

Kingsmeadow Community School

SEND INFORMATION REPORT-2025





We are committed to ensuring every student, regardless of their needs, can reach the highest possible level in their education.

Our school aims to provide a broad and balanced curriculum that meets individual needs and abilities. Students may receive Special Educational Needs or Disability (SEND) support throughout their education journey or at a specific time if needed.

The school's curriculum planning and assessment processes enable our students to participate effectively in all curriculum, assessment, extra-curricular activities, and other important aspects of school life as far as it is possible.

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About Our School



About Kingsmeadow

Kingsmeadow is a maintained mainstream school for students from the ages of 11 to 18. The school caters for students with additional support at school if the child has an identified Special Educational Need. The term Special Educational Need and Disability (SEND) describes the needs of children who have a difficulty or disability which makes learning harder for them than other children of the same age.

The Special Educational Needs Co-ordinator (SENDCo) is Ms J Hutchinson, who can be contacted via email: contactsend@kingsmeadow.org.uk or by booking a telephone appointment on the website.

Identifying & Involving



Identifying Needs

All students follow a broad balanced curriculum that is appropriate to their age and stage of development but which is personalised to take into account their needs and abilities. In order to identify a student's special educational needs we use all of the information about the student's progress including primary school reports and KS2 data along with our own baseline assessments. We then compare it with the progress of other students in the school and against national performance information, such as expected progress at the end of Year 11.

Initially, students who are identified as having SEND will be assigned to wave 2 and given a time defined specific intervention. If progress is not made when reviewed the student will be moved onto wave 3 and added to the SEND register. At this point further investigation into the student's barriers to learning will be carried out. Wave 2 students who return to age expected progress after a time defined intervention will return to Wave 1.

If a student is not making the progress that would be expected after a time defined wave 2 intervention, their parent/carer will be involved as soon as possible. We will discuss our concerns with the parent/carer and student and get their views about:

- the student's strengths and areas of difficulty
- concerns that the parent/carer and student has
- agreed outcomes
- agreeing the next steps

Following discussions with parents/carers and the student, we will then write a one page profile for the student and agree outcomes that the student will be working towards and the support or programmes of study that are needed to meet these outcomes. From the records of progress and discussions with parents/carers, the school will then decide the support or programmes of study that are needed to meet these outcomes.

To ensure Quality First Teaching one page profiles for all wave 3 students are available to staff via the SEND teaching and learning shared drive. Profiles provide teachers with information regarding barriers to learning and suggested strategies to support the individual students.

Concerns are not always based on academic progress but could also be linked to the social and emotional development of the student. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENCo.

Staff raise concerns about a student they suspect has SEND by following the school's procedures for identifying students with SEND that is found on the staff shared drive.



Assessment, Monitoring and Review

Each student's progress is continually monitored by their subject teacher, other key staff and the SENCo. The SENCo oversees any additional support the student may need, and data is analysed and tracked to get a clear indication of which students need support with their academic work.

Progress is discussed in link meetings and SEND development days as well as being tracked closely by departments. It is reviewed formally after every key assessment. The student's assessment data and current working grade is available online for parent/carers to view through the school online reporting system (MCAS). The school's curriculum at KS3 will report levels and then use GCSE grades at KS4. As well as subject grades, other tests may be used to monitor progress, such as tests which give a reading and spelling age or a standardised score. These assessments will also be discussed in detail, along with staff comments, within the review meeting.

The level of support given to each student depends on their additional needs and any other factors that may improve or hinder their progress. When a student has been assessed and is not making progress against their outcomes with the help that they have been given, we can refer students to a number of different services for more specialist assessment and advice.

Depending on the student's needs, referrals can be made to the Special Educational Needs Improvement Team (SENIT), the Educational Psychology Service or Behaviour Support Service within Gateshead Council, health services such as speech and language therapy, school nursing service, occupational therapist, Emotional Wellbeing Team or Children and Young People's Service or social care teams such as SEND social workers or the Family Intervention Team. We might suggest completing a Common Assessment Framework (CAF) form in order to get a team of professionals (Team around the Family, TAF) together to work with the student and their family but this will only be done with the parent/carer agreement.

If the student does not make progress with support that has been suggested by specialist staff, we can make a referral to the Local Authority (LA), for an assessment for an Education, Health and Care Plan. This is a legal process, which is carried out by the LA which sets out the amount of support that will be provided for the student.



Involving parents/caring and Students

Parent/carers can contact the school with any concerns about their child by telephoning, writing or coming into the office and requesting a meeting or speaking to staff at the start and end of the school day.

Parent/carers will be kept informed through the school's online reporting system, home/school diaries, school reports and parental meetings and phone calls. Staff will contact parents/carers to discuss issues, concerns or progress of individual students as soon as additional need is identified.

We hold regular parent evenings/student led conferences for all parents/carers. If your child has special educational needs, parents/carers and the student are involved with review meetings to discuss progress towards current outcomes and setting outcomes for the future.

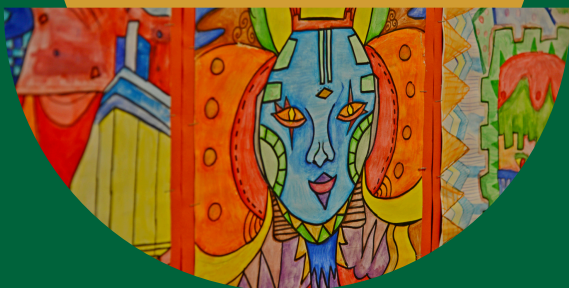
Annual Reviews are held for students with Education, Health and Care Plans of special educational needs. These reviews focus on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the student and any other agencies involved.

Progress reports can be provided to parents/carers in alternative formats if required.

Students are encouraged to share their aspirations and views in review meetings especially letting school know how they prefer to be supported.



Responsibilities



There are a number of people in school who are responsible for special educational needs in school:

The governing board is responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.
- Appointing a SEND link governor to support in the above

Staff Responsibility



Headteacher

- The day to day management of all aspects of the school, including support for students with SEND.
- Making sure that your child's needs are met but they will give this responsibility to the SENCo and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Special Educational Needs Coordinator (SENCo)

- Coordinating all the support for students with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all students get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
 - involved in planning for their future
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
- Making sure that there are excellent records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school, so they can help students with SEND in the school make the best possible progress.
- Writing Learning Plans that specify the student's targets.
- Ensuring that all staff working with the student in school are helped to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.



Subject Teacher



- Making sure that all students have access to excellent classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet your child's individual needs (this is called differentiation).
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENCo know if necessary. This could be things like targeted work, additional support.
- Following the One page Profiles (OPP) produced by the SENCo. These will be shared and reviewed with parents.
- Planning for the student's next cycle of support based on their progress.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the students they teach with any SEND.

Teaching Assistants

- Support students to access the curriculum
- Help to implementation of differentiation and specialist support strategies in the classroom
- Keep students focused on learning activities during lesson
- Attend all training opportunities related to SEND and differentiation.
- Are mainly classroom based, however Higher Level Teaching Assistants are able to deliver specific SEND programmes outside of the classroom. They may also provide support during social time and unstructured parts of the day
- Help students to develop effective ways of becoming independent learners
- Pass on any concerns regarding progress/emotional and social development to the SENCo



Governors

- Making sure that the school has an up to date SEND Policy and Report.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all students in the school.
- Making sure that the necessary support is made for any student who attends the school, who has SEND.



Transition and Training



Training

School staff are trained in specific areas where there is a current SEND. The Headteacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training. Training is also provided for staff when students are admitted to school with a SEND that no-one in school has experience of. Managers of Literacy and Numeracy areas find appropriate specialist support training and enrol staff on courses. Any new technologies with the potential to support provision for learners with SEND will be considered.

Staff within school have different levels of expertise in order to support students with special educational needs:

Awareness – this is basic awareness of a particular type of SEND. All staff who come into contact with the student will have this level of training and it will be carried out by the SENCo, SENIT, Educational Psychologist or other specialist service.

Enhanced – this level of training will be carried out by staff working with the student regularly, such as class and subject teachers, and will focus on how teaching and learning can be adapted to meet the student's needs. The training can be carried out by SENIT, Educational Psychologist, staff from special schools or other specialist services.

Specialist – this is in depth training about a particular type of SEND for staff who will be advising staff who support students at an enhanced level. This could be a specialist SEND teacher or a SENCo if they had appropriate qualifications.



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Accessibility

☘ In School



- The school is partially accessible to students with physical difficulties.
- The following facilities are available for students and their parents/carers with physical difficulties:
 - Disabled parking bays
 - Access to buildings via one level entry
 - Lifts to all floors
 - Accessible toilets
 - Induction loop for hearing aid users
 - Accessible break areas
 - Accessible dining area
 - A private room for administration of medication

A risk assessment carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan.

☘ Outside of School

- The school has a large number of after-school and lunchtime clubs, including a variety of sports clubs, Aspire Tuesday, daily homework club and various music clubs. All of the clubs are accessible to students with special educational needs.
- Students take part in school visits throughout the year. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a student to leave the premises, taking into account the emotional needs of the students.





Complaints

Parent/carers should contact the SENCo with any complaints about the provision that the student is receiving at school. If the complaint is not resolved, the school has a complaints policy which can be found on the school website.

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by Barnardos in Gateshead (tel 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has an Education, Health and Care Plan.

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at www.gateshead.gov.uk/localoffer.
