

King's Oak Academy Special Educational Needs Information Report.

Welcome to our SEN Information Report, which is part of the Norfolk Local Offer for learners with special needs. King's Oak Academy is a mainstream school in King's Lynn, West Norfolk. We believe in quality first teaching as a first response and the staff at King's Oak are committed to supporting the progress of all children, regardless of need. In order for children to reach their full potential, we provide a friendly, happy and stimulating environment in which they feel secure, trusted and valued. At King's Oak Academy staff endeavour to support the whole child and will do all we can to ensure all SEN requirements are met.

Key contacts:

Mrs Darleen Grimsby: dgrimsby@unityeducationtrust.uk

Mrs Amy Bunting: Parent Support Advisor via office@kgo.unity-ed.uk

School Improvement Board via office@kgo.unity-ed.uk

What is SEN?

During a pupils' school life a child or young person may have special educational needs. Children have special education needs if they have a learning difficulty which calls for special educational provision to be made for them. Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is additional to, or different from, what is usually available in schools. Reasonable adjustments are made to cater for the needs of individual children, and we have programmes to support children as required.

The four broad areas of special educational need are:

- Cognition and Learning
- Communication and Interaction
- Physical and sensory
- Social, Mental and Emotional Health

How are children with SEN identified and assessed at King's Oak Academy?

At King's Oak we identify SEN in a variety of ways. Please refer to the flowchart outlining how learners with SEN are supported in King's Oak Academy.

How pupils with SEN are consulted about, and involved in, their education:

- Completing the pupil profile alongside the pupil. Co-producing SEN Support Plans with parents.
- 'Wishes and Feelings' work undertaken by Parent Support Advisor or adult with whom the child is comfortable.
- Pupil questionnaires
- Self-assess progress within each lesson.

How King's Oak supports learners with SEN.

King's Oak Academy is committed to making reasonable adjustments to ensure participation of all children within the curriculum and with extra-curricular activities. At King's Oak Academy we endeavour to provide consistent high quality teaching. This includes, but is not restricted to, the following features;

- Adaptive teaching strategies. Teachers use a range of strategies to ensure the learning is accessible for all children. For example, wherever possible teachers provide practical tasks to help children's understanding and aid access to learning.
- Visual timetables and visual aids. Teachers use a visual timetable and a range of visual learning aids such as sound mats or image supported laminates to help children learn key vocabulary and images alongside maths concepts.
- High quality questioning skills. Teachers use a range of questioning techniques including open ended questions, hinge questions and opportunities to clarify and extend thinking.
- Challenge. Teachers teach children at their challenge level to enable children to build on prior learning and extend their knowledge and skills.
- In class support. Our well-trained teaching assistants are deployed to support children where needed.

High quality teaching enables most children to make good or better progress. There may be some children with additional needs who require further support. This may include one, some, or all of the following. This is not an exhaustive list and not every child with an SEN profile will need all of these things.

- Targeted interventions linked to your child's needs, delivered in small groups or 1-1. These are detailed on SEN support plan, detailing an individual learning support plan. These could be developed by the teacher or a named intervention package such as Wellcom (used to support speech and language).
- The curriculum may be differentiated to meet the needs of individual children, while ensuring the provision enables the child to remain included within the classroom setting.
- Referrals to outside agencies for additional support.
- Regular pupil progress discussions between class teacher and SENCO to monitor children's progress.

Intervention may include (but not limited to):

- Wellcomm
- Sensory circuits
- Attention Autism
- Alternative Augmented Communication (AAC).
- RWI tutoring
- ELSA

Transition Arrangements:

When children start in our Reception class, they join from a number of Nursery settings, including our own. The teachers from King's Oak liaise with those settings to make sure their transition to school is as smooth as possible. There are opportunities to visit the Reception class to get used to the new people and surroundings, prior to the start of the school year. Teachers assess children on entry to school using the statutory Early Years Foundation Stage baseline assessment. Children's needs are identified early.

Where a child is moving to Junior school, transition meetings will be held jointly with the SENDCos of both schools and any additional support / transition sessions (over and above those typically arranged) can be provided.

Equal Opportunities for all children.

All staff at King's Oak Academy recognise the importance of the Equality Act 2010. This legislation places specific duties on schools, settings and providers, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act, and to make 'reasonable adjustments' to ensure equal opportunities. The Equality Act 2010 definition of disability is: "A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on her/his ability to

carry out normal day-to-day activities.” Section 1 (1) Disability Discrimination Act 1995. Our whole school policies on equality and behaviour ensure that arrangements are made to support children with SEN and measures are in place to prevent bullying.

How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils?

This is delegated to the headteacher as part of the day to day running of the school. However, the headteacher is required to report to the governors about the success of the SEND policy. This termly report includes the involvement of external agencies. The committee nominates a named member to oversee the work of the SEND team. The member liaises with the SEND team and then feeds this back to the committee. Their role here is to monitor the attainment and progress of pupils with SEND.

Profile of pupils with SEN(D) at King's Oak Academy

Profile	%
Percentage of pupils with SEN	43%
Cognition and learning	15%
Communication and interaction	59%
Physical/sensory	3%
Social, emotional and mental health	23%

Specialist advice:

For some learners we may want to seek further advice from specialist teams. King's Oak has access to various specialist services including:

- Virtual school for SEN.
- Virtual school for sensory support.
- The inclusion and SEND team.
- Speech and language therapist.
- Educational psychologist/specialist advisory support teacher.
- Autism support teacher.
- School to school advice and support.
- School nursing team.
- Mental health support team.
- Schools, community and family hub.
- Mental health services such as CAMHs, Point 1 and Ormiston, through Just One Norfolk.

Useful contacts, support services and websites:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

<https://www.norfolksendiass.org.uk/>

Complaints procedure:

If you are unhappy with the support your child is getting, you should discuss your concerns with the class teacher first (or key person if in early years). Teachers and parents working together can often provide solutions to any concerns you may have. Should you continue to feel dissatisfied, please arrange to meet with the school's SENDCo or Headteacher. If you are still unhappy, please contact the school office to get a copy of Unity Education Trust's complaints procedure or use this link UET complaints procedure.

<https://unityeducationtrust.uk/wp-content/uploads/2024/10/Final-UET-Complaints-policy-2024-27.pdf>

This report is reviewed annually. If you would like to offer feedback on this report or take part in the review process, please contact the school office.

If you have any further questions, please contact the school and ask to talk to:

The Headteacher: Mrs J Christou

SENDCo: Darleen Grimsby

SEND Trustee: Paul Rout

Written & approved: October 2025