

**Monkhouse Primary School SEND report for
Pupils with Special Educational
Needs and/ or Disabilities**

Reviewed March 2026

Ambitious Courageous Resilient Respectful Kind

**Special Educational Needs and Disabilities Coordinator – Odessa Stephenson
Special Educational Needs Governor - Moira Calboutin
Head Teacher - Laura Baggett**

You can contact us via the school office. Tel 0191 3000490

Our School

Monkhouse Primary School is a fully inclusive mainstream school and we ensure that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally. We currently have 210 children on roll, 41 of whom have identified special needs. Six of these children currently have an EHCP.

Our Local Offer helps you understand how we support pupils with special educational needs and disabilities. Due to the age of our building, Monkhouse Primary School is not currently fully accessible to everyone with mobility issues. However, where children and their families have additional physical needs, we work creatively to ensure they are fully included as part of our community.

We are proud of our HUB space; a welcoming space which supports pupils in developing positive mental health. Our new Sensory Room provides a quiet and calming space for children who benefit from time away from the busier areas of school. All our classrooms have a designated calm space that can be accessed by children who need some regulation time. We also have 'The Learning Loft' which provides alternative learning activities for some of our children for part of each afternoon. This may be for a wellbeing sessions, for opportunities to work on literacy, language and communication skills, or for work on social skills and emotions.

Our Pupils

We support children with a variety of needs. These needs fall into 4 categories:

- Communication and Interaction.
- Cognition and Learning.

- Social, Emotional and Mental Emotional Health.
- Sensory and/or Physical.

We support children who have diagnoses of:

- Attention Deficit Disorder
- Attention Deficit and Hyperactivity Disorder
- Autistic Spectrum Disorder
- Dyslexia
- Dyscalculia
- Physical Disabilities
- Sensory Impairment
- Specific Medical Conditions

We continuously monitor the progress and attainment of all our children to ensure we plan effectively to support their learning.

Our SEND report lets you understand how we support these pupils with special educational needs and disabilities (SEND).

Working With Families

We consult with pupils and their families on our local offer by:

- Consultation/feedback from parents of pupils with SEND through face to face meetings and parents questionnaires.
- Our governing body has a SEND governor who meets with the Special Educational Needs and Disabilities Coordinator (SENDCO).

Identifying Children with Special Educational Needs

School staff work with pupils every day and we learn about each individual's areas of strength as well as those areas where they may need support. Across the course of their school life all children will have times when they find some of their learning more challenging, or when support is needed to ensure we maintain their wellbeing.

Where we have concerns about a child's learning or social, emotional and mental health we will let families know by:

- Meetings with parents.
- Parents consultations.
- Email and telephone conversations.
- School reports.
- Multi-agency meetings with parents, pupils and professionals for education, social care and health.

We will work with parents to plan appropriate support and this will be regularly reviewed with parents and, where appropriate, children. In some cases, short-term support will be enough to resolve concerns. However, in other cases longer term support is required and a child may be identified as having Special Educational Needs.

In other cases a child may be identified as having Special Educational Needs or a Disability by another agency, such as healthcare.

When a pupil is identified as having special educational needs, we can support their development and progress by:

- Ensuring all children receive Quality Teaching First
- Planned intervention in basic skills in literacy and /or numeracy.
- Planned support around social, emotional and mental health issues.
- 1:1 or group intervention in school with a teaching assistant or teacher.
- Additional parents meetings.
- Tracking pupil achievement and progress via our school tracking systems.
- Involvement/advice from outside agencies.
- We aim to work in partnership with parents, and where parents have concerns about their child's needs, we ask them to come into school and discuss these with staff
- Preparing for Adulthood - working on life-skills such as safely crossing the road, understanding relationships and developing social skills.

Parents are invited to meet with school staff, at least twice yearly, to a review meeting

where we discuss their child's progress and plan the next steps of support. These may include strategies or activities for parents to work on at home.

In some cases we will seek further support and advice from outside agencies, always with the agreement of parents

Consulting With Pupils

We consult with pupils about their learning needs and value their ideas and opinions about how we can continue to support them. We do this in a variety of ways, including:

- Informal chats between children and teaching or support staff.
- Inviting children to contribute their own thoughts and opinions as part of the review process.
- Inviting children to attend all or part of their review meetings as appropriate.
- Asking children to contribute to the whole-school pupil survey.

Teaching and Learning at Monkhouse

At Monkhouse we believe that all our children have the right to full and equal access to an exciting, wide-ranging curriculum.

As well as curriculum-based learning, we spend time developing children's social skills, emotional health and well-being.

For all children, including those with SEND, staff plan learning opportunities that will match the learning needs of each child. Our school assessment and tracking systems ensure that staff are up to date with each child's attainment, progress and next steps for learning. Planning takes account of advice from outside agencies.

We have a number of experienced and skillful teaching assistants who provide learning and social or emotional support to children with SEND. Learning activities delivered are planned with the class teacher. Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.

Where appropriate, children may work collaboratively on aspects of their learning with some children from other year groups, for instance during Read, Write Inc phonics sessions or as part of a group learning more about the feelings of themselves and others.

However, we ensure all children work alongside peers for the great majority of the school day.

Throughout the day, children may spend time working:

- in class as part of a small group working with the class teacher or support staff
- in class as part of a larger group
- in class working on independent tasks matched to their individual needs
- working outside of the classroom with a member of staff.

All children are valued members of our school community and are fully involved with their class groups. We offer a range of lunchtime and after-school activities which are open to all children, including those with SEND.

Evaluating the Progress and Learning of Pupils with SEND

Staff continually monitor the learning and development of all pupils at Monkhouse. Often, this is part of an ongoing formative assessment process; staff work with pupils, identify their strengths and areas where further teaching and support is required, and plan for this to take place in a timely manner.

At other times, pupils may take part in more formal, planned assessment activities to help staff build a robust understanding of each child's development.

Having robust assessment and tracking systems in place allows us to plan for the best outcomes for our children.

Staff meet with the Senior Leadership Team every term to discuss the progress of children in their class, to identify areas where additional support is needed and plan to address this.

In addition staff meet regularly with the SENCO to discuss the learning and progress of children with SEND. Our staff are proactive in trying new approaches or seeking further support from outside agencies.

We offer parents three parental consultation meetings every year, plus a minimum of 2 longer SEND review meetings per year. However, where there are particular concerns or causes for celebration, staff will contact parents and additional meetings are arranged as required. We ask parents to contact the school to request additional meetings where they believe this would be beneficial for the needs of their child.

We are very aware that academic learning is one small part of a child's development and that good mental wellbeing is essential for children to thrive. Discussions about a child's learning and development always take account of this.

Outside Agency Support

At some times, some of our pupils will require further support and we will seek the advice and guidance of outside agencies. We are fortunate to have very good

relationships with the agencies that support our children, and have worked with many of these professionals over a number of years.

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

- Statutory Assessment and Review Service
- Educational Psychology - EP
- Child and Mental Health Services - CAMHS
- Language and Communication team - LCT
- Speech and Language therapy - SALT
- Dyslexia team
- Behaviour Support
- Occupational Therapy - OT
- Sensory Support Team -visual and hearing impairment.
- Raising the Health and Education of Looked After Children Team - RHELAC
- Public Health Nurse
- Health Visitors
- Children's Services
- Education Welfare Service
- Acorns
- Parent Partnership
- Connect Mental Health

There are times when school may consult with an agency to gain informal, general advice about supporting a particular need within school.

We always consult with families prior to requesting outside agency support for a named child and this would be discussed during a meeting with school staff. As part of the referral process, families' views will be gathered.

Transitions

At Monkhouse we have systems in place to support all our children as they move into a new class or to high school. We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils when they are joining or leaving the school:

- Opportunities for parents to meet and talk with staff prior to their child joining Monkhouse.
- Multi-agency meetings including parents/pupils and staff from both schools.
- Opportunities for children joining Monkhouse to visit school prior to starting.
- Opportunities for children moving to a new school to visit before joining.
- Systems for ensuring all relevant paperwork is passed on.

- Meetings/ planning sessions with staff including the SENCO of the school pupils are transitioning to/from.
 - Transition aids e.g. photo books when required.

All children are different and some will move between settings without any additional support, beyond that offered to their peers. However, where children require a higher level of support this will be planned on an individual basis, in consultation with the child, parents and all relevant staff.

Most of our year 6 pupils move on to Marden High; we have very good relationships with Marden and work closely with them on ensuring a smooth transition for pupils.

Staff Training

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities.

Our Special Educational Needs and Disabilities Coordinator provides advice and guidance to staff.

SENCO qualifications and training include –

- National SENDCO award (Bathspa university)
- SEND networks and training within Local Authority
- National SEND conferences
- North Tyneside Communication Toolbox
- Dyslexia
- Phonics and Literacy
- Lego Therapy
- Narrative Programme
- INPP Physical Development
- Mental Health
- ASD training
- Deaf Awareness training
- Communicate and Regulate training
- Prematurity-awareness training
- Commando Joe
- BLAST language training
- Inclusion Training
- Talk for Writing
- Drawing Club and Story Dough programmes

Staff qualifications and training include –

- ELKLAN Trained ± Speech Language and Communication
- Dyslexia Trained
- Behaviour management trained
- First Aid
- SEND Network Meetings within the Authority.
- National SEND conferences.
- ASD training
- North Tyneside Communication Toolbox
- Narrative programme
- ELKLAN - speech language and Communication
- Early Bird - Autism
- LCT training - Speech language and communication
- Behaviour training
- First Class Numbers - numeracy
- Dyslexia training
- Phonics and literacy training
- First Aid Training
- Child Protection Training
- MAKATON - using signs and symbols to help people communicate.
- Widgit communication
- Social Stories
- Lego Therapy
- R-time training
- Mental Health
- Prematurity awareness
- Deaf-awareness training
- Communicate and regulate
- Commando Joe
- Connect Mental Health Awareness

Supporting Families

The school works in partnership with families to help them support their children's learning outside of school.

- Contact with staff in school, including our SENDCO, Leadership Team and Headteacher who may sign post parents to other services outside of school.
- Families are also signposted to services / organisations through the Local Offer.

Further Information

If you would like further information about what we offer here at **Monkhouse Primary** then please contact the Special Educational Needs and Disabilities Coordinator: Odessa Stephenson.

School entitlement offer to pupils with special educational needs or disabilities

| Communication and Interaction Needs: | Support Available Within School |
|---|---|
| <p>Including</p> <ul style="list-style-type: none"> ● Autistic Spectrum Disorders ● Speech, Language and communication Needs ● Social Communication Difficulties | <ul style="list-style-type: none"> ● Visual Timetables ● Areas of low distraction ● Support / supervision at unstructured times of the day ● Social Skills programme / support including strategies to enhance self-esteem ● Small group work to improve skills ● ICT is used to support learning where appropriate strategies / programmes to support speech and language development. ● Strategies to reduce anxiety / promote emotional wellbeing. ● Where appropriate we will use support and advice from other partners to meet the needs of pupils ● Planning, assessment and review ● Work with pupils, parents, carers and staff to develop and review plans based of the need of the pupil. ● Teaching resources are routinely evaluated to ensure they are accessible to all pupils ● Lego Therapy ● Nurture Groups ● Differentiated curriculum and resources ● Feelings ladders ● Communicate to regulate programme ● Commando Joe Programme - from November 2022 |
| Cognition and Learning Needs: | Support Available Within School |

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|---|--|
| <p>Including</p> <ul style="list-style-type: none"> ● Dyslexia ● Dyscalculia ● Moderate Learning Needs | <ul style="list-style-type: none"> ● Strategies to promote/develop literacy and numeracy ● Ability setting in early phonics ● Pupil support plans and targets supporting basic skills in literacy and numeracy ● Moderate learning difficulties ● Provision to support access to the curriculum and to develop independent learning ● Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas eg reading skills groups ● ICT is used to reduce barriers to learning where possible ● Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to ● Planning, assessment and review ● Access to teaching and learning for pupils with special educational needs in monitored through the schools self-evaluation process ● Teaching resources are routinely evaluated to ensure they are accessible to all pupils ● Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil ● Differentiated curriculum and resources |
| <p>Social, Emotional and Mental Health Needs</p> | <p style="text-align: center;">Support Available Within School</p> |
| <p>Including:</p> <ul style="list-style-type: none"> ● Autistic Spectrum Disorder ● ADHD ● Anxiety ● Behavioural Difficulties | <ul style="list-style-type: none"> ● Use of 'The Hub' space at playtimes and for part of lesson times |

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|--|---|
| | <ul style="list-style-type: none">● Use of 'The Learning Loft' for some of afternoon learning● Access to calming spaces in or just outside the classrooms● Social support programmes such as 'R-time' and 'Socially Speaking'.● Use of the Feelings ladder across school● Play support● Individual reward systems● Personalised systems for home-school communication – such as a 'Golden Book'.● Support to identify positives from each day● Communicate and Regulate programme● Commando Joe programme - from November 2022 |
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