



King's Academy Meadow Vale

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SEND Information Report 2025-2026

In partnership with the whole school community and through an engaging curriculum, we aspire to nurture and empower every child to flourish.

We will encourage, inspire, motivate and support pupils to achieve their potential so they become confident, considerate, resilient and active members of society.

**Special Educational Needs and/or Disabilities (SEND)
at King's Academy Meadow Vale**

SEND Information Report 2025-2026

Definition of SEND:

A child or young person has SEND if they have a learning difficulty or disability which requires special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age (SEND Code of Practice, 2015). Pupil needs and presentations of SEND may change during their educational journey and may also take some time to present within their educational environment.

Broad areas of need:

There are four broad areas of special educational needs and/or disabilities:

Communication and Interaction

This includes children and young people with Autism and those with Speech, Language and Communication Needs.

Cognition and Learning

This includes children and young people with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

Social, Emotional and Mental Health Difficulties

This includes any children and young people who have an emotional, social or mental health need that is impacting on their ability to learn.

Sensory and/or Physical Difficulties

This includes children and young people with a hearing impairment; visual impairment; multi-sensory impairment and physical difficulties (such as with their fine and gross motor skills).

Key Contacts:

Mrs Catherine Forrester is the Headteacher and as such, has overall responsibility for SEND at King's Academy Meadow Vale. She delegates the day-to-day organisation of SEND to the Special Educational Needs and Disabilities Co-Ordinator (SENDCo). Mrs Forrester can be contacted through the school office, either by phone (01344 421046) or by email secretary@kgameadowvale.uk.

Mrs Victoria Costanza is the SENDCo and as such, is responsible for the day-to-day leadership and oversees the SEND provision at King's Academy Meadow Vale. Her role includes working with children and their parents, advising members of staff, collaborating with outside agencies and ensuring that the quality of the school's SEND provision maintains its high standards. Mrs Costanza can be contacted through the school office by phone (01344 421046) or by emailing send@kgameadowvale.uk.

Mrs Kate Gregory is the Governor for SEND at King's Academy Meadow Vale. She has knowledge and understanding of supporting pupils with SEND and maintains communication with the SENDCo. Mrs Gregory can be contacted via the school office, either by phone (01344 421046) or by email secretary@kgameadowvale.uk.

How King's Academy Meadow Vale identifies children with special educational needs and/or disabilities (SEND):

We rigorously monitor the attainment, progress and social development of all children. The SENDCo meets regularly with staff, in order to identify and discuss children who appear to be experiencing difficulties and who may have additional needs or SEND.

In accordance with the 2015 SEND Code of Practice, we use a graduated approach to identify any children who may have a special educational need. This approach incorporates the Assess, Plan, Do, Review (APDR) cycle:

Assess – assess the child's needs.

Plan – plan for relevant provision and set the outcome/s to be achieved.

Do - put the provision in place for a set period of time.

Review – review how and if the provision is making a difference.

Our children are given tailored support in order to access the curriculum, make progress and reach their full potential. For some children, it may be necessary to refer to outside agencies and professionals for specialist support. In these cases, the school will organise this with parental consent and work with staff who support the child to source relevant views of how the pupil presents in learning and social aspects of the school community.

What you should do if you think your child has SEND:

Speak directly to the class teacher to discuss any initial concerns, then, if necessary, further support and information can be obtained from the SENDCo. The outcome of this process could be to further gather relevant evidence, in some cases we would signpost you to the most appropriate resources. The SENDCo may be contacted by calling the school on 01344 421046 or by email send@kgameadowvale.uk

Who oversees and plans your child's education programme at King's Academy Meadow Vale, if they are identified as having SEND:

This will be done by a combination of professionals, depending on the needs of your child. The class teacher will be in direct contact with you and your child, but some of their plan may have been drawn up with the advice of other professionals. The SENDCo will liaise between parents, teachers and professionals to facilitate the smooth running of the education programme for children with SEND. Partnership working and collaboration between parent/carers, professionals and the school are vital to ensuring that communication is triangulated and the child's interests are at the core of decision making and planning.

How you will be informed /consulted about the ways in which your child is being supported at King's Academy Meadow Vale:

There is a programme used for any pupil with a learning plan called Edukey that parent/carers are able to have an access code to in order to view the learning plan. For pupils with an Education, Health and Care Plan there are statutory annual reviews that will involve parent/cares to review outcome targets. Parent/carers are also able to liaise with teachers and SEND co-ordinator (Mrs Victoria Costanza) to ask any further questions. There are termly parent consultations with teachers for Autumn and Spring term, followed by a written report during Summer term.

How King's Academy Meadow Vale will balance your child's need for support with developing their independence:

We will always strive to include every child in their mainstream class and encourage pupils to become independent learners. The strategies, pace and timing for achieving this, will be dependent on the needs of your child. School staff will liaise with you regarding any adaptations required.

How the curriculum is matched/differentiated/personalised for your child's needs at King's Academy Meadow Vale:

We ensure that every child is provided with Quality First Teaching (QFT) which is classroom practice that focuses on high quality and inclusive teaching. Your child's learning will be adapted accordingly, to ensure that they have every opportunity to achieve their full potential. Pupils may need support with an individual learning plan which includes set targets across specific areas of need and scaffolds the strategies that will be used to support the child meeting these targets.

Teaching strategies, resources and equipment used for children with learning and/or additional needs at King's Academy Meadow Vale:

We adopt a range of strategies supported by recommendations from educational specialists and outside agencies, when working with each individual child. Staff also have access to a variety of resources, equipment and technology which is used as required. An ongoing training schedule for support staff is implemented to triangulate approaches and ensure there is consistency.

Specific intervention programmes that King's Academy Meadow Vale offers to children with SEND and how they are delivered:

King's Academy Meadow Vale provide interventions to support pupils and deliver programmes that are designed to promote pupils' ability to thrive in their educational journey. The scope and delivery of this depends on the individual or cohort for whom the intervention is designed. The interventions include Social Skills, Theraplay, Self-Esteem, SALT, The Nest nurture space at lunchtimes.

Special arrangements for assessments at King's Academy Meadow Vale.

Children identified with SEND may be entitled to extra time and/or adult support with the reading of questions and/or scribing; especially those children who experience fine motor difficulties. Arrangements will vary depending on the needs of the child.

How your child's progress is monitored and how you can be involved in this at King's Academy Meadow Vale:

Your child's general progress will be monitored through their day to day learning. If they have an Individual Learning Plan, their set targets will be reviewed regularly and adapted if necessary.

Formal assessments in the core subjects of English and maths take place termly; outcomes from which form an element of the discussion at the twice-yearly parent consultations.

If your child has an Education and Health Care Plan (EHCP), an annual review takes place. This provides parents and all professionals involved, a further opportunity to meet and discuss targets and progress. This is a further opportunity to source the views of the pupil in how they perceive their educational space and journey.

Parents are also welcome to make additional appointments to discuss their child's progress with the class teacher and/or the SENDCo via the school office.

How King's Academy Meadow Vale assesses the overall effectiveness of its SEND provision and how parents/carers and children take part in this evaluation:

We have rigorous monitoring strategies to assess the progress and provision for all children, including those with SEND. Parents and carers are asked for their views via the annual school questionnaire.

If your child has an Education and Health Care Plan (EHCP), you also have opportunity to share your views prior to their annual review. At this time, your child is invited to share their 'pupil voice'. Professional reports will also be utilised appropriately through this process. We will ask the relevant SEND case officer to support in the annual review.

Support available to promote the emotional and social development of children with SEND at King's Academy Meadow Vale:

In order to nurture the emotional and social needs of our children, we have a Play Therapist and trained Emotional Literacy Support Assistants (ELSA's) who may offer sessions for pupils depending on their needs.

We have a therapy dog who visits twice per week.

Children who benefit from a quieter space for a short time at lunch times, are able to spend some time in The Nest – held in our nurture space during lunch times with daily structured activities. Children are encouraged to go and enjoy social play in the outside environment.

When necessary we will liaise with external agencies for any further support.

Support for children who have difficulties in conforming to King’s Academy Meadow Vale behavioural expectations:

Behaviour at King’s Academy Meadow Vale is underpinned by the principles of nurture along with key expectations of pupils being Ready, Respectful and Safe. This is scaffolded for pupils from the start of their time at the school and reiterated through weekly phase assemblies with a member of the Leadership Team, along with classroom assemblies. Staff support the pupils’ engagement with expectations through modelled behaviour and the ethos built into their learning environment.

Pupils may be supported with a Behaviour Support Plan which is agreed with parent/carers the purpose of which is to set specific targets for pupils and monitor their engagement in order to celebrate their successes. Their targets are reviewed throughout each day and they have a check-in reviewing their engagement with a member of the Leadership Team.

The Behaviour Support Plan will be reviewed regularly to assess impact and will be ended once impact and targets have been met and sustained. If this has not had the desired impact, a review of alternative measures will be considered for that pupil.

Looked After Children with SEND at King’s Academy Meadow Vale:

The Headteacher is the designated teacher for Looked After Children and works with the SENDCo to ensure that all teachers understand the implications for children who are in the care of the Local Authority and have SEND.

If a Looked After Child is considered to have additional needs, these are identified through the same procedures detailed above. The school works in collaboration with the Virtual School in the Local Authority, to co-ordinate the child’s care.

Looked After Children with SEND also have their progress regularly reviewed through individual Learning Plans, Personal Educational Plans (PEPs) and EHCPs (if applicable).

Specialist services and expertise that is available at, or accessed by, King’s Academy Meadow Vale:

The school accesses, via referrals following parental consent, a wide range of Local Authority services. It is noted that there can be some wait times for these services.

How we ensure children with SEND at King’s Academy Meadow Vale are included in off-site activities and trips:

Consideration of the accessibility of a venue for any off-site activity and school trip will always be made to ensure that every child can be fully included in the experience. We will liaise closely with families and staff who work closely with the child to ensure that the off-site trip or activity is accessible.

Accessibility of King’s Academy Meadow Vale building and the facilities within it:

The building and all relevant facilities are accessible for all children, as shown in the school’s [Access Plan](#) and [Accessibility Arrangements Document](#).

Preparation to join King's Academy Meadow Vale or transfer to a new school or the next stage of education:

We offer visit sessions for children joining the school to meet their new teacher and peers. We also have a moving on morning at the end of each academic year, which provides this same opportunity.

Alongside this, we conduct transition meetings between current teaching staff and the new class teacher for a handover of relevant information. We have very strong links with the local secondary schools and transition is carefully planned and managed, including the provision of extra support sessions for our more vulnerable children.

Concerns or Complaints:

Should you wish to raise a concern or complaint regarding provision under SEND, the Concerns and Complaints Policy can be found on the school website under About Us/Policies and Documents/Trust Wide Policies:

[King's Group Academies - Corporate Policies](#)

In the first instance, the SENDCo contact details are:

01344 350028

send@kgameadowvale.uk