

# SEND LOCAL OFFER AND INFORMATION REPORT

## Oct 2025

## Kings Academy Oakwood

### 1. SCHOOL PROFILE

#### King's Academy Oakwood

Kings Academy Oakwood (KAO) is part of the Kings Academies Group Trust. As an organisation we are aspirational and have high expectations for all learners.

Our values are **Honesty, Faith and Courage**. Our aim is to ensure that all pupils achieve their full potential and are prepared for life on the global stage.

The purpose of the SEND Information report is to enable parents, carers and students to understand the schools' approaches to SEND and how pupils with SEND are supported depending on their needs.

#### School Context

KAO is a primary school with 210 students from Reception to Year 6. Our motto is 'Dare to be Remarkable' and this permeates through everything that we do. We are unapologetic in our high expectations for all students and are keen to foster a sense of belonging and community at our school.

The school sits within the Bracknell Forest Council Local Authority. The local offer for Bracknell Forest Council can be found here:

<https://bracknellforest.fsd.org.uk/kb5/bracknell/directory/localoffer.page?localofferchannel=0>

We have 12% of our student cohort with a SEND need.

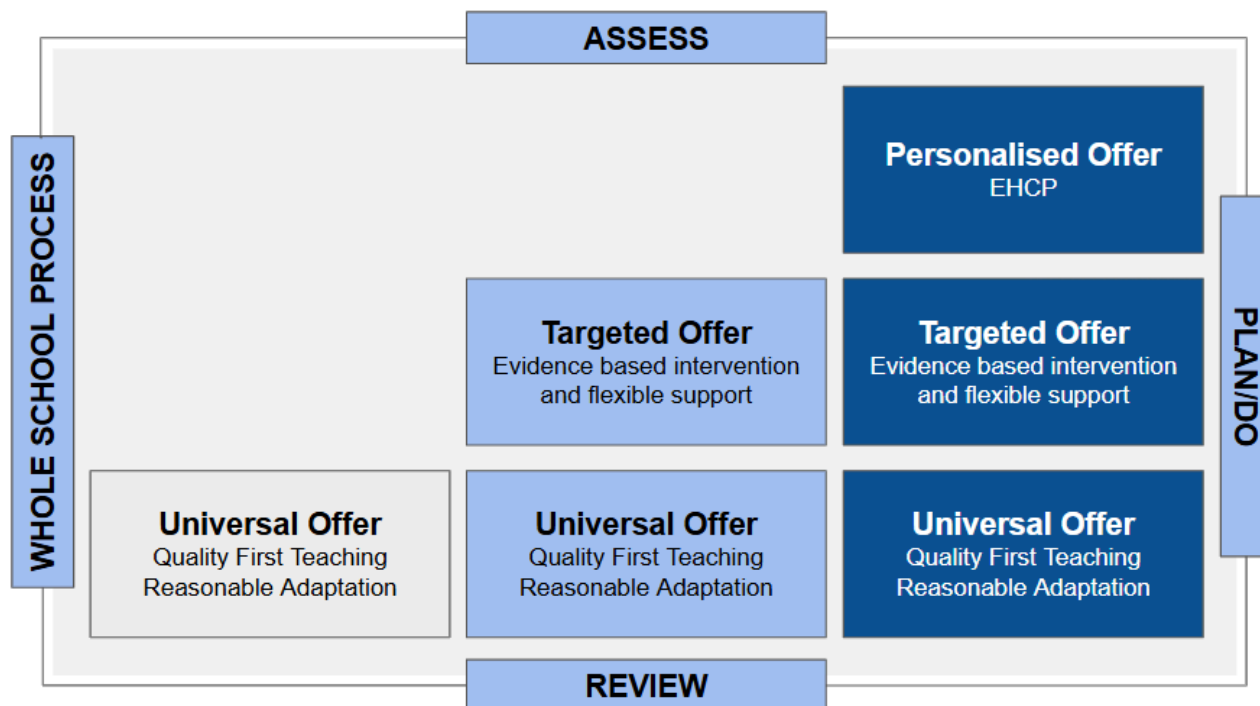
<b>KEY PEOPLE</b>	
<b>Role</b>	<b>Name</b>
<b>Executive Principal for KAB/KAO</b>	Kerri-Anne Leavy
<b>Head of Primary</b>	Jacqueline Tate
<b>SENDCo Primary</b>	Sarah Jones
<b>Governor Link Primary</b>	James Borne
<b>DSL Safeguarding</b>	Janet Fitzgibbon

<b>STUDENT NUMBERS</b>			
	<b>SEN Register</b>	<b>K code (SEND Support)</b>	<b>E Code EHCP (inc SRP)</b>
<b>Reception</b>	7	4	0
<b>Year 1</b>	2	1	0
<b>Year 2</b>	4	3	1
<b>Year 3</b>	5	2	0
<b>Year 4</b>	6	2	1
<b>Year 5</b>	4	3	0
<b>Year 6</b>	7	1	3
<b>Totals</b>	35	16	5

<b>SEN needs (Primary Need - E and K code)</b>	<b>Total</b>
Autistic Spectrum Disorder	7
Hearing Impairment	1
Moderate Learning Difficulty	4
Specific Learning Difficulty	0
Social, Emotional and Mental Health	14
Speech, Language or Communication Need	9
Visual Impairment	0

## 2. SCHOOL OFFER

The SENDCo and Learning Support Team will oversee and plan any interventions in close liaison with school staff and external agencies.



### Universal Offer

All pupils should have access to a broad and balanced curriculum. Our curriculum is designed and sequenced with SEND pupils in mind and adapted as necessary. Lessons are planned to reduce barriers to learning so pupils can achieve and progress. There are explicit expectations for teaching across the school to be of the highest quality. Our overriding principle is that high quality teaching, adapted for individual students, is the first and most effective step in responding to all students, particularly those who have or may have SEND. This could also include whole school interventions.

### Inclusive Adaptive Teaching

Staff are made aware of a range of strategies to use for different needs through staff training.

Student individual needs and suggested teaching strategies are shared through the student's Individual Learning Plans.

Adaptive teaching in a mainstream primary school is a dynamic, responsive approach that ensures all students, particularly those with SEND, can access the same ambitious curriculum and achieve high expectations by adjusting instruction and support in real-time, rather than relying solely on pre-planned, segregated tasks.

It involves a shift in focus from offering different work goals (adapting ) to offering different levels of support (scaffolding) for the same learning goal.

## 2. SCHOOL OFFER

Principle	Description & Benefit for SEND Students
High Expectations	Maintain the same ambitious learning objective for all students. Adaptations are about accessing the curriculum, not diluting it. This promotes a positive growth mindset and prevents low attainment ceilings for SEND students.
Diagnostic Assessment	Use frequent, in-the-moment formative assessment (e.g., mini-whiteboards, hinge questions) to quickly gauge the understanding of all students. This allows the teacher to pinpoint misconceptions and diagnose the specific barrier to learning for a student with SEND.
Responsive Scaffolding	Provide temporary support that helps a student master a concept, and then withdraw it as soon as they achieve independence. This contrasts with fixed support (like a permanent Learning Support Assistant) that can inadvertently foster dependence.
Anticipate Barriers	Plan lessons by identifying potential roadblocks (e.g., complex vocabulary, multi-step instructions) and proactively build in whole-class strategies that will benefit those with SEND, such as clear modelling and chunking.

Strategies used in the classroom to support all students may include but are not limited to:

- Repetition and recall tasks
- Multi-sensory teaching methods
- Checklists for success
- Task planners
- Scaffolding
- Modelling
- Cloze exercise
- Keyword teaching
- Enlarged resources
- Hearing loops
- Radio aids
- Adapted resources

### Reasonable Adaptation

The school provides resources and reasonable adaptations to support SEND students. Any resources and equipment that a student needs will be considered based on recommendations made by specialist services.

The school continues to assess and adapt the school environment to meet the needs of all students, including those with SEND. Please refer to the schools Accessibility Plan for further information.

### SEND Register

## 2. SCHOOL OFFER

Support for pupils is needs-led, not diagnosis led. Those who have: SEND needs; a diagnosis of SEND; or are under assessment, who can be supported by the adaptations made by teaching staff in the classroom, will be placed on the SEND Register.

### **Targeted Support (K Code)**

Those who have: SEND needs or a diagnosis of SEND who require additional support over and above what reasonable adaptation would be in the classroom by a teacher are given a K code. They will require targeted support in addition to the universal offer, as they need 'additional to' or 'different from' their peers. Students will have an Individual Learning Plan to inform teachers of their strengths, needs and provide strategies for the classroom. This document will contain any targets the student/parents have discussed and agreed with the school. The school may also seek advice and guidance from external agencies. The school will review targets and support with parents, carers and students up to 3 times a year in accordance with the SEN Code of Practice. These reviews may take place in person, at parents evenings or online.

### **EHCP (E Code)**

For a few pupils, they may require significant additional and personalised support to access their education and make progress. These are pupils who have complex needs and a significantly greater difficulty in learning than most others of the same age. If the resources required to meet their special educational needs cannot reasonably be provided from the resources normally available to mainstream school, then an application will be made for an Education Health and Care Plan assessment. If the pupil has an EHCP they will have an Individual Learning Plan in place to advise teachers on how to best support the student in the classroom. This will record the strengths, needs and strategies for staff working with the student. There will be an annual review to review progress. The school will review targets and support with parents, carers and students up to 3 times a year in accordance with the SEN Code of Practice. One of these reviews will be the annual review, other reviews may take place in person, at parents evenings or online.

### **Communication and Support**

Any interventions put in place to support your child will be communicated home.

We actively encourage student independence and provide a differentiated curriculum that removes barriers to learning. SEND students are fully included into the mainstream curriculum. Small group support and LSA support is provided, where appropriate and students are encouraged to work with a range of LSAs to support their learning so that there is not an over reliance or dependence on one person. Students are actively involved in their reviews of their interventions and support wherever possible.

All teachers and LSAs are aware of student's individual needs and adapt their lessons and learning accordingly. Reasonable adjustments will be made to ensure each student has the best possible access to their curriculum and extra-curricular life within the school. On occasions, some students may be dis-applied from a subject to receive targeted additional support in English and Maths. All students have access to a Personal Development Curriculum, which is compliant with the PSHE Association Programme of Study, which can be found here:

<https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning>

## 2. SCHOOL OFFER

### Area of Need

The Code of Practice (2015) details four broad areas of need which are detailed below and we support at our school.

### SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS Plotting overlapping needs for pupils with SEND



The terms used within SEND are not universally agreed, either within legislation or by the individuals with those needs. However, the following terms and categorisations come largely from the SEND Code of Practice (2015) and are therefore a useful guide. This document is not an attempt to list all types of need, merely to provide a starting point to understanding the breadth of needs that fall within SEND.

#### Cognition and learning

This area includes moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

PMLD is when a person has a severe learning disability and other disabilities that significantly affect their ability to communicate and be independent. Someone with PMLD may have difficulties seeing, hearing, speaking and moving. They may have complex health and social care needs due to these or other conditions.

SpLDs include: dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with number and calculation), and dyspraxia\* (or 'developmental coordination disorder' - difficulties with motor planning). People with one or more SpLDs may have a 'spiky profile' of attainment, with areas of strength and areas of need.

#### Sensory and/or physical needs

This area includes sensory impairments, such as visual impairment (VI), hearing impairment (HI) and multi-sensory impairment, as well as physical conditions such as cerebral palsy. These children will usually access support from a specific local team, which may be a combination of education and health services.

These children do not necessarily have difficulties with their cognitive functioning, which may be average or above average.

Cognition and learning

Communication and interaction

Sensory and/or physical needs

Social, emotional and mental health

#### Communication and interaction

This area includes speech, language and communication needs (SLCN), such as Developmental Language Disorder (DLN). A learner with SLCN may have difficulties with speech production, with understanding language, with using language to express themselves or with a combination of all three. It also includes difficulties with the social use of language.

Children with a diagnosis of Autistic Spectrum Condition, including Asperger's Syndrome\*\*, will have needs in this area.

Children who find communication and interaction challenging may or may not also have difficulties with cognitive functioning.

#### Social, emotional and mental health

Challenging behaviours are displayed for many reasons, which may be indicative of underlying mental health difficulties (such as anxiety or depression) or emotional issues (such as attachment needs). Some children have conditions such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD\*\*\* (Attention Deficit Disorder), which may affect their behaviours in school.

It is crucial to look for the underlying causes of any behaviour and/or emotional state, and aim to support these, rather than just dealing with the presenting behaviour.

For some children with SEMH needs, the nature of these difficulties will affect their successful access to the curriculum, either temporarily or in the long term.

\*With many types of SEND, a learner's difficulties will not be restricted to one area. A dyspraxic learner's difficulties in school may overlap into 'Sensory and/or Physical needs', for example. SEND Code of Practice (2015) classification is being used in this case.  
\*\* Though no longer recognised as a term in the International Classification of Diseases manual (ICD-11), some children will identify as having Asperger's, hence its inclusion here.  
\*\*\* ADD is no longer recognised as a term within the ICD-11 manual, though it is mentioned in the SEND Code of Practice (2015).

This resource supports the [Special Educational Needs in Mainstream Schools](#) guidance report

## 3. IDENTIFYING PUPILS WITH SEND

The school identifies children and young people special educational needs and disabilities in the following ways, through:

- Effective and well planned transition support, close liaison with feeder school SENDCOs, teachers and parents
- Analysis of baseline data including SATs and CATs
- Regular analysis of data by Heads of Department and SENDCO
- Concerns raised by staff members, students or parents
- Screening tests completed by the school
- Observations made by the SENDCO
- Diagnostic reports from external agencies

### 3. IDENTIFYING PUPILS WITH SEND

#### Assessment of pupils for SEND

The school is unable to diagnose students with SEND. The primary method for assessing and providing support for most pupils with SEND in mainstream schools is the Graduated Approach, which involves a four-stage cycle: Assess, Plan, Do, Review. This is managed by the school's Special Educational Needs and Disabilities Coordinator (SENDCo) in collaboration with teachers, parents/carers, and the pupil.

#### 1. Assess

The school gathers information to understand the pupil's needs. This involves:

- Initial Identification: Concerns are raised by the pupil, parents/carers, or school staff (e.g., class teachers).
- Gathering Information: The SENDCo and staff use a variety of assessment tools, observations, and academic data (e.g., termly progress reports, reading and writing tests) to determine the nature and extent of the needs.
- Four Broad Areas of Need: Assessments typically consider needs across the four areas outlined in the SEND Code of Practice:
  - Communication and Interaction (e.g., Speech, Language and Communication Needs, Autistic Spectrum Disorder).
  - Cognition and Learning (e.g., Moderate Learning Difficulty, Specific Learning Difficulties like Dyslexia).
  - Social, Emotional and Mental Health Difficulties (e.g., Anxiety, Attention Deficit Hyperactivity Disorder - ADHD).
  - Sensory and/or Physical Needs (e.g., Visual Impairment, physical disabilities).

#### 2. Plan

Based on the assessment, the school, in consultation with the pupil and family, develops an individual learner plan (ILP). This plan clearly outlines:

- The agreed outcomes the pupil should achieve.
- The special educational provision (extra support or interventions) that will be put in place.
- The responsibilities of all parties involved.

#### 3. Do

The planned support and interventions are carried out, often by the class teacher, learning support assistants, or specialist staff within the school. This is overseen by the SENDCo, who ensures the provision is effective and consistently applied.

#### 4. Review

### 3. IDENTIFYING PUPILS WITH SEND

The effectiveness of the support and the pupil's progress towards the agreed outcomes are reviewed regularly, typically at least three times a year. This review involves all parties (school, pupil, and family) and determines if the support has been successful, if the outcomes need to be adjusted, or if new or different interventions are required. The cycle then begins again with a new Assess stage.

#### **What should I do if I think my child has SEND?**

Initial contact should be made with your child's class teacher who will liaise with the SENDCo. Concerns can be raised in any of the four main areas of SEND:

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

Some students are identified as having 'Additional Needs', this does not automatically mean they are identified as having a SEND. Students may have additional needs in any of the following areas:

- Disability (The Code of Practice, September 2015, outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation; these alone do not constitute SEND.
- Attendance and punctuality
- Health and welfare
- EAL(English as Additional Language)
- Behaviour

The school's SEND register only includes students who are identified as having a Special Educational Need or Disability which impairs their ability to access the curriculum or (due to the long waiting times currently being experienced) are on a pathway to assessment.

### 4. ADMISSION ARRANGEMENTS & TRANSITION BETWEEN PHASES

#### **Nursery to Reception Transition**

Our Primary SENDCo contacts all nurseries to establish if there are any children starting at King's with additional needs. The EYFS teachers visit all reception children in their home prior to starting school and work very closely with the previous settings during transition including:

- SENDCo attending summer term Annual Reviews at nurseries
- Meeting with nursery staff, parents and other professionals involved
- Additional transition visits offered
- Meeting with any external agencies that are involved

## 4. ADMISSION ARRANGEMENTS & TRANSITION BETWEEN PHASES

### **In Year Admission**

For any student joining us in a year, then we will work with previous school settings, parents and students to devise an appropriate plan for transition.

### **EHCP**

If a student has an Education Health Care Plan (EHCP) then the local authority responsible for the plan has to consult with the school and whether we can meet the needs of the student (as outlined in Section F of the EHCP) in accordance with the SEN Code of Practice.

## 5. SEND STAFF

Additional staffing that the school provides for students with SEND fluctuates depending on the specific need of the cohort.

There will always be a member of the Senior Leadership Team responsible for SEND and a SENDCo.

In addition to this we have (these will fluctuate depending on need):

- SENDCO/Deputy SENDCO
- Higher Level Teaching Assistants (HLTAs)
- Learning Support Assistants (LSAs)
- Trained staff for OT, ELSA, etc
- Autism Support Assistants (in primary)
- Emotional Literacy Support Assistants (in primary)

## 6. INTERVENTIONS & RESOURCES

### Interventions

Support is delivered using three waves of intervention:

- Wave 1- Quality First Teaching, delivered with targeted support and defined adaptation
- Wave 2- Planned and focused interventions which will change depending on the specific needs of the cohort. All provisions are regularly reviewed and adapted according to these reviews. This can include but is not limited to:
  - Small group teaching of English and Maths
  - Short term targeted interventions
  - Additional differentiated learning materials
  - Individual provision maps
  - Report cards
  - Mentoring
  - Touchtype
  - Friendship Support
  - Handwriting
  - Nessy
- Wave 3 - These interventions are provided following consultation with the SENDCo and will follow the support specified in an EHCP.

### Resources

A range of resources are available and will be deployed on a needs led basis. Examples are given below:

- Chromebook
- Read Write Software
- Coloured overlays
- Fiddle Toys
- Noise cancelling ear defenders
- Weighted blankets
- Wobble boards
- Writing slopes
- Visual timetables
- Grip pens

## 7. STUDENT PROGRESS AND TARGETS

How will the school monitor my child's progress and how will I be involved in this?

- Parents will be invited into an initial meeting in Year R and Year 7 to meet with your child's teacher and a full parents evening is held twice a year in primary.
- Parents will receive an Annual School Report in primary.
- Student progress is tracked through departments and the SENDCo will review progress of SEND students at regular points through the year across a range of subjects.
- EHCP students have an Annual Review along with opportunities for two additional termly meetings to discuss their progress against the objectives in their EHCP.
- SENDCos are available at all parents evenings and offer meetings to review targets.

## 7. STUDENT PROGRESS AND TARGETS

- Individual teachers will also communicate any concerns or praise directly with parents.

When my child's progress is being reviewed, how will new targets be set and how will I be involved?

- Students will have targets reviewed by a member of the learning support team.
- All students are involved in both peer and self-assessment in the classroom
- Students receive regular feedback and marking both formally and informally, written and verbal
- Teacher feedback
- Attendance and parent meetings
- Annual review meetings - parental feedback will be requested two weeks in advance of this meeting.

## 8. HOME SCHOOL COMMUNICATION

In the primary phase, written reports are sent out once per year. Alongside this, parents receive two dedicated parents evenings where they are informed of their child's progress. The SENDCo is available for parents to book meetings with and the Mental Health Support Teams also attend these meetings. Both Parents' evenings are in person events.

In September, parents are invited into our 'Meet the Teacher' events where they are given information relating to their child's year group. Curriculum letters outlining the curriculum are sent home termly.

Parents are welcome to contact staff via email or telephone. There are regular letters that are sent home, newsletters and information on social media and google classroom.

In September, parents are invited into our 'Meet the Teacher' events where they are given information relating to their child's year group. Curriculum letters outlining the curriculum are sent home termly.

Parents are welcome to contact staff via email or telephone. There are regular letters that are sent home, newsletters and information on social media and google classroom.

## 9. HOW CAN I SUPPORT MY CHILD?

There are lots of different ways you can support your child, some ideas have been listed below:

- Help your child to organise themselves, provide somewhere quiet for them at home to complete any homework and ensure they have a regular routine for this
- Take an interest in what they are learning and ask them to discuss it with you
- Offer them exposure to a range of reading materials and continue to support them with reading daily
- Attend all parent meetings and actively participate in Academy life
- Encourage maximum attendance in school

## 9. HOW CAN I SUPPORT MY CHILD?

We offer a wide range of Parents Information Evenings to inform you about curriculum updates and plans for the year. The Learning Support department will share any relevant courses or events with specific parents as they occur.

## 10. EXAM ACCESS ARRANGEMENTS

The Joint Council for Qualifications (JCQ) publishes a comprehensive guide regarding Access Arrangements, which outlines their criteria and threshold for qualifying for concessions. For a concession to be awarded, the student must meet the stringent criteria outlined by the JCQ. We use an assessment process in line with JCQ criteria to assess qualification. The Centre's decision is final and external professional reports can only be used as supporting evidence. The following are some of the concessions available: Extra Time; Scribes; Readers (Including Human Readers and Reading Pens); Word Processor; Prompter; Colour Naming; Practical Assistance; Supervised Rest Breaks; Smaller Venue, etc.

[Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

## 11. STUDENT VIEWS

Student's views are very important to us and we seek their feedback on the help and support they need, this is done via:

- Teacher and student feedback in the classroom in both written and verbal form.
- Assemblies
- Students are regularly informed about parts of the curriculum they are learning, how they can improve and progress further.
- Annual Reviews
- Parents Evenings
- Student Council
- Student with an EHCP have an annual review each year

## 12. WELLBEING AND SUPPORT

**What support is available to promote the emotional and social development of children with SEND?**

- A strong pastoral care system
- Mentoring of SEND students
- Support person for transition
- Friendship support
- External groups as required- CAMHS, SEMH and Inclusion Team
- Wellbeing check-ins with students across all phases

## 12. WELLBEING AND SUPPORT

- Anger management

### **What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?**

- King's Academy Oakwood are committed to being a fully inclusive school who will ensure that all students can achieve their potential regardless of background and starting point. Bullying, discrimination and harassment of others will not be tolerated, there is a focus on community and student welfare
- There is a pastoral support team in place to support student well being including class teachers, LSAs, SENDCo and FSAI.
- Referrals can be made to SEMH & Inclusion Team, CAMHS, etc.
- There is a clear behaviour policy for staff to implement and expectations and boundaries are explicit
- Regular contact with parents of students who exhibit negative behaviour
- Report cards and additional monitoring
- Teaching strategies for specific students shared with staff
- Pupils can be given responsibilities and opportunities to improve their self-esteem and confidence

### **What medical support is available in the school for children with SEND?**

- In primary we have an attendance and welfare officer who is responsible for assessing students with medical needs and creating risk assessments to support them.
- Regular training is provided to staff from the nursing time covering: asthma, epi pens, diabetes, epilepsy.
- Medication is stored in the medical room and SEND students can use this as a private area to administer their own medication if required and parental consent is given
- Administration of medication is recorded on every occasion
- Medication is locked away at all times
- The school adheres to the guidance in line with the supporting students with medical conditions policy
- Provided parental permission to share has been granted, staff will liaise closely with medical staff working with students to ensure that Individual Healthcare Plans are appropriate
- We also work with the School Nursing Team to provide support for students who need it?

Please refer to the policy on Supporting Students with Medical Conditions on the school website: [KAB KAO Policy for Supporting Students with medical conditions & administering of medicines.docx](#)

### **How does the school provide help with personal care where this is needed, e.g. toileting, eating etc?**

- All needs are discussed on an individual basis

## 13. WORK WITH EXTERNAL AGENCIES

Referrals to the following and review meetings with the following professionals take place:

- Educational Psychologist
- Sensory Consortium
- Autism Support Team
- Children's Development Centre
- Berkshire NHS Healthcare
- Mental Health Support Team
- Behaviour Support Team
- Support for Learning
- Educational Welfare Office
- Speech and Language
- CAMHS
- Occupational Therapy

Alternative Provisions used:

- Tutoring Programmes
- Poppie's Farm
- Storrygroup
- Just Around the Corner

Due Diligence (including Safeguarding Checks) are completed at the start of every placement in Alternative Provision.

### **What should I do if I think my child needs support from one of these services?**

- Please contact your child's class teacher in the first instance to discuss your concerns and they can then involve the SENDCo Mrs Jones (Primary)

### **How are speech and language therapy, occupational therapy and physiotherapy services provided?**

- Reviews with each service are carried out regularly for identified students.
- Members of the Learning Support department will participate in training for specific programmes recommended for delivery
- Recommendations of specific strategies are shared with teaching staff.

### **What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?**

- Referrals can be made through the school.

### **What arrangements does the school have for liaison with Children's Social Care Services?**

- King's Academy Oakwood has a Designated Safeguarding Lead who liaises with Children's Social Care Services
- Mrs Fitzgibbon (Deputy Head) is the Designated Safeguarding Lead

### 13. WORK WITH EXTERNAL AGENCIES

- If you have any concerns, please do not hesitate to get in touch and you will be advised of the best course of action
- Regular liaison and joint meetings take place throughout the year in response to individual student needs
- The school will make direct contact in the event of specific concerns.

### 14. STAFF TRAINING

#### Staff Training

- Whole staff SEND training delivered during INSET that is bespoke to our cohort.
- SEND training on specific learning difficulties delivered by SENDCo
- SEND surgeries for the teachers and LSAs of identified students
- Outside agencies such as Educational Psychology, Behaviour Support and Support for Learning can be approached to deliver bespoke training packages if required.
- Small updates for specific strategies for specific students are provided at staff meetings and briefings by SENDCo.
- Advice and support is available to all staff with concerns from the Support for Learning Team.

#### Qualifications

- The SENDCo has a Postgraduate Certificate in SEND and the NASENCO Qualification.
- We have 1 trained ELSA (Emotional Literacy Support Assistant).
- We have 1 trained ASA (Autism Support Assistant).

### 15. SCHOOL TRIPS AND VISITS

Activities outside the classroom including school trips are as inclusive as possible. If students require additional support on trips and visits an LSA can support this. All reasonable adjustments are made to include individuals in line with the Disability Discrimination Act.

All parents will be asked to provide permission via written consent. Discussions regarding individual circumstances of children will be had with parents/carers prior to the visit taking place. Planning and risk assessments will be completed prior to the visit taking place if required.

### 16. ACCESSIBILITY

King's Academy Oakwood is fully accessible for all students, including those in a wheelchair. We are committed to following the Equality Act 2010 with regard to disability and full inclusion is at

## 16. ACCESSIBILITY

the heart of all that we do. Full details of our accessibility can be found in the KAB/KAO accessibility policy which can be found on our website.

There are disabled toilets available on our site and full hygiene facilities.

We take regular advice from a range of external agencies including the Berkshire Sensory Consortium, ASSC and the Physical Disability service and respond accordingly to ensure our facilities are accessible to all.

### **Working with parents**

We are keen to work with all parents and provide additional support where necessary, this could include:

- Provision of enlarged print documents
- Written or verbal communication by phone, email, letter or meeting
- Provision of interpreters as appropriate
- Hearing loops
- Notices on our social media and websites
- The academy can translate documents to certain languages and will endeavour to provide support if needed at parent's meetings with a translator. The LA EAL service can be approached for support if further intervention is required.

Please refer to our Accessibility Plan available on the school website:

<https://www.kgabinfield.uk/attachments/download.asp?file=3015&type=pdf>

## 17. PREPARING YOUR CHILD FOR LIFE AT SECONDARY SCHOOL

### **What preparation will there be for both the school and my child before he or she joins the school?**

Year 6 students will be invited to transition days at their next school setting. Liaison takes place between Year 6 teachers and the SENDCo to ensure the next setting are aware of a child's needs. Children's needs at King's Academy Oakwood. Year 6 staff identify the most vulnerable students who may be invited for additional transition sessions.

## 18. CONTACTING THE SCHOOL

Contact should be made with the Class Teacher in the first instance. If the query is Primary SEND specific contact the SENDCo Mrs Sarah Jones at [sarah.jones@kingsacademies.uk](mailto:sarah.jones@kingsacademies.uk)

King's Academy Oakwood have a Family Support Advisor ([shelley.mccarthy@kingsacademies.uk](mailto:shelley.mccarthy@kingsacademies.uk))

## 18. CONTACTING THE SCHOOL

Any concerns should be passed on to the school as soon as possible so that we can work together to resolve any issues.

If parents wish to raise a complaint of a formal nature, then please follow the Complaints Policy on the school website.

Parent and student surveys are carried out at various points through the students' time at the school and the feedback from these is discussed and acted upon.

## 19. COMPLIMENTS AND COMPLAINTS

The school appreciates positive feedback, as it supports us in reviewing and reflecting on our provision. Any compliments received are extended to the relevant members of staff. We hope you and your child have a positive journey with us.

However, if you wish to raise a concern, we would suggest you follow these steps:

1. Talk to the school's SENDCo - Mrs Jones
2. If they are unable to resolve your concern they will escalate to Janet Fitzgibbon our Deputy Head
3. The school's complaints procedure can be found on the website, if required.
4. If your complaint is about an EHC plan you should contact the SEND Service in the issuing Local Authority.

We like to work together with parents and carers and often a face to face meeting helps to resolve any questions or concerns. We are always keen to maintain a positive and productive working relationship with parents and students.

## 20. COMPLIANCE

This document has been drawn up by the SENDCo in collaboration with other key staff. It complies with the statutory requirements laid out in the SEND Code of Practice (2015); The Children and Families Act (2014); and the Equality Act (2010). It has also been written with reference to the following guidance and documents:

- Statutory Documents:
  - Special Educational Needs (Information) Regulations
  - Supporting Students at School with Medical Conditions
  - Keeping Children Safe in Education
  - Teacher Standards
- School Documents:

<https://www.kgabinfield.uk/page/?title=Policies&pid=18>

<b>Glossary</b>	
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
BFC	Bracknell Forest Council
CAMHS	Children Adolescent Mental Health Support
CATs	CATs: Cognitive Abilities Tests (often specifically referring to CAT4, the fourth edition)
DSL	Designated Safeguarding Lead
EAL	English as Additional Language
EHCP	Education Health Care Plan
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
GCSE	General Certificate Secondary Education
HLTA	Higher Level Teaching Assistant
ILP	Individual Learning Plan
JCQ	Joint Council for Qualifications
KAB	Kings Academy Binfield
KAO	Kings Academy Oakwood
KS2	Key Stage 2 - Y3-6
KS3	Key Stage 3 - Y7-9
KS4	Key Stage 4 - Y10-11
KS5	Key Stage 5 - Y12-13
LA	Local Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulty
OT	Occupational Therapy
PPEs	Pre Public Examinations
SALT	Speech and Language Therapist

SATs	SATs: Standard Assessment Tests (or National Curriculum Tests)
SEMH	Social Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Coordinator
SRP	Specialist Resource Provision (Mosaic)
YPL	Year Progress Lead