The King's Academy SEND Information Report: October 2025

What types of Special Educational Needs do we provide for?

All Middlesbrough Local Authority (LA) maintained schools and Academies have a similar approach to meeting the needs of pupils with Special Educational Needs and / or disabilities in the mainstream and are supported by the LA to ensure that all pupils, regardless of the specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of the pupils with Special Education Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/ or Physical

More information on the SEND Local offer can be found here: Middlesbrough - Local Offer

Specialist Provision at The King's Academy

The King's Academy has three specialist provisions; Higher Learning Needs Support Base (for children with learning disabilities) and Additionally Resourced Provisions for students with Vision Impairment or who are Deaf or hearing impaired.

Placements within our specialist provisions are limited, and based on referrals from professionals (Educational Psychologists, Specialist Teachers and Primary SENDCOs). We work with the Local Authority SEND team through a Place Planning process to establish which setting will be the most appropriate to meet the needs of the child.

Further information on our specialist provisions be found on our website.
https://www.thekingsacademy.org.uk/send/

We welcome enquiries about our specialist provisions and can offer parents and children a visit to see our specialist provisions and answer any questions about admissions.

What should you do if you believe your child has Special Educational Needs?

We would encourage any parent with any concerns about their child to seek out their tutor in the first instance. If required, advice and support can then be sought from the Special Educational Needs and Disabilities Coordinator (SENDCO) and make any appropriate referrals to support your child.

The King's Academy has a SEND team:

- Assistant Principal SEND (SENDCO), Ms Sarah Watson
- Assistant Vice Principal, Inclusion Mrs Laura Grime (for students accessing Re-Engage and Alternative Provision)
- Mainstream SEND Lead and Trainee Qualified Teacher of the Visually Impaired, Mrs Katie Tattersall
- Mainstream SEND Lead, Mrs Eleanor Crame
- Teacher of the Deaf, Mrs Stephanie Atkin
- SEND and Admissions Manager, Mrs Claire Peverell
- SEND Administrator, Mrs Gillian Artley
- SEND tutors, Miss Evie Strong and Mrs Katherine Farndale

Contact our SEND team via email send@thekingsacademy.org.uk. Our phone number is 01642 577 577 and ask for the SEND team.

How do we identify children with SEND within our school?

The early identification of SEND pupils at The King's Academy is a priority for our SEND team. There are a variety of approaches that we use in order to ascertain whether your child has any presenting needs and if it would be appropriate to add your child to the SEND register. These approaches include but are not exhaustive to:

- Liaising with primary colleagues and using primary reports
- The rigorous tracking of termly progress and identifying any specific areas of concern
- Teacher observations and ongoing teacher assessments
- Discussions during pupil progress meetings
- Standardised testing administered by a Specialist Assessor
- Educational Psychologist identification
- Liaising with any previous settings or other agency involvement e.g CAMHS, Neurodevelopmental Team, MIND, Speech and Language Therapy etc
- We also work with the local Sensory Teachers Advisory and Resourcing Service (STARS) to meet the needs of our students with sensory needs.

At The King's Academy we follow the graduated approach outlined in the SEND code of practice; following cycles of Assess, Plan, Do, Review. Children are identified as SEND if they

require provision 'additional to and different from' what is usually provided within mainstream classes. Children are added to our SEND register after discussion and agreement from parents. All children on our SEND register have a SEND support plan or Education Health Care Plan.

How do we support a child with SEND?

Access to adaptive teaching is a priority for all pupils at The King's Academy. All children benefit from 'Adaptive teaching': this means that teachers assess, plan and teach all children at the level which allows them to make accelerated progress with their learning. Through Adaptive teaching, we ensure that the curriculum and teaching sequences are adapted to meet the individual needs of all children.

We support pupils with SEND through various means, based on their individual needs:

- Adaptive teaching
- Curriculum support, provided by the class teacher
- Implementation of various strategies so every child can access the curriculum at a level appropriate to their specific needs.
- Interventions e.g Reading interventions, Homework intervention, tutorials
- In class support shared support provided by a teaching assistant
- Use of assistive technology e.g laptop, ipad, reading pen
- Additional pastoral support
- Emotional Literacy Support, delivered by trained Emotional Literacy Support Assistants (ELSAs)
- Access to counselling within school (referral, triage and waiting list system)
- SEND tutor

What support that is available for improving the emotional and social development of students with special educational needs?

The King's Academy is a caring school. Our pastoral system helps to develop relationships between staff and students. All staff have received training around social, emotional and mental health needs.

We have a full time trained Emotional Literacy Support Assistant (ELSAs) to work to support children's' emotional wellbeing.

We work with Chameleon Connection and Seen Heard Believed to provide 1-1 counselling on site for children, as required. We also refer students to CAMHS or external agencies if additional, specialist intervention or assessment is required.

How does school assess and review the progress of children with SEND?

We ensure that SEND children are closely assessed through monitoring of classroom practise by the SENCO and Senior Leadership Team. Assessment of children is ongoing with more formal assessments being undertaken at specific time periods during the academic year. Progress is reviewed formally during our SEND Progress reviews.

How are arrangements made to consult with parents?

We hold regular SEND progress reviews to review progress towards outcomes outlined in SEND support plans and EHCPs. Progress reviews have been held via in person meetings, telephone, or online meetings, as appropriate. Parents and carers can also email or complete their views online. We are happy to adapt our communication methods to suit parents.

Parents are able to ask questions and find out information through various means:

- Initial support from the tutor
- Liaison with the SEND team
- Parents raise enquiries directly with the SEND team via email or telephone send@thekingsacademy.org.uk
- Complete the parental views form sent via email
- Meetings with the Pastoral Team are held to offer support where necessary.
- Pre -transition meetings to ensure smooth entry to school and post 16 placements (primary visits)

How are children's views taken into account?

Children are consulted and their views are considered using 'About Me' questionnaires and discussing strengths and areas for development. SEND support plans are personalised and are sent to parents and young people for any changes. We ensure the child/young person's voice is captured by using their wording when discussing their needs and support requests.

How do we prepare children with SEND to transition to a new phase of education?

For students joining Year 7 from feeder primary schools we offer SENDCO visits, Parent and child visits to the school and transition visits.

Students who are identified as particularly vulnerable or requiring additional transition visits are invited to attend weekly transition sessions during the summer term. We also offer a Summer School week to offer further support for transition for students with additional needs.

The SEND team provide similar transition opportunities to students moving on to post 16 settings and we work collaboratively with our local college and sixth form settings.

How do we ensure that teachers and support staff are well informed and trained about the specialist needs of children with SEND?

All teachers at The King's Academy recognise their responsibility for SEND children within their class. All staff have access to SEND support plans and EHCPs for all children they teach and support via Bromcom.

Regular training is provided for all teaching and support staff;

- Adaptive teaching training
- Liaison and training provided by key members of staff as required (SENDCO, Specialist Assessor, Teachers of the Deaf, Qualified Teacher of the Visually Impaired, School Counsellors and Educational Psychologist)
- Termly SEND updates for all staff
- Medical training as required, e.g. Epipen, Diabetes training
- Training for specific needs is offered as required e.g. Emotional Literacy Support Assistant Training, British Sign Language etc

How does the school and governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

A team of professionals in school (SENDCO, Pastoral team, Safeguarding team and tutors) work with professionals from outside agencies to ensure that needs are met. We use CPOMS to maintain our pastoral and SEND records, which every member of staff can add to. This is monitored by our Senior Leadership Team.

We work with a range of agencies and professionals, including:

- Educational Psychologist
- Chameleon Connection (Counselling)
- Seen Heard Believed
- Inside Out (Mental Health)
- STARS team, Specialist Sensory Teachers (Qualified Teacher of the Visually Impaired and Teacher of the Deaf)
- Early Help and Stronger Families
- Middlesbrough Local Authority SEND team
- Social Workers
- Speech and Language
- CAMHS
- Mind
- Child Brain Injury Trust

What arrangements are made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school?

The first point of contact for a parent if they want to discuss something about their child would be their child's tutor. Parents can also contact the SEND team to discuss individual needs or any concerns that they may have. The SEND team can be contacted via email send@thekingsacademy.org.uk.

Parents may wish to talk to Ms Watson, Assistant Principal, SEND (designated SENDCo). If parents feel that they cannot discuss a matter with a member of staff they can contact the SEND Governor, Mrs Elizabeth Idowu, via the Clerk to Governors:

Christine Taylor, ESF Company Secretary
Trinity House
Bede Academy
Sixth Avenue
Blyth
Northumberland
NE24 2SY

The King's Academy welcomes the involvement and support, where necessary, of Barnardo's which is the Middlesbrough SEND Information, Advice and Support Service (SENDIASS)

Contact details for SENDIASS

- https://www.barnardossendiass.org.uk/south-tees-sendiass/
- Open Monday - Thursday, 09:00-17:00 and Friday, 09:00-16:30.
- Phone: 01642 310 806
- Email: southteessendiass@barnardos.org.uk

Contact details for the Inclusion and Specialist Support Service (Middlesbrough Local Authority)

- Single Point of Contact (SPOC) line on (01642) 201831
- Email: sen@middlesbrough.gov.uk