Lime Academy Hartwell

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 2026 -2027 (Information about how the SEND Policy is implemented) This SEND Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Lime Academy Hartwell.
What are the kinds of special educational needs for which provision is made at Lime Academy Hartwell?

Lime Academy Hartwell is a day special school for young people aged 11 - 18 years. We offer provision for 120 learners who have an Education Health Care Plan (EHCP), who have complex or moderate cognition and communication needs. Learners will be provided with an appropriately paced and differentiated curriculum.

Lime Academy Hartwell is a member of the Lime Trust. Lime Academy Hartwell includes Key Stage 3, and Key Stage 4. In our school we cater for learners with different degrees of learning difficulties, complex learning difficulties and medical needs in a safe, enabling and inclusive environment.

At Lime Academy Hartwell, the learners' identified needs are typically complex and significant in the area of cognition and learning (severe learning difficulties and multiple learning difficulties) as described in the SEND Code of Practice. Learners may also have associated needs in the areas of communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition, learners may have sensory or physical disabilities.

The 2026-2027 cohort of learners at Lime Academy Hartwell has the following categories of needs:

- Cognition and learning
- Communication and interaction
- Physical and/or sensory
- Social, emotional and mental health

Admissions to the school are managed by the local authority, who will liaise with Lime Academy Hartwell.
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How do we identify learners with SEND and assess their needs?

All learners who attend Lime Academy Hartwell will have an Education Health and Care Plan (EHCP).

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

We utilise a range of assessment methods during the learner's time in school. These include observations and use of the Trust Progression of Skills approach. As we use formal assessments to gain reading ages, mathematical ages. Some of our learners will also access functional skills. We involve other professionals as appropriate such as 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 to our school can be found on our website.

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

At Lime Academy Hartwell, parents/carers are fully included in the process of working with their children.

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

- Initial visits to school
- Introductory/ admission meetings
- Home/school emails to exchange information and key messages via Arbor and Evidence for Learning
- Parent/Carer and teacher meetings including updates from other professionals
- Sharing learner targets during EHCP reviews and their evaluated progress
- Newsletters
- Parents' Evenings and Open Days
- EHCP reviews are carried out yearly
- Parent involvement in changes in school through informal and formal consultations
- Parental representation on the Academy council

How do we assess and review learners progress towards outcomes?

All learners 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, break and lunch activities.

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

Targets are discussed with Families at EHCP reviews and consultation meetings. The assessment and review of the targets is provided to parents during the EHCP review. The assessment and the Annual Review process of EHCPs include the choices and views of learners. Our assessment procedures include clear feedback to learners about next steps learning and our reward systems reinforce positive activity and learner choice.

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

All transitions are well planned for throughout the school as learners move from class to class and phase to phase. New learners are invited into school prior to starting to meet their peers and teachers.

Transitions are focused on the needs of the learners. Many of our learners find change very difficult and so where necessary a phased transition is arranged to allow learners to settle into their new environment.

From Year 9 onwards, learners are increasingly supported in planning for their transition from school to adult life. Staff from Luton Borough Transition Team alongside our in house careers lead work to advise learners and parents/carers about what is available after leaving Lime Academy Hartwell.

What is the provision for learners with SEN at Lime Academy Hartwell and how is it evaluated?

All learners attending Lime Academy Hartwell will have an EHCP. There may be an agreement with the LA that a learner is placed pending the outcome of an assessment for an EHCP. Our provision is based on strong values:

- Our School is a place where everyone is treated with dignity, with respect and is of equal worth
- Our vision is to develop a highly effective learning community
- All staff have a responsibility to meet the needs of all the learners at the school
- Our key purpose is the construction, delivery and constant improvement of quality
- Learning experiences appropriate to the needs of all our learners.

To achieve our vision, we aim to:

- Create a happy and secure learning environment where all learners' needs are met and where achievements and success are recognised and praised
- Ensure that the statutory curriculum guidance is delivered to and adapted for all learners, as appropriate
- Ensure that ICT is used as a vehicle to access and enhance the curriculum and communication for learners
- 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 learners' spiritual, physical and emotional well-being so that they are secure, confident and well-motivated
- Help learners acquire the knowledge, skills and confidence which enable them to lead as full, interesting and independent lives as possible
- Develop learner'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 learners 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 learners
- The school receives advice and assessments from a range of health professionals to meet the needs of the learners
- We work closely with our health and social care colleagues to implement the SEND 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 learners with SEND?

At Lime Academy Hartwell, we are committed to identifying and removing barriers to learning so that all our learners 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 learners have individual learning needs, and our flexible curriculum approach reflects this. We have adopted the trust pathway approach to curriculum and therefore learners routines/learning aims are adapted according to the pathway that learners are on.

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 learners' achievement levels and differentiate tasks and activities to ensure that every learner makes progress.

Personalised targets are set and evaluated for all learners. We adopt a thematic cross-curricular approach to ensure that the curriculum provides extended opportunities for learning. Our curriculum is adapted for each pathway, pathways are relevant, developmental and appropriately challenging to ensure that it meets the individual learning needs of all learners. For the young adults in school, we ensure learning is focused on developing independent living and employability skills. We believe that learning takes place in a variety of settings, not just in the classroom. Assemblies and other whole school events, break and lunchtimes and off-site visits all provide opportunities for learning and developing skills for life

What training do staff have in relation to the needs of learners at Lime Academy Hartwell?

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 learners in our school and 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, Price, TEACCH, Moving and Handling and Makaton.

How will equipment and facilities be provided to support learners at Lime Academy Hartwell?

Lime Academy Hartwell is fully accessible for wheelchair users.

We are continually reviewing and updating our equipment, particularly in the area of 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 learners and the annual EHCP review meetings are a regular forum for discussing individual needs. Our SEND 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 Hartwell provides a nurturing environment where learners tell us they feel safe, but we are always looking at ways to improve their emotional and social development. 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 are able to develop good relationships and support them in all aspects of learning, social and personal development.

Our RSE lessons cover topics such as friendship and bullying, some classes use 'emotion' charts with learners, and we have a programme of collective worship. Zones of Regulation are being implemented in all classes.

We invite outside agencies such as CAMHS behaviour specialists or counselling services, to provide more specific sessions depending upon the need and nature of the learners; for example, some learners may need additional support to build and maintain appropriate friendships with their peers and so targeted sessions can be organised to support them in dealing with these matters. We are also keen to become involved with various community projects where learners would become engaged in different activities that help to build the community and contribute to its well-being.
The school, its families and young people also benefit from the support of the CAMHS Service.

How does the Trust Board involve others - including health, social services, local authority services and voluntary organisations - in meeting the needs of learners at Lime Academy Hartwell and in supporting their families?

The Lime Trust Trustees are aware of the wide range of staff working together within the school to support the learners 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 consistent monitoring of practice through meetings and reports to ensure that learners and family's needs are met.

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

School Nurses, Speech and Language Therapists, Physiotherapists, Occupational Therapists, CAMHS are employees of Cambridge Community Service NHS Trust. All these professionals work closely with the school to offer support, advice and training to staff. They work with learners and families as and when necessary.

Specialist Teachers, including those for visually impaired and hearing impaired, provide staff training and advice on individual learner'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.

Some learners will have an allocated Social Worker 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 learners with SEND (including Looked After Children with SEND) 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: 01582 280652
Where can you find the SEND Policy?
The Lime Academy Hartwell SEND Policy can be found on the Lime Academy Hartwell website.
Who can we contact for more information or in situations where learners or parents/carers have concerns?
Please contact the Senior Leadership Team, if there are any issues you wish to discuss. Telephone Number: 01582 280652
Where is the information on Luton's local offer published?
There is further detail on our website on our own school offer and this links to the Luton Local Offer for learners with Special Educational Needs and Disabilities and their families. Welcome to Luton's Local Offer SEND Information Hub | Luton Directory
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 'arm's 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 and disabilities. For further details on these arrangements, please refer to the following: Safeguarding children For more information about Parents in Partnership please follow the link below: Family Partnership Service