Lime Trust
Putting Learners First

Special Educational Needs & Disabilities Policy (Special)

Lime Trust 2025

Policy: Special Educational Needs & Disabilities Policy

Date of Policy: November 2025

Date of Renewal: November 2026

LIME Trust Vision & Values

Putting Learners First is our Trust vision.

We aim to create a nurturing and supportive learning environment for all, encouraging our learners to achieve academic excellence and reach their full potential. We set high expectations and build capacity-rich schools through facilitating school-to-school collaboration. The high challenge we put forward is met with equally high support from our team of education experts, so we continue to improve our children's lives and futures – especially for disadvantaged pupils.

Our values are based on R.E.S.P.E.C.T. which means we believe that:

Respect is built on unconditional positive regard for all learners, all employees, and our wider communities.
Equity enables everyone to be treated as individuals. It removes barriers, provides opportunity and celebrates difference.
Self-worth creates a culture where all learners, all employees and our wider community have pride in their contributions and feel confident and valued.
Partnership is working together for the common good, ensuring that our learners are at the heart of all that we do.
Enjoyment is feeling happy, safe and motivated to make a positive contribution.
Communication provides a voice for all, creating a shared understanding through dialogue.
Trust is a partnership which requires us to act with integrity. Be brave, honest and kind.

Governance

Where a policy refers to the responsibility of the Trust Board for monitoring, scrutiny or quality assurance, these may be delegated to one of the teams below through their governance processes.

- School Improvement Team Governance , who directly report to the Education Curriculum and Standards Committee
- Operations Team Governance, who directly report to the Finance Risk and Audit Committee
- External and internal audits reported to the Trust Board

Context

The 2015 SEND Code of practice identifies the need to explore targeted support if a pupil:

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 settings

Special Educational Provision is educational provision or training which is additional to, or different from, that made generally for learners of the same age by mainstream or post-16 schools..

Within the 2015 SEND Code of Practice, the levels of support are now classed as SEN Support and 0-25 Education Health and Care Plans (EHCP).

Under the Equality Act 2010 some learners with SEN may also have a disability that requires additional or different educational provision to be made for them. This is defined as: 'a mental or physical impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'

Within this definition 'long term' is defined as 'a year or more' and 'substantial' as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy and cancer 'where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition'.

SEND: Areas of need

There are four broad areas of need, although Lime Academy Ravensbourne recognises that many of our learners' needs may fall into one or more categories.

1. Communication and Interaction (C&I): Learners with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to (expressive), understanding what is being said to them (receptive) or they do not understand what is being said to them (cognition). They may not understand or use social rules of communication. Learners with Autistic Spectrum Conditions (ASC) including Autism or Aspergers can have more prevalent difficulties with social interaction due to deficits in their understanding and connections between language, communication and imagination, which then impacts on how they relate to others.

2. Cognition and Learning (C&L): A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific learning Difficulties (SPLD), Moderate learning Difficulties (MLD), Severe Learning Difficulties (SLD) where learners will need support in the curriculum and may have associated mobility and communication difficulties, to those with Profound and Multiple Learning Difficulties (PMLD) where learners have severe and complex learning difficulties with physical disability and/or sensory impairment.

3. Social Emotional and mental Health (SEMH): Learners diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education

4. Sensory and or Physical Needs (SI/PD): Learners with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability (PD) may need additional and ongoing support to enable them to access opportunities available to their peers. SEN provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

Principles

Lime Academy Ravensbourne stands by the stated obligations within The Equality Act 2010 and as such, for all learners within the Academy diagnosed with a disability affecting their education, will:

- Not directly or indirectly discriminate against, harass or victimise disabled learners and will actively encourage heightened awareness of potential discrimination
- Make reasonable adjustments, including the provision of auxiliary aids and services to ensure that disabled learners are not at a substantial disadvantage compared with their peers. Being anticipatory this duty requires advance planning of adjustments that may be needed to prevent disadvantage over time
- Have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled learners publishing information demonstrating compliance with this duty through specific and measurable objectives published and reviewed against the core aims of the duty
- Make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services through a published accessibility plan showing how access to both information and the physical environment, for those with disabilities, is to be increased
- We publish information about the arrangements for the admission of disabled learners, steps taken to avoid those with disabilities being treat less favourably and show how facilities through accessibility planning provide assistance

Lime Academy Ravensbourne stands by the principles underpinning the 2015 SEND Code of Practice where Local Authorities must have regard to:

- The views, wishes and feelings of the learner and their parents/ carers
- The full participation of the learner and their parents/ carers in participating as fully as possible in any decisions through accessible timely information, with support as necessary to enable them to participate in those decisions fully

Any support the learner and their parent/carer require in order to facilitate the development of the learner to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. Lime Academy Ravensbourne employees, Trustees, and the wider community believe all learners are entitled to an education that enables them to make progress and through this, that they are able to:

- Achieve their best, knowing what their best can be
- Become confident individuals, with the skills needed to live lives that are fulfilling for each individual
- Be supported to make successful transitions into adulthood. Lime Academy Ravensbourne will use our best endeavours to make sure that every child with SEND gets the support they need

We will:

- Ensure decisions are informed by insights of our parent/ carers and learners themselves
- Have high aspirations and set challenging targets for them
- Track and monitor their progress towards individual goals
- Ensure the timely identification of additional needs by using assessment effectively
- Keep under review the different or additional provision that is made for them
- Promote positive outcomes in the wider areas of personal and social development
- Ensure that approaches are based on evidence and deliver impact
- Provide learners with access to a curriculum that is personalised in terms of their learning, progress, outcomes, character development and onward journey to future pathways
- Expect our teachers will set high expectations through ambitious target setting, differentiating to enable curriculum access for every learner, regardless of prior attainment
- Learners 16-19 will be enrolled on a program which is suitable and provides stretch and progression. Learners will not be expected to repeat learning already completed successfully
- Support learners in preparing for future life, developing their individual character and building skills from their starting points for successful adult life
- Encourage learners to undertake wider enrichment activities including trips and visits through reasonable adjustments.

Transition In

Lime Academy Ravensbourne will work in close partnership with its feeder schools. Parents/ Carers are encouraged through the placing school to agree to share information in advance where there may be a need for additional provision;

- Annual Reviews will be attended where appropriate to support transition
- Additional visits and discussions with parents/ carers and the learner will be explored and where needed further transition support this will be planned
- Additional holistic progress information will be gathered
- A plan will be coproduced

Transition out

The Academy works in partnership with post 16 providers. It will work to understand the interests, strengths and motivations of learners and use this to plan support around them by:

- Planning Transition Post 16 into Education and Training. The Academy will enable learners to explore the various post 16 options and the help that can be provided
- Ensuring that as learners get older, they will be increasingly involved in decision making about their future when and wherever possible. We recognise that after compulsory school age the right to make requests and decisions under the Children and Families Act 2014 applies to them directly, rather than their parents/carers. The Academy will continue to involve parents/ carers wherever possible and appropriate as advocates, whilst recognising the input of the learner

Working in partnership

Lime Academy Ravensbourne stands by the principles of coproduction. We will ensure that we work in partnership with the Local Authority, education professionals, other education partners or relevant agencies. Their support will be relevant in ensuring the ambitions of the learner are fulfilled in relation to accessing education, care, employment, apprenticeship, independent or supported living, participation in society and being as healthy as possible in adult life.

Careers Education, Information, Advice and Guidance

We will ensure that all learners between years 8-14 are provided with Careers Education, Information, Advice and Guidance when and where relevant. Learners will be guided to attend careers events, taster days, work experience, mentoring, enterprise experience, meet role models and inspiring speakers to support discussion and conversations around choices. Learners will have the opportunity to undertake Work Related Learning within our Community Hub and where appropriate within other local employment venues following our Careers Education, Information, Advice and Guidance Policy.

Preparation for adulthood

We will seek to work in partnership with other agencies such as employment services, colleges, post 16 providers, alternative education partners, housing agencies, disability organisations and other relevant agencies as required. This will ensure that our learners and their families have the knowledge about and understand, available support and opportunities as they get older.

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