

SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for students with SEN. We hope parents of current and prospective students find the following information helpful and we encourage all interested parties to contact the academy for more information.

We provide for the following kinds of special educational needs (SEN):

Ormiston Kensington Queensmill Academy is a specialist SEND school which offers inclusive, day education to autistic pupils aged 3 to 19.

KQ: We have a PAN (published admission number) of 96 places. The academy's catchment area includes mainly Kensington and Chelsea and Westminster Boroughs but also H&F or Brent. All pupils of statutory school age, attending Ormiston Kensington Queensmill Academy have an Education, Health, and Care Plan and ASD diagnosis.

We identify and assess children with SEN using the following methods:

The Local Education Authority consults with the Academy regarding children who have a formal diagnosis of autism and are considered a good match for our provision. These children are typically referred to the Local Authority's Specialist Admissions Team by the Inclusion Service or other professionals working in early years settings, who believe their current placement may no longer meet their needs.

Children will need to have an EHCP (Educational, Health and Care Plan) or at least one in draft. Any children who do not have an EHCP will need to be assessed for one. Following this, based on paperwork and a visit to the setting for an observation from one of the Academy's professionals, we will assess their suitability for a place at the Academy, or, if they have an EHCP, are of statutory school age and a place is available, within the Academy itself.

Throughout this process, the child will be evaluated by a team of professionals, which may include advisory teachers, educational psychologists, paediatricians, health visitors, and GPs. Their role is to determine the most appropriate long-term support and whether the Academy is the most suitable setting to provide it. The final decision on whether OKQMA will meet the child's needs rests with the Local Authority SEND panel

We evaluate the effectiveness of our SEN provision in the following ways:

The effectiveness of our SEND provision is evaluated through a comprehensive and structured approach. This includes the collection of feedback from families during annual EHCP reviews, scheduled termly parent consultations, day-to-day communications, and both staff & parent/carer surveys. Pupil progress is monitored through a combination of continuous formative assessment and scheduled summative assessments. Furthermore, the quality of provision is subject to regular oversight by the Senior Leadership Team, Governors, and other key

stakeholders through formal processes such as learning walks, lesson observations and moderation activities. For further details, please refer to the 'Assessment' page on our website.

Our arrangements for assessing and reviewing the progress of students with SEN are as follows:

Our 'Assessment' page on our website provides further information on how we assess our children.

Our approach to teaching students with SEN includes:

Our autistic learners have complex and diverse learning, communication and regulation support needs across different age groups. We implement a diverse range of evidence-based, autism-specific strategies tailored to the individual needs of each pupil. Our approach is holistic and child-centred, developed in close collaboration with therapists, sensory support teams, social care professionals, and other specialist services. This multi-disciplinary model ensures that every aspect of a learner's development is supported. Further information about the strategies and frameworks we employ can be found on the Curriculum pages of our website.

We adapt the curriculum for students with SEN in the following ways:

Ormiston Kensington Queensmill is dedicated to meeting the complex and varied needs of autistic learners. Our curriculum is child-centred and combines individualised personal learning plans within class-based sessions to ensure each pupil accesses education tailored to their individual needs, strengths and abilities. To meet individual needs effectively, we maintain small class sizes and ensure a high level of adult support within each classroom.

Each pupil is set 7 individualised targets per term, for 'My learning' and 'My autism'. These are based on and supported using our school curriculum and SCERTS model. Teachers will set autism targets with support/ collaboration from link therapists and draw from the therapist informed My Autism bank of targets which was developed around SCERTS. All termly targets consider a range of information beyond SCERTS and are often linked to longer-term priorities as detailed in the child's EHCP. Our approach is fully collaborative, with specialist input from therapists embedded into planning and delivery—for example, Communication and Literacy interventions are co-developed with Speech and Language Therapists and supporting teachers with a universal approach of teaching.

A range of autism-specific strategies and multi-sensory interventions are integrated into the curriculum, including; sensory exploration, sensory stories, creative arts, use of specific visual aids, TEACCH and TACPAC. The school is equipped with a variety of specialist learning environments to support sensory regulation and engagement, such as sensory circuit areas in most classrooms, multi-sensory room, soft play & body shop room for movement. These provide pupils with the sensory input they may seek and require supporting regulation and ability to take part in more structured learning activities.

Further details on how we tailor our curriculum to meet the diverse needs of our learners can be found on the Curriculum pages of our website.

We enable students with SEN to engage in the activities of the academy, together with children who do not have SEN, in the following ways:

All pupils across our main site Academy have Autism and additional needs. But the academy ensures pupils across departments have regular opportunities to integrate and share experiences together. Such as; assemblies, departments clubs and celebration days to offer the opportunities for pupils to mix with a range of classes and experience different activities together such as; cinema club, arts & crafts, and a range of special interest's role play. The academy also has half-termly student council sessions with a representative from each class across year groups.

Our extra- curricular team offer pupils a wide range of opportunities in the community and access to activities such as swimming, rock climbing, kayaking and community trips to the shops & parks. These are vital to supporting our pupils within the wider community and having wider life experiences.

Ormiston Kensington Queensmill Satellite provision At Avondale Park Primary school: Our satellite provision opened in September 2023. Currently, the provision supports 24 autistic children each of whom have an Education Health Care Plan (EHCP). Students attending the satellite are officially enrolled at Ormiston Kensington Queensmill Academy but enjoy many benefits of being a part of Avondale Park's mainstream community. OKQA pupils are within their specific classes run by the academy, but they have occasional opportunities to integrate with the mainstream pupils. This can be from play time, dinner time and special events we are invited to be included in with the mainstream cohort. Recently to celebrate Autism acceptance week we combined classes with the mainstream school during play time and some lessons. This was a positive and informative experience for both settings, and what we aim to do each year.

Please see our website for more information on our Satellite provisions

The following social, emotional and mental support is available for children with SEN:

At our autism-specific setting, we recognise that social, emotional, and mental health needs are closely interlinked with the experiences of autistic learners. To support this, we provide a nurturing and structured environment where emotional wellbeing is prioritised. As pupils personal learning plans (PLP's) are based on an individual basis the focus is on each pupil's abilities and celebrating their strengths and how to develop their skills, ensuring to build on self-esteem and confidence. Pupils are encouraged and supported to express their needs and preferences across all aspects of school life—from contributing to their annual reviews in their own way and engaging in extracurricular activities to making everyday choices within the

classroom. Pupils' communication is supported using a universal approach. Each pupil has an individualised emotional regulation support plans (ERSP) these are updated when needed and used as a guide for how to support the individual pupils and their specific and changing needs.

Our staff are trained in autism-specific approaches, including emotional regulation strategies, Zones of Regulation, SCERTS and SoSafe! These approaches support pupils in developing self-regulation skills and also help them to understand the roles of trusted adults and how to seek appropriate support.

Pupils have access to quiet, low-arousal spaces and designated sensory areas to support self-regulation. In addition, pupils are provided with individualised sensory circuits, input from therapists and 1:1 support if needed during more challenging times and are supported by trained staff in collaboration with external professionals where appropriate.

The Academy fosters a culture of mutual respect between staff and pupils, creating a safe and trusting environment where learners feel confident to share their feelings or concerns with a member of staff of their choice. Each class benefits from a consistent team of dedicated staff who develop a deep understanding of the individual needs of every pupil, building strong, supportive, and professional relationships over time. The school also maintains strong partnerships with a wide range of healthcare professionals and external agencies, ensuring access to more specialist support when a child's needs extend beyond the school's core provision.

The expertise and training our staff have to support students with SEND:

All school staff receive a comprehensive core training designed to ensure the safeguarding and care needs of every child are met. This training is part of a continuous professional development cycle, regularly updated and reinforced through annual INSET days and twilight sessions. It includes safeguarding updates tailored to a specialist school setting, administration of medication, management of medical conditions including asthma, epilepsy and anaphylaxis, feeding, Team Teach training. The NHS school Nursing Team offer further medical training and support on a need's basis, e.g. tube feeding.

A wide range of training is delivered by the Speech and Language Therapists & Occupational Therapists with updates and changes using evolving research-based evidence how best to support our pupils with their communication and sensory needs. Therapists deliver whole school training around the use of AAC (alternative and augmentative communication) and sensory processing. Bespoke class trainings will be organised between therapists and class teams, if and when additional individualised support is needed.

All staff have Team Teach training from our trained in-house staff members. This is refreshed regularly. Additional training is provided for class teams where further interventions may be required. This is provided in-house by Team Teach trainers and members of the Senior Leadership Team.

Teachers are actively encouraged to collaborate across departments, engaging in joint planning and the sharing of ideas and resources. Teachers take part in weekly teachers' meetings with the curriculum lead with changing agenda's each week. These also include break off sessions for subjects leads to work together to continue to develop the school's curriculum. All curriculum plans and materials are stored in shared folders to ensure easy access and to promote collective learning. The development of support staff in SEND-specific teaching strategies is facilitated by class teachers through weekly class meetings and in-the-moment modelling during the school day. Additionally, all staff participate in a weekly briefing led by the Headteacher and/or Deputy Head, while support staff also attend regular meetings with their class teachers or Heads of Department & therapists, providing further opportunities for professional development and training.

Leadership team actively encourage and support staff to pursue professional qualifications and engage in practitioner-led research, if they choose to do so. They are also supported in undertaking continuous professional development (CPD), within school time through sessions delivered by in house professionals. These opportunities help to continue and develop their expertise in specialist areas such as Intensive Interaction, Sensory Integration, and Augmentative and Alternative Communication (AAC).

Our SLT & therapy team actively engage with ongoing research and continuously develop training within our specialist provision to ensure approaches are responsive to the evolving needs and diverse profiles of our pupils.

In addition, we use the services of the following specialists:

We work in close partnership with a wide range of professionals to support the needs of our pupils, many of whom are based on-site and fully integrated into our daily educational provision such as the Speech and Language Therapists (SaLT) & Occupational Therapists (OT). And family support practitioner. They collaborate with class teams to ensure pupil needs are effectively identified and met.

Our wider network of support includes regular collaboration with external professionals and organisations such as; drama, music & art therapists, services such as Family Services (Local Authority), respite providers, social workers, CAMHS (Child and Adolescent Mental Health Services), Early help and Educational Psychologists.

To enrich learning and broaden experiences, we collaborate with a wide variety of external organisations and are always looking to build new connections to offer pupils engaging school experience. For more details, please visit the 'Enrichment' page of our website.

We currently possess the following equipment and facilities to assist our children with SEN:

Our purpose-built facilities provide a spacious, low-arousal learning environment equipped with excellent autism-specific resources, allowing us to effectively meet the diverse needs of our children and young people. Each pupil is supported on an individualised basis to help meet their needs focusing on their EHCP outcomes and daily presentations. The class teacher works closely with therapists to ensure they have the right equipment and supports in place such as; AAC tools to support communication needs, sensory equipment, rocking chairs, access to fidget toys and opportunities for regular movement breaks in the classroom to support their access to learning & regulation.

Our sensory rooms include a Body Shop for movement; water play area and calming multisensory space. These environments offer regular opportunities for sensory regulation and provide the input pupils require to manage throughout their school day.

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

We maintain strong partnerships with our families to ensure that the provision we deliver is tailored to each pupil's individual needs. Listening to and incorporating family perspectives is vital. The annual EHCP review plays a key role in this collaborative process, alongside formal parent meetings and regular day-to-day communication, whether in person, by phone or in the home school diary. EHCP outcomes, PLP's (personal learning plans) and pupils ERSP's (emotional regulation support plans) are all developed in close collaboration with parents to ensure a holistic approach.

Our arrangements for ensuring the involvement of children and young people with SEN are as follows:

Where we feel appropriate and possible, all pupils are encouraged to attend their own review meetings, and younger pupils may also take part where it suits their individual needs. We ensure that pupil voice is captured in ways that are meaningful and accessible for each child. For our youngest learners or those still developing communication, we rely on observation, reflective practice, and collaboration with families and professionals to understand their preferences and needs. We will use alternative strategies such as; pupils' special interest, drawings, work and pictures to support their involvement as much as possible.

We actively seek pupil feedback on our curriculum and special events whenever possible. If and when possible, pupils have the opportunity to reflect and give feedback on sessions to share their feelings, this may include ways such a choosing board, differentiated survey, thumbs up or down, or simply by observing how they respond to the activities presented to them- e.g. pushing work away, or actively engaging. Or more informally through observations and conversations.

There are structured opportunities for pupil involvement at the academy including participation in the School Council. During these pupils are also invited to reflect on enrichment activities and organising key events in the school year. These include things such as activity days, celebration events, sports days, and trips. These are designed to support pupils to share their views on behalf of their peers and make choices on enrichment opportunities that happen throughout the school year. Outside of the school council, this will be done informally in classes for pupils to choose a range of activities to do with their peers such as; supermarket trips for cooking, class trips, class party foods & activities.

Our arrangements regarding complaints from parents of children with SEN are as follows:

We value open, honest communication with all parents and carers and aim to build strong, trusting relationships. If you ever have a concern, we encourage you to get in touch with the school straight away. A member of the Senior Leadership Team will aim to respond and begin addressing the issue the same day, wherever possible. Most concerns are resolved quickly and informally through this approach.

For matters that require a more formal process, the academy follows a clear complaints procedure. This can be found on the 'Policies' page of our website.

We work with the following bodies to ensure the best possible provision for our children with SEN:

Please see above in: we use the services of the following specialist's section

Parents of children with SEN may find the following support services helpful, in addition to the academy's offer:

- This is the local offer for RBKC: [Family Information Hub | SEND Local Offer](#)
- Parents can find information about available support for siblings here: [Home - Sibs](#)
There is more support for adult siblings (with online meetings and fb groups)
- Housing support from organisations such as Shelter [Shelter Legal - England & Wales - Shelter England](#) , Citizen's Advice [Drop in to see us - Citizens](#)
- Swimming: [Home - ClubSENSational](#) and [SEN Swim | 1:1 Swimming Lessons for Children with Additional Needs | Sen Swim](#)
- This is the holidays activities and food programme and RBKC: [Family Information Hub | Holiday Activities and Food programme \(HAF\)](#)

Our transitional arrangements for children with SEN include:

In order to support new pupils in their move to our academy, we put a transition plan in place, working with the child's parents/carer's and with their present setting if they are coming to us from a different school. This would involve visits, social stories, transition photos books, etc. We would be led by the child in this but would put in place everything possible to help them

move easily into their new school. We are proud to say that we have always made the transition smooth for both the child and their parents.

Transitions between phases & classes are also planned with great care and individualised transactional supports. This can be a very challenging time for our pupils, therefore, to ensure a positive and smooth transition for our pupils we have processes in place. These consist of; their new teacher spending time in their current class observing them and getting to know them, transition visits to their new classes, transition booklets containing key information and pictures & visuals of their new classroom & teachers for them to explore over the holidays. In September the focus for the first few weeks will be for the teams to develop and build relationships with pupils. Activities will involve motivating sessions with the use of pupil's special interests

Transition planning is a key focus of our post-16 provision, which supports students from Year 12 to Year 14. Our curriculum is built around the **Preparing for Adulthood (PfA)**, with core areas including **independence, vocational, health and community inclusion**.

All students also access a **careers programme**, which begins in Year 7 and finishes with a **work experience placement** either onsite or in the community. These placements are tailored as much as possible to individual interests and abilities and are delivered through our network of local partners and employers.

We place a strong emphasis on **community access** and ensure students are regularly engaging with their local environment to build confidence, independence, and life skills.

Most of our students **transition to further education** after Year 14. To support this, we maintain active links with several local colleges across **Hammersmith & Fulham, Kensington & Chelsea, and Hounslow**. Each year, we host a **Transition Fair**, where families can meet representatives from partner colleges to explore options. This is followed by a series of **college visits with parents and students** to support informed decision-making.

Once a college is chosen, we work closely with the new setting to ensure a **smooth transition**, providing bespoke support for each student based on their EHCP and individual needs.

RBKC'S Local offer explaining what is available on a local authority basis, can be found using the following link: [Family Information Hub | SEND Local Offer](#)

Special Educational Needs and Disability (SEND) Contacts and Responsibilities

This document should be viewed in conjunction with the SEND Policy

Last updated: 06/06/2025

Ormiston Kensington Queensmill Academy Roles

Role	Information	Contact details
Principal	Anita Bancercz	Anita.bancercz@okqma.co.uk
SEND Governor	Veronica Hilliard	For any enquiries, please contact the clerk, Robert Hawker, at: info@discoveringfutures.com .
Other senior leader with responsibility for SEND	Deputy Head: Jadwiga Lesniak	jadwiga.lesniak@okqma.co.uk
Designated safeguarding lead	Freddie Adu Anita Bancercz	Freddie.adu@okqma.co.uk Anita.bancercz@okqma.co.uk
Deputy safeguarding lead	Jadwiga Lesniak Anita Allotey Janja Vodusek Caroline Bulmer	jadwiga.lesniak@okqma.co.uk Anita.allotey@okqma.co.uk Janja.vodusek@okqma.co.uk Caroline.bulmer@okqma.co.uk
Attendance Lead	KQ: Jadwiga Lesniak	jadwiga.lesniak@okqma.co.uk

External Agencies		
Role	Information	Contact details
Educational Psychologist	KQ: Sinead Conlan	Sinead.Conlan@rbkc.gov.uk
Local SEND information & Support services	Family Information Hub SEND Local Offer	Special Educational Needs (SEN) Service: Email: SEN@rbkc.gov.uk Telephone: 020 7361 3311
Local Authority SEN team	The Royal Borough of Kensington and Chelsea	localoffer@rbkc.gov.uk