



Information Report 2025 – 2026



Dear Parents and Carers,

The aim of this Information Report is to explain how we implement our Special Educational Needs and Disability (SEND) policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which is available on the website which is available here:

<https://kingsmeadacademy.clf.uk/policy/send-policy-2/>

This has been discussed with students, staff and parents/carers.

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1. What types of SEND does the school provide for?



AREA OF NEED

Communication and Interaction

Autism Spectrum Condition (ASC)

Speech, Language and Communication Needs (SLCN)

Cognition and learning

Specific Learning Difficulties (SpLD), including dyslexia, dyspraxia, dyscalculia

Moderate Learning Difficulties (MLD)

Severe Learning Difficulties (SLD)

Social, Emotional and Mental Health

Attention Deficit Hyperactive Disorder (ADHD)

Attention Deficit Disorder (ADD)

Sensory and/or Physical

Hearing Impairment

Visual Impairment

Cerebral Palsy

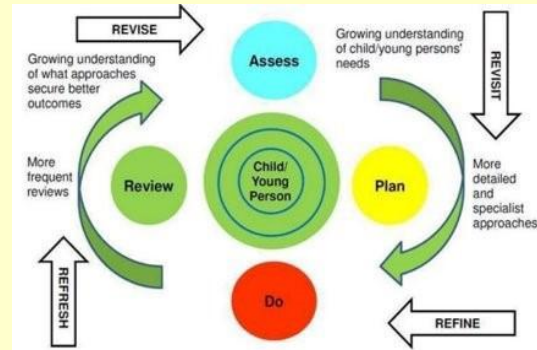
Sensory Processing Disorder

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2. How do we identify SEND and assess their needs?



We will follow the ‘graduated approach’ to meeting your child’s SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review** and helps decide how much support is required.



This begins at the ‘highlighted needs’ stage for students with an identified need/ concern that can be met with provision that is available to all students (universal provision). This is overseen by the Head of Year. Progress is monitored through the Assess, Plan, Do, Review process that measures the impact of any intervention/ strategy and plans appropriate future support.

If support that is additional to and different from their peers is required, this sits within the school’s SEND support stage. This is overseen by the SEND Department.

If a student has complex/acute needs, this sits within the school’s high needs stage and usually means that a student requires an Education, Health and Care Plan to support their needs and identify specific provision.

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3. Which staff will support my child, and what training have they had?



Our Special Educational Needs and Disability Co-ordinator, or SENDCO

Our SENDCO is Mrs Karen Mellish. She has over 15 years' experience in this role and has worked as a SENDCO in a number of schools throughout the Southwest. She is a qualified teacher.

Mrs Mellish holds a Master of Special Education with Psychology modules from the University of Bristol and is currently studying for a PhD at The University of Exeter. She is also a specialist Level 7 teacher and an associate member of the British Dyslexia Association (AMBDA).

Mrs Mellish is allocated about 15 hours a week to manage SEN provision.

Her contact details are: karen.mellish@clf.uk

Assistant SENDCO

Our assistant SENDCO is Mrs Ali Quartley. She has 3 years' experience in this role and has also worked as a Team Leader for SEMH and Communication and Interaction at Kingsmead.

Mrs Quartley has a degree in Autism (children) from Birmingham University (Bachelor of Philosophy SEN Autism –children). She has a Level 5 qualification in Trauma Informed Schools and is also an HLTA with a science specialism.

Her contact details are: alison.quartley@clf.uk



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High Level Teaching Assistants (HLTAs)

We have HLTAs who are specialized in the following areas:-

Cognition and Learning – Mrs Gail Meade and Mrs Carolyn Yon

Children Looked After, plus English as an Additional Language – Miss Janine Hasell

Speech, Language and Communication – Miss Beth Howley

Class/Subject Teachers

All of our teachers receive in-house SEN training and are supported by the SENDCO to meet the needs of students who have SEND including the Education Endowment Fund's 5-a day principle for teaching students with SEND and working effectively with Teaching Assistants.

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4. External agencies and experts

Sometimes we need extra help to offer our students the support that they need.

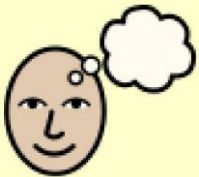
Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families.

These include:

- Speech and Language Therapists
- Specialist Assessor for GCSE Access Arrangements
- Educational Psychologists
- Occupational/Physiotherapy Therapists
- GPs or Paediatricians
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education Engagement Officers
- Children’s Social Care and other LA-provided support services
- Voluntary sector organisations
- Somerset County Council support services including the Access to Inclusion Team and the Hearing Support Team.

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5. What should I do if I think my child has SEN?



If you think your child might have SEND, the first person you should tell is your child's tutor.

They will pass the message on to our SENDCO, Mrs Mellish, who will be in touch to discuss your concerns if appropriate.

If your child has a key worker, they can also provide you with more information or listen to the concerns you have about your child.

Mrs Mellish is Kingsmead's Assistant Headteacher for Inclusion and the school's SENDCO. Mrs Mellish is responsible for the day-to-day operation of the SEND Policy. She can be contacted on the email below or via the school office.

sendco@kma.clf.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

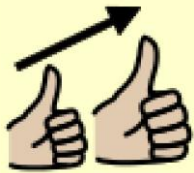
Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

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6. How will the school measure my child's progress?



As a parent/ carer you will receive:

- Progress reports
- An invitation to Progress evenings
- Information about rewards/ sanctions through the virtual learning environments i.e. Classcharts/Bromcom

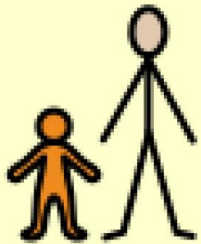
In addition, you may also be involved in:

- Annual reviews
- Individual Learning Profiles
- Information about specific programmes

All teaching staff are aware of every student's starting point at the end of Key Stage 2 and are aware of the rate of progress we expect each child to make. Progress can vary each year, but the overall progress over 5 years is monitored carefully to ensure every child makes the best possible progress for them. We have high aspirations for our students.

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7. How will I be involved in decisions made about my child's education?



We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion, we will record any outcomes, actions and agreed support. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the school email.

There are additional opportunities to meet with staff including:

- Open Evenings
- Year 6/7 Transition
- Progress Evenings
- KS4 Options

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8. How will my child be involved in decisions made about their education?



The level of involvement will depend on your child's age, and level of competence. We recognize that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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9. How will the school adapt its teaching for my child?



Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality adaptive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the student works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child. These adaptations include:

- Adapting our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Adapting our resources and staffing.
- Recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Teaching assistants will support students on a 1-to-1 basis when they are in class to help support their learning where appropriate.
- Teaching assistants will support students in small groups for numeracy and literacy to help them catch up with their work where appropriate.

We may also provide alternative provisions such as swimming, Forest School and Conquest where appropriate.

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10. How will the school evaluate whether the support in place is helping my child?



We will evaluate the effectiveness of provision for your child through some of the following approaches:

1. Monitoring and reviewing their progress
2. Monitoring and reviewing the impact of interventions
3. Using student questionnaires
4. Holding an annual review if your child has an Education Health Care Plan

11. How will the school resources be secured for my child?

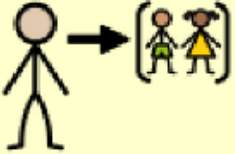


It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best

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	<p>help your child access their learning.</p> <p>The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.</p>
<p>12. How will the school make sure my child is included in activities alongside students who don't have SEND?</p> 	<p>All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs such as breakfast club and sports club.</p> <p>All students are encouraged to go on our school trips, including our residential trips in Year 7 to France. All students are encouraged to take part in sports days and the school play where appropriate.</p> <p>No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.</p>

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13. How does the school support students with disabilities?



As a school we have worked with outside agencies to improve accessibility. Most areas are accessible and, if necessary, we will adjust timetables to ensure children have full access to their curriculum. There is a lift in nearly every building and automatic doors for wheelchair users. There are also wheelchair friendly toilets. The school has an accessibility plan which is on the website.

[Accessibility Plan - Kingsmead Academy](#)



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14. How will the school support my child's mental health and emotional and social development?

All students are supported via the pastoral team which includes: Mrs Jenny Webb, Deputy Head Teacher – Designated Safeguarding Lead and Deputy Head for Culture and Ethics; Ms Justine Day, Assistant Head Teacher, Formative Years; Mrs Jo Pike, Assistant Head – Lower School and Mrs Anna Cox, Assistant Head, Upper School as well as the SENDCo.

Your child will have the same tutor and Head of Year throughout their time at Kingsmead. Regular inclusion meetings are held to discuss any concerns related to individual students and any interventions needed.

In addition, we provide support for students to progress in their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council
- We run nurture support for students who need extra support with social or emotional development in the Inclusion Centre
- We have a 'zero tolerance' approach to bullying. (See our policy on the school website)
- We also have access to the Mental Health Support Team
- A qualified counsellor
- Student welfare



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- Student Support Plans – pastoral
- A qualified Emotional Literacy Support Advisor (ELSA)



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15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Kingsmead staff will liaise closely with your child's outgoing school to obtain a clear picture of their individual needs.

Primary/Secondary School Transition

Primary school transition meetings will be arranged with the future Head of Year 7, Assistant Head: Formative Years and Assistant Head - SENDCo during the Summer Term before they move. It may also be appropriate for relevant staff to attend your child's Year 5/6 Annual Review/SEND Support Review if they have one.

Other services involved in your child's support such as the Parent, Family Support Advisor (PFSA) will also be consulted and we will meet with you and your child to get to know you both better and an enhanced transition plan may be produced. This could include additional visits to Kingsmead and information being shared with you so that you can become familiar with Kingsmead's environment, structure and staff.

If needed, an Individual Learning Profile, will be written to include the information we gather to inform teaching staff of your child's needs and additional training provided where necessary.

Onto adulthood

A similar process occurs when considering Post 16 pathways and your child gets ready to leave us. Planning for this begins with our Careers Advisor making contact with you and your child to begin a discussion of possible placements/courses available.



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	<p>An early Annual Review/ SEND support review will be held during Year 10 and Year 11 here appropriate and staff from the relevant colleges will be invited to attend.</p> <p>Additional visits to college sites can be arranged and Kingsmead staff will be happy to support with these.</p> <p>Ongoing guidance from school staff continues throughout Year 9, 10 and 11, including support for tailor-made work experience placements in Year 10.</p> <p>Whenever you child moves on from Kingsmead, their new setting will be provided with detailed documentation on their needs, staff will attend a transition meeting and support a transition plan.</p>
<p>16. What support is in place for looked-after and previously looked-after children with SEN?</p>	<p>Mrs Mellish, our SENDCO, is the designated teacher for children looked after and will make sure that all teachers understand how a looked-after or previously looked-after student’s circumstances and their SEND might interact, and what the implications are for teaching and learning.</p> <p>Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are</p>

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consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Your child's tutor should always be your first point of contact. They can then direct your concern to the right member of staff or escalate to their Head of Year if necessary.

If your child has a keyworker, they can also provide you with more information or listen to the concerns you have about your child, along with the relevant Assistant SENDCo and SENDCo.

If you are not satisfied with the initial response, you can escalate the complaint. The complaints procedure can be found here:

[Complaints Policy - Kingsmead Academy](#)

18. What support is available for me and my family?



If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Somerset's website which publishes information about the local offer on their website:

[Somerset's SEND Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIAS) organisations are:

[Contact \(somersetsend.org.uk\)](#)

Local charities that offer information and support to families of children with SEND are:

[Mental health and wellbeing](#)

[What are Special Educational Needs?](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student’s EHC plan
- **Area of need** – the four areas of need describe different types of needs a student with SEND can have. The four areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a student’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student.
- **ILP** – Individual Learning Profile
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services

and support are on offer for students with SEN in the local area

- **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the Special Educational Needs and Disability Co-Ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- **SEN support** – special educational provision which meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages