

Monkton Wood SEND information report September 2025

SENCO: Jim Moncur

Resource base leader: Stuart Owens

Deputy SENCO: Kelly Adams

Deputy SENCO: Charlie Cunnane

Contact: 01823 412396, send@mwa.clf.uk

Monkton Wood academy is a mainstream secondary academy in Taunton with an attached mainstream inclusion base (The Cedar Centre) and performing arts 6th form (The SPACE).

We support students with a range of special educational needs and disabilities, which are grouped into 4 broad areas:

- Cognition and learning
- Communication and interaction
- Social, emotional, and mental health (SEMH)
- Sensory and physical

We recognise that some students will have additional needs that require support but do not fall under SEND.

How do we identify children with SEND at Monkton Wood?

- Transition information from primary schools, the local authorities, and families
- Diagnostic assessments triggered by curriculum assessment feedback and teacher concerns
- Reports and assessments from external agencies
- Assessment for access for exams
- Qualitative and quantitative data from our pastoral team, teachers, and families

How does the school make provision for students with SEND?

Provision is personalised to individual needs. This may include:

- Use of adaptive teaching strategies
- Establishing a SEND support plan
- Providing a student passport which communicates barriers and strategies
- Use of ICT
- Small group or 1:1 intervention for literacy, numeracy and SEMH needs
- Access to the “support to learn” base for short term support

Provision is delivered by:

- Teachers
- SENCO/DSESCO
- Resource base leader
- Teaching assistants, higher level teaching assistants
- School commissioned professionals e.g. educational psychologists

What is the mainstream inclusion base (Cedar Centre)?

The Cedar Centre is a mainstream inclusion base. It is part of Monkton Wood academy and is on the school site. The base has a resource base leader and a team of teaching assistants and higher-level teaching assistants. All students who have access to the resource base have an EHCP with the resource based named on the EHCP as well as an autism diagnosis.

The resource base works with up to 25 young people and their families.

Children are registered and receive their pastoral support, unstructured times, and varying levels of their curriculum content within the Cedar Centre. Overtime as they are supported to develop strategies and manage their anxieties, they are expected to access mainstream lessons.

All children who attend the Cedar Centre are expected to be able to access mainstream lessons independently during their time at Monkton Wood it is not a specialist school. However, all Cedar Centre students will always have access to and will spend varying amounts of time in the Cedar Centre during a typical day.

What additional support for learning is available?

We operate a graduated response:

Initially classroom strategies, adaptive teaching, differentiated work, seating plans, access to IT

Where needed followed by targeted in class support, group or 1:1 intervention in literacy, numeracy or SEMH support, access to the support to learn base

If needed personalised timetables, alternative provision

How do we support social and emotional development?

In Year 7 all students on the SEN register have a key person and receive check ins during their transition period.

Students who are identified as requiring further emotional support will receive mentoring and an allocated key person beyond this initial transition period.

We have trained ELSA practitioners who are trained by the EP service. Children can be referred for an ELSA intervention at any time in their education at Monkton Wood and referrals are made by teachers and our pastoral team.

We have a quiet lunchtime space for children to access during non-structured times. We also run a lunchtime club with a range of activities to help students build friendships in a supported environment.

The SEND team works closely with pastoral and safeguarding teams to ensure consistent support.

How are parents and carers involved?

SENCO/DSENCO availability at all parents' evenings for bookings

Parental contact to review SEN provision

Regularly monitored email inbox for SEN and meetings and follow up phone calls available on request and in a timely manner

Invitation to multi agency meetings

How are students involved?

Key worker check ins

All children on the SEN register have a student passport which is co-created with student input and students have access to and can update their passports upon request in consultation with SENCO/DSENCO

Form tutors and pastoral workers gain student voice for passport updates

How are complaints handled in relation to the schools SEND provision?

Complaints are handled in line with the schools' complaints procedure

How does the school work with outside agencies?

Where appropriate we liaise with:

- Virtual school
- Advisory teachers
- Educational psychologist service
- NHS including CAMHS and MHST
- Social care services
- Local authority services

What support is available to parents?

Parents can request support from the school in a range of areas related to SEND.

They can also contact the Somerset inclusion advice line on 0300 123 2224
inclusionsensupportservices@somerset.gov.uk

Further support can be found at www.somersetsendias.org.uk or 01823 355578

The local offer is published at <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

How does Monkton Wood support transitions?

Year 6-7: additional visits, sharing of information between schools, additional visits by parents and a SEN meeting for parents prior to children starting Year 7

Year 11 – post 16: working with external agencies to support children in accessing college places. Support with college applications, preparation for adulthood delivered through the PHSE curriculum.