

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 school for autistic pupils aged 4 to 19, providing a highly personalised and inclusive education for children and young people with complex needs.

The academy has a Published Admission Number (PAN) of 96 places. However, due to increasing demand for specialist provision, the school currently supports 122 pupils across its main site and satellite provisions. The academy's catchment area primarily includes the Royal Borough of Kensington and Chelsea and the City of Westminster, although some pupils attend from neighbouring boroughs, including Hammersmith & Fulham and Brent.

All pupils attending Ormiston Kensington Queensmill Academy have an Education, Health and Care Plan (EHCP) and require specialist provision to meet their needs. Most pupils have a diagnosis of autism alongside a range of associated needs, and many are working significantly below age related expectations. Our curriculum, therapeutic offer and wider provision are carefully tailored to support each pupil's individual strengths, needs and aspirations.

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/ school 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 senior leaders, 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 assessed 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 OKQA 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 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, 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 4 individualised targets per term. These are based on and supported using our school curriculum, underpinned by the SCERTS model. Teachers will set autism targets with support/ collaboration from link therapists. 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 Academy are autistic and some also have additional needs. But the academy ensures pupils across departments have regular opportunities to integrate and share experiences together. Such as; assemblies, department 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.

OKQA Satellite Provisions

OKQA operates two satellite provisions, which are extensions of the main school and provide the same specialist teaching, therapeutic input and wellbeing support as our main site.

Avondale Park Primary School Satellite opened in September 2023 and currently supports 24 autistic pupils with Education, Health and Care Plans (EHCPs). Pupils are enrolled at Ormiston Kensington Queensmill Academy and are taught in small classes staffed by OKQA colleagues. Pupils have opportunities to participate in selected activities and events with the wider school community.

Oxford Gardens Primary School Satellite opened in September 2026 and provides 16 places for autistic pupils with EHCPs. The provision is currently based at Oak Wood while the permanent site is being prepared.

Pupils attending both satellite provisions receive the same specialist curriculum, therapeutic input and support as pupils attending the main school. Both provisions operate as dedicated specialist settings designed to meet the needs of autistic pupils.

Please see our website for more information on our Satellite provision.

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

At OKQA, we recognise that social, emotional and mental health needs are closely linked to 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 (PLPs) are individualised, the focus is on recognising each pupil's abilities, celebrating their strengths and identifying opportunities to develop their skills. This helps to promote self-esteem, confidence and independence. Pupils are encouraged and supported to express their needs and preferences across all aspects of school life, from contributing to their annual reviews in ways that are meaningful to them, to participating in extracurricular activities and making everyday choices within the classroom.

Communication is supported through a total communication approach. Each pupil has an individualised Emotional Regulation Support Plan (ERSP), which is reviewed and updated as needed. These plans provide guidance on how best to support each pupil's specific and changing needs.

Our staff are trained in autism-specific approaches, including emotional regulation strategies, TEACCH, SCERTS and SoSafe!. These approaches support pupils to develop self-regulation skills and help them understand the role of trusted adults and how to seek support when needed.

Pupils have access to quiet, low-arousal spaces and designated sensory areas to support emotional regulation. In addition, they may access individualised sensory programmes, therapeutic input and, where required, additional adult support during more challenging periods. Staff work closely with therapists and external professionals to ensure support is tailored to individual needs.

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

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

All staff receive a comprehensive programme of training to ensure the safeguarding, health and wellbeing needs of every pupil are met.

Training forms part of a continuous professional development cycle and is regularly updated through annual INSET days and ongoing professional learning opportunities. Core training includes safeguarding in a specialist school context, medication administration, the management of medical conditions such as asthma, epilepsy and anaphylaxis, allergy awareness, Team Teach and Structured Teaching.

Additional medical training and support is provided by the School Nursing Team where required to meet the needs of individual pupils, including specialist training such as tube feeding.

Speech and Language Therapists and Occupational Therapists deliver a range of training to staff, ensuring practice is informed by current research and evidence. This includes whole-school training on communication, Alternative and Augmentative Communication (AAC), sensory processing and strategies to support pupils' individual communication and sensory needs. Where required, therapists also provide bespoke training and coaching for individual class teams.

All staff receive Team Teach training delivered by accredited in-house trainers, with regular refresher sessions to ensure skills remain current. Additional training and support are provided for class teams where more specialist interventions are required, ensuring staff are equipped to support pupils safely and effectively.

Teachers are encouraged to collaborate across departments through joint planning, the sharing of resources and regular professional dialogue. Weekly teachers' meetings, led by the Curriculum Lead, provide opportunities to discuss curriculum development, share effective practice and review priorities. Subject leaders also work together to further develop and refine the school's curriculum. Curriculum plans and teaching resources are stored centrally to promote consistency, collaboration and shared learning.

The development of support staff is facilitated by class teachers through regular team meetings, coaching and in-the-moment modelling. All staff attend a weekly briefing led by the Head of School and/or Deputy Head, while support staff also participate in regular meetings with class teachers, phase leaders and therapists, providing ongoing opportunities for training and professional development.

Leaders actively encourage and support staff to engage in continuous professional development and pursue professional qualifications where appropriate. Staff benefit from a range of training opportunities delivered by in-house specialists, helping them to develop expertise in areas such as Intensive Interaction, sensory processing, communication and Augmentative and Alternative Communication (AAC).

The Senior Leadership Team and Therapy Team actively engage with current research and sector developments to ensure that professional learning and practice continue to evolve in response to the changing 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 these professionals are based on site and are fully integrated into our daily provision, including Speech and Language Therapists (SaLTs) and Occupational Therapists (OTs). They work closely with class teams, pupils and families to ensure individual needs are identified and supported effectively.

Our wider network of support includes regular collaboration with external professionals and services, including drama and art therapists, Family Services, respite providers, social workers, Child and Adolescent Mental Health Services (CAMHS), Early Help services and Educational Psychologists.

To enrich learning and broaden pupils' experiences, we work with a wide range of external organisations and community partners. We are continually seeking new opportunities and partnerships that enhance our curriculum and provide meaningful experiences for our pupils.

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 specialist autism resources, enabling us to meet the diverse needs of our pupils. Support is tailored to each pupil, with a focus on EHCP outcomes, personal goals and daily presentation. Class teachers work closely with therapists to ensure pupils have access to the equipment and strategies they need, including AAC systems, sensory resources, specialist seating, fidget tools and planned movement breaks to support communication, learning and self-regulation. Our sensory facilities include a Body Shop for movement, and a calming multisensory space. These environments provide opportunities for sensory regulation throughout the school day and support pupils to remain engaged and ready to learn.

As part of our ongoing commitment to developing our learning environment, we have recently completed a number of internal adaptations and are further enhancing our provision through the creation of a dedicated sensory room, life skills room and gym. These developments will provide additional opportunities to support pupils' communication, independence, wellbeing and physical development.

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

We maintain strong partnerships with families to ensure the provision we deliver is tailored to each pupil's individual needs. Listening to and incorporating family views is a vital part of our approach.

The annual EHCP review plays a key role in this collaborative process, alongside formal parent meetings and regular day to day communication through face to face conversations, telephone calls and home-school book.

EHCP outcomes, and Emotional Regulation Support Plans (ERSPs) are developed in partnership with parents and carers to ensure a holistic and consistent approach between home and school. Families are encouraged to share their aspirations, insights and expertise about their child, helping us to provide support that reflects each pupil's strengths, needs and priorities.

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

Where appropriate, pupils are encouraged to attend and participate in their annual review meetings, with opportunities tailored to their age, stage of development and individual needs. We are committed to ensuring that pupil voice is captured in ways that are meaningful, accessible and relevant to each individual.

For pupils who are developing their communication skills, including our youngest learners, we use observation, reflective practice and collaboration with families and professionals to understand their preferences, strengths and needs. We also use a range of alternative approaches to support participation, including pupils' interests, photographs, drawings, work samples and other visual supports.

We actively seek pupils' views on their learning experiences, the curriculum and wider school activities wherever possible. Pupils are encouraged to share their opinions in ways that suit their communication style and level of understanding. This may include choosing boards, visual or differentiated surveys, thumbs up/down responses, symbols, photographs or discussions with familiar adults.

We also gather feedback through observation of pupils' engagement, enjoyment and wellbeing during activities. This allows us to understand their preferences and responses, particularly where verbal feedback may not be accessible, and helps ensure that pupil voice informs decision making across the school.

There are structured opportunities for pupil involvement across the academy, including participation in the School Council. Through this forum, pupils are encouraged to share their views, contribute ideas and help shape aspects of school life. This includes providing feedback on enrichment activities and helping to plan key events such as activity days, celebration events, sports days, trips and themed activities.

The School Council supports pupils to represent the views of their peers and make choices about enrichment opportunities throughout the school year. Beyond this, pupil voice is gathered regularly within classes, where pupils are supported to make decisions about activities, community visits, cooking experiences, class trips, celebrations and other aspects of daily school life.

Pupils also have opportunities to contribute beyond the academy. Through participation in the Royal Borough of Kensington and Chelsea's Youth Voice initiatives, pupils can share their views and contribute to decision making on issues affecting young people within the wider community.

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/carers 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, Westminster 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: September 2026

The next review date: September 2027

Ormiston Kensington Queensmill Academy Roles

Role	Information	Contact details
Head of School	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	Anita Allotey	Anita.allotey@okqma.co.uk
Deputy safeguarding lead	Jadwiga Lesniak Anita Bancercz Janja Vodusek Jenny Moynihan	jadwiga.lesniak@okqma.co.uk Anita.bancercz@okqma.co.uk Janja.vodusek@okqma.co.uk Jenny.moynihan@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

