Limehurst Academy Policy Document

SEN and Disability Policy

Date Approved by Governors: January 2020

Review Date: January 2021

Headteacher’s signature:

Chair of Governors’ signature:

Reviewer - CS
**Mission Statement**

We believe that all children are entitled to an education that will enable them to develop to 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. We ensure that all students have access to a broad and balanced education within school and integration into the community outside school. At Limehurst we recognise that appropriate support and intervention, through the implementation of this policy, will enable all students to experience and enjoy positive achievement.

**Aims**

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- To raise the aspirations of and expectations for all students with special educational needs and disabilities (SEND).
- Promote independence, equality and consideration for others.
- Celebrate the wide range of our students’ achievement.
- Support all students to excel by offering different pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents

**Objectives**

- **Identify the needs of students with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child’s entry into the school.

- **Monitor the progress of all students** in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential. Predicted outcome grades and attitude to learning scores will be formally recorded by teachers four times per year.

- **Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students’ needs are catered for. CPD will be provided where necessary to enable staff to support students to overcome the barriers to learning.

- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child’s progress, and providing information on the provisions for students within the school as a whole, and the effectiveness of the SEND policy and the school’s SEND work.

- **Work with, and in support of, outside agencies** when the students’ needs cannot be met by the school alone. Limehurst Academy works closely with the Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Autism...
Outreach and many others.

- **Create a school environment where students feel safe to voice their opinions of their own needs** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals. Student participation is promoted across the school and tutor groups help to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life e.g. membership of the School Council, inter-form sports competitions and the weekly sentence competition. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. Student Council.

**Identifying Special Educational Needs**

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have 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 schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. SEND provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Special Educational Needs and Disabilities Code of Practice sets out four headings;

**Communication and Interaction**

- May have speech sound difficulties
- May find it difficult to communicate with others
- May have difficulty understanding others
- May have an autism spectrum disorder (ASD)
Cognition and Learning

- May learn at a slower pace than others of the same age
- May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia

Social, emotional and mental health difficulties

- May show emotional difficulties such as withdrawn or challenging behaviour
- May have disorders, such as, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder

Sensory and/or physical needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

A Graduated Response to SEND

All teachers at Limehurst Academy have the highest possible expectation for children in their class and all teaching is based on building on what your child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or specialist staff.

If any member of staff working with a child identifies that they have difficulties in particular areas, that they find it harder than their peers to gain skills or knowledge or that they are not making the progress that is expected, they will initially bring this to the attention of the class teacher. High quality teaching, differentiated for individual students is the first step in responding to students who have been identified as having gaps in their understanding/learning.

School uses a variety of monitoring methods to promote and ensure Quality First Teaching.

- Lesson observations
- Learning walks
- Work scrutiny
- Skills audits
- Moderation

How are special educational needs identified?

Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a student has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child’s subject teacher will take steps to provide good quality personalised learning opportunities that will aid the student’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENCo may be consulted for support and advice. This could include an observation of the student in class and/or the completion of screening tests and assessments to determine what provision the student will need moving forward. If a student has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
Parents will be informed fully at every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. This does not place the child on the school’s SEN register.

Where it is determined that a student does have SEND, parents will be formally advised and the student will be added to the school’s SEND register as receiving SEND Support. The aim of formally identifying a student with SEND is to help school to ensure that effective provision is put in place and therefore remove barriers to learning.

The support provided consists of a four – part process:

• Assess
• Plan
• Do
• Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Some students may be making good progress in terms of their academic achievement, but may have a diagnosed condition which requires additional provision to be put in place e.g. ASD, ADHD or Dyslexia. In these circumstances a student will also be placed onto the SEN register where their need will be identified.

Assess

This involves clearly analysing the student’s needs using the subject teacher’s assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student’s views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school’s information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, following discussion and agreement from parents, if this is felt to be appropriate.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.
Do

Each subject teacher remains responsible for working with the student on a lesson-to-lesson basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class or subject teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Adjustment and annotations should be made to the plan as necessary. If the child’s class teacher has any concerns that the plan is not working they will discuss this with the SENCo for further advice.

Review

Reviews will be undertaken in line with agreed dates set at the planning stage. The review process will evaluate the impact and quality of the support and interventions. Parents and students will also be asked for their views about what has worked well and what they feel now needs to happen to support their learning. The subject teacher, in conjunction with the SENCo will revise the support and outcomes based on the student’s progress and development, making any necessary amendments going forward, in consultation with parents and the student.

For higher levels of need, advice or assessment from external agencies and professionals may be requested. Some examples include the Specialist Teaching Service, Educational Psychologist or Speech and Language Team. If the child continues to have significant difficulties despite additional intervention and advice from specialists, they may have more complex needs. The school can make an application for top up funding if the cost of additional support goes beyond the £6000 threshold that is the school’s responsibility.

If the child is still not making progress, despite the school having taken relevant and purposeful action over time, the school or the parents can apply for an Education, Health and Care Plan (EHCP) assessment.

Referral for an Education, Health and Care Plan

For a very small percentage of students, whose needs are significant and complex, and the SEN Support required to meet their needs cannot reasonably be provided from within the school’s own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an EHCP being provided.

The application for an EHCP will combine information from a variety of sources including parents, teachers, SENCo, external agencies, social care and health professionals. It will comprise of the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Following Statutory Assessment, an EHCP will be provided by Leicestershire County Council, if it is decided that the child’s needs are not being met by the support that is ordinarily available. The school and the child’s parents will be involved in developing and producing the plan. Once the EHCP has been completed and agreed, it will be kept as part of the student’s formal record and reviewed at least annually by staff, parents and the student. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

The most up to date information for Leicestershire can be found at: https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability or by contacting them on 0116 3056545.
Criteria forExiting the SEN Register

Depending on why the student was placed on the SEN register initially, the following criteria are used to assess the appropriateness of on-going support:

1. Concerns identified upon transition from previous setting are no longer evident.
2. Since baseline assessments, students have made progress and their attainment is closer to age related expectations.
3. Standardised scores for reading, spelling and comprehension rise above the threshold of 84.
4. The difference of attainment between maths and English or reading and spelling (or other relevant measures) are less than previously.
5. A student’s disability no longer hinders their progress academically, socially and/or developmentally.

However, this is looked at in the context of the child and a holistic approach to assessing a child’s needs is paramount. All of this is done through the Graduated Approach and in consultation with students, parents and relevant professionals.

If a child is removed from the SEND register, there are whole school processes which continue to monitor their attainment and progress. These are overseen by subject teachers, Heads of Departments, Form Tutors, Pastoral Leaders, and the SENCo.
Supporting Students and Families

External Agencies

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.

These can be accessed when appropriate and examples include:

- Educational Psychology Service
- Specialist Teaching Service including the Visual Impairment Team, Hearing Impairment Team and Autism Outreach
- Speech and Language Therapy
- School Nurse
- School Counsellor
- Child and Adolescent Mental Health Service
- Youth Service
- Social Services
- Supporting Leicestershire Families
- Paediatricians
- Go for Reading
- Worth It Project
- Business in the Community
- POP - Sexual Health Service
- Barnado's - Carefree Young Carers
- Bridge Project - Conflict Intervention
- Forest Schools Project
- Fun and Families
- Love4life
- Swanswell Drug support
- Charnwood Twenty Twenty
- YISP
- Living Without Abuse - Space4Me

Admission Arrangements

For new start-of-year admissions, applications should be made using the Leicestershire County Council website. If Limehurst is oversubscribed, it will maintain a clear, fair and objective waiting list. Priority will continue to be based upon the oversubscription criteria. These are summarised below:

1. Looked After Children
2. Children with siblings at the school
3. Children living in Limehurst’s catchment
4. Children attending a feeder school to Limehurst
5. Children of staff
6. Children who live nearest to the school as the crow flies

Our feeder schools are Cobden, Loughborough Church of England, Rendell and Robert Bakewell. Children with EHCPs where Limehurst is able to meet their needs, will be offered a place.

More information on admissions can be found here http://www.limehurst.org.uk/admissions/
**Access Arrangements**

A child identified with SEN may require additional arrangements and adjustments, in accordance with national guidance, to enable them to fully access tests and assessments such as GCSEs. This may be in the form of a reader, a scribe, additional time or rest breaks. Limehurst has its own Access Arrangement Assessor who will complete screening tests on selected students at the end of year 9 or during year 10. From these tests, students that may qualify will be identified and further investigative tests completed.

**Supporting Students with Transition**

A number of strategies are in place to enable the effective transition of students.

**For transfer from primary to secondary these will include:**

- Parents are invited to an Open Day and Open Evening in September which is the first opportunity to meet staff and find out more about the school.
- A 2-day planned induction programme is delivered in the Summer term to support transfer for students starting school in September.
- Parent/carers are invited to a new parents evening the school in July, just prior to the induction days. This provides a chance to meet the form tutors and other key staff. Parents are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Head of Year 7 and SENCo meets with the class teacher and SENCo from the primary school that a student is transferring from. The specific need of each student and provision in place will be discussed 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 and vulnerable students will come to Limehurst for additional transition visits in the Summer term and to meet the SEN team.
- For some students with more complex needs, a bespoke transition package will be put into place.
For transfer from secondary to post-16

- Parents and students will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For students transferring to local schools, the SENCos of both schools will meet to discuss the needs of students with SEND in order to ensure a smooth transition.
- The school adheres to the statutory document, “Careers guidance and access for education and training providers,” October 2018. This places a duty on schools to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. https://nationalcareersservice.direct.gov.uk or examine options identified in the local offer published by the local authority which sets out details of SEND provision, including the full range of post-16 options, and support available to children and young people with SEND and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society. This will include one to one careers advice.

If students are transferring from another setting, the previous school records will be requested immediately.

Support and Advice for Parents of Students with SEND

As part of the SEND Code of Practice 2014, each local authority must publish information about the provision available in their area for children and young people from 0 to 25 who have SEND. The following is a link to Leicestershire’s local offer https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability
Local Offer newsletters are also produced. These can be found at https://www.leicestershire.gov.uk/news/local-offer-newsletters

The SEND Information Advice and Support Service (SENDIASS) offer independent advice and support to parents and carers of all children and young people with SEND. Information about SENDIASS can be found at https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/find-your-local-ias-service/east-midlands/leicestershire and they can be contacted by telephoning 0116 305 5614 or emailing sendiass@leices.gov.uk.

SENDIASS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. For parents who are unhappy with the Local Authority or school responses to their child’s SEND, parents may seek mediation from the regional mediation services.

Parents and carers can also appeal to the Government’s SEND tribunal if you disagree with the Local Authorities decisions about your child’s special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.
Supporting Students at School with Medical Conditions

Limehurst Academy recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have a statement or EHCP, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to the policy “Supporting Students with Medical Conditions” for further information.

Monitoring and Evaluation of SEND

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and students throughout the year. Parents evenings provide opportunity for parents and students to provide feedback to the school.

Student progress is formally recorded twice per year and may be evaluated through one or more of the following:

- Student data tracking after each assessment point (January and June)
- Literacy screening
- Core meetings around vulnerable students with key staff
- Tracking of progress through the subject teachers, Heads of Department, SENCo or Pastoral Leaders
- Tracking through the SEND and intervention provision map

There is an annual formal evaluation of the effectiveness of the school SEND policy. The evaluation is carried out by the SENCo and head teacher/SEND governor and information is gathered from different sources such as child and parent views, teacher and staff surveys and parents’ evenings.

Evidence collected will help inform school development and improvement planning.

Training and Resources

Funding

Limehurst Academy receives an additional amount of money to help make special educational provision to meet children’s SEND. This is called the “notional SEND budget.” The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child’s SEND. If a student with SEND needs more than £6,000 worth of special educational provision, the local authority can be asked to provide top up funding.

Some students with an EHCP will be allocated a personal budget. A SEND personal budget is a sum of money made available by the Local Authority because it will not be possible to meet the child or young person’s learning needs from the high needs funding made available to schools. It can be used to arrange and pay for some of the support agreed in the child or young person’s EHCP. The amount that is allocated depends on the needs and outcomes identified in the plan, and can alter as they change.
Training

Skills audits are carried out at the beginning of each academic year, allowing training needs to be identified. A rolling programme of training can then be delivered. As part of the induction programme for new staff, all meet with the SENCo to explain the structures and systems in place around the school’s SEND provision and practice and to discuss the needs of individual students.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

Our school operates the following training programmes:

- Half termly CPD sessions
- SENCo and/or Learning Support Staff attend training and disseminate information to the rest of the school
- SENCo attends SENConet meetings to be updated on important national and local initiatives and to provide an opportunity for SENCos to share good practice
- The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Roles and Responsibilities

The Head teacher is responsible for:

- The day to day management of the school, including the support for children with SEND.
- Ensuring that your child's needs are met (by delegating responsibility to the SENCo and class teachers).
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.

The SENCo is responsible for:

- Coordinating all of the support for students with SEND and developing the school's SEND Policy to make sure that all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
  - involved in supporting their child’s learning
  - kept informed about the support their child is getting
  - involved in reviewing how their child is doing
- Liaising with all the other people who may be coming into school to help support a student’s learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school’s SEND register (a system for ensuring all the SEND needs of students in this school are known) and making sure that there are records of progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help students with SEND achieve the best progress possible.
- Allocating support and resources as appropriate

The SEND Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
Storing and Managing Information

The SEN register and student profiles are working documents therefore teachers need regular access to students’ SEND file. This is stored in a location where other children cannot access it but that other adults employed by the school and deployed to work with the identified children can access this information easily. More detailed and personal documents are held by the SENCo in a secure location.

When a child moves to a new school, it is important that the information is passed on. The SENCo is responsible for ensuring that this is done in a secure way and should seek a receipt from the new school.

Parents are entitled to view their own child’s documents. All information must be kept confidential between all parties involved. Please see the Data Protection and Sharing of Information Policy for more information.

Reviewing the SEND Policy

The Head teacher and SENCo will review the SEND policy annually to ensure it complies with all current legislation and guidelines set by the Government. The reviewed policy will then be passed to Governors for discussion and approval.

Accessibility

When a student starts our school, any concerns around their ability to access the site, educational provision or learning are discussed with the student, their parents, teachers and other relevant professionals. Facilities currently in place are:

- The main building is fully accessible through the main entrance
- The rear part of the school is fully accessible via a ramp next to the Sports Hall or via the playground
- There is a lift to access the upstairs in the Shakespeare building
- There are accessible toilets in both buildings
- The dining room is fully accessible via a lift
- There is a designated parking space in the car park

All children, if needed, can have access to a variety of resources such as pen/pencil grips, coloured overlays, highlighters and visual prompts on desks and classroom walls. Additional aids such as writing slopes and spellcheckers are available as necessary. Alternative forms of recording are encouraged such as mind maps, oral presentations and the use of ICT and assistive technology.

Students are encouraged to access the wider life of the school community. Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a risk assessment suggests that additional support is required then arrangements can be made for a TA, parent or carer to accompany the child in addition to the usual school staff. Individual needs can be discussed with a student’s Form Tutor, Pastoral Leader or the SENCo.

If needed, we ask various outside agencies to help with assessing the needs of students to ensure they are able to access the school and learning to the best of their ability. Advice from Occupational Therapists, Physiotherapists, Health and Safety Advisors alongside the Specialist Teaching Service is sought to enable this to happen.
Dealing with Complaints

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.

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 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.

The complaints policy can be found at https://www.limehurst.org.uk/page/?title=Policies+and+Procedures&pid=14

The SEND Information Advice & Support Service (SENDIASS) is available to support parents if necessary when dealing with complaints, appeals or general advice. https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/find-your-local-ias-service/east-midlands/leicestershire

Bullying

Bullying contradicts the aims of Limehurst Academy, and contravenes a student’s basic right to feel safe and able to learn in school. As a school we take the steps to ensure and lessen the risk of bullying of vulnerable learners in our school. The safeguarding of all students within the school is the upmost priority of all staff.

To support and help to develop emotional and social development we offer the following:
- Carefully selected tutor groups when students begin in year 7
- Activities and lessons during Personal Development
- Social and friendship groups
- Strong pastoral teams to deal with bullying issues and provide support
- In house and external counsellors
- A named adult in school that is available for children to talk to.

For further information on bulling, please see the “Anti-Bullying Policy” available on the school’s website at https://www.limehurst.org.uk/page/?title=Policies+and+Procedures&pid=14
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
</table>
| ADHD/ADD | **Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder**  
ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to inhibit their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms.  
Students with ADD/ADHD may be:  
• Inattentive, hyperactive, and impulsive (the most common form)  
• Inattentive, but not hyperactive or impulsive.  
• Hyperactive and impulsive, but able to pay attention. |
| ASD      | **Autistic Spectrum Disorder (ASD)**  
Students with Autistic Spectrum Disorder find it difficult to:  
• understand and use non-verbal and verbal communication  
• understand social behaviour  
• think and behave flexibly.  
These difficulties may affect the student’s ability to interact appropriately with children and adults or their ability to respond to inferred instructions or social prompts. An inability to act flexibly may result in behaviours which appear restricted, obsessional or repetitive. Students with ASD often have specific areas of hypersensitivity, e.g. aversion to noise, smell, touch or physical contact. Students with ASD may not respond well to sudden changes to their routine. |
| SEMH     | **Social, Emotional and Mental Health**  
Examples of difficulties falling into this category are ADHD, anxiety disorders, ODD (Oppositional Defiance Disorder) and OCD (Obsessive Compulsive Disorder). Students who are without a diagnosis but present persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school, can also be tracked using this category. |
| CAMHS    | **Child and Adolescent Mental Health Services**  
Support services for students and families requiring support to cope with SEMH or ASD. |
| Comm. Paed. | **Community Paediatrician**  
Community Paediatrician |
| CP       | **Child Protection (plan)**  
Child Protection (plan) |
| Dyscalculia | Students with dyscalculia have difficulty in acquiring mathematical skills. Students may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. |
| Dyslexia | Students with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas.  
Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. |
| Dyspraxia | Dyspraxia impairs the ability to coordinate and organise movement.  
Areas of difficulty: development of gross and fine motor skills, balance and coordination, language development, working memory, handwriting, organisation, concentration, sequencing words and numbers. |
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
</table>
| EAL  | English as an Additional Language  
Students whose first language is not English. |
| EHCP | Education, Health and Care Plan  
Statements of SEND are being phased out and replaced with EHCPs. |
| EP   | Educational Psychologist  
An EP provides detailed assessments for student with complex needs. The assessments include recommendations for differentiating work to meet the student’s needs. An EP may also provide on-going support in the form of one-one or group work with students or consultations with staff and parents. |
| HI   | Hearing Impairment  
Students with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, students are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum. |
| IEP  | Individual Education Plan  
Plans outlining strategies to support students within a mainstream class setting. IEPs are written for students with a statement of educational need or Education and Health Care Plan. Limehurst uses annual review action plans. |
| LAC  | Looked after Children  
Child in the care of Local Authority |
| MLD  | Moderate Learning Difficulty  
Students with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills |
| Multi-sensory learning | Multisensory learning takes place when a teacher presents learning objectives and learning materials in such a way that students can learn by seeing, hearing, touching (hands – on) and saying (oral kinaesthetic). |
| OT   | Occupational Therapy/Therapists  
Practitioner supporting students with difficulties affecting coordination and gross and fine motor skills, e.g. hypermobility and dyspraxia. Students with severe needs may need extra time and require a scribe or use of computer. |
| PD   | Physical Disability  
There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Students with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some students are mobile but have significant fine motor difficulties which require support. |
| PEP  | Personal Education Plan  
Plans for Looked After Children addressing education and welfare needs. |
| SALT | Speech and Language Therapy/Therapist  
Practitioner providing assessment and support student to develop language and social skills. SALT works with students with ASD or students with speech, language or communication difficulties presenting a barrier to learning. |
<table>
<thead>
<tr>
<th>SEN</th>
<th>Special Educational Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEND</td>
<td>Special Educational Needs and or Disabilities</td>
</tr>
<tr>
<td>SENCo</td>
<td>Special Educational Needs Coordinator</td>
</tr>
<tr>
<td>SEN Code of Practice</td>
<td>The legal document that sets out the requirements for SEND</td>
</tr>
<tr>
<td>SEN Support</td>
<td>If a student meets the definition of being SEND, they will be placed onto the SEND register which means that they will require SEND support. This may be in the form of additional school based support or combined with input from an external agency.</td>
</tr>
<tr>
<td>SLCN</td>
<td>Speech, Language or Communication Need</td>
</tr>
<tr>
<td></td>
<td>Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. They can persist into adulthood. A child or young person may have difficulty with one or a combination of any of the below and every child is individual.</td>
</tr>
<tr>
<td></td>
<td>• Making speech sounds or speaking clearly (stammers/ lisps)</td>
</tr>
<tr>
<td></td>
<td>• Putting words together in sentences</td>
</tr>
<tr>
<td></td>
<td>• Understanding spoken language or listening to long or complex instructions</td>
</tr>
<tr>
<td></td>
<td>• Understanding language that consists of inference or idioms or is complex or abstract</td>
</tr>
<tr>
<td></td>
<td>• Use of expressive language</td>
</tr>
<tr>
<td></td>
<td>• Delayed language acquisition</td>
</tr>
<tr>
<td></td>
<td>• Difficulties with appropriate social interaction.</td>
</tr>
<tr>
<td>SLD</td>
<td>Severe Learning Difficulty (SLD)</td>
</tr>
<tr>
<td></td>
<td>Students with severe learning difficulties have significant intellectual or cognitive impairments. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.</td>
</tr>
<tr>
<td>SpLD</td>
<td>Specific Learning Difficulties</td>
</tr>
<tr>
<td></td>
<td>E.g. Dyslexia, Dyscalculia and Dyspraxia.</td>
</tr>
<tr>
<td>TA</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>TAC/CAF</td>
<td>Team Around the Child or Common Assessment Framework</td>
</tr>
<tr>
<td></td>
<td>Multi-agency intervention for students who are receiving external safeguarding support</td>
</tr>
<tr>
<td>VI</td>
<td>Visual Impairment (or vision impairment)</td>
</tr>
<tr>
<td></td>
<td>Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.</td>
</tr>
<tr>
<td>Working memory</td>
<td>Ability to hold information in memory whilst performing a cognitive task. Affects ability to sequence, perform mathematical calculations requiring a series of steps, organisation, ability to follow complex instructions etc.</td>
</tr>
</tbody>
</table>
## Appendix 2

### Limehurst Academy Special Educational Needs and Disabilities (SEND) Information Report – September 2018

<table>
<thead>
<tr>
<th>School/College Name:</th>
<th>Limehurst Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Bridge Street, Loughborough, Leics, LE11 1NH</td>
</tr>
<tr>
<td>Telephone Number:</td>
<td>01509 263 444</td>
</tr>
<tr>
<td>Name of Head teacher:</td>
<td>Jonathan Mellor</td>
</tr>
<tr>
<td>Head teacher contact details:</td>
<td>01509 263 444</td>
</tr>
<tr>
<td>Website address:</td>
<td><a href="http://www.limehurst.org.uk">www.limehurst.org.uk</a></td>
</tr>
<tr>
<td>Twitter Feed details:</td>
<td>@limehurstac</td>
</tr>
<tr>
<td>School Specialism:</td>
<td>Specialist Sports College</td>
</tr>
<tr>
<td>Age Range of students:</td>
<td>11-16</td>
</tr>
<tr>
<td>Date of Last Inspection:</td>
<td>March 2017</td>
</tr>
<tr>
<td>Outcome of last inspection:</td>
<td>Good</td>
</tr>
<tr>
<td>Does school/college have a specialist designated unit.</td>
<td>No</td>
</tr>
<tr>
<td>Total number of students with SEND</td>
<td>107</td>
</tr>
<tr>
<td>Total number of students receiving additional learning support:</td>
<td>107</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Information about</th>
<th>How we do it at Limehurst Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The kinds of special needs for which provision is made at the school.</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>2. The school’s policies for the identification and assessment of students with special educational needs and disabilities.</strong></td>
<td>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. 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.</td>
</tr>
</tbody>
</table>
We will use a student’s KS2 SATs results to work out their minimum outcome 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 outcome grade by all subject teachers, allowing students that are struggling to be identified as early as possible. Some students will also complete a standardised reading and spelling test.

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.

### 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 Go4Schools which parents can also access from home.

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.

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.

### 3b. The school’s arrangements for assessing and reviewing the progress of students with special educational needs and disabilities.

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 are to make expected progress. The scale is divided into five pathways: Foundation, Developing, Secure, Excellence and Exceptional.

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.

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.

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 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. 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.

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.

### 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 and will ensure that your child's needs are met.

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.

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 learners may complete one or two vocational qualifications allowing us the
flexibility to develop a personalised curriculum with the aim of progressing learners into further learning and/or employment,

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.

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 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.

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.

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 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 their needs, some students will have a reader, complete exams in a smaller room, have access to a laptop or scribe, rest breaks or extra time. This will be done in discussion with the subject teacher and parent/carer.
<table>
<thead>
<tr>
<th>3f. Activities that are available for pupils with special educational needs and disabilities in addition to those available in accordance with the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3g. Support that is available for improving the emotional and social development of pupils with special educational needs and disabilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When students begin at Limehurst they are carefully placed into a smaller tutor groups of approximately 27 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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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 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 SEND Team.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Section</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td><strong>4. The name and contact details of the SENCo.</strong></td>
</tr>
<tr>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>6. Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured.</strong></td>
</tr>
</tbody>
</table>
access to our dining hall that makes it accessible to wheelchair users and provide disabled toilet facilities as well as a disabled 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.

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>
| 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 and other groups.  
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 should be invited to the annual review for any students with an EHCP in the autumn term of year 6 by the Primary School. This enables us to be involved as early as possible in the transition process.  
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.

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.

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.
| 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. 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.

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 SEND 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, 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. 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. 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.

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.

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 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.

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 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.

- Educational Psychology Service
- Specialist Teaching Service
- Visual or Hearing Impairment Team
- Autism Outreach
- ADHD Solutions
- Speech and Language Therapy
- Loughborough Inclusion Partnership
- School Nurse
- School Counsellor
- Child and Adolescent Mental Health Service
- Youth Service
- Social Care
- Supporting Leicestershire Families
- Paediatricians
- Go For Reading
- Worth It Project
- Business in the Community
- POP - Sexual Health Service
- Barnado's - Carefree Young Carers
- Bridge Project - Conflict Intervention
- Forest Schools Project
- Fun and Families
- Love4life
- Swanswell Drug support
- Charnwood Twenty Twenty
- YISP
- Living Without Abuse - Space4Me
<table>
<thead>
<tr>
<th>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.</th>
<th>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 <a href="https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/find-your-local-ias-service/east-midlands/leicestershire">https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/find-your-local-ias-service/east-midlands/leicestershire</a>. 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="https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability">https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability</a>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.</td>
<td>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. 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 is also a two-day opportunity in July for primary students to spend time at the school. 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 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 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.</td>
</tr>
</tbody>
</table>
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. All students with an EHCP will receive one to one careers advice.

| 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 https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability |