



Lime Academy Ravensbourne

SEN Information Report 2024

(Information about how the SEN Policy is implemented)

This SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Lime Academy Ravensbourne.

What are the kinds of special educational needs for which provision is made at Lime Academy Ravensbourne?

Lime Academy Ravensbourne is a special day school for children aged 2 - 19 years.

We offer provision for 84 Children and young adults (3 to 19) who have an Education Health Care Plan. All of our learners have complex needs PMLD and or autism. Many have significant mobility difficulties, profound medical or cognition and communication needs.

Children will be provided with an appropriately individualized and differentiated curriculum based on where they sit within the Lime Trust special school curriculum model.

Lime Academy Ravensbourne is a member of the Lime Trust. There are four special schools within the Trust currently and we all share expertise and information to provide the best education and care for everyone at our schools.

Lime Academy Ravensbourne includes Early Years, Key Stages 1 & 2 (Primary), Key Stage 3, and Key Stage 4 & 5. In our school we cater for students with different degrees of learning difficulties, profound and complex learning difficulties and medical needs in a safe, enabling and inclusive environment. At Lime Academy Ravensbourne, the pupils' identified needs are typically complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties) as described in the SEN Code of Practice. Students may also have associated needs in communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition, students may have sensory or physical disabilities.

The 2024-25 cohort of pupils at Lime Academy Ravensbourne has the following categories of needs:

- Cognition and learning
- Emotional/Communication and interaction
- Physical and/or sensory
- Specific Learning Difficulties

Admissions to the school are managed by the local authority, who will liaise with Lime Academy Ravensbourne. <https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page>



How do we identify children and young people with SEN and assess their needs?

All pupils who attend Lime Academy Ravensbourne will be on an Education Health and Care Plan (EHCP). There may also be rare occasions when some students may be on an assessment place.

All pupil referrals to us come through their Local Authority SEN department. We then consider if we can meet the needs of the pupils as outlined in their EHCP. In addition, we invite the child and their parents/carers to visit the school and, where possible, observe them in their current setting to assess whether a placement at Lime Academy Ravensbourne is appropriate.

We utilize a range of assessment methods during the pupil's time in school. These include extended engagement observations and checklists and data collected on Evidence for Learning by teachers and other staff to support their engagement profile and progress over time.

We work with a wider group of professionals including physiotherapists, occupational therapists, speech and language therapists, health professionals and educational psychologists.

We liaise closely with parents/carers as we believe that they know their children best.

Further information on the admissions and assessment processes to our school can be found on our website.

Lime Academy Ravensbourne SENCO is Teneille Dardis the Deputy Head Teacher.

How do we consult parents of children with SEN and involve them in their child's education?



At Lime Academy Ravensbourne, parents/carers are fully included in working with their children/young people.

We welcome close communication between school and home have the following structures in place:

- Initial visits to school
- Introductory/ admission meetings
- Home/school emails for information exchanges and key messages via Arbor and Evidence for Learning
- Parent/Carer and teacher meetings including updates from other professionals
- Sharing pupil termly targets and their evaluated progress
- Weekly Newsletters
- Parents' Evenings - Remote where possible
- EHCP reviews are carried out yearly
- EHC plans
- Parent involvement in changes in school through informal and formal consultations
- Parental representation on the Academy Council.

How do we assess and review children and young people's progress towards outcomes?

All children and young people in our school are treated with dignity and respect.

We are committed to hearing 'the voice' of our young people and provide them with lots of opportunities to make choices and express preferences. This includes creative activities within the classroom, rewards and all activities in the wider school.

The curriculum is designed to provide personalised learning activities matched to their individual learning and development targets. This ensures all our pupils can access and experience success throughout their school life.

Termly, individualized targets are set for each of our young people and evaluated at the end of each term. Mid-year reports are sent home to parents. Targets are discussed with parents/carers at EHCP reviews and consultation meetings.

The assessment and the Annual Review process of EHC Plans include the choices and views of pupils.

How do we support children and young people in moving between phases of education and in preparing them for adulthood?



All transitions are well planned for throughout the school as children and students move from class to class and phase to phase. New pupils are invited into school prior to starting to meet their peers and teachers. Transitions are geared around the child. Many of our pupils find change very difficult and so where necessary a phased transition is arranged to allow pupils to settle into their new environment.

From Year 9 onwards, students are increasingly supported in planning for their transition from school to adult life. Staff work with students and families to advise about what is available after leaving Lime Academy Ravensbourne. Preparing for Adulthood forms a central part of our curriculum development planning for all pupils.

What is the provision for pupils/students with SEN at Lime Academy Ravensbourne and how is it evaluated?



All pupils/students attending Lime Academy Ravensbourne have an EHC Plan. There may be agreement with the LA that a child or young person is placed, pending the outcome of an assessment for an EHC Plan.

Our provision is based on the Lime Trust Respect Values:

- Respect
- Equity
- Self Worth
- Partnership
- Enjoyment
- Communication
- Trust

To achieve our vision, we aim to:

- Create a happy and secure learning environment where all pupils' needs are met and where achievements and success are recognised and praised
- Ensure that the National Curriculum/statutory curriculum guidance is delivered to and/or adapted for all pupils, as appropriate
- Ensure that ICT is used as a vehicle to access and enhance the curriculum and communication for pupils
- Ensure that Safeguarding, including e-safeguarding, is at the centre of our work to ensure that all members of the school community remain safe
- Provide all staff with training and development opportunities to enable effective practice
- Promote the pupils' spiritual, physical and emotional well-being so that they are secure, confident and well-motivated
- Help pupils acquire the knowledge, skills and confidence which enable them to lead as full, interesting and independent lives as possible
- Develop pupil's personal responsibility and encourage decision making and choice, communicating through whatever means appropriate
- Provide a wide range of age-appropriate learning experiences, which are both exciting and challenging
- Offer opportunities of working co-operatively alongside others, developing friendships and respect for others
- Provide pupils with experiences of their own and other religious and cultural backgrounds and value

Foster relationships with parents and other professionals

- We continue to highlight different parts of our provision through our 'school offer' and this develops each year
- We ensure that staffing levels in each class reflect the needs of the pupils
- The school receives advice and assessments from a range of health professionals in order to meet the needs of the pupils.
- We work closely with our health and social care colleagues to implement the new SEN Code of Practice



- We evaluate our school development plan at the end of the year and monitor progress throughout the year



How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

At Lime Academy Ravensbourne, we are committed to identifying and removing barriers to learning so that all our pupils and young people can achieve. We want our students to enjoy their lessons as we believe that where learning is fun and enjoyable, greater learning will take place.

All our pupils have individual learning needs and our flexible curriculum approach reflects this. We adapt the curriculum and the learning environment to enable all learners to access the curriculum more easily. Where appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult support.

Teachers plan their lessons based on students' individual needs. They continually review and assess pupils' achievement levels and differentiate tasks and activities to ensure that every student makes progress. Personalised targets are set and evaluated for all students each term.

We believe that learning takes place in a variety of settings, not just in the classroom. Assemblies and other whole school events, transitions and lunchtimes all provide opportunities for learning and developing skills for life.

What training do staff have in relation to the needs of pupils/students at Lime Academy Ravensbourne?

All our teachers are experienced in SEN and many have additional specialist qualifications. We share skills and knowledge with other schools in the area and within the Trust to support our SEN training.

We also support a number of teaching assistants without degrees to take a Foundation Degree course with the expectation that they will progress onto School Direct in the future.

All staff have clear job descriptions which detail the required qualifications for each post in school.

All staff have a core induction programme related to their work as a teaching assistant which is specifically related to the needs of children in our school and also as required by statutory guidance.

Other staff continue to gain a range of certificates to mark their commitment to courses such as Higher Level Teaching Assistant, Paediatric First Aid, Team Teach, TEACCH, Moving and Handling, BSL and Makaton.



How will equipment and facilities be provided to support pupils/students at Lime Academy Ravensbourne?

Lime Academy Ravensbourne is fully accessible for wheelchair users and all classrooms are on one level.

We are continually reviewing and updating our equipment, particularly in ICT and AAC (Augmentative and Accessible Communication) resources.

We have reviewed and enhanced curriculum resources in response to the new curriculum.

We continually review our resources for pupils/students and the annual EHCP review meetings are a regular forum for discussing individual needs.

Our SEN policy can be found on our website and is reviewed annually.

How do we support the emotional and social development of students and listen to their views? How do we prevent bullying?

Lime Academy Ravensbourne provides a nurturing environment where students communicate they feel safe but we are always looking at ways to improve emotional and social development of our children and young people.

The small classes provide a welcoming and supportive forum where emotional and social development is delivered as part of the students' personalised curriculum. The teachers and TAs are with their classes throughout the day, so they know their students well and can develop good relationships and support them in all aspects of learning, social and personal development.

We invite outside agencies to provide more specific sessions depending upon the need and nature of the students;

We are also keen to become involved with various community projects where students would become engaged in different activities that help to build the community and contribute to its well-being.



How does the Local Governing Body involve others - including health, social services, local authority services and voluntary organisations - in meeting the needs of pupils/students at Lime Academy Ravensbourne and in supporting their families?

The Lime Trust Directors and the Local Governing Body are aware of the wide range of staff working together within the school to support the children, young people and their families. Some staff are employed directly by the school; others have different lines of management as can be seen below. The Local Governing Body ensures that there is a consistent monitoring

of practice through meetings and reports to ensure that children and family's needs are met.

Classroom staff are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors. Admin, Catering and Premises staff are also school employees.

School Nurses, Speech and Language Therapists, Physiotherapists, Occupational Therapists, CAMHS are employees of NELFT (North East London Foundation Trust). All these professionals work closely with the school to offer support, advice and training to staff. They work with children and families when needed.

Specialist Teachers, including those for visually impaired and hearing impaired, provide staff training and advice on individual children's needs, and work for different agencies.

Transport to school is arranged and managed by the Local Authorities - not the school. Transport staff are employed by the transport companies.

There are Social Workers for children/young people with disabilities who are Local Authority employees and are based within the Children Specialist Services.

If families have a query relating to these areas, it is best to contact the professionals directly. This ensures that any message/queries/concerns from families are dealt with in the most efficient way.

What arrangements are in place for handling complaints from parents/carers of children with SEN (including Looked After Children with SEN) about the provision made at the school?

The process for all complaints is explained in the Complaints Policy which is available on the Lime Trust website or by contacting the main school office:

Tel: 01708-341800

Where can you find the SEN Policy?

The Lime Academy Ravensbourne SEN Policy can be found at:

<http://limeacademyravensbourne.org/academy-information/policies/>



Who can we contact for more information or in situations where young people or parents have concerns?

Please contact the Head Teacher, Andy Smith, if there are any issues you wish to discuss. Telephone Number: 01708 341800

Where is the information on Havering's local offer published?

There is further detail on our website on our own school offer and this links to the Havering Local Offer for children with Special Educational Needs and Disabilities and their families on <https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page>

Where can I find further information and advice about SENDIASS – Special Educational Needs and Disability Information, Advice and Support Service?

Parents in Partnership - Special Educational Needs (SEN) and Disability Information, Advice and Support Service provide legally based, impartial, confidential and accessible information, advice and support to parents/carers, children and young people on matters relating to education and schools.

All SEN and Disability Information, Advice and Support Services are required to provide an 'arms length' service from the Local Authority. Part of these arrangements includes a multi-agency steering group that meets termly and oversees service direction. It is chaired by a parent of a child with special educational needs.

For further details on these arrangements, please refer to the following:

[Havering Sendiass :: Home](#)

For more information about Parents in Partnership please follow the link below:

[SENDIASS \(formerly PIPS, Parents in Partnership\) | Havering Directory](#)