North Oxfordshire Academy
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Part of United Learning

SEND Information Report – FAQs (2026/27)

This FAQ explains how we identify, support and review provision for students with Special Educational Needs and Disabilities (SEND) at NOA. It should be read alongside our SEND Policy, Accessibility Policy, Equal Opportunities Policy and Medical Needs Policy.

Who can I talk to about SEND at NOA?

- Principal: Ellie Jacobs – ellie.jacobs@northoxfordshire-academy.org
- SENDCo: Kate Graham – katherine.graham@northoxfordshire-academy.org
- SEND Governor: Oli Howson – oli.howson@northoxfordshire-academy.org

You can also view the Oxfordshire Local Offer:
https://www.oxfordshire.gov.uk/residents/children-education-and-families/send-local-offer

How many students at NOA have SEND?

- NOA supports 226 students with SEND (22.4% of the school population), including 44 with an EHCP.
- Needs include Communication & Interaction, Cognition & Learning, SEMH and Physical & Sensory difficulties.

How are students with SEND admitted to NOA?

- We meet families at Open Evenings or by appointment. If your child has an EHCP, the Local Authority consults with us.
- We hold transition meetings with primary schools and make reasonable adjustments to support access.

How does NOA identify additional needs?

- We use information from primary schools, teacher referrals, observations, assessments and wellbeing indicators.
- If a child needs support 'additional to or different from' others, we assess and may place them on the SEND register.
- All students on the register have a Learning Coach who works with teachers and families.

What support does NOA offer?

Wave 1 – Quality First Teaching.
Wave 2 – Additional support (Learning Coaches, adapted tasks, scaffolding).
Wave 3 – Specialist intervention (literacy, numeracy, emotional literacy, social skills).

Which external professionals do you work with?

We work with Educational Psychologists, Communication & Interaction Team, SALT, OT, CAMHS, CAHBS, Hearing/Visual Impairment Teams, Social Care and more.

How do you assess and review support?

- We follow the Assess–Plan–Do–Review cycle.
- Progress is reviewed three times a year.
- Support is adapted depending on impact.
- Families, students, teachers and specialists are involved in review discussions.

How are staff trained?

- All teachers receive SEND CPD. Learning Coaches are highly skilled.
- External specialists deliver training on areas including communication, autism and SEMH.

How do you include students in wider school life?

- We encourage all students to join clubs, trips and enrichment opportunities.
- The Inclusion team runs clubs including Animal Care, Debate and Gardening. Personalised adjustments help students take part fully.

What SEMH support is available?

- We offer mentoring, wellbeing check-ins, small-group support and referrals to external mental health agencies as needed.

How are families involved?

- We communicate via phone calls, meetings and email. Learning Coaches are a key point of contact.
- Families are always consulted before any changes to support are made.

How are transition periods managed?

- We offer extended Year 6 transition, school tours and strong post-16 pathways planning.
- Students moving into sixth form or college receive guidance, meetings and taster days.

How is SEND provision evaluated?

- We evaluate impact through academic data, attendance, behaviour, wellbeing and feedback from families and students.
- Provision is monitored by the SEND Governor.

How do I make a complaint?

- Complaints should be made following the school's Complaints Policy (available on our website).