

Statutory

Nun Monkton Foundation Primary School

"Be curious, be brave and believe"



Special educational needs (SEN) information report

This policy is in line with the Code of Practice and should be read alongside the NYCC SEND Mainstream Guidance document

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Approved by:	Governors	Date: June 2025
Last reviewed on:	June 2025	
Next review due by:	November 2025	

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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 SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website within the 'Policies' section.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

The SEND Code of Practice (DfES, 2014) says pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
 - b) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

The SEND Code of Practice (DfES, 2014) provides an overview of the range of needs divided into four broad areas, upon which our school focuses its efforts to provide for SEND:

Communication and Interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and Learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties · Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, Emotional and Mental Health Difficulties	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or Physical Needs	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

2. Which staff will support my child, and what training have they had?

We are strong advocates that **all teachers are teachers for children with SEND**. Therefore, all the staff at Nun Monkton provide **Quality First Teaching (QFT)** within their daily classroom teaching using our Teaching and Learning policy to guide this process.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Melissa Parker. **She holds the qualification of** the National Award in Special Educational needs Co-ordination.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Unicorn class	Nursery/Reception/Year 1	Sarah Ritchie (s.ritchie@nunmonkton.n-yorks.sch.uk)
Griffin Class	Year 2/3/4	Jessica Gill (j.gill@nunmonkton.n-yorks.sch.uk) Angela Mitchell (headteacher@nunmonkton.n-yorks.sch.uk)
Phoenix Class	Year 5/6	Melissa Parker (m.parker@nunmonkton.n-yorks.sch.uk)

Teaching assistants (TAs)

We have a team of TAs and higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision as appropriate to the needs of the children currently within the school.

External agencies and experts

Sometimes it will be helpful for school to request some additional support from an outside agency. Nun Monkton Foundation Primary School works with professionals from multiple agencies, including:

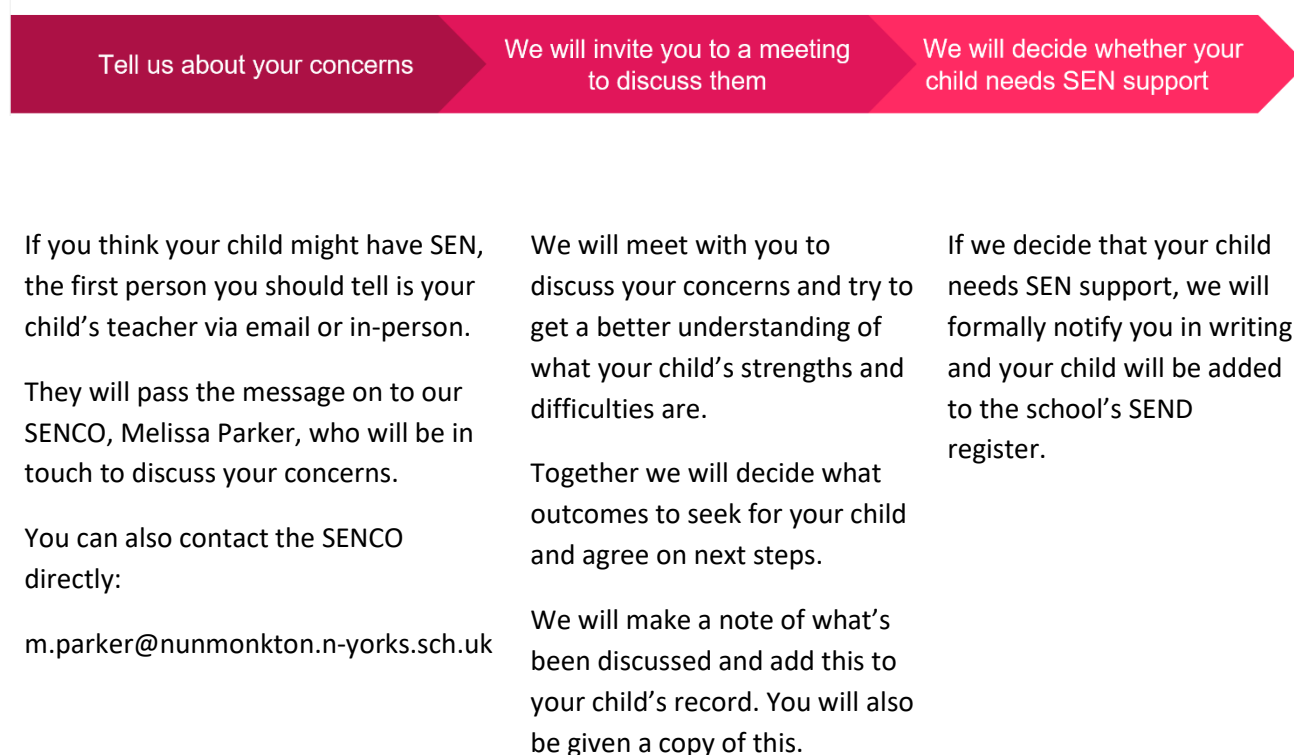
- North Yorkshire SEND Hub
- Educational Psychologists (NYC)
- Specialist Teachers (NYC)
- CAMHS (child adolescent mental health service)
- Early Help
- Speech and Language Therapists (NHS)

In order to find out more about the local authority's Local Offer of services and provision for children with special educational needs and disabilities please use this link: <https://www.northyorks.gov.uk/send-local-offer>

School would only contact an outside agency after consultation with parents. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.

3. What should I do if I think my child has SEN?

You are always welcome to make an appointment to meet with any member of staff if you would like to discuss concerns about your child in further detail.



4. How will the school know if my child needs SEN support?

For a child to be placed on Nun Monkton's SEND Register, we take account of what work has previously been done with the pupil and by whom. Teachers are responsible for providing Quality First Teaching (QFT) within their daily classroom teaching using our Teaching and Learning policy to guide this process. If a child is not making adequate progress, they may be considered as having a SEN if providing reasonable adjustments to teaching in the first instance has not been successful. As such, any child placed on the SEND register receives support which is additional to and different from that which is ordinarily provided for other children the same age.

Children are identified as having a SEND through a variety and combination of ways including:

- › Communication with previous settings

- › Children performing below 'age related expectations'
- › Concerns raised by parents/carers
- › Concerns raised by a teacher
- › Collaborative working with external agencies
- › Children that already have an Educational Health Care Plan (EHCP)

You are always welcome to make an appointment to meet with any member of staff if you would like to discuss concerns about your child in further detail.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- › Closes the attainment gap between the pupil and the pupil's peers
- › Prevents the attainment gap growing wider
- › Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- › Matches or betters the pupil's previous rate of progress
- › Ensures access to the full curriculum
- › Demonstrates an improvement in behaviour, self-help, social or personal skills

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

Support Plans are created for all children who are on the SEND register with a view that these are entirely working documents which are **child-centred and continually reviewed**, creating a holistic picture of the child

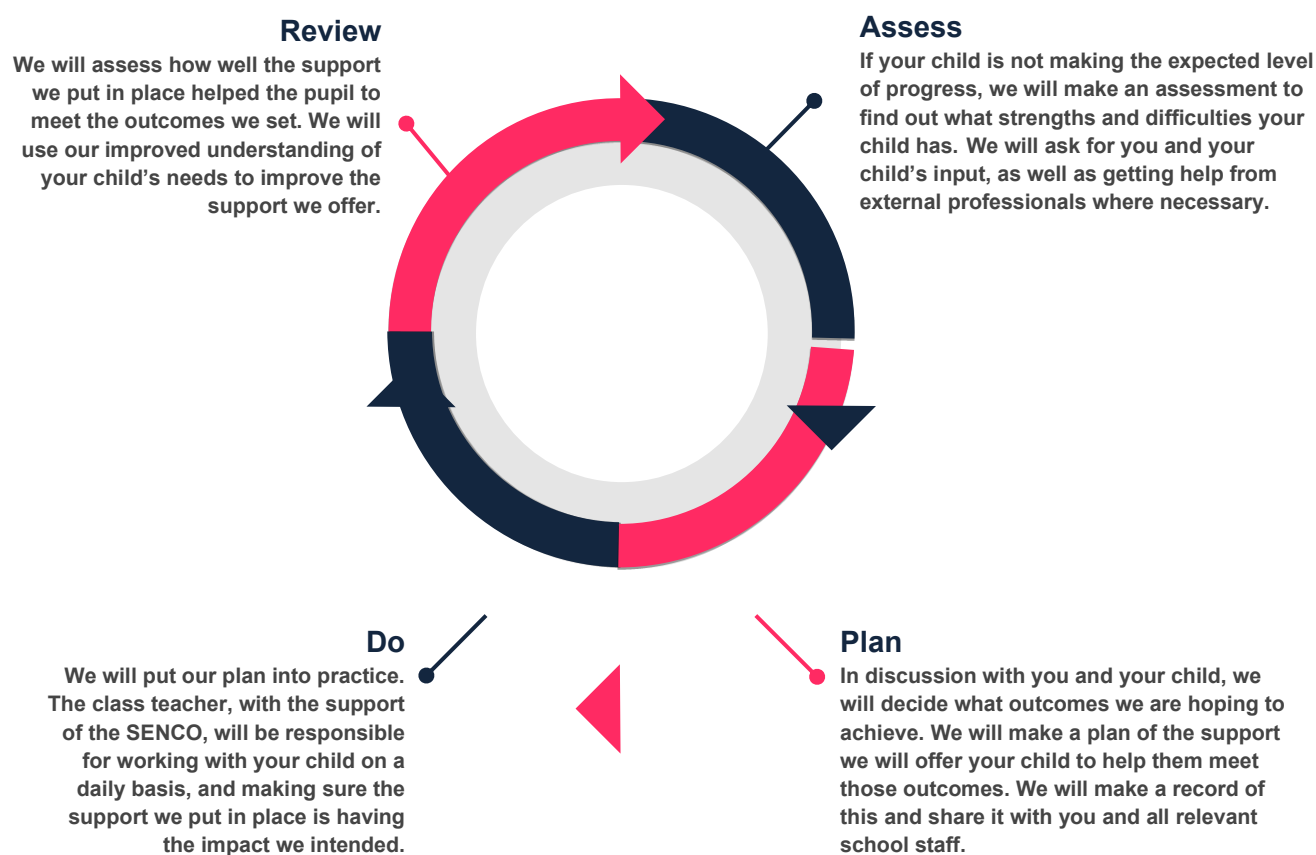
and how best to support them. They are created in a joint process involving the parents/carers, the child and the class teacher with an outcome-focused approach. Parents/carers will be supported to understand how they can promote these targets at home.

Teachers/SENDCo and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children regularly discuss their progress and support with staff. Pupil voice is highly valued in our school and we feel their contributions to their own Support Plans is key to the the pupil's success.

When completing Support Plans, we strive for targets to not only look at the term or year ahead (in the short/medium term), but also further into the child's future. Support Plans include any interventions and teaching methods that are both effective and ineffective (so these can be avoided in the future).

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 pupil 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

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

We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you to:

- › 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.

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.

7. 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 survey

8. How will the school adapt its teaching for my child?

We are strong advocates that **all teachers are teachers for children with SEND**. Our teaching, learning and planning procedures reflect this and are as follows:

- › Support Plans for all children on our SEND Register
- › Differentiated learning and multi-sensory activities
- › Data analysis through school tracking system and/or IASEND
- › Pupil progress meetings with class teacher, SENCO and senior leadership team.
- › Sharing between teachers to ensure a smooth transition
- › Targeted interventions delivered and reviewed regularly through book looks and evidenced progress within core subject areas.
- › Teachers and support staff working closely together

Your child's teacher is 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 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 the pupil works 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 include:

- › Differentiating our curriculum to make sure all pupils 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, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Teaching assistants will support pupils in small groups or on a 1-to-1 basis where appropriate

These interventions are part of our contribution to North Yorkshire's local offer.

To ensure all children are able to access the curriculum at an appropriate level and fulfil their potential we take the following actions:

- › Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- › Support pupils to achieve their full potential despite any difficulty or disability they may have.
- › Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- › Provide opportunities for pupils to develop confidence, self-esteem and resilience.
- › Work in partnership with parents/carers, pupils and external agencies to cater for children's special educational needs and disabilities.
- › Make provision for children with SEND to fully develop their abilities, interests and talents.
- › Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- › Ensure all children with SEND are fully included in all aspects of school life and are able to develop their Cultural Literacy.
- › Regularly review policy and practice in order to achieve the best outcomes for all our pupils.

9. How will the school evaluate whether the support in place is helping my child?



When a potential special educational need has been identified, a **graduated approach** (based on the guidance from North Yorkshire Council) will be taken which enables the right level of intervention and support to be provided when needed. This involves **assessing, planning, implementing and reviewing** the approach taken so that it is increasingly personalised to the child. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken and to gain **pupil voice and parental input** along the way which is intrinsic to ensuring the best provision is in place for each individual.

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

- › Reviewing their progress towards their goals each term

- › Reviewing the impact of interventions regularly and making adjustments accordingly
- › Using pupil questionnaires
- › Monitoring by the SENCO
- › Holding an annual review (if they have an education, health and care (EHC) plan)

10. 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.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

SEND children can access all extracurricular activities, including school trips and residential visits, as well as wrap-around childcare provision. If needed, additional resources will be deployed and adjustments made to support the inclusion of children with special educational needs. All pupils are encouraged to take part in sports days, school performances, church services and our annual Feast Day.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. Please refer to our Admissions Policy (available on the school website) for further details.

13. How does the school support pupils with disabilities?

Nun Monkton offers disabled access to downstairs facilities. Please refer to our Accessibility Policy (available on our school website) for further details.

14. How will the school support my child's mental health and emotional and social development?

We recognise that pupils with SEND may well have an Emotional and Social Development needs that will require support in school. We have a robust Safeguarding Policy in place and we follow National and LA Guidelines. We believe that all children with Special Educational Needs and/or Health & Well-being needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an Assess, Plan, Do, Review cycle. We believe that all teachers are teachers of children with special educational needs and it is therefore a whole school responsibility to ensure that these children's needs are addressed. All staff have due regard to general duties to promote disability equality, including having a clear understanding of youth mental health issues and how to approach these with sensitivity and care. Key to this is listening to the views of all pupils and adhering to our Anti-Bullying Policy (available on the school website).

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

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When writing and reviewing EHC Plans there is always a focus on the longer term transition to the next Key Stage for that individual pupil and what smaller 'SMART' targets are needed to achieve the aspirations of the pupil, parents/carers, and the staff within school such that each pupil may achieve their full potential and so that we provide all children with an education that will enable them to be resilient within adulthood and become lifelong learners.

Between years

We are keen to involve parents/carers as much as possible in their child's transition to their next year group. The children spend at least one day during the summer term with their new teacher. Parents' Consultations are planned for the autumn term where the transition period is discussed, reviewed and evaluated. The period of transition depends on the individual needs of your child and therefore, we may provide an adapted timetable for those who we feel will benefit from an enhanced transition.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Preparation for Secondary School

The SENCO of the secondary school will be in contact with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- › Practising with a secondary school timetable
- › Learning how to get organised independently
- › Plugging any gaps in knowledge

Where possible, all involved staff will attend a Year 6 annual review to meet you and your child, where there is an EHC plan in place. At this meeting, we hope to ease any worries and concerns you may have during your child's transition to their new school.

The Parent Partnership Co-ordinator is also available to offer advice, listen to worries or concerns, offer home visits, attend review meetings or support transition to a new school. Their advice is impartial and can be provided in the home setting. They can be contacted on 0845 034 9469.

16. What support is in place for looked-after and previously looked-after children with SEN?

The Headteacher will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil'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 support plans or EHC plans are consistent and complement one another.

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

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the **school's complaints policy**, which can be found on our school website.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

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.

North Yorkshire Family Mediation service: <http://www.nyfm.co.uk/>

18. 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 North Yorkshire's offer. North Yorkshire publishes information about the local offer on their website:

<https://www.northyorks.gov.uk/send-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://sendiassnorthyorkshire.co.uk/>

Parent Partnership Co-ordinator: 0845 034 9469

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

This information report supports our school aims to:

- Enable children to become **independent** and **confident** learners; **well-rounded** characters who are **self-aware**, **reflective** and **resilient** individuals.
- **Care for and about each other**, be **courteous** and **empathetic**, showing **respect** and **understanding** towards everyone.
- Create a **safe and stimulating** place where children are **happy** and **enthusiastic** learners, where they learn how to keep themselves **safe and healthy**, able to **communicate** & work in a **team**, developing **confidence** and **life skills** together.
- Encourage everyone to have **high expectations** of **themselves and others**, **supporting** and **challenging** everyone to **achieve** their best, developing a strong **work ethic**, **self-motivation** and taking **pride** in their achievements.
- Enable children to develop an **understanding of the wider world** through learning and exposure to a **variety of cultures**, **ideas** and **beliefs**, **respecting** and **recognising individuality** and **diversity**.
- Provide a **wide range of interesting and exciting learning opportunities** to **enthuse** everyone to be lifelong learners, through engagement in a curriculum that instils **values for life** and **prepares pupils** for wherever their journey takes them as adults.

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stage