Waterton Academy Trust

Kings Oak Primary School

2026–2027

SEND Information Report

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The Special Educational Needs and Disability (SEND) Regulations 2014 require schools to publish information regarding their provision for pupils with SEND. This report is structured to reflect the Children and Families Act 2014, the SEND Regulations 2014, the SEND Code of Practice: 0 to 25 years, Equality Act 2010 accessibility duties and Barnsley's graduated response to SEND and SEN Support: Inclusion Framework.

We hope parents and carers of current and prospective pupils find this information helpful and encourage families to contact the school for further information.

Who is the Special Educational Needs Coordinator (SENCo)?

Kings Oak Primary School has two SENCos who jointly lead and coordinate the school's SEND provision: Caroline Coates and Ashley Rawlinson. They work with pupils, families, school staff and external professionals to ensure that the SEND Policy and graduated approach are implemented effectively and that barriers to learning and participation are identified and addressed.

The SENCo team oversees the SEND Register, coordinates Assess-Plan-Do-Review cycles, supports staff development, monitors provision and impact, and coordinates referrals for specialist assessment, advice or intervention where this is needed.

Parents and carers can contact the SENCo team through the school office on 01226 272740 or by email at: KingsOakOffice@watertonacademytrust.org.

Other key contacts: Executive Headteacher – Adam Dawson; Interim Headteacher – Cheryl Eastwood; PSA and Designated Safeguarding Lead – Julie Morton; Behaviour Team Lead – Annette Dixon.

What types of SEND do we provide for?

The SEND Code of Practice explains that a child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

Kings Oak is an inclusive mainstream primary school with a nursery. We provide for pupils across the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or Physical Needs. Some children may have needs across more than one area.

What are our arrangements for the admission of disabled pupils?

Kings Oak welcomes applications from disabled pupils and pupils with SEND. Admission arrangements are in accordance with its published admission arrangements, the School Admissions Code and the Equality Act 2010. The school does not discriminate against disabled pupils in its admission arrangements.

Where necessary, the school works closely with parents, previous settings, the local authority, and relevant professionals to identify provision and reasonable adjustments before admission. The school plans to prevent disabled pupils from being treated less favourably, including through reasonable adjustments and inclusive access to school activities. The Accessibility Plan sets out how the school works to increase access to the curriculum, improve the physical environment and improve access to information for disabled pupils.

How do we identify and assess pupils with SEND?

Kings Oak follows Barnsley's graduated response to SEND. The Assess-Plan-Do-Review cycle supports early identification, inclusive practice and an increasingly personalised response where this is needed.

Pupils may be identified through teacher observations; formative and summative assessments; pupil progress meetings; discussions with parents and carers; information from nurseries, preschools or previous schools; screening and assessment tools; intervention evidence; and advice from external professionals.

The class teacher remains responsible for the pupil's progress and works with the SENCo team to gather evidence about strengths, needs and barriers to learning. Slow progress or low attainment alone does not necessarily mean that a child has SEN, and attainment in line with age-related expectations does not rule out an underlying need.

Where evidence indicates SEND, the school works carefully with parents and the child to plan appropriate provision. A Personal Support Plan or My Plan may be used to record strengths, needs, views, provision, outcomes and shorter-term targets.

How do we involve parents in the SEND process?

Parents and carers are central partners in planning and reviewing support for pupils with SEND. Kings Oak aims to build open, respectful relationships with families so that their knowledge of their child, including strengths, needs, interests, successful strategies and any concerns at home or school, informs decision-making from the earliest stage. Families are involved in identifying priorities, agreeing outcomes and deciding what provision or reasonable adjustments may be helpful.

Where a pupil requires additional or different support, parents and carers are involved through the graduated Assess-Plan-Do-Review process. This may include meetings with the class teacher and SENCo team, contributions to Personal Support Plans/My Plans, discussion of assessment information and intervention records, and review of progress towards agreed outcomes. Reviews consider what is working well, what remains a barrier to learning or participation, and whether support should continue, be adapted or supplemented by advice from external professionals. Additional meetings can be arranged when needs or circumstances change rather than waiting for a scheduled review. Pastoral and SEND support are coordinated so that the whole child and their family circumstances are considered.

Where wellbeing, attendance, behaviour, family circumstances or safeguarding concerns are affecting a pupil's access to learning, the SENCo team, pastoral staff, safeguarding colleagues, class teachers and Behaviour Team work together to agree a coherent response. This helps to avoid support operating in isolation and enables families to understand who is involved, the purpose of different interventions, and how progress will be reviewed. Julie Morton, the school's PSA and Designated Safeguarding Lead, has a key role in this joined-up approach. She supports communication between home and school and can work alongside pupils and families when pastoral, wellbeing, attendance, or safeguarding needs may affect education. In liaison with the SENCo team and other relevant staff, Julie can help families share concerns, identify practical next steps, coordinate appropriate pastoral support and, where necessary, support signposting or liaison with wider services. Information is shared appropriately and in line with safeguarding and information sharing responsibilities. Support through an Early Help Assessment (EHA) may also be offered.

The school values parent and carer views throughout this process. Families are encouraged to raise concerns early, contribute to reviews alongside discussing any changes that may affect their child's needs. The aim is for SEND and pastoral planning to be collaborative, proportionate, and responsive, with agreed actions and outcomes that are understood by the pupil, family, and staff involved.

How do we involve the child in the SEND process?

Kings Oak uses a child-centered approach. Pupil voice is gathered in ways appropriate to the child's age, communication needs and development. This may include discussion with a trusted adult, supported conversations, visuals, drawings, choice-making, a one-page profile and contribution to a Personal Support Plan/My Plan or EHC plan review.

Pupils are supported to understand what helps them learn and, as they mature, take increasing ownership of their strategies, outcomes and transition planning.

How do we assess and review pupils' progress towards their outcomes?

Personalised outcomes and shorter-term targets are agreed according to assessed need and reviewed using evidence including observations, classwork, assessment information, intervention records and pupil, parent and carer views.

Personal Support Plans/My Plans and provisions are reviewed at least termly, or sooner where needed. For pupils with an Education, Health and Care (EHC) plan, the statutory annual review considers progress, current provision and any changes required.

Transition

Transition begins before a child starts at Kings Oak. Staff work closely with families, previous early years settings and professionals to understand each child's strengths, needs, successful strategies and existing support. As Kings Oak has its own nursery, staff can also plan carefully for children moving from nursery into reception.

For pupils with SEND or emerging needs, transition may include meetings, information sharing, additional visits, photographs, social stories, and individualised transition plans. Staff also share relevant information before pupils move between classes. We recognise that returning to school after the six-week summer break can be challenging for some pupils with SEND. To support a positive and inclusive transition, pupils are invited to a short visit in September to reconnect with staff, become familiar with their new learning environment and feel confident and supported as they begin the new academic year.

At the end of Key Stage 2, the SENCo team and Year 6 staff liaise with receiving secondary schools. Enhanced transition is planned where needed, and for pupils with an EHC plan transition is considered through the statutory annual review process.

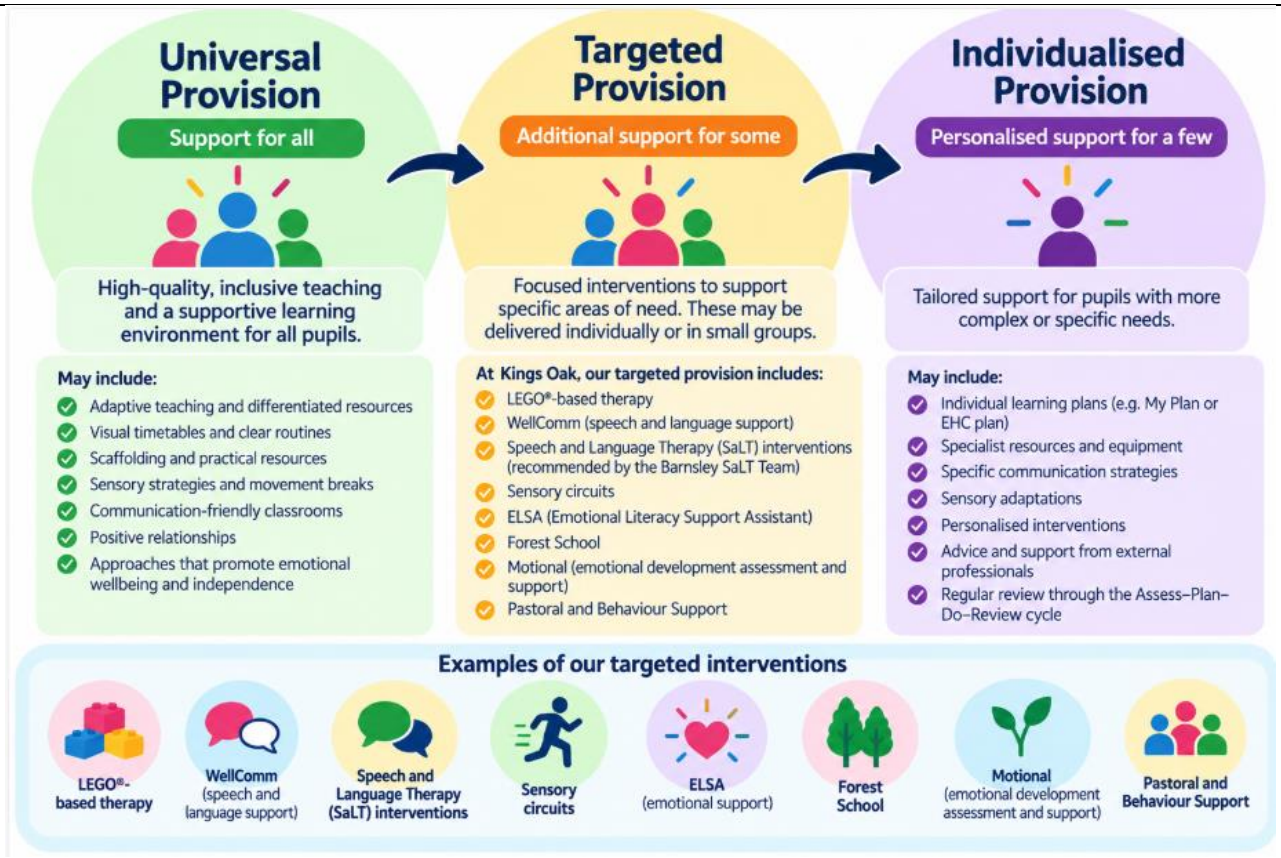
What is our approach to teaching pupils with SEND?

High-quality, inclusive teaching is the first response for all pupils. Teachers remain responsible and accountable for the progress and development of pupils in their class. Teaching is adapted to remove barriers and enable pupils to access an ambitious, broad, and balanced curriculum.

Ordinarily available inclusive provision may include adaptive teaching, modelling, scaffolding, chunking, visual supports, communication-friendly approaches, flexible grouping, pre-teaching and overlearning, practical and sensory resources, movement or sensory breaks, adapted recording methods and targeted adult or peer support.

Where pupils require support additional to or different from that ordinarily available, provision may include focused small-group or individual intervention, specific resources, environmental adaptations, calm or quiet spaces, pastoral support and involvement from external professionals.

At Kings Oak Primary School, we recognise the importance of supporting children's social, emotional and mental health needs alongside their academic development. We use a range of targeted approaches, including ELSA, Forest School interventions and Motional, to help children develop confidence, resilience, emotional awareness and the skills needed to engage positively in learning and school life.



How do we adapt the curriculum and learning environment to support SEND learners?
Teachers adapt task structure, pace, resources, communication, seating, sensory demands, recording methods and adult support according to need. Assessment data and review of pupils' responses to teaching are used to adjust planning and provision. Forest School may be used as a targeted intervention for identified pupils. Its outdoor, practical, and sensory experiences can support confidence, independence, communication, and relationship building as well as emotional wellbeing. Reasonable adjustments and additional preparation or support is made so that pupils with SEND can participate.

What equipment and facilities do we have to support SEND learners?
Depending on individual need, provision may include adapted classroom resources, visual supports, sensory resources, writing aids, adapted seating, technology and equipment recommended by relevant professionals. Kings Oak is happy to discuss individual access requirements with families. The school considers individual accessibility needs and makes reasonable adjustments in partnership with pupils, parents/carers and relevant professionals. The school's Accessibility Plan should be read alongside this report for current information about physical access, curriculum access, and access to information. Families can request the current Accessibility Plan from the school office.

How do we support SEND learners to develop their social and emotional skills?

Kings Oak Primary School has a coordinated pastoral offer which works closely alongside SEND, safeguarding and behaviour provision. The pastoral team takes a child-centered approach, recognising that emotional wellbeing, relationships, family circumstances, attendance and behaviour can all affect a pupil's readiness to learn and ability to participate fully in school life. Support is matched to individual needs and is reviewed so that pupils receive appropriate support when they need it.

Julie Morton is the school's PSA and Designated Safeguarding Lead. She has an important role in supporting pupils and families when pastoral, wellbeing, attendance, and/or safeguarding needs may affect a child's education. Her work helps to strengthen communication between home and school and ensures that emerging concerns can be identified and responded to in a coordinated approach. Julie works closely with the SENCo team, safeguarding colleagues, class teachers and the Behaviour Team so that pastoral support complements a pupil's wider SEND provision.

Kings Oak also has a dedicated Behaviour Team, led by Annette Dixon. The team provides targeted support for pupils who may need additional help with emotional regulation, relationships, engagement, behaviour or successful participation in school. Support may include individual check-ins, support with emotional regulation, relationship and friendship support, structured small group or individual intervention, and liaison with families and school staff. The emphasis is on understanding the needs that may underpin behaviour, reduce barriers, and help pupils develop strategies that support positive engagement and increasing independence.

Motional is used as part of the school's pastoral and SEND toolkit to support staff in developing a clearer understanding of a child's emotional development and wellbeing. Information from Motional can contribute to identifying strengths and areas of need, planning appropriate strategies or interventions, and reviewing whether support is making a positive difference. It is used alongside professional judgement, pupil and parent voice, observations and other assessment information rather than in isolation.

Forest School can be used as a targeted intervention for identified pupils. Its outdoor, practical, sensory approach provides opportunities to develop confidence, independence, communication, resilience, relationships, teamwork, and emotional regulation in a different learning environment. Where Forest School forms part of a pupil's personalised provision, the intended outcomes are identified. The impact of the intervention is monitored and reviewed as part of the school's graduated Assess-Plan-Do-Review approach. Reasonable adjustments and appropriate adult support are provided where required so that pupils with SEND can participate successfully.

Through this integrated approach, the SENCo team, PSA, Behaviour Team, and wider school staff work together with pupils and families. SEND, pastoral, safeguarding and behaviour support are aligned to provide a holistic whole child approach.

How do we ensure that pupils with SEND are able to participate fully and enjoy all aspects of school life?

Pupils with SEND have the same entitlement to classroom learning, educational visits, clubs, performances, physical education, special events and wider enrichment as their peers.

Risk assessments and reasonable adjustments are used where appropriate. Additional preparation, adapted resources, alternative arrangements, or adult support may be provided, so participation is meaningful and safe. A pupil is not excluded from an activity simply because they have SEND.

What expertise and training do our staff have to support SEND learners?

SEND provision and training are coordinated by the SENCo team, alongside Executive Headteacher Adam Dawson, Interim Headteacher Cheryl Eastwood and other senior leaders.

Training is planned in response to the current and anticipated needs of pupils and school improvement priorities. This may include communication and language, emotional regulation, adaptive teaching and scaffolding, the graduated response, interventions used in school, and training specific to needs or conditions where appropriate.

The teaching team is Level 2 Team Teach trained. Staff expertise and targeted provision include communication and language support through WellComm and speech and language therapy (SaLT) programmes recommended by the Barnsley Speech and Language Therapy Team, supported by Communication Champion Emily Jones; ELSA; Sensory Circuits; LEGO-based therapy; Forest School intervention; Motional-informed planning; and pastoral and behaviour support. These approaches are used according to pupils' assessed needs and staff training.

The SENCo team supports staff through advice, modelling, monitoring, and the offer of professional development. Staff also access Waterton Academy Trust and Barnsley Local Authority network events and training offers, as well as accessing support from specialist professionals to extend staff expertise when needed.

How do we evaluate the effectiveness of our SEND provision?

The school evaluates SEND provision regularly through provision mapping and whole-school quality assurance. Monitoring may include teacher assessment and school tracking, pupil progress meetings, Personal Support Plan/My Plan reviews, intervention records, classroom observation, work scrutiny, pupil and parent voice, and advice or outcomes identified by external professionals.

Effectiveness is considered in relation to progress towards individual outcomes, academic progress, engagement, attendance, independence, behaviour, wellbeing, and participation. If provision is not having the intended impact, the Assess-Plan-Do-Review cycle is used to refine the understanding of need and adapt support.

How do we secure specialist expertise and involve other organisations and agencies?

The school first seeks to meet needs through high-quality inclusive teaching, ordinarily available provision and the graduated Assess–Plan–Do–Review response. Where needs are complex, persistent or require expertise beyond school, the SENCo team works with parents and relevant Barnsley services to seek specialist advice.

Depending on individual needs and referral criteria, external support may include Barnsley's Educational, Child and Community Psychology Service, Speech and Language Therapy, Occupational Therapy, Physiotherapy, School Nursing, Specialist Teaching Team, Branching Minds (encompassing Compass Be and CAMHS), social care, the Virtual School and other appropriate specialist professionals. The SENCo team liaises with families and the relevant services to agree on referrals and coordinated support.

Where a pupil's needs may require provision through an Education, Health and Care (EHC) plan, the school and family may consider requesting an EHC needs assessment through Barnsley Council. Parents and carers also have the right to request an EHC needs assessment directly.

How do we support looked-after and previously looked-after children with SEND?
The SENCo team works with the school's designated teacher Lisa Butterworth (Assistant Head Teacher) for looked-after and previously looked-after children and with relevant professionals so that SEND provision and the child's wider care and education planning are coordinated. This may include liaison with carers, social care and the Virtual School, and alignment of Personal Education Plans, Personal Support Plans/My Plans and EHC plans where applicable. Pupil Premium Plus and other relevant resources may be used in line with the child's plan and identified needs.

Who do I contact if I have a complaint regarding SEND provision?
The school encourages parents and carers to raise concerns as early as possible so that they can be resolved collaboratively. The first point of contact should usually be the class teacher. If the concern remains, parents should contact the SENCo team and then the Interim Headteacher or Executive Headteacher as appropriate. If a concern cannot be resolved informally, parents and carers may use Waterton Academy Trust's published Complaints Policy. Families can also seek free, impartial information, advice and support from Barnsley SENDIASS. Email: sendiass@barnsley.gov.uk. Telephone: 01226 787234 (option 1).

The Barnsley Local Offer
The Barnsley Local Offer provides information about SEND provision and support across the local area, including education, health, social care, and family support. Website: https://barnsley.cloud.servelec-synergy.com/Synergy/Local_Offer/ . Email: SENDLocalOffer@barnsley.gov.uk Telephone: 0800 0345 340 (option 5) Parents and carers may also wish to refer to Kings Oak Primary School's SEND Policy, Accessibility Plan, Admissions information, Behaviour Policy, Complaints Policy and arrangements for supporting pupils with medical conditions. This SEND Information Report is reviewed annually in consultation with pupils, parents, staff and governors, and will be updated sooner where significant information changes.

Document details

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