



Annual SEND Information Report

Inclusion Leader: Mrs Aimee Mills

Date: December 2025

MONSKTON PRIMARY SCHOOL ANNUAL SEND REPORT

At Monkston Primary School, we strive to create a very special community, in which pupils and staff feel challenged to contribute at the highest level and feel valued for their efforts. We are determined to provide the very best pastoral care and the very best learning opportunities for all pupils as they progress through our school, working in strong partnership with parents and carers.

Monkston Primary School is an inclusive school. We are fully committed to meeting the needs of those pupils with Special Educational Needs and Disabilities [SEND] so far as is reasonably practical and compatible with the provision of the effective education of other pupils. In meeting these responsibilities, Monkston Primary School has due regard to the 'SEND Code of Practice 2014', 0-25 guidance and the 'Equality Act 2010'.

At Monkston Primary School, our commitment to SEND is demonstrated as follows:

- Policy and provision are evaluated and reviewed regularly;
- Resources of time, people and equipment are planned, budgeted for and detailed, when appropriate in the school development plan;
- The governing body of Monkston Primary School discharge their statutory responsibility with regard to SEND; and
- Planning for SEND ensures continuity and progression in meeting the needs of the pupils.

What Special Educational Needs provision is provided at Monkston Primary School?

At Monkston Primary School, we offer provision for pupils with difficulties in the following areas:

- Cognition and learning
- Communication and Interaction
- Social, Emotional and Mental Health needs
- Physical and/or Sensory needs

How does Monkston Primary School know if pupils need extra help and what should I do if I think my child may have Special Educational Needs?

We track the academic progress of all pupils at Monkston on a termly basis using formal assessment procedures and throughout the academic year. Class teachers undertake a range of informal assessments to determine if pupils are meeting expected progress standards for their age. The academic progress of all pupils is discussed in termly pupil progress meetings held by members of the Senior Leadership Team [SLT]. There is a focus on those that are identified as making less than expected progress and those that have social, emotional or mental health difficulties that may affect their ability to engage in their learning. If appropriate, additional support may be put into place to address any specific areas of difficulty.

Class teachers may raise concerns about their pupils' progress with members of the SLT or the Inclusion Leader at any time. Should a class teacher require further support, they will

MONSKTON PRIMARY SCHOOL ANNUAL SEND REPORT

complete an internal SEND referral form and a member of the Inclusion Team (The Inclusion leader or the Deputy Inclusion Lead) may observe that child and, where necessary, assess the child before implementing and recommending further actions. At Monkston Primary school, we offer additional SEND assessments from GL Ready, as listed below:

- WellComm (Speech, language and communication tool)
- Lucid recall (Working memory and processing assessment)
- BPVS (British Picture Vocabulary scale)
- York Reading assessment
- Sandwell Maths assessment
- LASS and COPS Dyslexia screening

Each assessment provides a detailed report signifying potential key areas for support and development. These results are utilised and provide guidance towards planning for any potential additional provision for children.

Teachers will communicate any referrals, assessment and observations to the child's parents. Where appropriate, the Inclusion Team will provide and plan for extra academic support through teaching assistants [TAs], or by arranging an allocated time slot with our nurture assistant if the child requires social, emotional and mental health support (SEMH).

If parents have concerns about their child's progress, we encourage them to speak to their child's class teacher about this. If any matter needs further action, the class teacher will speak to the Inclusion Team to discuss next steps. The Inclusion Team can be contacted via the school office or using the email inclusion@monkton.org.

How will I know how my child is progressing and how will I be involved in planning for my child's education?

We encourage an 'open door' policy at Monkston Primary School and parents are welcome to discuss their child's progress with their class teacher at any time. In addition to this, formal parent consultations are held every term to discuss pupils' progress, during which class teachers will highlight strengths and areas for improvement across the curriculum. The Inclusion Leader is available to meet parents of pupils with additional needs at a mutually convenient time to discuss their child.

Two formal written reports are issued each year. In the spring term, an interim report will be sent to parents to show their child's academic achievements and attitude to learning in all subject areas. Our end of year reports will provide information on the pupils' academic progress in all areas of the curriculum, as well as a personalised comment about their social and moral development.

Those pupils identified by the school as having a special education need or disability will be recognised on the school SEND register under the category 'SEND support' and parents will be invited to discuss their Individual Education Plan [IEP] or school SEN Support Plan with their child's class teacher. The class teacher will set 2-3 targets (or additional targets if on a SEN support plan) to address their SEND concerns, which will then be reviewed at the next meeting. IEP meetings are held termly and school SEN Support Plans every 6-8 weeks.

MONSKTON PRIMARY SCHOOL ANNUAL SEND REPORT

For pupils with an Education & Health Care Plan [EHCP], as well as termly IEP meetings, a formal review will take place in school once a year, or more often if needed, to which parents and any school staff who work closely with the child are invited. The meeting will discuss progress of current targets, new targets and any changes that need to be made to their support.

How will I know that the school is meeting my child's learning and developmental needs?

At Monkston Primary School, we deliver Quality First Teaching in all our classes, which helps ensure that all our pupils are able to access the curriculum. Our teachers are highly skilled and are able to develop and adapt their teaching to meet the wide range of needs in our school. We endeavour to provide a wholly inclusive environment, where pupils can access all areas of learning, regardless of their ability.

Differentiation and scaffolding, whereby teachers ensure that tasks set are matched to pupils' ability, is put into place by all class teachers on a daily basis; this may include the involvement of additional adults or resources. At Monkston Primary School, each teacher provides support in a range of ways in order to suit the needs of their class. Provision can also include adaptations to the school and classroom environment e.g. specialist furniture. In this case, advice would be sought from outside specialists.

If appropriate, the Inclusion Team, after considering progress data and in discussion with the class teacher, will organise 1:1 or small group interventions to address specific areas of need. These short-term interventions will be reviewed regularly to establish whether more intervention is needed or if it has been successful.

In year 6, pupils are grouped into three ability sets for some, or part of, the academic year, with additional teaching provided by the Deputy Head teacher and Assistant Headteacher. By doing so, all pupils benefit from smaller class sizes and targeted teaching, working at a pace which is best suited to meet their needs.

How effective is the SEND provision at Monkston Primary School?

At Monkston Primary School, we are continually working towards improving our provision to meet the diverse and changing needs of our pupils. Every term, following an internal assessment week, teachers will meet with a member of the SLT to discuss the progress of all pupils in their class [or set], including those with SEND. Current provisions are reviewed on a half-termly basis following discussions involving the Inclusion Team, class teachers and TAs.

For children who require a personalised curriculum, which is considered above the adaptations made within class by the teacher, a personalised curriculum overview is created. The Inclusion Leader, class teacher and support staff meet each half term to plan for any children who require a personalised curriculum. In most instances, these are children who are following a SEND support plan or who have EHCPs. The overview will detail personalised objectives tailored to the child's needs, where units of work and tasks follow each are of the curriculum in line with their year group.

MONSKTON PRIMARY SCHOOL ANNUAL SEND REPORT

How will you help me to support my child's learning?

At Monkston Primary School, we are committed to working together with parents and their involvement in their child's education is highly valued. Parents are able to make appointments with their child's class teacher, the Inclusion Lead, or the Headteacher at any mutually convenient time to discuss their child's SEND progress. Parents and carers are informed as early as possible of any concerns regarding their child's learning or if there are changes to their child's SEND status. Parents' views are considered in devising programmes of support. Parents of SEND pupils are invited to IEP meetings three times a year and asked to agree and comment on their child's targets; this happens approximately six times a year for children with a School SEN Support Plan. A copy of the IEP/School SEN Support Plan will be sent home and parents will be encouraged to work towards the targets at home. Any complaints relating to the provision for pupils with SEND will be handled in accordance with the School's Complaint Policy, a copy of which is available from the office and also on the school website. The Inclusion Team hold termly SEND focused coffee mornings, where parents are invited to come into school. Each coffee morning has a particular focus and includes a charity, organisation or specialist visitor attending to provide additional avenues of support for parents. This is an additional opportunity for parents to talk to the Inclusion Team regarding any concerns.

What support will there be for my child's overall wellbeing?

We believe that pupils' wellbeing and mental health is equally as important as their academic progress. At Monkston Primary School, we employ a nurture specialist, Miss Flower, who works for three days a week with small groups of pupils or in 1:1 sessions. These pupils have been identified as needing further social, emotional or mental health support. Miss Flower liaises closely with class teachers and operates a very flexible timetable to enable pupils to access support when the need arises. Miss Flower meets regularly with the Headteacher to discuss the progress of the pupils she is working with and to look at timetabling to ensure pupils who need SEMH support are receiving it. We are also fortunate to employ a play therapist, Kelly Knell, who visits Monkston Primary School every week. Kelly Knell's timetable is arranged by the Deputy Headteacher, who oversees the progress pupils are making and communicates accordingly with parents.

Pupils in each year group are taught personal, social and health education [PSHE] by their class teacher and many areas of the subject addresses pupils' wellbeing and safety. We follow a scheme in line with the 2019 Statutory Guidance on Relationships and Health Education, Staff Wellbeing, Mindfulness and Pupil Voice. The school have a 'Mental Health Lead' who organises half-termly 'Feel Good Fridays'. These days provide additional opportunities for children to learn more about mental health, develop strategies to support their own mental health and to enhance the children's understanding of themselves.

Our pupils' views are highly valued and each year a new school eco - council is elected consisting of pupils from each class in years 1-6. They meet regularly with a member of the

MONSKTON PRIMARY SCHOOL ANNUAL SEND REPORT

Senior Leadership Team to ensure that pupils' views are listened to and considered throughout the school year, with a focus on caring for the environment.

What arrangements are in place for involving SEND pupils in their own education?

The views of our SEND pupils at Monkston Primary School are very important to us. Pupils with SEND are invited to their termly IEP meetings/half termly SEN Support Plan meetings alongside their parents and are able to comment on and contribute to the targets set by the teacher and parents.

Those pupils with an EHCP are asked to contribute their views about their own education. These can then be recorded as part of the plan, shared during review meetings and will inform targets set for the child.

Where children are unable to verbally communicate their views, thoughts and opinions are gathered from all adults involved with the children and through observations.

What specialist services and expertise are available at or accessed by the school?

Our Inclusion Team seek advice from the Local Authority Specialist Teachers as needs arise. They aim to actively engage with opportunities to share best practice by attending SENDCo locality cluster meetings and keeping up to date with current local and national policies to support pupils with SEND.

If necessary the Inclusion Team can also arrange a consultation with an Educational Psychologist as part of the Local Authority's specialists. These consultations are collaborative and aimed to develop next steps for specific children with SEND.

The Local Authority School Nursing Team is able to support the school in a number of valuable ways. They work in partnership with the school, pupils and their families as well as other health professionals. The team can also act as key health professionals for referrals to additional services such as Occupational Therapy and Speech and Language Therapy.

At Monkston Primary School we focus on early intervention, in the hope to give children the best start to their school years, so children may be identified as needing additional Speech and Language support from reception. Monkston Primary can make referrals to the NHS SALT services. The Inclusion Team work closely with their linked NHS SALT to facilitate additional assessments and guidance.

The Local Offer is a directory of information that helps families to find and access support and, through getting families' feedback on the Local Offer, will become a useful tool in considering what services need to be changed and developed. All local authorities are required to have their own Local Offer as part of the government's SEND reforms. The Local Offer for Milton Keynes can be found on the following website:

<https://www.mksendlocaloffer.co.uk/>

The school works closely with agencies delivering the Local Offer and makes reasonable adjustments to support pupils across other schools.

MONSKTON PRIMARY SCHOOL ANNUAL SEND REPORT

What training have the staff who support children with SEND had or are having?

Our Inclusion Leader oversees all SEND provisions happening across the school.

Our class teachers have collectively received training on a range of different areas of SEND and the Inclusion Leader keeps all staff up to date with any changes or developments to SEND policies. The Inclusion team share the Local Offer's centralised training booklet with staff each year for any possible opportunities for CPD. Our KS1 staff and teaching assistants have been trained in a range of intervention strategies such as Read, Write, Inc. and Numicon.

A number of class teachers and learning support assistants have had additional training in delivering 'Attention Autism' (Bucket time) sessions, to support children who have difficulties in maintaining attention. Lego therapy and socially speaking interventions are also organised to support children with communication and interaction needs. These are run by highly skilled and trained teaching assistants.

Our Assistant Headteacher keeps staff well informed with training courses that arise and communicates training or areas of interest to staff if she thinks they will be helpful. Staff are encouraged to participate in training opportunities, both internally and externally.

How will my child be included in activities outside the classroom, including school trips?

At Monkston Primary School, we aim for all our pupils to access learning, activities and trips that take place outside of the classroom. Reasonable adjustments will be made to enable all pupils to fully participate in all aspects of learning. Risk assessments are carried out for all visits and trips to ensure safety of all pupils. If a high level of 1:1 support is required, a parent may be asked to accompany their child during a specific activity.

How accessible is the school environment?

Monkston Primary School has been purpose-built for access with wheelchairs and includes toilet facilities to comply with the Building Regulations and The Education (School Premises) regulations 1999. All our classrooms are on one level and easily accessible to all.

How will the school prepare and support my child when they join Monkston Primary School, transfer to a new school, or move on to the next stage of their education?

Starting in Reception

For prospective children starting at Monkston Primary School in Reception, parents and carers are invited to an open morning in the autumn term before their child's first year in school and again in the summer term if their child has been allocated a place. Our Headteacher will welcome parents and provide a range of information including how to apply for a place at Monkston Primary School. The Reception teachers will present information on a typical school day and the curriculum we provide.

After a place is confirmed, if possible, Reception teachers will visit children in their nurseries or pre-schools. Where necessary, the Inclusion Leader will attend nursery and pre-school observations and liaise with the staff and attend transition meetings. Before starting school in September, where possible, Reception staff will conduct home visits in order to meet the

MONSKTON PRIMARY SCHOOL ANNUAL SEND REPORT

children and their parents. If appropriate, the Inclusion Lead will attend home visits to gather further information about the child.

Where needed, additional transitional visits are arranged for the child to better familiarise themselves with the new environment and staff.

Joining Monkston Primary School during an academic year

When pupils join our school during the academic year, the Inclusion Leader will liaise with the pupil's previous setting if there are any additional needs and will visit the child in their previous school before the transition where appropriate. If necessary, the Inclusion Leader will also meet with the pupil's parents.

Moving to Secondary School

During the summer term, the Inclusion Team will liaise with the SENDCo of pupils' new school to discuss the pupils' needs. All pupils will take part in a transition visit to their new school and those with SEND will be offered additional visits after discussion with the year 6 class teachers. All relevant paperwork to do with pupils' needs will be forwarded on to their new setting.

All enquiries regarding admissions should be made via the School Admissions Team at Milton Keynes Council on 01908 253338 or secondaryadmissions@milton-keynes.gov.uk or visit <http://www.milton-keynes.gov.uk/schooladmissions>

How are the school's resources allocated for children with special educational needs?

SEND income through the school budget share is identified and targeted to support the provision of SEND support across the school. The budget can be used for specific specialised equipment, planning time, training costs, or providing extra adult support. Children with an EHCP may be delegated additional funds to support the needs determined in their plan. The Inclusion Leader and class teachers, when necessary, are provided with time to plan, assess and monitor children's progress and attend meetings with parents and outside agencies.

The allocation of the school budget share and other funding is reviewed annually as part of the process of establishing the school's financial plan. The expenditure is monitored and scrutinised by the senior leadership team and appropriate committees of the governing body.

Who can I contact for more information about SEND at Monkston Primary School?

The Class Teacher

The first point of contact for parents is their child's class teacher. They will be available before and after school for informal discussions about your child's learning. Further meetings can be arranged to discuss strategies and progress as required.

Inclusion Leader: Mrs Aimee Mills

The Inclusion Leader is available for appointments with parents and your child's class teacher to discuss any developing needs and will be responsible for coordinating any additional support that your child may require.

**MONSKTON PRIMARY SCHOOL
ANNUAL SEND REPORT**

Deputy Inclusion Leader: Mrs Cally Cassettare

The Deputy Inclusion Leader supports the Inclusion Leader and is also available to discuss any concerns you may have regarding your child.

Headteacher: Mrs Hannah Williams

Appointments can be made via the school office to discuss your child's need. She can, if appropriate, be involved in any other meeting involving the Inclusion Leader and class teachers.

SEND Governor: Adam Gledhill

Our SEND governor supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice 2014.

Please find the following policies on the school website:

- Special Educational Needs Policy
- Child Protection Policy
- Behaviour Policy
- Curriculum Policy

Monkston Primary School
2025