Lime Academy Forest Approach

SEN Information Report 2026

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 Forest Approach.

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

Lime Academy Forest Approach is a day special school for children aged 3 - 19 years.

Lime Academy Forest Approach is a day special school for children aged 3- 19 years. We offer provision for 150 Children and young adults at one time (3 to 19) who have an Education Health Care Plan (EHCP) or are in the process of assessment, who have complex or moderate cognition and communication needs. Children will be provided with an appropriately paced and differentiated curriculum.

Lime Academy Forest Approach is a member of the Lime Trust. Lime Academy Forest Approach 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, complex learning difficulties and medical needs in a safe, enabling and inclusive environment.

At Lime Academy Forest Approach, the pupil's identified needs are typically significant in the area of cognition and learning (Severe or Moderate learning difficulties and multiple learning difficulties) as described in the SEN Code of Practice. Students may also have associated needs in the areas of communication and interaction (autism and/or speech and language difficulties). In addition, students may have sensory or physical disabilities.

The 2026-2027 cohort of students at Lime Academy Forest Approach has the following categories of needs:

- Cognition and learning
- Emotional/Communication and interaction
- Physical and/or sensory

Admissions to the school are managed by the local authority, who will liaise with Lime Academy Forest Approach.
https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.pag

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

All pupils of Statutory school age who attend Lime Academy Forest Approach will have an Education Health and Care Plan (EHCP).

All pupils of Statutory referrals to us come through the Local Authority (Havering) SEN department, Nursery child Via Local Authority Early Years Service. We then consider if we can meet the needs of the pupil as outlined in their EHCP or described needs. In addition, we invite the children 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 Forest Approach is appropriate.

We utilise a range of assessment methods during the pupil's time in school. These include observations and the Trust Progression Skills approach. 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. Lime Academy Forest Approach does not have a SENCO so the main contact regarding this is the Head Teacher, and our admission lead Assistant Head.

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

At Lime Academy Forest Approach, parents/carers are fully included in the process of 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 to exchange information and key messages via Arbor and Evidence for Learning
- Parent/Carer and teacher meetings including updates from other professionals
- Sharing pupil targets during EHCP reviews and their evaluated progress
- Newsletters
- Parents' Evenings and Open Days
- 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 voices of our young people and providing 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 pupils 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 pupils. Our assessment procedures include clear feedback to learners about next steps of learning, and our reward systems reinforce positive activity and pupil choice. For Nursery Children Targets are discussed after the baseline assessment period of 6 weeks.

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 planned 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 preparing for adulthood. Staff from Shaw Trust as well as our Trust provided careers adviser work with students to advise pupils and parents/carers about what is available after leaving Lime Academy Forest Approach.

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

All Statutory age pupils/students attending Lime Academy Forest Approach will have an EHCP. There may be an agreement with the LA that a child or young person 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 pupils/students at the school
• Our key purpose is the construction, delivery and constant improvement of quality
• Learning experiences appropriate to the needs of all our pupils

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 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 in 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 values

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 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 Forest Approach, 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 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, 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. We adopt a Topic based/Life Skill Based cross-curricular approach to ensure that the curriculum provides extended opportunities for learning. All pathways have a focus on Literacy and Number. 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 pupils. 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 pupils/students at Lime Academy Forest Approach?

At our school, we are proud to have a team of highly experienced teachers, their expertise ensures that we provide tailored, inclusive education that meets the diverse needs of our pupils.
We also actively support our teaching assistants and wider support staff in pursuing further qualifications and professional growth. This is facilitated through the Lime Trust Careers Pathway, a structured framework that clearly maps out progression routes and development opportunities across all roles. This approach not only enhances staff skills but also strengthens the quality of education and care we provide.

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 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, Moving and Handling, BSL and Makaton.

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

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

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 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 Forest Approach provides a nurturing environment where students tell us 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.

Our teachers and teaching assistants work closely with their classes throughout the day, building strong relationships and gaining deep understanding of each student's individual needs. This continuity enables them to support pupils not only in their academic learning but also in their social and personal development.

We adopt the Zones of Regulation approach, adapted to suit our learners, as a key part of the daily routine. This helps students to understand and express their emotions in a safe and structured way, fostering emotional literacy and self-regulation.

As part of our RSHE curriculum, we explore topics such as friendship, bullying, and personal safety in ways that are developmentally appropriate. We tailor content to the biological age and cognitive level of our learners, ensuring it is accessible and meaningful.

We also collaborate with external agencies from the local authority to deliver targeted sessions based on the specific needs of our students. In addition, we actively seek opportunities to engage in community projects, allowing students to participate in activities that promote social responsibility and contribute to the wellbeing of the wider community.

All students are encouraged to take part in extracurricular activities such as Bike ability and choir, which are designed to build resilience, confidence, and a sense of achievement.

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

Lime Trust Governance

Trust Board

1. The Trust board has a maximum of 10 Trustees, 2 of which are Parent Trustees.
2. The Trust Board meets a minimum of six times a year and receives reports from its committees:

- Education, Curriculum and Standards Committee (ECSC)
- Finance, Risk and Audit Committee (FRAC)
- Pay Committee

1. A Key Performance Indicator (KPI) Dashboard covering all areas will be reported to Trust Board with quarterly data and benchmarks (where they are available).
2. Each school has a designated Link Trustee.

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 (Northeast 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 as and when necessary.

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: 01708-343649

Where can you find the SEN Policy?

The Lime Academy Forest Approach SEN Policy can be found at: Home (limeacademyforestapproach.org)

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

Please contact the Head Teacher, Vicky Mummery, if there are any issues you wish to discuss. Telephone Number: 01708 343649

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 '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.

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