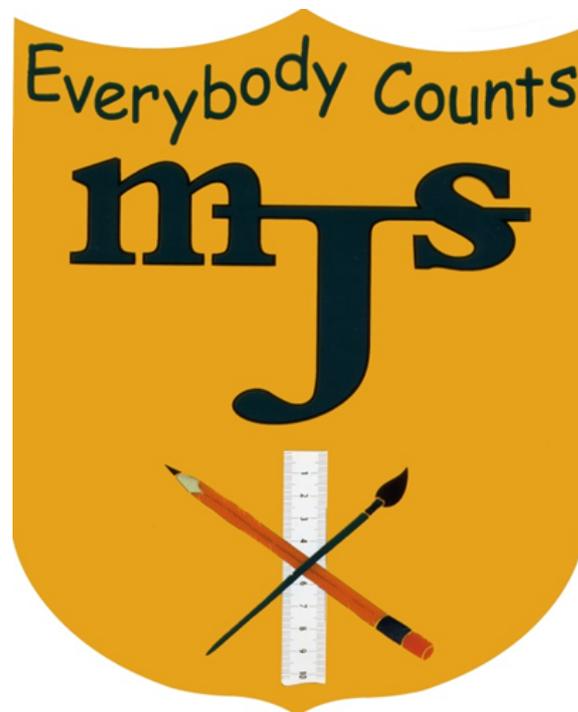


SEND Information Report

FOR

Monkton Junior School



Date Adopted: January 2020

Date of Review: January 2021

The following report details the way in which Special Educational Needs and/or Disability (SEND) is managed at Monkton Junior School. It sits alongside our SEND (Special Educational Needs and Disability) policy and is written according to the key requirements from Schedule 1 of the Special Educational Needs and Disability Arrangements 2014.

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their potential. It may not list every skill, resource and technique we use in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils. It is hoped the information held within this report is clear and useful for both current parents and prospective parents of pupils at Monkton Junior School. Should any further information regarding the contents of this report be required, discussions are welcomed using the following contact information:

- Miss N. Graham (SENCo)
- Tel: 0191 4240200
- Email: nichola@monktonjuniors.co.uk

Introduction

Here at Monkton Junior School, we pride ourselves on our school vision of 'Inspire, Achieve, Empower'. We believe that all pupils are capable of success regardless of background, beliefs, Special Educational Needs and/or Disability. We are an inclusive school where our pupils and staff work together as part of a caring school community. We are committed to ensuring that all pupils receive the best support and care to ensure they reach their full potential by the time they leave us at the end of Year 6. At Monkton Juniors, every teacher is a teacher of every child, including those pupils with a Special Educational Needs and/or Disability. We believe that quality first teaching is vital in ensuring support and progress of all children initially, while we have measures in place to improve the outcomes of those pupils who require a little more support.

At Monkton Junior School, 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 appropriate provision to meet the needs of every pupil within our care. Parents will be listened to and their views respected. When pupils have additional needs and advice from outside agencies is needed, parents 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.)

By law, the Local Authority has to publish the arrangements for SEN, and further details are available in the Local Authority Local Offer

(<https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND->). All schools receive funding in their budget to allow them to provide for pupils with SEN, and have the freedom to make the necessary arrangements using existing staff; or look for advice and support from outside the school.

The following information outlines the implementation of our SEND policy and answers key questions regarding provision of support for pupils with SEND.

Responsibilities

When a child is experiencing difficulties with their learning the class teacher would usually be the first point of contact and the person to ask if you have any questions about your child's difficulties.

Class teachers

All teachers are teachers of children with special educational needs. Teachers responsibilities are:

- Providing differentiated teaching and learning opportunities
- Setting suitable learning challenge
- Taking responsibility for progress of all pupils in their class
- Ensuring effective deployment of resources - including teaching assistant support - to maximise outcomes for all groups of vulnerable learners
- Ensuring that there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "'additional to' or 'different from' those normally provided as part of the differentiated curriculum offer and strategies (SEN Code of Practice 2014)
- Writing Support Plans for pupils identified as having an additional needs and sharing and reviewing these with parents biannually
- Analysing the attainment of all pupils to ensure all pupils continue to make progress in all areas of learning by responding to their learning needs and interests and to ensure that there are no differences in achievement between different groups e.g. SEN, boys, girls, etc
- Using ongoing summative assessment to inform future planning and adjust short term planning to take account of progress and areas of difficulty
- Providing additional curricular opportunities that meet the needs of individuals or groups (such as English and Maths interventions)
- Involving parents, pupils and all staff in the process of inclusion through raising their awareness of how attitudes and behaviour affect the school community
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with SEND

The SENCo

The SENCo plays a crucial role in the school's SEN provision. This involves working with the Principal and Governing Body to determine the strategic development of the policy. The SENCo liaises with all staff at all levels across the school to ensure appropriate guidance, support, resources and opportunities are brought together to support all individuals and groups. The SENCo is available to have meetings with teachers and liaises with external agencies to support vulnerable pupils. Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating the provision for pupils with SEN and/or Disabilities (SEND)
- Managing SEND support staff
- Overseeing pupils' records

- Liaising with parents/carers
- Ensuring parents are involved in supporting their child's learning and kept informed about the support their child is getting and reviewing how they are doing.
- Liaising with all external agencies who come into school to help support your child's learning, e.g. Speech and Language, Occupational Therapy, Educational Psychology
- Updating the school's SEN register (a system for ensuring that all records of your child's progress and needs are kept).
- Providing specialist support for teachers and support staff in the school, so that they can help support pupils with additional needs in the best possible way.
- Monitoring and evaluating the SEND provision and reporting to the Governing Body

Governors

The Governing Body is responsible for ensuring that a SEND policy is in place and that it is implemented effectively. The SEND Governor also has a statutory role to play in the evaluation of SEND provision. The Governors responsibilities are:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that SEND pupils are fully involved in school activities
- Know how many pupils in the school have SEND
- Know how much money the school gets for SEND and make sure that budget arrangements are in place to let the school fulfil their duties to provide for the pupils who have SEND
- Monitor the expenditure on SEND
- Review and approve the SEND Policy
- Make sure that SEND provision is part of School Improvement Plan.
- Ensuring that the work of appropriate bodies and organisations are involved in school life in meeting the needs of pupils with SEND

What kinds of SEN does Monkton Junior School provide support for?

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Our support is tailored towards the key areas in the Code of Practice, as required. In all

areas the following levels of support can be expected:

- Appropriate support and advice is sought from outside agencies to ensure any potential barriers to learning are identified and responded to
- Access to teaching and learning for pupils with SEN is monitored through the school's self-evaluation process
- Resources are routinely evaluated to ensure they are accessible to all pupils.
- Consideration is given on the placement and use of support staff
- Use of ICT to increase access to the curriculum
- Updated information on support is provided through SENCo attendance at key training
- Ongoing professional development is provided for all staff as required
- Support is offered to families as relevant and they are signposted to services or organisations which may offer support and guidance in accordance with South Tyneside's local offer

Specific detail is broken down according to the four categories of need below:

Monkton Junior School entitlement offer to pupils with additional needs

Type of SEND for which provision is made in school	Support we can provide (as appropriate)
<p>Communication and interaction <i>(which can include pupils with speech and language difficulties, Autistic Spectrum Disorder etc.)</i></p>	<ul style="list-style-type: none"> • Use of a Support Plan involving pupils, parents and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources. • Use of visual timetables. • Support during unstructured periods of the school day • Use of equipment to allow for focus (e.g. headphones, desk separators). • Use of social skills programmes to promote an understanding of socially difficult situations (often as suggested by other professional bodies such as the Educational Psychology Department). • ICT is used to reduce barriers to learning where possible. • Strategies and programmes to support speech and language development (often as suggested by other professional bodies - such as Speech and Language Therapy). • Use of school buddies (older pupils or key peers).

- Use of strategies to reduce anxiety and promote emotional wellbeing.
- Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.
- Access to teaching and learning for pupils with SEN is monitored through the school's self-evaluation process.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- Fully qualified/trained SENCO who can provide advice and guidance to staff.
- All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom.
- Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.

Cognition and learning
(which can include pupils with Moderate and Severe Learning Difficulties. It also includes Specific Learning Difficulties such as Dyslexia/Dyspraxia)

- Use of a Support Plan involving pupils, parents and staff in the formulation, review and implementation of these documents.
- Differentiated/modified curriculum and resources.
- Strategies to promote and develop English and Maths.
- Provision to access the curriculum and promote independence within learning.
- Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas.
- Specific SEN English and Maths intervention administered by our SEN support staff in addition to class-based English and Maths teaching and intervention.
- Use of ICT to remove barriers to learning as/where possible.
- Use of support/intervention plans received through block intervention from specialist teachers from the Educational Psychology department.
- Access to teaching and learning for pupils with SEN is monitored through the school's self-evaluation process.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.

- Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money.
- Fully qualified/trained SENCO who can provide advice and guidance to staff.
- All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom.
- Behaviour and anti-bullying policies are evaluated on a regular basis with consideration to the impact on pupils with SEN.
- Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
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Social, emotional and mental health difficulties
(linking to withdrawn/isolated behaviours, challenging/disruptive behaviours, ADHD and other mental health issues.)

Also specific to emotional health and wellbeing links

- Our school ethos and values for all pupils.
- Behaviour management systems which promote a 'sense of self-discipline' - encouraging pupils to make positive decisions about behavioural choices.
- The schools behaviour policy identifies where reasonable adjustments/changes can be made to ensure the need for exclusion is kept to a minimum.
- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.
- The school provides effective pastoral care for all pupils.
- A named 'Mental Health Champion' who attends regular training sessions.
- Lego therapy intervention to support pupils developing their social skills.
- Use of a nurture programme to promote emotional wellbeing and an understanding of socially difficult situations.
- Access to staff support and training with relevant bodies (such as the Emotional Resilience Team and other outside agencies) and pupil referrals made as appropriate.
- Regular 'emotional wellbeing' audits where staff identify and reflect on needs of pupils.
- Use of an outdoor area with a sensory garden.

	<ul style="list-style-type: none"> • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
<p>Sensory and physical needs: <i>(which can include pupils who have a disability which prevents them from making use of the educational facilities typically provided. This can include visual impairments and hearing impairments.)</i></p>	<ul style="list-style-type: none"> • Advice and guidance from the Local Authority's Sensory Impaired Service is sought and acted upon to ensure barriers to learning are reduced or removed. • Provision to support access to the curriculum as appropriate with the aim of developing independent learning. • Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs. • Access to strategies to support Occupational Therapy/Physiotherapy. • Support with personal care if and when needed. • Specific training provided as appropriate to ensure that staff understand the impact of a sensory need upon teaching and learning. • The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. • Physical adaptations to the school environment (e.g. ramps for wheelchair users, lowered toilets).

Identifying pupils with SEN and assessing their needs

At Monkton Juniors, we recognise that there are four broad categories of need (as detailed above) which constitute a Special Educational Need. We understand that some pupils may have a need that encompasses more than one of the four broad categories as sometimes needs are varied and complex. At Monkton Junior School, we use these categories to help us identify how best to offer support and guidance to individuals, not to fit pupils into a particular category. We identify the needs of pupils by considering the needs of the whole child which includes not just the Special Educational Needs of the child or young person. We will assess each pupil'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 pupils and 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 pupil is recorded as having SEN.

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 pupil and their parents. 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.

Where additional needs are identified we follow a graduated process of support involving four types of action in a cyclical nature. Decisions made are revisited and refined as the understanding of a pupils' needs grows. The four actions involved in the cycle are:

1. **Assess** - pupil's needs are clearly analysed and assessed, this information will be continually reviewed. This will draw on information about the child's attainment, progress and behaviour and will involve the views and experiences of parents and advice offered from other sources.
2. **Plan** - as SEN support is planned, parents/carers will be informed and involved in the process of agreeing interventions and support, alongside a date for review. At this stage it is likely that a Support Plan will be written. Both pupils and parents will share in this document which will set out clearly the outcomes anticipated for the child.
3. **Do** - the class teacher will remain responsible for working with all pupils on a daily basis. Where interventions involve group working carried out by a teaching assistant (TA), the class teacher will have worked alongside the TA sharing outcomes and expectations as well as strategies and resources for support. The class teacher continues to be responsible for the intervention and should be involved in assessing the impact of the intervention.
4. **Review** - the intervention/support will be evaluated by the class teacher and SENCo alongside the targets set on the Support Plan. Changes in support/strategies will reflect the success of the intervention, the pupil's progress and development and revised outcomes will then be planned for in consultation with the parent and pupil.

SEN Stage Procedures

When a pupil is identified as having SEN, they will be placed on our school SEN register. The register is updated every term to show changes in pupil need and as pupil progress is

tracked. The length of time spent by individual pupils both on the SEN register and within the different stages will vary greatly. The length of time spent at each stage will be influenced by the recorded outcomes of these termly reviews. Parents' and pupils' views will be sought and they will be fully informed. Pupils with SEN will be recorded on our SEN register in the following ways depending upon their level of need:

- **Special Educational Needs Support (SENS):** This term is used when there is evidence that a child is not making progress and there is a need for action to be taken to meet learning difficulties. SENS can include the involvement of extra teachers in school and may also require the use of different learning materials, special equipment or a different teaching strategy
- **Special Educational Needs Support Plus (SENS+):** this term is used where SENS has not been able to help the child make adequate progress. At SENS+ we seek external advice from other professional bodies, for example, this may be advice from a Speech and Language Therapist or an Occupational Therapist. SENS+ may also include the involvement of an Educational Psychologist
- Should a child continue to demonstrate cause for concern and make limited progress, despite a modified curriculum and tailored interventions, a request for an **Education Healthcare (EHC) Plan** may be considered. In most cases, children and young people identified as having complex SEN will be referred for an EHC (Single) Plan assessment by a relevant professional (such as our school SENCo.) However, we recognise that parents and carers can also request that the Local Authority carry out an EHC Plan assessment.

What are the arrangements for consulting parents (and where relevant pupils) with SEN and involving them in their education?

- We welcome dialogue with parents/carers regarding the progress of pupils at any stage of the SEN support provided in school.
- Support Plans are formed in October with pupils and parents/carers involvement.
- Parents/carers are invited to a review meeting at the end of every term, where the pupil's targets and intervention are reviewed and amended to meet the pupil's needs. Pupil and parents/carers questionnaires are completed before the review meeting and discussed within the meeting.
- Parents/carers who are unable to attend these meetings will be written to, informing them that a Support Plan has been written/reviewed for their child and will be available in school for discussion.
- Pupils are made aware of key targets that they are working towards, as appropriate.
- Where there is a need for expert advice and support from other agencies, parents/carers will be consulted prior to any support being actioned.
- In the case of an application for an Education Health and Care (EHC) plan, parents/carers and child views form a core part of the application.

- Parents/carers are provided with an annual written report in July detailing attainment and progress of pupils.

What is our approach to teaching pupils with SEND? How do we adapt the curriculum and/or learning environment for pupils with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN.

We will also provide the following:

- A curriculum that is suitably adapted through specific differentiation/modification in the planning of activities and additional support.
- Scrutiny of assessment data to identify how best to support the needs of pupils with SEN through a carefully planned and differentiated and/or modified curriculum.
- Opportunities within class and additional interventions to work on key Support Plan targets.
- Targeted adult support where appropriate.
- Use of key evidence-based interventions designed to support needs and improve progress.
- Additional work with our SEN support assistant.
- Use of ICT to reduce barriers to learning.
- Careful consideration towards the school environment (e.g. reducing the height of classroom sinks for accessibility).
- Use of 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)

Assessing the progress of pupils with Special Educational Needs

As detailed above, we follow the graduated approach and the four-part cycle of **assess, plan, do, review**. During end of term reviews and/or SENCo runaround, the class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

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

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How we evaluate effectiveness of provision

At Monkton Junior School, provision for Special Educational Needs is under constant review. Policies are updated at least annually and take current legislation into account. The SENCo attends training courses and network meetings throughout the year. We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at the end of each half term
- Using pupil and parents/carers questionnaires at the end of each term.
- Monitoring the provision by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Summary of Provision made by Monkton Junior School

1. All children and young people	<ul style="list-style-type: none">• Trained SENCo with QTS who is a member of the Management Team.• SEND Policy, with provision and practice in place.• Accessibility Plan in line with Equality Act 2010.• Information on Inclusion and SEND provided to all parents/carers.• SEND Governor.• SEND Development Plan.• Inclusive ethos and curriculum.• Range of teaching strategies and learning opportunities.• Range of ICT equipment as/if required.• Target setting, tracking process and being involved in setting their new targets.
2. Children and young people with additional needs (SEN)	As above, plus: <ul style="list-style-type: none">• Assessment of: learning environment; grouping of children/young people; teaching styles; curriculum materials; individual children's/young people's physical, sensory, and cognitive

	<p>barriers; children's/young people's social and emotional needs and other relevant circumstances.</p> <ul style="list-style-type: none"> • Additional and different provision such as individualised or small group planning. • Increased use of ICT resources as/if required. • Staff collaboration with specialists within the school and with outside agencies. • More detailed planning incorporating specialist information. • Increased classroom and small group support. • Environmental adaptations if necessary.
<p>3. Statutory provision as specified in an Education Health and Care Plan (EHCP.)</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> • Detailed planning and tracking. • Individualised programmes in several areas of the curriculum. • Arranging the provision specified in an EHC Plan. • Arranging the annual review of an EHC Plan and submitting recommendations to the LA.

How do we enable pupils with SEN engage in school activities, together with pupils who do not have SEN?

At Monkton Juniors, no pupil is ever excluded from taking part in activities because of their SEN or disability. We provide the following support to ensure every child is included in all activities:

- Environmental adaptations are provided as required (e.g. wheelchair ramps, accessible facilities)
- Provision of specialised equipment (e.g. ear defenders)
- Support from trusted adults in school, as required
- Careful risk assessment and consideration towards planning of out of school activities
- Accessing support and advice from other professional bodies as required

Extra-Curricular Activities and Out-of-School Visits

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils will have the opportunity to:

- Attend a range of extra-curricular activities take place after school. All pupils can apply for places on these activities but sometimes numbers are limited.
- Attend a residential week at Thurston in Year 6. Staff, at the centre, are trained to include all pupils and will adapt activities to meet the needs of the pupils.
- Attend educational visits as they are an important part of our curriculum and give the pupils valuable real-life experiences to support their learning. No pupil will be excluded from a visit because of their additional needs. 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.
- Take part in sports day/school plays/special workshops, etc. and no pupil will be excluded because of their additional need.

Effective Transition

What are the arrangements for supporting pupils moving between educational phases?

- We have a secure transition programme in place between years 3 and 6, where teachers, the SENCo and the Principal meet to discuss information to be passed up to the next teacher. Special consideration is given to the transition of pupils with SEN, and this takes priority at staff training days before the new school year begins.
- With regards to the transition from KS1 to Monkton Juniors, we maintain strong contacts with our feeder school (whereby the majority of our pupils attend prior to joining Monkton Juniors.) Year 3 staff arrange visits with the feeder school during the summer term, getting to know pupils and speaking with the class teacher(s) and SENCo. All relevant documentation related to any pupils with SEN moving to our school from the feeder school is passed on via the SENCo ready for the start of the academic year. In the case of pupils attending Monkton Juniors from another KS1 establishment (or indeed transferring from another school at various points during the year) we know that schools are legally obliged to hand on all relevant documentation and transfer of pupil records. We ensure that this takes place and all relevant information has been sought.
- When pupils from Monkton Juniors transfer to secondary education, all pupils take part in a thorough transition programme, as outlined by the Local Authority. In the case of pupils with SEN, additional arrangements can be put in place, depending upon the extent of their need. Support Plans and relevant documentation is passed on ready for the start of the academic year and additional transition work can be put in place. This may include additional visits to the school, liaison with the secondary schools SENCo from the earliest point in a parent's application to secondary school and participation in other transition schemes. Pupils with an EHC plan will have a formal

transition review, where the SENCo of the secondary school, along with other professionals involved in supporting the pupil, will attend.

Who helps support pupils with SEN?

- A driven, supportive staff base made up of teaching and support staff. Training is sought and used specific to needs apparent in school, new members of staff and as requested/advised by those working with/observing work with groups of pupils
- The school SENCo - Miss N. Graham
Tel: 0191 4240200
Email: nichola@monktonjuniors.co.uk

Links with Other Services

We also liaise with the following services as appropriate to the needs of pupils within our care:

Educational Psychology Service

Contact Number: 0191 4268100

Email: eps@southtyneside.gov.uk

Parent Partnership Service

Contact Number: 0191 4246345

Email: <http://www.visitsouthtyneside.co.uk/article/11860/the-parent-partnership-service>

South Tyneside Council Support

Website: <http://www.southtyneside.info/article/11254/Help-for-parents-of-children-with-SEN>

The PLACE (Project for Looked After Children)

Contact Number: 0191 4273490

Email: theplace@southtyneside.gov.uk

CYPS (Children and Young People Services)

Contact Number: 0191 5665500

Speech and Language Department

Contact Number: 0191 2832484

Email: childrensspeechandlanguage@stft.nhs.uk

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and/or SENCO, then, if unresolved, by

Principal. The governor with specific responsibility for SEN/inclusion 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).

Local Offer

South Tyneside's Local Offer, explaining the SEN support available on a Local Authority basis, can be found using the following link:

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

Other useful documents, such as our SEND policy, are available on our website

www.monktonjuniors.co.uk

If you require any further information about what we offer at Monkton Junior School, please do not hesitate to get in touch with Miss N. Graham (SENCo)

Monitoring arrangements

This information report will be reviewed by Miss 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.