

# **SEND Information Report**

**FOR**

**Monkton Academy**



Adopted by Governing Body: January 2025

Date of Review: January 2026

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school. If you would like to know more about our arrangements for SEND, read our SEND policy. You can find it on our school website using the following link: <https://monktonacademy.co.uk/send-information/>.

It is hoped the information held within this report is clear and useful for both current parents and carers and prospective parents and carers of children at Monkton Academy. Should any further information regarding the contents of this report be required, discussions are welcomed using the following contact information:

- Miss N. Graham (Assistant Principal/SENCo)
- Tel: 0191 4240200
- Email: [office@monktonacademy.co.uk](mailto:office@monktonacademy.co.uk)

## **Our Ethos and Values**

Here at Monkton Academy, we pride ourselves on our school vision of 'Inspire, Achieve and Empower'. We believe that all children are capable of success regardless of background, beliefs, Special Educational Needs and/or Disability (SEND). We are committed to providing an inclusive environment for all children to flourish and feel included in every aspect of school life. We aim to raise the aspirations of all children during their time at Monkton Academy and ensure that they receive the best support and care throughout their time with us. We are committed to every child reaching their full potential by the time they leave us at the end of Year 6 and ensure all children are prepared as possible for the next steps in education, and indeed life, upon leaving us.

At Monkton Academy, every teacher is a teacher of every child, including those children with Special Educational Needs and/or Disability. We believe that high-quality teaching is vital in ensuring support and progress of all children initially, while we have measures in place to improve the outcomes of those children who require a little more support.

At Monkton Academy, we accept that parents and carers need to feel confident that the school has systems in place which make it possible for us to offer a flexible range of provision which is able to meet the individual needs of each and every one of our children. Parents and carers will be listened to, involved in decision making and their views respected. When children have additional needs and advice from outside agencies is needed, parents and carers will want to be fully informed and involved; and need to trust the school to respond to any need as quickly as possible. Should you have any questions or queries regarding the level of SEN support in place for your child, please make an appointment to speak to your child's class teacher who can outline the level of support in place and discuss key targets linked to this. Furthermore, appointments can be made with the Special Educational Needs Coordinator (SENCo.)

## **What kinds of SEND does Monkton Academy provide support for?**

Our school currently provides additional and/or different provision for a range of needs, including:

<b><u>Area of Need</u></b>	<b><u>Condition</u></b>
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment

**What should I do if I think my child has SEN?**

<b><u>Tell us about your concerns</u></b>	<b><u>We will invite you to a meeting to discuss them</u></b>	<b><u>We will decide whether your child needs SEN support</u></b>
<p>If you think your child might have SEN, the first person you should tell is your child's teacher.</p> <p>The class teacher will pass the message on to our SENCo, Miss Graham, who will be in touch to discuss your concerns and arrange a suitable date and time for a meeting.</p>	<p>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.</p> <p>Together, we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what has been discussed.</p>	<p>If we decide that your child needs SEN support, we will invite you in for another meeting to formally notify you and your child will be added to the school's SEND register.</p>

**How will Monkton Academy know if my child needs SEN support?**

At Monkton Academy, all of our class teachers are aware of SEN and are on the lookout for any children who aren't making the expected level of progress in their schoolwork or socially. We assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and, on a termly basis, teacher assessments are made based on the end of year expectations for all pupils and NTS assessments are undertaken. In addition to this, termly SENCo run-around meetings, which involve the Principal, Assistant Principal/SENCo and class teacher, support the early identification of children who may have SEN. Our approach enables us to identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

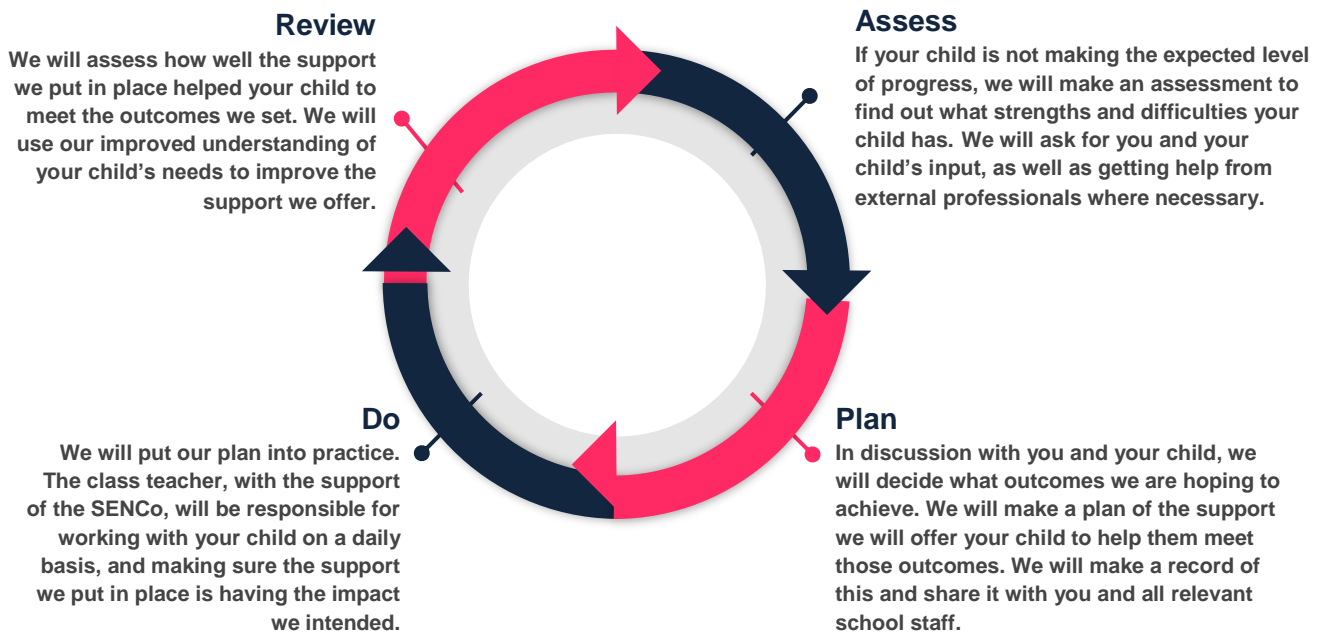
This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN. However, any child whose progress and attainment is of concern will be placed on a monitoring register and will be monitored closely and additional support may be given. If the concern remains, it is likely the child will move onto the SEND register following discussions between staff, child and parents and carers.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents and carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

**How will Monkton Academy measure my child's progress?**

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**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a child has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

SENCo run-around will also form part of this cycle. During SENCo run-around, which will take place with your child's class teacher, Assistant Principal/SENCo and Principal, a clear analysis of your child's needs will be carried out. This will draw on:

- The teacher's assessment and experience of your child
- Your child's previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- Your child's development in comparison to their peers and national data
- The views and experience of parents and carers
- Your child's own views
- Advice from external support services, if relevant

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

Your child's class teacher will meet you regularly throughout the year. At the end of a term, you will be invited to a termly review meeting, which will take place during parents' evening, and twice a year you will be invited to develop and/or review your child's learning profile. The aims of each meeting are:

- Set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCo may also attend these meetings to provide extra support.

We know that you're 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're 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 SEN support we are providing is impacting your child outside of school. At the end of each term, you are invited to complete a SEN provision questionnaire to share your experiences.

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 make a record of any outcomes, actions and support that have been agreed. 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.

### **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 recognise 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 child's views form at the end of every term.

### **How will Monkton Academy adapt its teaching for my child?**

Your child's class teacher is responsible and accountable for the progress and development of all the children in their class. High-quality 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 differentiate (or adapt) how we teach to suit the way our children work best. There is no '1 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 may include:

- Differentiating and/or adapting our curriculum to make sure all children are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using visual resources, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support children on a 1-to-1 basis or in small groups depending on the needs of the child.

We may also provide the following interventions:

- Rapid Reading
- Maths Intervention
- Reading intervention
- Early English Skills
- Daily High Frequency Words
- Plus One and Power of 2 Maths
- Reading Eggs
- Mathseed
- Daily 1:1 Reading
- Nurture Group
- Board Game Club
- Sensory Circuits
- Lego Therapy Club
- Social Skills Group

### **How will Monkton Academy evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term during SENCo run-around
- Reviewing the impact of interventions at the end of each term and analysing the entry and exit data.
- Using child's views questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Regular book reviews and learning walks are carried out by the Principal and Assistant Principal/SENCo with a focus on children with SEN.
- Holding an annual review (if they have an education, health and care (EHC) plan)

### **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 help your child access their learning.

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.

### **How will Monkton Academy make sure my child is included in activities alongside pupils who don't have SEND?**

At Monkton Academy, no child is ever excluded from taking part in activities because of their additional needs. We enable children with SEND to access all aspects of school life by:

- Attending educational visits as they are an important part of our curriculum and give children valuable real-life experiences to support their learning. Alternative means of transport may be used where children are unable to travel by coach or on public transport. Risk assessments are completed to ensure that access arrangements are suitable

- Attending extra-curricular activities which are available to all our children, including our before- and after-school clubs
- Including parents and carers in any relevant discussions about your child
- Including additional adult support, where appropriate
- Following advice from other professionals and/or advisory services
- Completing risk assessments
- Encouraging all children to attend residential trips
- Encouraging all children to take part in sports days, class assemblies and whole school events

No pupil 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.

### **How does Monkton Academy make sure the admissions process is fair for pupils with SEND or a disability?**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

(See our Admission Policy for further details)

### **How does Monkton Academy support children with disabilities?**

#### **Our curriculum**

We make the following adaptations to ensure all children's needs are met:

- A curriculum that is suitably adapted through specific differentiation/adaptations in the planning of activities and additional support
- Scrutiny of assessment data to identify how best to support the needs of children with SEND through a carefully planned and differentiated and/or adapted curriculum
- Differentiated teaching, for example, giving longer processing times, pre-teaching vocabulary, reading instructions aloud, using visual resources, etc
- Opportunities within class and additional interventions to work on key Learning Profile targets
- Targeted adult support where appropriate
- Use of key evidence-based interventions designed to support needs and improve progress
- Additional work with our SEND support assistants
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger fonts to reduce barriers to learning
- Using specialised resources, as appropriate (e.g. wobble cushions, noise-reducing headphones)
- Using advice and plans provided through collaboration with outside services (e.g. Educational Psychology department, specialist teachers and therapists)

#### **Our learning environment**

We take all reasonable steps to modify/adapt our learning environment to meet the individual needs of children.

- All of our classrooms are on the ground floor level
- The school building is wheelchair accessible
- Toilets are available with disability access
- Auditory and/or visual requirements will be provided for as required
- Parking bays for disability 'Blue badge' holders outside of the school



- We receive advice and support through the South Tyneside's Ethnic Minority, Traveller and Refugee Achievement Service (EMTRAS). The service is also able to support families whose first spoken language is not English
- We use Personal Emergency Evacuation Plans (PEEP) to support children who may have a physical or language difficulty, to leave the school buildings and/or area in case of an emergency
- Our Accessibility Plan is committed to providing an accessible environment

### **How will Monkton Academy support my child's mental health and emotional and social development?**

Our children's well-being is of paramount importance to us and we take pride in creating a caring and nurturing environment for all children. All staff support children in their emotional and/or social development throughout their time here with us at Monkton Academy.

Our classroom based teaching assistants are often well placed to also support children within that class as they have developed secure relationships with them and can tailor support to their individual needs.

Additionally, for all children with SEND, support and advice is available from the school SENCo. The school seeks advice and guidance from other professionals and involves them in the planning and delivery of support for children with SEND. We work very closely with professional agencies such as the Educational Psychology Service and Healthy Minds to support children with specific social, mental or emotional health difficulties.

The Assistant Principal/SENCo is part of the school Safeguarding Team which provides support for children and their families, working with outside agencies and professionals, such as the Early Help Team.

### **What support will be available for my child as they transition between classes or settings?**

At Monkton Academy, we recognise that 'moving on' can be difficult for a child with special educational needs and we take steps to ensure that any transition is as smooth as possible.

We have a secure transition programme in place between Years 3 and 6, where teachers, the Assistant Principal/SENCo and the Principal meet to discuss information to be passed up to the next teacher. Special consideration is given to the transition of children with SEND, and this takes priority at staff training days before the new school year begins. Scheduled lessons with the incoming teacher are planned towards the end of the summer term. Children are also given transition booklets which contain photographs of their new teaching team and environment for the next academic year.

If a child is joining us from Monkton Infants, we have a transition programme in place. We maintain strong contacts with our feeder school (whereby the majority of our children attend prior to joining Monkton Academy.) Year 3 staff arrange visits with Monkton Infants during the summer term, getting to know the children and speaking with the class teacher(s) and SENCo. All relevant documentation related to any children with SEND moving to our school is passed on via the SENCo ready for the start of the academic year.

If a child is joining us during the school year, arrangements will be made for the child to visit our school and meet key members of staff. In addition, contact will be made with the school's SENCo to discuss how we can best support your child.

If a child is moving to another school, we will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school. We will ensure that all records about your child are moved onto the new school in a timely manner.

Before a move to secondary school, all children take part in a thorough transition programme, as outlined by the Local Authority. Some of our children with SEND will receive additional transition depending upon the extent of their need. This may include additional visits to the school, liaison with the secondary school's SENCo from the earliest point in a parent's application to secondary school and participation in other transition schemes. All Learning Profiles and relevant documentation are passed on to the new school ready for the start of the academic year. Children with an EHCP will have a formal transition review where the SENCo of the secondary school, along with other professionals involved in supporting the child, will attend.

### **What support is in place for looked-after and previously looked-after children with SEN?**

Miss Graham is also the designated teacher for looked-after children. Miss Graham makes sure that all teachers understand how a looked-after or previously looked-after children's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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 pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN Learning Profiles or EHC plans are consistent and complement one another.

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

There are times when you may disagree or oppose the view held by school about your child. We urge parents and carers with any concerns regarding the provision made for their child to speak to us as soon as possible. In the first instance, please speak to your child's class teacher and/or Assistant Principal/SENCo. If your child's needs are still not being met, you should make an appointment to see the Principal. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

### **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 South Tyneside's local offer using the following link:

<https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND->

In addition, we also liaise with the following services as appropriate to meet the needs of children within our care:

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Children and Young People Services (CYPS)
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services

### **Who can I contact for more information?**

Nichola Graham (Assistant Principal/SENCo) 0191 424 0200 or [office@monktonacademy.co.uk](mailto:office@monktonacademy.co.uk)

Steve Bowler (Principal) 0191 424 0200 or [office@monktonacademy.co.uk](mailto:office@monktonacademy.co.uk)

### **Monitoring arrangements**

This information report will be reviewed by Nichola Graham **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

### **Links with other Policies and Documents**

- SEND policy
- Accessibility plan
- Behaviour policy
- Equality Rights for All
- Supporting pupils with medical conditions policy
- Safeguarding / Child protection
- Complaints procedures
- Child on Child