Lime Academy Ravensbourne

Putting Learners First

Lime Academy Ravensbourne

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

SEN Information Report 2025 (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?

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

We offer provision for 88 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 five 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 learners with different degrees of learning disabilities, profound and severe and complex learning disabilities 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 described in the SEN Code of Practice. Learners may also have associated needs in communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition, learners may have sensory processing disorders or medical needs.

The 2025-26 cohort of pupils at Lime Academy Ravensbourne has the following categories of needs:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and/or Sensory

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

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How do we identify children and young people with SEN and assess their needs?
All pupils who attend Lime Academy Ravensbourne will have an Education Health and Care Plan (EHCP). 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 determine whether a placement at Lime Academy Ravensbourne is appropriate. We utilize a range of assessments in school. These include extended engagement observations, pupil progress meetings, summative and ipsative assessment against the individual child's EHCP outcomes. We use Evidence for Learning to collect and analyse evidence to support their engagement profile and progress over time. We work with a broad group of professionals including physiotherapists, occupational therapists, speech and language therapists, health professionals and educational psychologists. We liaise closely with families as we believe that they know their children best. Further information on the admissions and assessment processes for our school can be found on our website and on the Lime Trust website. Lime Academy Ravensbourne SENCO is Lisa Webb, Deputy Head Teacher.

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

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

We welcome close communication between school and home and have the following 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 outcomes and targets and progress towards these.
- Monthly Newsletters
- The Evidence for Learning Family App
- Family Learning sessions
- Team around the child meetings where necessary
- Annual EHCP review meetings
- 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 under our Unconditional Positive Regard approach that we have adopted.

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 a total communication approach and creative activities within the classroom as well as all activities in the wider school.

To enhance the Lime Trust Special Curriculum, the school's exploratory play curriculum is designed to provide learning activities matched to individual learner profiles and personalised targets. The Life Skills and Careers frameworks enable learners to have the opportunities to achieve those skills they need for their next steps beyond Lime Academy Ravensbourne.

Termly, individualized targets are set for each of our young people and evaluated at the end of each term. Weekly Evidence for Learning data and an annual report are sent home to parents to keep them informed of learners' progress and achievements. Targets are discussed with parents/carers at EHCP review, in some cases mid-term EHCP reviews and consultation meetings.

The assessment and the Annual Review process of EHCP Plans include the voices of the learner (through EfL evidence) and all stakeholders including family, staff at school, transport teams, medical professionals and any other key individuals in the learner's life.

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

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All transitions are well planned for throughout the school as children and learners move from class to class and phase to phase. New pupils are invited into school prior to starting to meet their peers and teachers. Teachers will also visit their home or current setting. Transitions are geared around the child. The current setting staff may also attend initial transition meetings for learners new to the school. All pupils are likely to require a carefully-plan and supported transition plan.

From Year 9 onwards, learners are increasingly supported in planning for their transition from school to adult life through a range activities as part of our skills for life and post 16 curriculum. Staff work with learners 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/learners with SEN at Lime Academy Ravensbourne and how is it evaluated?

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All pupils/learners attending Lime Academy Ravensbourne have 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 Lime Trust Special Curriculum 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 wellbeing 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

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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 learners 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, learners may be provided with specialised equipment or resources such as ICT and/or additional adult support.

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

We believe that learning takes place in a variety of settings, not just in the classroom. We have outdoor learning opportunities, experiences beyond the school gates and a range intervention spaces across the school.

What training do staff have in relation to the needs of pupils/learners 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 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, Pediatric First Aid, Price, Rebound, Liquid Listening, Moving and Handling and Makaton.

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How will equipment and facilities be provided to support pupils/learners 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/learners 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 learners and listen to their views? How do we prevent bullying?

Lime Academy Ravensbourne provides a nurturing environment where learners' communication around how they feel is responded to carefully. We make use of the Zones of Regulation for learners with ASCs.

The small classes provide a welcoming and supportive forum where emotional and social development is delivered as part of the learners' personalised curriculum. The teachers and TAs are with their classes throughout the day, so they know their learners 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 learners;

We are also keen to become involved with various community projects where learners would become engaged in different activities that help to build awareness of th

the community around them and contribute to its well-being.

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How does the Trust Board involve others - including health, social services, local authority services and voluntary organisations - in meeting the needs of pupils/learners at Lime Academy Ravensbourne and in supporting their families?
The Lime Trust Trustees, Lime Trust leadership team 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 Trust Board 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 SEND Policy?
The Lime Academy Ravensbourne SEND Policy can be found at: Documents & Policies | Lime Academy Ravensbourne
Who can we contact for more information or in situations where young people or parents have concerns?

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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/carer, 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