LIME HILLS ACADEMY

Cabot Learning Federation

Equity Through Education

Special Educational Needs and Disabilities (SEND) Policy

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2. History of most recent Policy Changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	**E.g. Whole Document**	**Detail of change**	**Reason for change**
September 2024	Whole Document	Creation of SEND Policy	
January 2025	Whole Document	Implementation	
November 2025	Whole Document	Review of Policy Template	Annual review with updates
June 2026	Whole Document	Review of the Template	Annual review with updates
October 2026	Whole document	Adaptations to be more site specific	Adapted to our Academy

Lime Hills Academy is a SEMH Special School located on two temporary sites-one in Nailsea (Year 5, 6 and 7) and one in Weston (Year 8, 9, 10 and 11)

3. Introduction

The policy is written in line with the 2014 Children's and Families Act 2014, the Special Educational Needs and Disability (SEND) Code of Practice and the Equality Act 2010.

It sets out our vision and principles for children and young people with SEND and expectations for all our academies across the Trust.

Our Purpose

At Lime Hills Academy, our purpose is to provide a nurturing environment where students feel known, accepted, and loved. Personalised learning plans are tailored to individual student needs. By building strong relationships grounded in care and high expectations, we empower students to unlock their potential to achieve success, growth, and pride on their own terms. We are committed to helping students feel a sense of belonging and to have a voice, enabling them

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to reflect on their journey, appreciate their achievements, and walk confidently towards their future.

Children at Lime Hills Academy will be supported to develop self-regulation and a broader window of tolerance in their daily life so that they can access academic opportunities at their point of readiness. Each child will have a different range of needs and hence a different range of opportunities and interventions, and the curriculum will be designed around an understanding of the individual: no two curricula will look the same.

The staffing structure will support children to access learning through being more regularly in optimum arousal stage: this will be enabled by ensuring children are attached or allocated to three key staff, helping them to build relationships over time and enabling them to feel safe and thrive, even in the face of change. The small number of people working with each individual enables optimal arousal to learn, without the vulnerability associated with ensuring trusted connections with only one adult.

The day will involve routine and structure which creates a feeling of safety, without the rigidity of a mainstream setting: staff will be trained and empowered to deviate from routine where appropriate to help an individual to make progress socially, emotionally or academically whilst maintaining the very highest expectations. Lime Hills meets the needs of those most in need of specialist intervention. This is underpinned by the core HEART values of the CLF.

4. Vision

The core purpose of the CLF is at the HEART of all we do. Our vision is simple: we believe that by working together rather than in isolation we can accelerate school improvement and embed excellence in our academies. In doing so, together we can create more opportunities for lifelong success for our students as they become young adults.



Our policy prioritises inclusion, ensuring every child's unique needs are met for success. We champion inclusivity, resilience, and the success of every child across all our academies. We

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create inclusive environments where every child, regardless of ability, disability, race, or background, feels valued and supported.

Our academy provides a broad, balanced, and accessible academic and social curriculum for all students. We believe in equity for everyone in our communities, fostering a positive learning culture where diversity is respected, and students feel safe and empowered to succeed.

In our commitment to every child and young person's success, we recognise that some may need extra support. Children may have SEND either throughout or at any time during their school career. Our policy adopts a child-centered approach, ensuring that plans and assessments are tailored to meet the individual needs of children and young people with SEND.

Our school values which underpin how we interact with all students and stakeholders are:



"Fairness does not mean everyone gets the same. Fairness means everyone gets what they need." Rick Riordan, *The Red Pyramid*

A commitment from Lime Hills Academy Governing Body

Lime Hills Academy and its governing body recognise that all students have differing abilities, learning styles and rates of progression and operates an inclusive approach to all learning for all students to ensure the potential of every student is maximised irrespective of ability, disability, race, social origin, religion, gender and sexual orientation. Inclusion is the responsibility of all staff within Lime Hills Academy. Lime Hills Academy is ambitious for its students and will create a learning environment that enables all students to succeed and progress beyond their expectations. Inherent to this achievement is the promotion of a positive learning culture where all students recognise, value and enjoy the learning experience; respect diversity; are safe and feel safe; and gain the skills and attitudes they need for future success. In line with the 2014 SEND Code of Practice, Lime Hills Academy is committed to enabling children and young people with special educational needs and disabilities (SEND) to reach their full potential and support families to do the best for their children by adopting a multi-agency approach. The Governing Body will review the SEND policy annually.

5. Aims of this policy:

We aim to provide equity and improve outcomes for all by:

- Implementing key legislation such as the Children and Families Act (2014), SEND Code of Practice (2015), and the Equality Act (2010) effectively across our Academies to fulfill statutory duties towards children and young people with SEND.
- Clarifying roles and responsibilities for all involved in learners with SEND.
- Ensuring staff understand and fulfill their roles effectively in policy implementation.
- Identifying and addressing the needs of all learners through early identification, clear assessment, and appropriate provision.
- Continuously monitoring the progress of all children and young people.
- Outlining our aspirations for the inclusion and success of children with SEND.
- Promoting high-quality learning opportunities for all learners.
- Removing barriers to participation and fostering a sense of belonging for all.
- Prioritising the voice of the child/young person in practice.
- Collaborating with families, professionals, and Local Authorities.
- Supporting successful transitions for all children and young people through the phases of their education.

6. Legislative Compliance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- The Equality Act 2010
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCP), SEND coordinators (SENDCOs) and the SEND information report.
- Statutory Framework for the Early Years Foundation Stage (DfE) September 2021

7. Definitions

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7.1. Definition of SEND

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
A child of school age or 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
- A disability which prevents or hinders them from making use of facilities which are generally provided for others of the same age in mainstream schools

For children aged two or more, special educational 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.

The SEND Code of Practice 2015 outlines four broad areas of Special Educational Need:

- Communication and interaction
- Cognition and learning
- Social Emotional and mental health difficulties
- Sensory and/or physical needs.

It is recognised that a child or young person may have interrelated and complex needs. We adopt a strengths-based, needs-led approach, recognising each learner's unique profile of abilities alongside areas for development.

There is a clear distinction between 'underachievement,' often caused by a poor early experience of learning, and 'special educational needs'. Some learners may be underachieving but will not necessarily have a special educational need; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these learners 'catch up.'

We are aware of emerging developments in national SEND reform and will continue to review our approach in line with updated guidance, as part of the 'Every Child Thriving' reform programme (February 2026).

7.2. Definition of Disability

As described in the Equality Act 2010, a child or young person has a disability if they have a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out typical day to-day activities.

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This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy or cancer.

The Equality Act requires early years' providers, schools, colleges, other educational settings, and local authorities to:

- Not directly or indirectly discriminate against, harass, or victimise disabled children and young people;
- Make reasonable adjustments, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged. This duty is known as 'anticipatory'.

7.3. English as an Additional Language EAL

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

The term "EAL" is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019). The child or young person may speak some English but has been brought up using a language other than English during early development and continues to be exposed to this language in the home and /or in the community.

Language is central to our identity, so we recognize and value the home languages of all students and staff. Children and young people who are new to English or developing it as an additional language will receive timely assessments, appropriate support and exam access arrangements within the first three years. They are entitled to the full curriculum. When identifying SEND needs, it is important to distinguish between language acquisition difficulties and actual learning disabilities. Early identification and a holistic understanding of each child or young person are crucial.

8. Identifying SEND

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 September 2014 3.65 and has been written with reference to the following Guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 September 2014

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- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014

The policy has been written by the SENCO in liaison with academy counsellors and Principal.

As a specialist school, all students at Lime Hills Academy have an Educational Healthcare Plan (EHCP). Lime Hills Academy will ensure that the necessary provision is made for every student, and those needs are made known to all who are likely to teach them.

Lime Hills Academy will ensure that teachers and support staff are able to provide for the range of SEND needs through regular, relevant and appropriate training.

Lime Hills Academy will make reasonable adjustment for disabled students to ensure that they do not experience substantial disadvantage. Lime Hills Academy is committed to ensuring that all students with disabilities have appropriate access to the curriculum and the learning environment. Lime Hills Academy is committed to maximise the participation of all students and members of the academy community.

Lime Hills Academy will maintain a commitment to providing a balanced and broadly based curriculum, which will be personalised for each student.

Resources for SEND will be allocated on the basis of need.

The Principal, along with the Governing body will seek to allocate sufficient resources to support the effective provision of SEND.

9. Supporting Learners with SEND

Lime Hills Academy is committed to providing comprehensive support for learners with SEND, based on a graduated approach as outlined in the SEND Code of Practice (2015). This is guided by the Assess, Plan, Do, Review process, “a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner’s needs and of what supports the learner in making good progress and securing good outcomes”.

This graduated response ensures that provision is matched to the level of need, beginning with high-quality universal teaching and our universal offer and progressing to more targeted and specialist support where necessary.

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Identifying, assessing and providing for all students with SEND

Lime Hills Principal, Deputy Principal (Weston Site) Assistant Principal/ SENCO (Nailsea Site) and the Deputy SENCO will work with the previous education provider and/or the current educational provider, parents/carers and the local authority to ensure there is an effective transition to Lime Hills Academy , ensuring all new and relevant information is shared effectively. All partnerships with schools, agencies and key stakeholders will be managed effectively to ensure smooth and effective transition experience for students.

Lime Hills Academy will assess the entry levels of all students in the following ways:

- The students' academic records will be used as well as feedback from students/parents/ previous setting about their interests and areas of focus.
- Appropriate Baseline assessments for English and mathematics.
- Boxall and ACES profiling emotional needs.
- Screening will also take place for undiagnosed dyslexia, dyscalculia, etc.
- Any further assessments from professionals for example Educational Psychology, speech and language consultant.
- Identification of any therapeutic needs and arranging appropriate sessions.

Students are matched to appropriate programs of study or pathways, support is in place as appropriate, key workers are deployed, and Personalised programs are devised based on gaps in learning and our curriculum intent. Curriculums are planned based on student areas of interest and include outdoor learning.

Every student has an individual program designed to meet their needs as set out in their EHCP and through identified gaps in their learning.

The SENCO and specialist staff work with teachers on a continual basis. The SENCO will organise staff training and continuing professional development to ensure that teachers and other staff are clear about how to identify needs, and how to support students with their learning. Staff will have the specialist skills and knowledge needed to provide personalised support programs meeting the on-going and diverse needs of the students.

A Graduated Response is routine practice at Lime Hills Academy and will ensure that all learners have the best opportunity to achieve their potential through adopting an inclusive approach in all practice in and outside of the classroom. This method will endeavor to ensure all learner needs are met. Where a learner's needs are not being met by the Lime Hills Academy approach,

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the academy will engage additional specialist expertise. In all cases a record of the actions and steps undertaken will be made

Nature of intervention Examples of interventions include:

- The provision of different learning materials or special equipment
- Additional small group or individual support from specialist staff
- Devoting extra adult time to devising the nature of the planned intervention and monitoring of its effectiveness
- Undertaking further staff development and training aimed at introducing more effective strategies
- The provision of access to external support services
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Annual review of arrangements

All individual SEND arrangements will be reviewed at least annually with the parents/carer and the individual student to consider whether any amendments need to be made to the special educational provision identified for the student. The annual review should focus on what the student has achieved as well as on any difficulties that need to be resolved. EHCPs and associated targets will be agreed with the student, parents/carers and any other relevant agencies at the annual review. Alongside this formal annual meeting, all parents and carers will be invited to discuss their child's progress twice during the year to enable on-going conversations about progress towards the EHCP targets.

10. Roles and responsibilities

10.1 The Trust

The Trust will:

- Provide strategic direction for the development of SEND provision across the Trust.
- Invest in building partnerships and networking to support all leaders to meet the needs of all students, particularly those with SEND.
- Ensure that SEND is an integral part of the improvement plans and EDI objectives where appropriate across academies within the Trust.
- Regularly review the provision across the Trust within academies.

- Ensure academies have a nominated and trained SEND Academy Councillor.
- Ensure that each academy has an appropriately qualified SENDCo in place, and that they have access to suitable professional development and resources to fulfil their role.
- Ensure academies fulfil their statutory duties in line with the SEND Code of Practice (Update 2015)
- Ensure that Trust policies and practice take account of the needs of students with SEND, in line with statutory duties.
- Provide oversight and assurance that delegated funding, including the notional SEND budget, is used effectively to support students with SEND.

10.2 The SEND Academy Councillor

They will:

- Help to raise awareness of SEND issues at Academy Council meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school through link visits and update the Academy Council on this.
- Work with the Principal and SENDCo to determine the strategic development of the SEND policy, provision and training in the Academy.

10.3 The Principal

The Principal is Lis Jolley:

She will:

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Have high aspirations for all learners and provide a broad and balanced curriculum for SEND learners and support progression to the next phase of education.
- Prioritise early identification and intervention to meet the needs of all learners.
- Work collaboratively with parents / carers, wider professionals including the local authority ensuring the voice of the child or young person with SEND is central to practice.
- Ensure that an appropriately qualified member of staff is the designated SENDCO.
- Work with the SENDCO and SEND Academy Councillor to determine the strategic development of the SEND policy and provision within the Academy.
- Ensure that the academy has a published SEND Information Report on the academy website which sets out the details of how this policy is enacted within their local context. This will be reviewed and updated annually.
- Ensure the academy publishes and implements an Accessibility Plan in line with statutory duties.

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- Ensure that staff have access to appropriate CPD to meet the needs of pupils with SEND and are aware of the SEND Policy.
- Ensure that the needs of pupils with SEND are considered across all academy processes, including admissions, behaviour, and exclusion practices.

10.4 The SENDCO

The SENDCO's are Alison Harris-Pearce and Holly Lewis (Deputy SENCO)
They will:

- Work with the Principal and SEND Link Academy Councillor to determine the strategic development of the SEND policy and provision in the Academy.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHCPs.
- Provide professional guidance to all staff and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support, high-quality teaching, and there is a whole-school approach to meeting the needs.
- Advise on the graduated approach to providing SEND support through a process of assess-plan-do-review.
- Advise on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively.
- Support the effective deployment, development and monitoring of teaching assistants and other support staff working with students with SEND.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the Principal and Academy Council to ensure that the Academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the Academy keeps the records of all students with SEND up to date.

10.5 Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class.
- High-quality teaching to meet the needs of all learners.
- Early identification of needs through a process of assess-plan-do-review.

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- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Communicating with families regularly about the progress of their child and being the first point of contact if there are concerns.
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision.
- Providing opportunities to extend and challenge so all learners can reach their potential.
- Ensuring they follow this SEND policy and the local Academy Information Report.

10.6 All Staff

All staff share responsibility for supporting an inclusive culture and ensuring the effective implementation of the school's SEND Policy. Every member of staff is expected to:

- Be familiar with, and adhere to, the SEND Policy, recognising their role in promoting equitable access to education for all students.
- Uphold inclusive practice in all aspects of their work, ensuring that children and young people with SEND are treated with dignity, respect, and high expectations.
- Contribute to a calm, predictable and supportive environment that enables all students to feel safe, valued, and ready to learn.
- Work collaboratively with colleagues and the SENCO, sharing relevant information and supporting consistent approaches that meet students' needs.
- Engage professionally with parents and carers, recognising them as key partners in understanding and supporting their child's development, wellbeing and progress.

11. Partnerships

At Lime Hills Academy, we recognise the vital role that~~,~~ families and children and young people play in shaping effective SEND provision. Our culture is rooted in collaboration, transparency, and shared responsibility, ensuring that families and learners are active partners in every stage of the support journey.

We are committed to fostering strong, trusting relationships through:

- Regular communication and open dialogue.
- Co-production of support plans, ensuring that the voices of families, and children and young people are central.

- Shared decision-making, guided by mutual respect and a commitment to positive outcomes.
- Working in partnership with external agencies, local authority services and community organisations to ensure a coordinated and holistic approach to support.

Families are actively involved in the Assess, Plan, Do, Review cycle, ensuring their insights and aspirations are reflected in the provision offered. Children and young people are encouraged to express their views, participate in planning, and contribute to evaluating the support they receive, in line with their age and understanding. This approach reflects our belief that inclusive education is most effective when it is built on meaningful partnerships. This approach supports positive outcomes for children and young people, including their preparation for adulthood, independence and participation in society.

12. Monitoring and Evaluation of Provision

At Lime Hills Academy monitoring SEND provision is a shared leadership responsibility. Principals, academy councillors, SENDCos, leaders, teachers and support staff work together to ensure provision is effective and inclusive. It is driven by our commitment to inclusive excellence, not just statutory compliance.

Provision is regularly reviewed through the graduated response, using:

- Progress, attainment, attendance, engagement, and wellbeing data.
- Feedback from children and young people, parents, carers, and staff.
- Strategic oversight to ensure provision is effective, equitable, and responsive.

Insights from monitoring inform planning, professional development, and governance, helping to embed inclusive practice across all settings.

13. Transition

We are committed to supporting smooth and successful transitions for children and young people with SEND at all key stages, including entry to school, moving between year groups, and preparing for adulthood. Transition planning is personalised and begins early, involving:

- Collaboration with families, receiving or onward settings, and external agencies.
- Sharing of relevant information, including support strategies and outcomes.
- Opportunities for children and young people to visit new settings, meet key staff, and engage in preparatory activities.
- Review and adaptation of provision to meet changing needs.

Effective transition planning ensures continuity of support and promotes confidence, independence, and positive outcomes for children and young people.

Lime Hills Academy will support the transition from previous schools by arranging student visits to Lime Hills Academy , and taster days if appropriate. We will visit the students' previous school and home and discuss issues and concerns with parents, students, and staff to enable a smooth transition for all students. Lime Hills Academy will support the progression of students to other schools, FE, and training by providing relevant information to the receiving organisation. It recognises the importance of the transition process for students with SEND and the need for effective co-operation between the different organisations involved.

14. Data Protection Implications

The Academy uses and stores data related to student's SEND needs. All data use is in line with CLF Data Protection Policy.

15. Monitoring arrangements

This policy and information report will be reviewed annually by the Trust SEND Lead. It will also be updated if any changes to the information are made during the year. It will be approved by the Academy Council.

16. Links with other policies and documents

This policy links to CLF policies on:

- CLF Data Protection Policy

This policy links to the Academy's SEND Information published on the website and Academy policies on:

- Accessibility Plan
- Anti-Bullying Policy
- Equality, Diversity and Inclusion Statement
- Behaviour and Relationships Policy
- Mental Health Policy
- Safeguarding Policy
- Supporting Students with Medical Needs