



King Alfred's Academy
SEND Information Report
2025-26





These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

Our school vision:

The shared vision of all at King Alfred's is to become an institution that aspires to every child within our academy experiencing an excellent education. Our school will be oversubscribed, warm, welcoming and friendly, with the highest aspirations and expectations of our students. All students will benefit from outstanding pastoral care, and we will constantly work to meet the needs of our community.

King Alfred's will be an ambitious school at the heart of our community - everyone associated with our school will feel a distinct sense of belonging, pride and aspiration. It is our shared ambition that we will become a school which values and celebrates the core principles of Responsibility, Tolerance, Respect, Curiosity, the acquisition of Knowledge, and Resilience. These principles will govern all that we do and all that we provide for our students. All students will leave us with these characteristics firmly embedded to equip them in their lives.

Our curriculum and our pedagogy will be coherent, connected, highly intentional and designed to meet the needs of all our students so that they reach their potential and the necessary skills to be productive citizens.

King Alfred's is a friendly, ambitious, and vibrant school packed full of energy, opportunity, and choice. Our mission statement is "Opportunity for All"- something we believe in passionately and strive to deliver to our students each day.

SEND at our school:

We are an inclusive setting that fully complies with the requirements outlined in the Special Educational Needs and Disability: Code of Practice (2015). We provide for children and young people with a wide range of special educational needs including those with:

- Communication and Interaction needs;
this includes children who have speech, language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs;
this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs;
this includes children who have visual or hearing needs, or a physical disability that affects their learning



We are a mainstream school catering for up to 1,850 children with 22% of children on the SEND Register. Our primary area of need is SEMH. Therefore, our Universal Offer includes teaching and learning strategies that we know are most likely to be effective for all learners.

Our special educational needs co-ordinators (SENCo) are: Natalie Shale (KS3) and Fiona Kane (KS4), who can be contacted on: nshale@kas.cambrianlt.org and fkane@kas.cambrianlt.org

Our governor with responsibility for SEND is: Simon Sparrow

Our SEND policy can be found here: [SEND Policy](#)

Our Equality Scheme and Accessibility Plan can be found here: [Equality, Diversity and Inclusion Policy](#) and [Accessibility Plan](#)

How we identify and give extra help to children and young people with SEND:

The school uses Oxfordshire County Council's guidance.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

Click here to read it: [Oxfordshire SEND Framework Secondary](#)

Working with parents and children/young people:

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by holding calendared profile review meetings held termly, parents evening meetings, regular communication both in person, telephone and email and utilisation of our Inclusion Managers on a weekly basis. Students with EHCP's have a timetabled key worker session once per week.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by having an independent SEND email address, SEND clinics, SEND Coffee mornings and student termly student and parent surveys.



Adapting the curriculum:

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. The way we adapt this for children with SEND is set out in the School Accessibility Plan. You can read it here [Accessibility Plan](#)

We have a nurture group in year 7 and 8 and a modified version of this in Year 9. This is part of the Enhanced Pathways Provision run in conjunction with OCC.

We use intervention programmes including but not exclusive to: Zones of Regulation, Lego Therapy, Accelerated Reader, IDL Numeracy and Literacy, Fresh Start, 1:1 Emotional Coaching, Touch Typing, Numeracy, Paired Reading, Confidence Building, EBSA groups, Safety Awareness, Boxing, Handwriting, Social Skills and ELSA trained members of staff running Emotional Literacy interventions.

We utilise a variety of alternative provisions for students from Years 7 to 11 where this supports their access and integration into the mainstream curriculum.

Expertise we can offer:

Our SENCo's holds the NASENCO qualification and have specialist training across all areas of need. All staff have basic awareness level training in the key areas of need, and are upskilled, refreshed and supported with more specific needs when students within the cohort present with SEND less frequently occurring. We have staff who have received enhanced training in Physical Disabilities, who have specialist understanding and the ability to monitor and support those with difficulties impacting their ability to independently manage around school on a day-to-day basis. Their support skills include overseeing students with Diabetes, Hearing and Visual Impairment, and physical difficulties such as Cerebral Palsy. Teaching assistants are trained to support the particular needs of the children they work with.

Our Governor responsible for SEND is Simon Sparrow

We also have access to a range of specialist support services including but not exclusive to:

Educational Psychology, SENSS (who support children with Communication and Interaction) Speech and Language, Occupational Therapy and Complex Needs and Difficulties, Child and Adolescent Mental Health Services (CAMHS), Oxfordshire School Inclusion Team, a variety of therapy services - including an internally employed counsellor.



We also work closely with Children's Social Care and Early Help. For behaviour support we access the support of the Behaviour and Inclusion Officer and Exclusions and Reintegration Team at Oxfordshire County Council.

Information about these services and what they offer can be found on the [Oxfordshire County Council SEN web pages](#).

We always discuss the involvement of specialist SEN services with parents first and work collaboratively to ensure the plan for children on the SEND register is appropriate and supports children to reach their full potential.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEND provision is effective?

The progress of all children/young people is tracked throughout the school through learning profiles on a termly basis. These look at the attitude and attainment of all students across the full range of subjects studied. This is inclusive of KS4 and KS5 outcomes data.

In addition, for children/young people with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run special intervention programmes for groups of children, we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report. You can read it here: [Governor's SEND Report](#)

Helping children and young people with SEND access activities outside of the classroom:

All children and young people are included in activities and trips following risk assessments, where needed, and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.



There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

[Oxfordshire's Accessibility Strategy](#)

Supporting the wellbeing of children and young people with SEND

All children have the opportunity to share their views through whole school student voice surveys which are carried out three times per year. There are also opportunities afforded during morning tutor time sessions and through working closely with their student managers, teaching assistants, higher level teaching assistants and inclusion managers.

We listen to the views of children/young people with SEN by listening to them and ensuring that they feel heard. Their voices and views are always considered during SEND profile reviews – opportunities for this occur as a minimum three times per year.

We are committed to working with pupils, staff, governors and parents to create inclusive environments. Bullying, harassment and violence are not tolerated.

We work hard to create an anti-bullying ethos where all stakeholders can experience mutually respectful relationships, and we make it clear that all forms of bullying are unacceptable and that everyone has the right to feel safe while at school.

We ensure that staff are aware of the vulnerabilities of SEND students and how this can make them more exposed to bullying via whole school safeguarding training and have a robust safeguarding system which staff can report concerns into.

Students are informed via assemblies, tutorial sessions and conversations via their Student Managers of the methods of reporting bullying and actions the school takes as a result of any concerns raised. When bullying concerns are raised, we conduct a thorough investigation, led by the wishes of the child, ensuring they are listened to and feel supported. We also undertake work to help and support people who bully to change their attitudes as well as their behaviours, supporting them to understand why this change is necessary. All work is undertaken collaboratively with our children/young people, parents, appropriate members of the school community, and external agencies where necessary.



Anti-Bullying Guidelines for staff, parents, children and young people within the school are published which describe the stages which may be employed in the management of friendship issues through to bullying. Friendship issues are a normal part of growing up and most pupils will fall out with friends during their school career as they develop and change as people; this is not uncommon and self-management is an important skill to develop. The guidelines are not definitive, and different strategies may be tried in any one particular stage - equally, each stage is not compulsory. How the guidance is used will depend on the child/young person and their circumstances.

Formal bullying records are kept by the school for safeguarding purposes.

Joining the school and moving on:

We encourage all new children to visit the school before starting in year 7. For children/young people with SEND we are happy to accommodate additional visits with the SEND team after school, to tour the site and meet key staff without the busy atmosphere of a normal school day. The SEND team visit students in primary school to watch their normal way of working and meet them in comfortable surroundings with teachers who know them best, then offer additional 'trailblazing' afternoons particularly for students anxious about the transition so that they can spend a bit of time getting to know the site prior to the usual transition visits.

Additionally, we run a Summer School annually that is open to all students. This is particularly supportive for students who require additional support, as we have members of the SEND team present to get to know the children prior to their start in September.

The site transition between West and Centre into Year 9 is supported with additional visits for our most vulnerable students, and those who we know will be affected most by the changes of environment.

Who to contact:

If you are concerned about your child please contact the enquiries email: enquiries@kas.cambrianlt.org , who will make sure the appropriate staff members are alerted to action. This could be a class teacher, pastoral staff, or a member of the site team dependent on the nature of the query.

If you'd like to feedback or require SEND specific support please contact the SEND team on: SEND@kas.cambrianlt.org where the SEND Admin will ensure the appropriate member of the SEND team are notified.



We aim to respond to any emails within 3 working days.

If you'd like impartial advice from Oxfordshire's SENDIASS contact: [SENDIASS Oxfordshire](#)

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: [SEND: The Local Offer](#)

Our school contributes to the county's Local Offer through attendance at training workshop and through trialling of new guidance and systems.