • Specialist Teaching Service - Visual or Hearing Impairment Team, Autism Outreach • Speech and Language Therapy • Turning Point
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.	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. They can be contacted via telephone on 0116 305 5614 or via their website at SEND Information Advice and Support Service (SENDIASS) | Leicestershire County Council 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 Special educational needs and disability | Leicestershire County Council

12. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.	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 will usually have spent a number of days with us before they transfer to Limehurst. They take part in some taster lessons so that they feel confident about the move to Limehurst. 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 Tutors and find out more about the school. There are also two transition days in July. The Head of Year 7 will discuss each student with their primary teacher and complete our transitions forms. Students on the SEND register will be highlighted and the SENDCo will make an additional visit to discuss the specific need and provision in more depth. If a student has an EHCP, the SENDCo 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 SEND team. 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 complete mock interviews with volunteers from local industry. All students with an EHCP will receive one to one careers advice from year 9 onwards. 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 SEND 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.

13. Information on our contribution to the publication of the local authority's local offer.	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 Special educational needs and disability | Leicestershire County Council