

# **Appendix 2:**

## **Monkseaton Middle School**

### **Stage 1 Pre-Publication**

### **Consultation responses.**

Section 1: Stage 1 Pre-Publication Consultation responses – Formal submission from Monkseaton Middle

Section 2: Stage 1 Pre-Publication Consultation responses – Formal responses to free text questions.



North  
Tyneside  
Council

# **Section 1:**

## **Stage 1 Pre-Publication Consultation responses: Formal submission from Monkseaton Middle School**



North  
Tyneside  
Council

## **Proposal to Change Provision to Y5-Y11 at Monkseaton Middle School**

**As a viable, costed alternative to the closure of Monkseaton Middle School proposed by the current NTC education review, the Governing Body of the School proposes instead that we extend our current middle school provision to encompass Years 9, 10, and 11 (Key Stage 4). It was approved unanimously at and Extra-Ordinary Meeting (EOM) of the Governing Body on Wednesday 5 November 2025.**

### **1. Context:**

The capacity at High School level for the pyramid is currently insufficient to meet demand. This is a system issue. It is acknowledged that birth rate is decreasing. However alongside this, there is a significant increase in SEND need both locally and nationally. This proposal would provide sensible and logistical capacity in this locality and wider area, as well as provide parents with appropriate choice. Additionally, this would provide very experienced, highly trained staff for mainstream SEND support at both SEND K and EHCP level, delivering specialist support within a mainstream setting and budget, through to KS4. This would provide cost saving opportunities to NTC as school would continue to meet the SEND needs of the community without requiring additional funding for SEND K to be at EHCP, or specialist settings for those children at EHCP whose needs could not be met, in other mainstream schools. This assertion is based on evidence of the proportion of children currently successfully attending at MMS who were not previously successful at another mainstream provision. This would also reduce the pressure on the currently overwhelmed Alternative Provision within North Tyneside. This includes but is not limited to the delivery of Section 19(1) support.

The ethos of the expansion reflects the school's focus on equality and holistic pupil development. This provides an opportunity for NTC to offer an innovative solution to the increasing number of children with SEND coming through the system. It also provides a future opportunity for further system development to include an ARP provision, with highly trained staff already in place.

This plan outlines the strategic expansion of our existing highly inclusive mainstream provision, currently serving Years 5 to 8, to include Years 9, 10, and 11. The expansion will allow pupils who join in Year 5 to remain in the supportive, inclusive mainstream environment through to the end of Key Stage 4. The school currently has 200 pupils on roll with capacity for 400+, enabling two classes per year group, from Y5-Y11. The proposal to increase the year groups taught was supported by parents during the consultation process therefore it is reasonable to assume that at least a proportion of the current cohort would be keen to remain. It is further reasonable to assume that there will be pupils at Y8 currently who do not receive an offer of a place at Whitley Bay High School.

This proposal has the support of a number of First School Headteachers, Middle School Headteachers and Secondary Headteachers in North Tyneside, including the Headteacher of Whitley Bay High School.

## 2. Inclusivity at the school:

MMS is committed to inclusive education, ensuring all pupils—regardless of background or need—receive high-quality teaching and support, provision.

- A positive and supportive environment for all pupils
- Highly skilled staff, specifically around Adaptive Teaching
- High quality, targeted and adapted curricula for all pupils
- Targeted support and interventions
- Collaborative work with families and professionals

We recognise the Government agenda to ensure all schools are highly inclusive and deliver SEND best practice for all. It is appropriate to note that MMS has become the school of first choice for families with SEND children, recognising that other schools in the area are not yet able to deliver highly effective SEND support within the mainstream setting. As such, we would envisage our extended Y5-Y11 provision meeting the current needs of the community, in addition to supporting the development of other schools to ensure they are able to meet more effectively the needs of SEND learners. The closure of MMS would constitute a depletion of the whole system offer in the North East Planning Area, carrying the risk that the current pupils with SEND needs will be failed in their education. Consistent witness from family testimonials indicates significant concerns regarding the SEND offer at both First and Middle School level. We recognise that the development of an inclusive culture and approach in schools takes time, resources and commitment; MMS can support with the system development required to deliver this.

The expansion will:

- Maintain continuity for pupils from Year 5 to Year 11
- Provide a nurturing, inclusive environment
- Offer a flexible KS4 curriculum with both academic and vocational pathways
- Meet the needs of the community, enabling families to access the school of their choice.

The recent publication from Bridget Philipson [Letter from Secretary of State for Education to the Education Select Committee - Oct 25](#) regarding SEND reforms, states:

*“we must move towards a system where high quality support is provided as soon as a need is identified, rather than only once an EHC plan is in place, and that responding to the needs of children with SEND must become an intrinsic part of the mainstream system, rather than something additional”*

**At more than double the national average rate of SEND pupils, as a school of first choice for families with children with SEND, MMS already meets this Government intention.**

“Invested in multi-million-pound programmes, such as Partnerships for Inclusion of Neurodiversity in Schools”

**The population of neurodiverse children in MMS is (at least) 24% and is therefore highly inclusive to neurodiversity. MMS already meets this Government intention.**

The Government Principles for SEND reform:

1. **Early.** Children should receive the support they need as soon as possible. This will start to break the cycle of needs going unmet and getting worse, instead intervening upstream, earlier in children’s lives when this can have most impact.

**MMS serves children from Y5 and successfully identifies and meets needs at this early stage. MMS already meets this Government intention. The proposed provision would enable school to work more closely with first schools to offer suitable transition and a suitable pathway to the end of their educational journey. This proposal could provide further potential to extend to an all through school in future years and school would actively pursue more formal partnerships with other local schools to explore economies of scale and shared expertise.**

2. **Local.** Children and young people with SEND should be able to learn at a school close to their home, alongside their peers, rather than travelling long distances from their family and community. Special schools should continue to play a vital role supporting those with the most complex needs.

**MMS serves children from the local area enabling children to learn alongside their peers. In the current cohort, fewer than 6% are out of borough; this is significantly different to the 89% stated in the consultation information. If MMS is extended to Y11, this provision would further support this opportunity. MMS already meets this Government intention.**

**It is noted that if MMS were to close, 94% of the cohort would need to travel to their local or next school. This is likely to mean more children travelling further, increasing both anxieties and costs to families and potentially increasing costs for home/school transport.**

3. **Fair.** Every school should be resourced and able to meet common and predictable needs, including as they change over time, without parents having to fight to get support for their children. Where specialist provision is needed for children in mainstream, special or Alternative Provision, we will ensure it is there, with clear legal requirements and safeguards for children and parents.

**MMS successfully provides specialist and holistic support within a mainstream setting, on the basis that 46% of the current cohort are SEND and their needs are being successfully met. MMS already meets this Government intention.**

4. **Effective.** Reforms should be grounded in evidence, ensuring all education settings know where to go to find effective practice that has excellent long-term outcomes for children.

**MMS is outward looking and learns from other provisions and networks effectively to support children in their care. Y6 SAT data indicates that SEND children achieved 18% higher than SEND nationally in Writing (externally moderated data). Reading age data indicates that SEND children gain on average 1 year 6 months over one academic year, MMS already meets this Government intention.**

5. **Shared.** Education, health and care services should work in partnership with one another, local government, families, teachers, experts and representative bodies to deliver better experiences and outcomes for all our children.

**MMS successfully works alongside all partners to deliver high quality learning and life experiences for children. We have worked with the Autism in Schools project (NHS) and North Tyneside Parent/Carer forum, alongside the Ambition Institute professional training programmes to ensure staff are highly trained and the physical building is highly accessible to support SEND learners. There is sufficient expertise across all levels of leadership and other roles to ensure sustainability at MMS. SLT includes both current SENDCo and two previous SENDCos, and Governors include an experienced SENDCo. This has led to significant skills in teaching and supporting neurodiverse children, as evidenced in our recruitment profile and outcomes. MMS already meets this Government intention.**

### 3. Overview Curriculum Content

#### KS2:

- **Core subjects:** English, Maths, Science
- **Foundation subjects:** PE, Computing, Personal Development, Reading, RE, Humanities, Art, Music, Food Technology, Hard Technology and MFL (French)

#### KS3

- **Core subjects:** English, Maths, Science
- **Foundation subjects:** PE, Computing, Personal Development, Reading, RE, History, Geography, Art, Music, Food Technology, Hard Technology and MFL (French & Spanish)

#### KS4

The programme at KS4 provides a careers-focused, ambitious and holistic education for all learners, who by the end, are ready to move onto their next steps in their career or learning journey.

- All students receive high quality education and support alongside a careers programme in partnership with local employers
- All students develop work-ready skills whilst achieving a broad range of useful qualifications
- The curriculum enables all learners to excel in their learning, achieving high academic standards in all areas.

#### Curriculum

- **Core GCSEs:** English, Maths, Science
- **Foundation Subjects:** PE, Personal Development,
- **Optional Subjects:** Computing, RE, History, Geography, Art, Music, Food Technology, Hard Technology and MFL (French & Spanish)
- **Vocational Options:** BTEC, Cambridge Nationals, Technical Awards including those with higher non-examined assessment components.

Programmes for learners include work-based learning, embedding academic learning from the classroom. Different pathways are developed to meet individual strengths. These include 3 days in school + 2 days work-based learning, 4 days school + 1 day work-based learning. Work based learning underpins the curriculum.

It is of note that the curriculum review published 05/11/25, in addition to the increased emphasis Gatsby Benchmarks, further supports this proposed KS4 model. (Appendix 2)

## 4. Funding

*For detailed analysis, please refer to Appendix 1*

### Overview of Staffing Requirements

The phased growth plan would require additional teaching and support staff over the three implementation years.

- **Teacher salaries:** The largest expense, especially for specialist subject teachers (e.g. science, maths, English). Total at end of 3-year implementation is 6.5 FTE teachers
- **Support staff:** Learning Support Assistants (EHCP number dependant, anticipate requirement for 1 additional LSAs Year 1 and 1 further in Year 2), pastoral staff (1 non-teacher), administrative staff (1) Total at end of 3-year implementation is 4 FTE support staff
- **Leadership and management:** This could increase TLRs to 2 (currently two on structure, not used at time of writing)
- **Pension and National Insurance contributions:** These have seen increases, particularly with changes to the Teachers' Pension Scheme.

### Curriculum Delivery

- **Resources and materials:** Textbooks, digital tools, technology equipment. Note – MMS already has significant specialist resources as a middle school. Additional resourcing would be estimated at £15000 by end of Year 3.
- **Exam fees:** Costs for GCSE entries and vocational qualifications. This would equate to an additional approx. £25000 in Year 3, plus the costs of invigilation.
- **Specialist provision:** Costs for alternative pathways (e.g. BTECs, functional skills).

### Facilities and Utilities

- **Energy bills:** Heating, lighting, and ICT infrastructure.
- **Maintenance and cleaning:** Regular upkeep of classrooms, labs, and communal areas.
- **Capital costs:** MMS already has significant specialist resources as a middle school including specialist science labs, hard technology, food technology, computing and art rooms. Capital costs are not significant.

### Professional Development

- **CPD for staff:** Training to deliver new specifications or support student needs. It is of note that staffing currently includes three GCSE exam board markers and seven secondary qualified subject specialists.



- **External consultants or services:** For curriculum planning and / or behaviour / SEND support.

### Technology and Digital Learning

- **Devices and software:** Laptops, tablets, learning platforms.
- **Licensing costs:** Copyright licences and educational software subscriptions.

### Transport and Trips

- **Educational visits:** Linked to curriculum or enrichment.
- **Transport costs:** For students attending work-based learning. The anticipated costs of supporting pupils on public transport is less than £5000 per academic year. Grants are available to support pupils in this regard,

### Phased Growth Plan

Expansion will be phased over three years, adding one year group each year for smooth transition and growth.

#### ***Year 1 (2026–27)***

- Add **Year 9** (Total coverage: Years 5–9)
- Staffing: Add 2 part-time secondary teachers (English 8 periods, Maths 8 periods, Science 6 periods – 1 FTE)

#### ***Year 2 (2027–28)***

- Add **Year 10** (Total coverage: Years 5–10)
- Introduce KS4 curriculum with vocational and GCSE options
- Staffing: Add specialist teachers for KS4 options where required and vocational subjects where required (total 75 periods = 3.5 FTE)

#### ***Year 3 (2028–29)***

- Add **Year 11** (Total coverage: Years 5–11)
- Full KS4 delivery including exam preparation and work placements
- Staffing: Additional teaching periods (50) Add careers and WBL coordinator and additional support staff (50 periods = 2 FTE using additional capacity from staff employed Y2)

### ***Capital Costs for Expansion***

- Based on DfE survey, PAN is 102 – ie total 408 based on four-year groups.
- Expectation is that all schools can go up to 10% over PAN. ie 448 pupils
- Expansion may only be required to provide additional specialist areas, not general classrooms.  
There would be no requirement to provide additional spaces in the first instance.

### **5. Conclusion**

The Governing Body of Monkseaton Middle School has unanimously approved a strategic and costed proposal to expand its current provision to include Years 9, 10, and 11, offering a viable alternative to the closure proposed under the current North Tyneside Council education review. This expansion addresses systemic capacity issues at the high school level, particularly in light of increasing SEND needs, and provides a sustainable, inclusive solution that benefits both pupils and the wider community. With strong support from local headteachers and parents, the plan ensures continuity of education in a nurturing environment, delivers specialist SEND support within a mainstream setting, and offers academic and vocational pathways through Key Stage 4. The proposal reflects the school's ethos of equality and holistic development, and positions MMS as a key contributor to future system-wide improvements in inclusive education across North Tyneside.

**The Governing Body of Monkseaton Middle School**

**November 2025**

# **Section 2:**

## **Stage 1 Pre-Publication Consultation responses to free text questions.**



North  
Tyneside  
Council

# Proposal to potentially close Monkseaton Middle School

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## **SURVEY RESPONSE REPORT**

02 October 2025 - 13 November 2025

### **PROJECT NAME:**

Consultation on the future of Monkseaton Middle School



# SURVEY QUESTIONS

**Q1 | We would like to know what your suggestion is and how you think it could be achieved - please explain in the space below**

Screen Name Redacted

10/02/2025 12:22 PM

As other middle schools are over subscribed in the area and over crowded, splitting number between the schools makes alot more sense. The repeated closure of schools in the area is short sighted and counter intuitive. Some of these schools have been in the area for decades if not longer.

Screen Name Redacted

10/02/2025 12:30 PM

Make things easier for children to go to the school they have chosen to go to.

Screen Name Redacted

10/02/2025 12:41 PM

Merge Appletree Gardens First School and Monkseaton Middle school into a Primary school over two sites integrating those school into the two tier system. Re-open Monkseaton High school as a Secondary school.

Screen Name Redacted

10/02/2025 12:48 PM

Merge monkseaton middle with apple tree gardens to create a primary school,

Screen Name Redacted

10/02/2025 01:41 PM

A reduction of middle school places across all of the middle schools would surely work, with catchment areas redrawn appropriately. Monkseaton Middle is a fantastic setting for those children (like my child) who have additional needs and/or school based anxiety. A smaller setting is less daunting and the teachers actually have the time to get to know their pupils, unlike at the larger middle schools (my older child went to Valley Gardens, so I have experienced the vast difference). Operating years 5 and 6 in a primary model is also invaluable to children who, understandably, are not ready for a high school-like setting at age 9. The other middle schools are not able to do what Monkseaton Middle does.

Screen Name Redacted

10/02/2025 02:32 PM

Do not close it. It is a massively important and under-appreciated resource. A small school, popular with SEND kids for the care it brings led by an exceptional head teacher. Reduce the provision at other schools, don't leave a huge hole instead.

Screen Name Redacted

10/02/2025 02:45 PM

Your reasoning is incomplete and demonstrates a short-term perspective. By limiting your data set to a specific, limited funding allocation for a site already operating at a marginal loss, you've failed

to look at the issue holistically. Crucially, you have not integrated your capital allocation plan or your operational maintenance strategy. To manage the portfolio strategically, you must immediately extend your time horizon and review all portfolio assets. Project future underperformance for all sites up to 2050. Prioritise current financial allocations based on this comprehensive, long-term strategic view that balances revenue and cost

Screen Name Redacted

10/02/2025 03:06 PM

Keep Monkseaton pupils in the building and open up the remaining building to house special schools, or pupil referral units. The building is too new to be either bulldozed or demolished for housing. Alternatively the building could be used to house Star of the Sea Primary as well, or could be used as a multi use space for the council or NHS community service provision.

Screen Name Redacted

10/02/2025 03:23 PM

It's short sighted to close schools because of a projected reduction in pupils. You don't know what the demand will be in several years time and as with the high school you're squeezing more and more pupils into schools which weren't designed for these numbers. The main reason we moved to Whitley Bay was because of the schools, and your ruining the area and wasting money through your fiddling. Look at Monkseaton High School, what a waste of money closing that school down just as new housing estate after new housing estate are built alongside it. Those on the council should be ashamed if you allow further school closures to happen.

Screen Name Redacted

10/02/2025 03:25 PM

You know that huge school that you are about to mothball called Monkseaton High, and all the new homes being build directly behind, use it!!!! such a waste of resources and costs, you could educate 2 middle schools within that one school without putting additional pressure on other schools in the area to take on more numbers. Secondly, why should my child at another middle school in the area have to go to school with people that dont live in the catchment area.

Screen Name Redacted

10/02/2025 06:10 PM

It's important to give parents choice over schools & if the 3 tier system is to remain then it shouldn't be at the cost of choice, Recommend looking at the Northern Irish model of schools where class sizes in many areas are far smaller than here giving a greater sense of community & individual child support. With a bit of careful management of resources & possibly shared leadership teams across schools it should be possible to do.

Screen Name Redacted

You dont close this school, You closed Monkseaton High, There is no

10/02/2025 06:17 PM

need, you cant fix a pothole in the road but you can close schools so it puts more money in your bank instead of other peoples mental heath

Screen Name Redacted

10/02/2025 07:29 PM

The families that live in the houses that are being built at Rakelane will need school places.

Screen Name Redacted

10/02/2025 07:45 PM

Why can't the school be used as a SEND provision? Surely the percentage intake they have of children with additional needs is saying something....lots of parents with SEND children have chosen Monkseaton Middle as none of the other available middle schools fit their children's needs. The school is well equipped and with SEN experienced staff.

Screen Name Redacted

10/02/2025 07:56 PM

Keep it open to accommodate students who do not cope in mainstream but do not have the level of complex needs to be suited to current specialist provision.

Screen Name Redacted

10/02/2025 07:57 PM

If it's money, we will fundraise! The school is getting more popular each year due to the good reputation it is slowly gaining, replacing it's past. Push the SEND aspect! It is so much better compared to the other schools in the area!

Screen Name Redacted

10/02/2025 07:57 PM

Look into turning mms into an academy. Or other alternative funding options.

Screen Name Redacted

10/02/2025 08:09 PM

Keep the school open allowing all current students to complete their full transition through to high school. This may require shutting off parts of the school and downsizing staff, but would allow 1. Each pupil to attain academia in a familiar surrounding and 2. It will allow the NTC to assess the impact the 1000 new houses being built near our schools. As the younger generation purchasing houses will likely increase birth rates

Screen Name Redacted

10/02/2025 08:12 PM

Monkseaton middle is a small school with a high proportion of kids with Autism and Adhd as well as other SEN. My son has Autism and ADHD, I do feel that the school struggle at times to manage with lack of resource but could the school be used as a SEN specialist provision for the in-between kids, like my son, who doesn't quite fit in mainstream but equally wouldnt fit into a school like woodlawn. Promote it as a school for kids that don't 'fit' into traditional school



model.

Screen Name Redacted

10/02/2025 08:14 PM

The school has been there since 1932 before the war. And the had an outstanding pastoral team. Is is apart of monkseaton community

Screen Name Redacted

10/02/2025 08:21 PM

Dont close the school.

Screen Name Redacted

10/02/2025 08:58 PM

The council could fund schools properly and make cuts elsewhere to help. For example money is wasted within local government when services are duplicated and money could be saved here. National government could fund schools more effectively.

Screen Name Redacted

10/02/2025 11:47 PM

Keep the school open and prevent overworked and overstretched classrooms also add in the SEND issue for these schools when classrooms are at full capacity.

Screen Name Redacted

10/03/2025 07:32 AM

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED] I do not argue with the numbers when it comes to MMS - it is not viable to continue with so much spare capacity, and clearly there is too much capacity in the school system locally. I note that the proposals for Langley would free up that site for Woodlawn, which would allow for extra special school provision in North Tyneside. However, our pupil profile at Monkseaton Middle School is that 42% of the children are SEND, rising to 50% in the current Year 5. We have a number of very high needs children, who are only on the edge of managing in a mainstream provision. Other schools locally struggle to meet the needs of such children - we know this from our own pupil experience data. We can, and we have developed provision which helps them not only manage but flourish. Is there no way we could be resourced as an alternative mainstream provision within the three-tier system, so to support other middle schools in meeting the needs of those pupils, supporting EBSNA pupils across the NEPA (and wider)? That demand is only increasing, and it seems a short-sighted - though financially understandable - decision to close a school that is well-placed to meet the needs of such pupils. If you close us, where are they going to go?

Screen Name Redacted

10/03/2025 08:19 AM

Would it not be better to start with reducing the intake at the other middle schools (Wellfield and Valley) before closing an entire school especially one that provides amazing support and a wonderful

environment for SEN kids. Then see what effect a reduction of 42 middle school places at other schools has on the admissions for Monkseaton. Rather than trying to fit a whole year group into already full schools.

Screen Name Redacted

10/03/2025 08:44 AM

Keep the school open - it has a nurturing caring environment and as its a smaller middle school its perfect for children who find school a challenge.

Screen Name Redacted

10/03/2025 09:44 AM

Firstly, your option is predicated on incorrect information. The birthday of around 12 in 2000 and down to around 10.5 in 2020 had a net impact of 3 less children per intake. The birthrate is now predicted at 9.7 in 2027 (this is from office of national statistics). Which means still an impact of 3 per intake. Couple that with the fact the school being closed has a larger than average catchment area and the recent Reception intake was 40 students. Well it is clear to see your argument is completely inaccurate. Instead you're proposing to place a huge catchment area onto the other school so you can take the land and sell - a smash and grab for cash. Your recent committee meeting proposes up 125% pay rises across the committee and mayor despite you running a -c£450m budget. The counter proposal is you stop falsifying data to achieve the goal which is back handed payments for land while you dessicated the community. I am taking this information to GB News, and this information applies to all the schools whose land you're trying to Rob to develop. The developments - whose schools will their kids go to? Your response, who cares that's another councils problem. This is why you're being removed from power. #Reform.

Screen Name Redacted

10/03/2025 12:23 PM

Keep it open as a SEND provision

Screen Name Redacted

10/03/2025 01:59 PM

Over the past three years I have been very impressed with how this much underrated school has performed. The leadership is excellent and the culture phenomenal - nurturing, caring and encouraging. My daughter came to the school not knowing any one and was made to feel at home from Day 1. They welcomed and supported her from the very beginning and she is thriving as a result. There is so much passion and such a wonderful community at MMS - the only drawbacks coming from lack of funding - which has affected everything, from staff retention to after school opportunities. Please give this wonderful school the investment it needs to continue and to thrive - the passionate and hard working team here are among the most dedicated I've ever encountered. With extra funding and a highly effective marketing strategy they will have the means to grow and

develop into a regional centre for excellence in middle-tier learning and pupil care and mentorship. Although the birthrate in NT may be falling, there are many families moving into new build homes expanding in the area and they need to know about the benefits of MMS. By drawing more pupils this will also take pressure off some of the other schools and ensure we preserve a universally-valued 3-tier system. The culture at MMS is very precious - it is a place where children are able to grow and thrive as a whole person, not just on the basis of academic performance. In particular, the animal technician work my daughter has done has been (and continues to be) very powerful and rewarding for her, and inspiring in terms of her future career choice as a vet. To close this school will be to close a chapter on something very rare and valuable in our region and in the English education system as a whole. Please please DONT.

Screen Name Redacted

10/03/2025 04:41 PM

I would reduce the numbers of children at the other middle schools (Marden Bridge, Wellfield and Valley). Definitely Valley has increased their capacity in recent years to meet demand. Monkseaton offer a hugely valuable resource within our community. It is a school the suits children who don't like school or find it challenging. It offers a nurturing environment where each child can thrive and reach their potential which it is unlikely they would do at the other middle schools. I can't speak for Wellfield but I know children at Monkseaton who would hate the environment at Marden or Valley [REDACTED]  
[REDACTED]

Screen Name Redacted

10/03/2025 05:13 PM

It would be such a pity that a school as well run as this was closed. All of the staff are dedicated to the children's future. I have much praise for them all. I know it's a local issue but the government must become involved with this. Funds must be found as they appear to be for wars and foreign countries aid. The atmosphere in the school is fantastic and the students really care about their school. Class sizes are just right and local transport to the school is good.

Screen Name Redacted

10/03/2025 06:25 PM

Keep the monkseaton middle open it's an excellent school the staff are fantastic my child attended this school and she has excelled herself. They helped her when she was struggling with school. Leave things alone if they are working

Screen Name Redacted

10/03/2025 06:41 PM

This school is the first choice for hundreds of families. Pupils at the school will not cope in large middle schools. North Tyneside admissions have openly directed families who have children with SEND needs to this school.

Screen Name Redacted

10/03/2025 06:50 PM

To create a SEN school for the children who have not been accepted to SEN schools and have been deemed capable of mainstream school. These are the 'grey' area children, those who are academically capable but struggle with the environment and structure of a mainstream setting. A school for the SEN children, specifically autistic who struggle each and every day in mainstream schools. However these children would also struggle in SEN schools. A school which adapts its environment completely to suit the needs of this demographic of children, whose needs are not currently being met.

Screen Name Redacted

10/03/2025 07:24 PM

The school isn't in debt so don't understand the problem.

Screen Name Redacted

10/03/2025 08:01 PM

The intention is to build 3,000 houses on the fields behind south Wellfield. This has already begun. Where are these kids intended to go once built? How are you planning to attract families to the area without the right school resources. Look at hibernating or reducing some class sizes/school sizes before building back up. Short term planning should not dictate the longer term strategy.

Screen Name Redacted

10/03/2025 09:08 PM

I'd suggest a number of redundancies to cut back on costs. Renting the facilities out to local groups and businesses could also subsidise the on going costs. Analysing the figures in another year will allow you to see the impact of the new houses built off Rake Lane. It seems crazy to close schools when 3000 houses are being built close by.

Screen Name Redacted

10/03/2025 09:19 PM

Not closing the school!

Screen Name Redacted

10/03/2025 09:29 PM

Reducing all middle schools PAN would ease the financial burdens, and although this may not be the best cost saving exercise, this shouldn't be the number one factor when deciding the future for children. Monkseaton Middle School offers the borough something very different and very special; something that is rarely seen in schools any more, and that is heart. Schools seem to be more like factories churning out data, rather than creating well rounded emotional literate young people.

Screen Name Redacted

10/03/2025 09:36 PM

Apply to be taken on by an academy.

Screen Name Redacted

10/03/2025 09:41 PM

Keep the school open. There are currently thousands of new build homes being built - the deficit in the declining birth rate will soon be

filled and you'll be left with a problem of having no schools left to teach them

Screen Name Redacted

10/03/2025 10:31 PM

Keep it open

Screen Name Redacted

10/04/2025 12:55 PM

The school should be used as it is now to support the growing number of SEND pupils with smaller class sizes and specialist teachers giving pupils the opportunity to thrive in an almost mainstream school developing skills to adjust to moving onto mainstream high schools and everyday life with staff who are passionate to work with these kids. Schools struggle to support SEND children and those children are becoming more disruptive and distressed in schools which don't have the resources or skills to support them. The council are aware of the lack of space to support SEND and could maybe look at the overall school finance situation rather than individual schools managing budgets and surpluses.

Screen Name Redacted

10/05/2025 04:52 PM

Another alternative would be to reduce the classes sizes across all middle schools in the area - this would mean that the teachers and pupils would have the learning and teaching experiences they deserve, and all the buildings would still be in use and staff employed. Some schools could also be designated as SEND focussed, allowing children with SEND, especially those who do not meet the criteria for specialist provision, to stay in mainstream education, and reduce exclusions, school avoidance, and burden/referrals to the PRU.

Screen Name Redacted

10/05/2025 08:38 PM

It is underused by those in the catchment area as it has developed into a school which supports SEND children. This has been necessary due to north tyneside councils lack of provision. Staff should be applauded for this not punished and their work officially recognised and allowed to continue.

Screen Name Redacted

10/05/2025 10:44 PM

The school is great for SEND needs, use it as a base for children currently in other schools with SEND needs

Screen Name Redacted

10/06/2025 11:15 AM

Delay the proposal by 12 months. Make Monkseaton Middle School part of the Solution to the National SEND educational crisis! The government are prioritising SEN provision due to the "crisis" as they put it. Recently published Education Committee report on "solving the SEND crisis and the imminent white paper on SEND provision' Monkseaton Middle School has more than double the national average of SEN kids and is an excellent, successful SEND model

where children don't just cope they thrive. Monkseaton Middle Should be reviewed and considered as a SEND school of excellence, or something like that. It provides a solution to the problem of "nowhere children" - kids that don't fit into a larger school with a more traditional approach nor a specialist school.

Screen Name Redacted

10/06/2025 12:39 PM

I believe the school should continue as it is but potentially have a slight increase in its SEN provision. 50/50 split. the other schools nearby, in Marden and valley. are unable to provide need and are too large to facilitate this.

Screen Name Redacted

10/06/2025 12:55 PM

Consider expanding on the excellent and successful SEN model at this school to create a centre of excellence and alleviate pressure on other schools in the area. Consider the impact of the upheaval to children with SEN needs and their families who rely on the expert support provided by MMS. It is not clear how this decision will impact on other schools in the area, already struggling to support SEN students in seeing that are not geared up for it.

Screen Name Redacted

10/06/2025 02:10 PM

Monkseaton Middle school is currently the school of choice for parents of children with Mild/moderate SEN needs as it is small, nurturing and a less traumatising environment for those children with ASD, ADHD, Anxiety and other neurodivergences. Scale back the PAN at Monkseaton but retain the school, or include a smaller scale SEN freindly provision as part of the proposal.

Screen Name Redacted

10/06/2025 08:12 PM

Delay the proposal by 12 months. Make Monkseaton Middle School part of the Solution to the National SEND educational crisis! The government are prioritising SEN provision due to the "crisis" as they put it. Recently published Education Committee report on "solving the SEND crisis and the imminent white paper on SEND provision. Monkseaton Middle School has more than double the national average of SEN kids and is an excellent, successful SEND model where children don't just cope they thrive. Monkseaton Middle Should be reviewed and considered as a SEND school of excellence, or something like that. It provides a solution to the problem of "nowhere children" - kids that don't fit into a larger school with a more traditional approach nor a specialist school.

Screen Name Redacted

10/07/2025 06:47 AM

An alternative provision for high functioning send register children who are "too academic" usual specialist provision but struggle in standard mainstream.

Screen Name Redacted

10/07/2025 03:48 PM

Monkseaton Middle School should be kept open to support SEN children in the area . Children who attend the school thrive both academically and socially due to the amazing staff and small classes . This is the ideal school for children who do not fit in with a large school but not suitable for a special school .

Screen Name Redacted

10/07/2025 03:56 PM

Delay the proposal by 12 months and make MMS part of the solution to the National SEND educational crisis

Screen Name Redacted

10/08/2025 11:36 PM

Research suggests North Tyneside has a 3.7 rise each year of SEND children, this school currently has 46% population registered SEND plus a further on SEN observation. This provides a safe community for SEN children whilst not overwhelming with high population. School to be utilised as a SEND population school protecting their welfare and given them the best starts in life. This would also be a great milestone in reducing adult social care needs, alot of adult social care can stem from not receiving the correct support in childhood, so equally would be an investment as well to reduce future adult social care interventions as well as being able to sustain the yoy, increase of children with additional needs, which could not be supported in mainstream

Screen Name Redacted

10/09/2025 05:10 PM

I think that monkseaton middle is a school with low capacity, but very high quality teaching and an excellent community, so perhaps other schools could be switched to a 3 tier system, therefore allowing teaching staff reduction in schools where this problem is more directly reducing funding, and therefore allow students to have minimal disruption

Screen Name Redacted

10/09/2025 08:53 PM

After tonight's meeting with very little factual information/data and the proposal infact being based on "potential financial risk in the future" due to low birth rates and intake from the local area and the fact that two of the other middle schools are oversubscribed which was highlighted a few times, surely it makes sense for the other two middle schools to cap their intake and have a more strict catchment so they won't be oversubscribed and then encourage more parents to send to Monkseaton. The intake has already increased at Monkseaton this year which is what I found confusing about the whole thing and the timing of the announcement has now potentially put off future attendees next year if they think the school will close so not even giving the school a real chance to improve the intake figures.

Screen Name Redacted

10/10/2025 01:14 PM

Either reduce all PAN across the 4 middle schools Valley to 150 Marden Bridge to 120 Wellfield to 60 and Monkseaton to 60. Or delay the closure until there are enough spaces in the other middle schools to accommodate the children in the NEPA. Or until expansion of the other three middle schools has been agreed.

Screen Name Redacted

10/10/2025 05:15 PM

I strongly object to the proposed closure of Monkseaton Middle School. Monkseaton Middle is an inclusive, nurturing and well-managed school that provides vital support to children with additional needs. Around 46% of its pupils have special educational needs, compared to the national average of 18%, with many more awaiting assessment or without formal diagnosis. The school's culture and structure are specifically designed to meet the needs of children who have experienced trauma, anxiety, or emotionally based school avoidance. Pupils who often struggle to thrive in larger or more traditional settings are thriving here. The school is financially well managed. Despite being undersubscribed, it is not struggling. [REDACTED]

[REDACTED] Rather than closing such a well-run and effective school, the council should be learning from it. Use its leadership and financial model to train other headteachers and officials in how to deliver inclusive education efficiently and sustainably, ultimately saving the council money. The council also has no plan to retain staff during the closure period, having stated it is not their responsibility. This risks losing skilled, trusted staff and would create further instability for vulnerable pupils. Instead of closure, the council should: Remove the traditional catchment area and open Monkseaton Middle to children across the borough who would benefit from its specialist inclusive environment. Families and schools could be signposted here early, preventing breakdowns in mainstream placements. Develop new transition pathways so children can return to their local schools or move on to other appropriate settings such as Norham High or other specialist schools. Rather than automatically to Whitley Bay High School. Use Monkseaton Middle as a model of best practice in inclusive SEND provision, rolling out its methods across North Tyneside to reduce out-of-area placements, lower SEND costs and improve outcomes for children. This approach would help tackle the current SEND crisis while retaining a school that already delivers outstanding results for children with complex needs. With creativity and collaboration, Monkseaton Middle could become a cornerstone of North Tyneside's inclusive education strategy, not a casualty of short-term restructuring

Screen Name Redacted

10/10/2025 09:25 PM

Charge parents for after school clubs, breakfast clubs



Screen Name Redacted

10/11/2025 02:24 PM

Even if it has to be closed still, and there's no other solution, then can it remain open with a skeleton staff to let current pupils finish there time there naturally, to avoid disruption.

Screen Name Redacted

10/11/2025 09:55 PM

I think you should NOT close down the school because it has no debt. I think you should close down the schools with debt and make more schools like Monkseaton middle school. There should be more schools like Monkseaton middle school because it has more help for kids with disabilities and has only on floor and not many hall ways . All the teacher know your name. [REDACTED]

[REDACTED] We also have support dogs and animals, free clubs, we have ipads for kids who need help. We also have a room that people can go in to help them calm down and it has sensory rooms. We have fridges to keep our pack lunches cold. We have lockers as well . We have a points shop where you can get stuff for free, you get points by being good. I would not like to go to a busy high school like Whitley Bay. I would like to go to a small high school that is like Monkseaton Middle. could i go somewhere smaller when I leave please.

Screen Name Redacted

10/12/2025 08:20 AM

The school should remain open.

Screen Name Redacted

10/12/2025 12:15 PM

I want to go to this school because my sister is there and they have animals and smaller classes. I liked the ping pong. I think you should not close the school. I looked at other schools and they are too big for me. I would be too sad to go to them and wouldn't go. There should be more schools like monkseaton middle for children who are scared of big schools and miss their mums.

Screen Name Redacted

10/13/2025 02:15 PM

Leave it as is, the head has worked so hard to get it where it is and has stated they are balancing the books so why are they being punished?

Screen Name Redacted

10/13/2025 02:33 PM

I am very concerned about the impact this closure would have, particularly on the c.40% of pupils at the school who have identified SEN needs and those who have chosen this school as a more inclusive and supportive environment. This school has developed a strong reputation for inclusive education and has made significant strides in improving services for children who often struggle to find appropriate support elsewhere. Closing this school would not only disrupt the education of vulnerable pupils but also dismantle a unique and effective support system that many families rely on. My proposals

for alternative strategies include the following: 1) Transition the school into a formally designated SEN-focused institution or a mainstream school with a specialist SEN unit. This would allow access to targeted funding and staffing, aligning with the school's existing strengths and pupil profile. 2) Expand Catchment and Intake for SEN Pupils. Open the school to SEN pupils from a wider geographic area, including those currently underserved in other schools. This would help address the issue of surplus places while meeting borough-wide SEN needs. 3) Develop a SEN Outreach and Inclusion Hub. Position the school as a resource centre for other schools in North Tyneside, offering staff training, behavioural support, and therapeutic services. This would embed the school within the wider educational ecosystem and increase its strategic value. 4) Secure Alternative Funding Streams. Apply for targeted SEN funding from the Department for Education, local authority high needs block, or charitable grants. The school's proven success with SEN pupils strengthens its case for investment rather than closure. The school is a lifeline for many families. Its closure would create a vacuum in SEN provision that other schools are not equipped to fill. I urge the Council to listen to the voices of parents, carers, and educators who have seen firsthand the transformative impact of this school. Closure of this school would fly in the face of NTC's commitment to inclusive but also demonstrate North Tyneside's stated commitment to inclusive and equitable education.

Screen Name Redacted

10/13/2025 07:27 PM

Use the funding that's proposed to be used to close Langley first school and extend the SEND school and put it back into our middle school and others financially suffering, this would also save money by allowing children in monkseaton middle school and other mainstream schools in north tyneside with additional needs to stay and benefit from thier SEND teachers and staff.

Screen Name Redacted

10/13/2025 08:29 PM

Change the system of funding per pupil. Look at funding using a flat rate needed for operation rather than depending on the number of pupils.

Screen Name Redacted

10/14/2025 07:08 PM

I don't know all the answers what I do know is that schools like monkseaton middle are vital. A declining birth rate is a world wide phenomena but perhaps the decline within the schools catchment area could be explained by the small size of the area, by the fact that it's so expensive to buy a house within that area and that more families and more children would be there is they could afford to be. Maybe if the council could consider the town itself, creating more social housing and affordable (really affordable) housing for real families on lower wages, to rebuild the shops and community spaces

etc. make the area affordable to ordinary people not just the rich. A lot of the children at monkseaton come from outside the catchment and you know the reason for this, the two tiered send provision. It's not reactive, it's a supportive nurturing place which doesn't feel like other schools. It needs to be a cherished commodity with more funding provided. Could it not be turned into an academy or remove the need for a catchment? Perhaps with better advertising, engaging more with parents throughout the regions, more talk about the school more parents would send their kids there.

Screen Name Redacted

10/15/2025 07:07 PM

Allow the school to become a specialist provision, but maintain a mainstream aspect as it is often the only option for families moving into the area

Screen Name Redacted

10/16/2025 07:45 AM

MMS is a well managed school and is providing a valuable service to community. It so supporting families of children with SEND needs more than any other school in the local and surrounding areas Investment should be made in the school rather than stripping back. More children should be placed there when it meets their needs and surrounding schools should be encouraged to reduce their capacity and transfer children to MMS This isn't about projected birth rates, this is about promoting the values of a school with speciality expertise and support. Parents in the area with these needs for their children should be encouraged to place MMS as their first choice Visit the school. Speak to the staff and the parents. So far the Council have acted at distance and without understanding what the school is all about.

Screen Name Redacted

10/16/2025 01:38 PM

Have a send ARP model for monkseaton middle, possibly split into two like at Norham high school- entry criteria having an EHCP, for at least part of the arp. potentially making it a 5-11 school, therefore joining the 2 tier system.

Screen Name Redacted

10/17/2025 07:55 PM

There is a dire shortage of suitable schools for children with sen, particularly those who don't fit into a 'special school' like woodlawn for severely affected children. There are also not enough places at special schools anyway. These sen children are often very bright with massive potential but do not fit into mainstream school which have such a focus on attainment, compliance to rules, rigid rules and are often large schools such as marden middle or valley gardens which sen children can find overwhelming, increasing rates of anxiety, mental health problems and school refusal. Rather than closing monkseaton middle I propose it's provisions are extended to take children for middle school and high school. This would provide the

additional numbers of 3 tier high school places that whitley bay now needs since the closure of monkseaton high and remove the need to reduce first and middle school places just to fit whitley highs numbers. One of the main reasons whitley bay, monkseaton and surrounding areas are thriving is the excellent 3 tier school provision. Reducing this further for first and middle schools and forcing children into further away 2 tier schools will cause the area to be very negatively affected.

Screen Name Redacted

10/17/2025 09:32 PM

Stop wasting money elsewhere. Salaries of some of the leaders of the council are disgusting. The amount of money being lost daily through interest payments alone is an absolute abomination and has been caused by complete mis management over a longer period.

Screen Name Redacted

10/18/2025 09:08 AM

As there is such a high proportion of SEND students, and they do such a wonderful job, make it a school for SEND students. There are so few across the country and as much as the government push "inclusion" I can tell you from the front line trying to educate students who struggle with a traditional setting, this disadvantages them and the others in the class as so much time is spent dealing with behaviour or other issues that you can't teach!

Screen Name Redacted

10/18/2025 10:07 AM

Reduce capacity/intake at other schools. Or formally turn Monsanto into specialised middle-tier SEN provision which it effectively provides anyway.

Screen Name Redacted

10/18/2025 11:23 AM

There are several options, none of which have been discussed and the school governors have received no engagement over alternative options. 1. Properly fund and recognise the unfunded ARP that is currently running at MMS. Expand and invest in this excellent resource 2 Continue the school as it is -under the new SEND white paper it's expected to champion mainstream schools with models such as MMS so the LA should be expanding this proven model rather than closing it. The schools is offering exceptional value for money as it has exceptional outcomes for EBSNA pupils as well as pupils who would otherwise need an EHCP

Screen Name Redacted

10/18/2025 11:43 AM

[REDACTED] we've had no meaningful engagement at all over this proposal which I find incredible. This consultation is putting the community through trauma-SEND parents who have to fight for everything are now having an additional fight which is unnecessary and could have been avoided with proper engagement from the LA. I would like to propose alternatives such as : 1 Properly funding our

excellent ARP (that is not currently funded as such) and expanding that offer to more families. 2. Continue as we are and recognise what we do -a mainstream school with a particular expertise for EPSNA and SEND. We represent excellent value for money as many of our children would require EHCPs elsewhere. This is all happening against the backdrop of a soon to be released SEND white paper that will champion schools such as MMS that offer mainstream education with excellent and creative approaches to inclusion. What we offer does not exist anywhere else in the area currently so it shows a lack of foresight to close something that you will likely have to carbon copy after the SEND reform (but start from scratch!) We have families that will be forced back into home education without MMS (families that currently attend and also future families as the number of EBSNA and SEND is only on the increase) If this proposal goes forward you will be answerable for the catastrophic consequences that will ensue.

Screen Name Redacted

10/18/2025 02:25 PM

Due to the school being 46% SEND, it should remain open to continue the good work it is doing and the unfunded ARP should be properly recognised and funded accordingly. This would mean that more children with SEND would be able to benefit from this excellent, supported, mainstream education. The government is about to announce a white paper on SEND reform and it's anticipated that this will focus very heavily on inclusive mainstream SEND support like what is offered at MMS - this type of provision does not exist anywhere else in the area.

Screen Name Redacted

10/20/2025 10:10 AM

Seeing that Monkseaton Middle School doesn't report a deficit at the present time, nor will it do so according to the projections for the next few years, it is unfair to punish a school that has been doing well. As the school applications are managed by the North Tyneside Council, allocating school places in a way that balances the student population between the three local middle schools is the Council's responsibility. Monkseaton Middle School obtained a good review during the last Ofsted inspection and should be advertised to the families within the local community, especially considering their success and popularity with SEN children.

Screen Name Redacted

10/21/2025 07:12 AM

Keep it open

Screen Name Redacted

10/21/2025 12:58 PM

I think Monkseaton middle school should be repurposed as an ARP.

Screen Name Redacted

I believe that the suggestions relating to the North East Planning Area

10/21/2025 01:25 PM

(NEPA) (Monkseaton Middle, Appletree and Langley) are very reactive and insufficient. I believe that they will cause unnecessary harm and upset to children and families without actually future proofing and resolving the issue. The real issue is that North Tyneside can no longer support a fully functioning three tier school system in a small (and yes privileged) pocket of the borough while the rest of the borough is two tier. I would prefer to see a consultation on the end of the three tier system and movement towards a unified borough wide two tier system of education. I have come to that conclusion with a heavy heart as I do believe (a well-run) three tier education is preferable and my own children are in the system. However I can see it is now unsustainable, unstable and will continue to a place where it is inoperable and dysfunctional in the next few years. I wish the council to be bold in their decision making and serve the children of the borough in their duty as corporate parents. I think there is an element of being blinded by the success of the extremely well regarded Whitley Bay High School while not recognising that the wheels are coming off elsewhere in the system and children are facing educational limitations in the quest to preserve the High school and one or two other well regarded schools. I do not think things should stay as they are but I do not believe that you have found a solution to the problem in your suggestion of merging/closing more NEPA schools. I do not like the narrative that the LA is providing – we do have a lower birth rate but this is not being felt acutely yet in the older age groups. Our main issue is not that we don't have enough children in the three tier system but rather that we have TOO MANY. The closure of Monkseaton High School means that there are now TOO MANY children in the First and Middle Schools and Whitley Bay High School is unable to admit them all. Children get to year 8 and then metaphorically fall off an educational cliff as there is nowhere for them to go in the three tier system. Children are unable to get a place at their own catchment High School and are left high and dry as all other High Schools in the borough are two tier. This is why you are suggestion closing Monkseaton Middle School and merging Appletree and Langley. It is purely a numbers game and these schools are victims of their own situation. It doesn't really have anything to do with the quality of provision at these schools, you need to close them so we have a smaller number of children going into Whitley Bay High School. I feel truly sorry for the families involved as I know all of the very sensible things that they are raising about SEND provision, community and educational quality actually have no bearing on the decision making process as the fact remains you need to close schools to protect numbers admitted to Whitley Bay High. I think that it would be much more preferable to close the PFI schools like Coquet or Marine Park because they are a real financial millstone around the local authority's neck but you can't without severe financial repercussions so you have moved onto the next most pragmatic way to reduce numbers and costs and that is to the

detriment of Monkseaton Middle and Langley First. The big problems in three tier/NEPA are 1. Not enough space at Whitley Bay High School for the next decade 2. Costly PFI schools which are burdensome 3. Lower numbers years R-3 4. Higher numbers year 4-8 5. A system in isolation from neighbouring successful two tier schools which is becoming alienated as it declines. These are the actual issues – so why are you tinkering around the edges, closing schools, upsetting families of little children and breaking the hearts of families in Monkseaton Middle School who clearly view it as a lifeline for their children with more complex needs. I don't think this is a solution to any of the real issues, you can't truly think that you won't have to close more First Schools in the coming years? Please be bold and decisive. Use this as an opportunity to modernise NEPA into a two tier system. Both Wellfield Middle and Marden Bridge Middle are about to receive substantial funding for school rebuilding. Take this chance to use that money to repurpose those schools into something more suitable for the 21st Century. The chance was wasted with Whitley Bay High School, their new build is unable to serve the whole NEPA community. Please don't make the same mistake again. Rockcliffe First School is on the very edge of the NEPA most of the children who go there actually live closer to Marden High School than Whitley Bay High School, could Rockcliffe change into a Primary School and feed into Marden High School (there is enough space at Marden High School to take Rockcliffe children – they are undersubscribed from their own catchment) or could Rockcliffe collaborate with Cullercoats Primary and run a split site Infants and Juniors. Wellfield Middle and Wellfield First School share a site, Valley Gardens and Whitley Bay High School sit in such close proximity these are all opportunities for a more decisive move going forward. Surely there are more creative options here to look at going two tier rather than closing down the soft target schools in the three tier system? Star of the Sea Catholic Primary School is located in the NEPA and St Mary's neighbours the three tier system on the Marden Estate and St. Thomas More neighbours to the South, presumably these schools will be facing the same issues around lower birth rates if it is as significant as you suggest, is there an option for collaboration? Our educational leaders clearly aren't being kept in the loop as we are receiving conflicting information and figures across different schools. The parents are quite well networked here and information is being shared. Last term all First School parents received a letter guaranteeing NEPA children a place in a Middle School signed by the four Middle School heads but now you are closing down Monkseaton Middle? Wellfield are sending out letters telling their families to consider moving over to two tier in year 7 as there is no guarantee of a place at Whitley High? Marden Bridge are sending out letters with uncorrected data and telling families they hope the majority of children will get a place at Whitley High in some year groups but not all? First school staff seem bewildered but

hopeful the council will get things sorted? Surely we all deserve better than this, poor decisions about children's schooling will be made as a result of incoherent and irresponsible messaging and lack of solid information. I think you're panicking and playing whack –a –mole with the issues as they arise rather than looking for strategic, long term solutions which serve the best interests of our children and the children to come. I implore you to take a different path and I hope all of the local councillors have truly understood what it is they are voting for when they raise their servile little hands up as they so despicably did to close Monkseaton High School without proper thought or understanding for the consequences of that vote which we are now facing, sealing the fate of these schools and these children. You can and should do better. Thank you for reading my proposal.

Screen Name Redacted

10/21/2025 02:54 PM

I think you have an opportunity to use a focus on ethos-led education to reduce the number of places required for specialist education - mainstreaming SEN students while still ensuring financial viability. It's noteworthy that this is one of just six schools in the area that have been able to meet budget constraints; what is the message you're sending to other schools by closing this one? If I were a school administrator, I would understand this to say that the metric for success has nothing to do with financial management...and therefore would feel free to go into debt. [REDACTED]

[REDACTED] I'd like the council to be learning from this forward thinking, inclusive school that models inclusion for SEN as well as LGBT, foreign, refugee communities (eg becoming a sanctuary). This is the kind of education that children need. This type of embedded education for school administrators where the smaller classes and additional classroom space give flexibility to do some 'practical training' sessions in person in the school could be a great hybrid model that allow use of the space, recognise the success of the school, and still reduce overall places for entry into WBHS to meet capacity constraints.

Screen Name Redacted

10/21/2025 08:52 PM

I recognise the admission numbers for Monkseaton Middle School have currently fallen, however, this has been influenced by the closure of Monkseaton Middle High and will be compounded by news of the schools proposed closure. However, if Langley Gardens merges with Appletree Gardens, the pupil numbers in the pipeline for the school will be maintained increasing the likelihood of parents choosing Monkseaton Middle due to its proximity to Appletree Gardens. This would then address a concern around the viability of the school.



Screen Name Redacted

10/22/2025 10:55 AM

Leave the school open - it has a balanced budget and smaller class sizes that allow for much more support for the high proportion of SEN children who attend the school. A balanced budget and small class sizes surely that's the educational Holy Grail!

Screen Name Redacted

10/22/2025 02:59 PM

My belief is that MMS is a unique provision which is not replicated in other local schools. My suggestion is that the LA work with the school to stay open and use the available space to create an ARP provision which will bring funding and widen provision locally. Parents have shown that they are prepared to travel to access the services their children need. These services are not available in sufficient numbers locally and are a major 'hot topic' nationally. It defies logic and frankly is immoral to lose what MMS can provide.

Screen Name Redacted

10/24/2025 10:58 AM

I can completely understand the merger of Primary Schools. The closure of Monkseaton Middle School does not resolve either problems of surplus spaces or too many children currently in the Middle School system. In practical terms, it displaces children currently in the system that the remaining middle schools would be expected to absorb, achieving nothing. The figures concerning children from outside the catchment in Monkseaton Middle on the consultation are incorrect. Only 12 pupils in the school are from outside of the catchment, which, can be proved by the school. The remaining middle schools are already full and the consultation suggests they reduce their numbers further, displacing even more children. Middle Schools will not do this. It will reduce their funding- a circumstance they are coming to expect in a few years due to the birth rates. They will use this time to build their financial reserves. Closing Monkseaton Middle School causes an unnecessary and costly problem that is going to right itself in but a few years due to reducing birth rates. Monkseaton Middle is not currently in deficit- most definitely financially viable. In a matter of 4-6 years, the natural reduction of births will right the middle school numbers heading for Whitley Bay High School. In terms of high school admissions, every parent who has children in the middle schools from outside of the catchment is aware that residents in catchment have priority at the high school. The high school needs to ensure children from the catchment have priority at admissions. The cost of allowing Monkseaton Middle School to remain open until the low birth rate trend begins to take effect is considerably lower than the proposal to close it, displace so many, incur SEND assessment costs, and build costs of more physical temporary class spaces in the remaining middles to house a 'bulge' year etc. Simply don't create a costly 'bulge year'. Let nature take its course and review after four years.

Screen Name Redacted

10/29/2025 11:16 AM

Why not have monkseaton high school as an academy so other pupils outside of north tyneside could apply or have it as a college for further education

Screen Name Redacted

10/29/2025 01:58 PM

Many many of the pupils at this school struggle to even go into the building, and are often unable to remain in class for lessons. They would be totally lost and would disrupt lessons in a school like valley gardens. These children are not suitable for mainstream middle school or a special education school like Woodlawn. They are not naughty but have emotional problems or other conditions which mean they need a different environment. Could Monkseaton middle become a school for children who fall into this group - small numbers in a class with gentle, happy environment to bring out the best in them and continue with the therapy dogs and staff dedicated to their wellbeing.

Screen Name Redacted

11/03/2025 05:25 PM

With the rising number of SEN pupils within the uk. (The percentage of pupils with special educational needs (SEN) in England has increased significantly over the last five years, rising from 14.9% in January 2019 to 19.6% in January 2025). Closing school which has built a reputation of helping SEN pupils would be detrimental to all schools in the area. The whole of North Tyneside needs an established SEN hub for ks2 pupils and Monkseaton Middle fits the criteria, financially the school head said that this school is not running in deficit. Changing admission numbers on the other schools without appropriate government funding, will have a huge impact on staff and students at the other middle schools- although not a solution, closing this school will have HUGE impact for education in this area.

Screen Name Redacted

11/05/2025 10:48 AM

North Tyneside council should remove parent choice of which school their child attends. Children should be given a school place at their catchment school. The majority of children in catchment for Monkseaton Middle do not attend as parents have chosen for their children to attend Marden Bridge Middle. Marden Bridge Middle School is not the catchment school for these children who should be attending Monkseaton Middle which is why the school is under capacity. This problem was created by NT council allowing parents to send their children to schools out of catchment. Stop giving parents a choice and allocate children a place at their local, catchment school only.

Screen Name Redacted

11/05/2025 02:58 PM

Please allow all current pupils to finish their time at the school before closure. There is no clear plan for current pupil's school place reassignments.

Screen Name Redacted

11/06/2025 08:26 AM

I would like to see the modelling around an alternative proposal which would see Wellfield first and middle (who are already looking to hard federate) become a 2 tier school that then feeds into the neighbouring 2 tier system. The schools have already decided to drop to 2 forms of entry prior to the proposals that NTC have made, and there are a large number of pupils in those schools who are not in WBHS's catchment and wouldn't normally have gained a place in WBHS. ( can't find exact data on NEPA resident kids in these schools) This would have the effect of removing 90 middle school places from the current system. Then Monkseaton middle could be further investigated as to how they can add to the LA's SEND provision. Perhaps a large ARP attached to the school, or some kind of hybrid mainstream/AP model. I would also challenge the decision to close Langley rather than Coquet Park. Whilst I understand that there is a PFI finance issue on Coquet Park, i am concerned that this will become a bigger burden over the remaining time of the agreement as debt spirals and we will either end up with a further closer anyway. I would propose that Coquet park should be closed and Langley to remain open in the model I suggest above with Wellfield First and Middle.

Screen Name Redacted

11/06/2025 10:16 PM

At the very least, allowing the year 5 and year 6 children who are currently in MMS to complete their year 7 and 8 education at the school which would, to some extent, reduce the immediate disruption to their education. This would allow them to continue to forge strong friendship groups and participate in school life as would have been expected when they joined the school. No parent wishes to create upheaval to their childrens' lives and in doing the proposed I feel this is the very least that NTC is obliged to do. Alternatively, provide a guaranteed place in any of the other 3 NEPA middle schools to allow them to complete their middle school education within the area. We beg that you reconsider your standpoint to close MMS. Speak with the school, at the very least VISIT the school and see what it has to offer. The other 3 middle schools have advised MANY parents that they will not be able to meet the needs of these children - which will have an impact on the current MMS children and those already attending the other 3 schools. It will come at far greater cost to NTC to have 1:1 support workers for many of these children, many of these having been successfully managed at MMS without the need for 1:1 support.

Screen Name Redacted

11/07/2025 09:38 AM

We propose retaining Monkseaton Middle School and exploring the possibility of extending its age range to include high school-aged pupils. This approach would: Meet future demand as larger cohorts currently in Years 2–4 move through the system. Increase parental choice and diversity of provision, particularly for vulnerable pupils,

those with SEND, and neurodivergent learners. Provide an alternative pathway for the more than 390 pupils currently attending middle schools, some of whom may not be allocated a place at Whitley Bay High School. We believe that some families would choose to remain at Monkseaton Middle School or welcome a place there if they are not offered one at Whitley Bay High. This would help to alleviate pressure on local high school places while maintaining continuity and support for pupils who may benefit from a smaller or more tailored setting.

Screen Name Redacted

11/08/2025 09:16 AM

Reason birth rates are so low is because, the catchment of this area, house prices are shockingly high, no younger couple can afford to buy a house here as most working couples are on minimum wage, this leads to them not buying within the catchment to start a family here. this seriously needs looked into.

Screen Name Redacted

11/08/2025 10:22 AM

To not close it? 1000+ homes are being built by story homes and persimmons. Where do you suspect these are going to go? The remaining schools being left over is Whitley bay high school, out of the catchment area and then st Tomas Moore, John Spence and Marden. 3 schools with a bad reputation. Yet again, north Tyneside is doing a disservice to people who pay a lot more for Their homes to live in an area where schools are meant to be to a certain standard and the one school with reasonable standards is now being closed as currently doesn't have the students. If 50% of 1000 owners in these planned homes have kids and that's not considering the fact there will be more than 1k new homes in the area and those living in other areas where homes are already built, have children that's 500. That's 500 children at least who need a high school... where do you suspect these go? And to more terrible reputstual damage schools? I bought my home in the thinking I can send them to monkseaton. I'm now moving out of the area to make sure they get into Whitley high or the alternative is private school as the remaining options are not viable.

Screen Name Redacted

11/08/2025 11:46 AM

MPs have recommended a review of the national funding formula for schools to take better account of factors that vary between local areas such as prevalence of need, deprivation and distances travelled by home-to-school transport. They also highlight the need to expand the number of specialist school places in the state sector so that more children can be educated closer to home and spending on expensive independent school places can be reduced. Monkseaton Middle School is a successful model for educating and supporting pupils with SEND for which there is a shortage nationally. You have an opportunity to provide exactly what the Government want to

achieve and therefore receive funding. You have a school here with a team who teach and nurture these children extremely well and you want to discard it. This is not what people want or need. Shame on you.

Screen Name Redacted

11/08/2025 02:26 PM

Don't close it! Monkseaton Middle School is a lifeline for so many families and children because of its size and nurturing environment. I know children with special requirements such as dyslexia, autism and adhd who have thrived because of Monkseaton Middle. They can offer vital support in a way that the bigger middle schools can't and definitely won't be able to do if you field more children their way. Teachers are already at breaking point. It scares me to think that they will be under further pressure as a result of this potential closure.

Screen Name Redacted

11/08/2025 04:29 PM

At the very least, allowing the year 5 and year 6 children who are currently in MMS to complete their year 7 and 8 education at the school which would, to some extent, reduce the immediate disruption to their education Could a year 5-11 provision also be looked at? Small classes helping to nurture each child, this would keep the 'capacity' filled This would allow them to continue to forge strong friendship groups and participate in school life as would have been expected when they joined the school. No parent wishes to create upheaval to their childrens' lives and in doing the proposed I feel this is the very least that NTC is obliged to do. We beg that you reconsider your standpoint to close MMS. Speak with the school, at the very least VISIT the school and see what it has to offer. The other 3 middle schools have advised MANY parents that they will not be able to meet the needs of these children - which will have an impact on the current MMS children and those already attending the other 3 schools. It will come at far greater cost to NTC to have 1:1 support workers for many of these children, many of these having been successfully managed at MMS without the need for 1:1 support.

Screen Name Redacted

11/08/2025 07:49 PM

If it is not possible for the school to remain open then I think it is only reasonable that you allow all the children who are currently at the school to make their way through to their natural leaving point. In your rationale proposal meeting you stated that making these changes was to allow all the children within NEPA the best chance of remaining in the 3 tier system. However, your actions of closing MMS will have the opposite impact and actually force many (catchment) children out of the 3 tier system at an "unnatural" transition time in their schooling. Please allow our children to finish their time in the school which they have already started. They started in good faith that they would complete their time here.

Screen Name Redacted

11/09/2025 09:38 AM

Allowing the year 5 and year 6 children who are currently in MMS to complete their year 7 and 8 education at the school which would, to some extent, reduce the immediate disruption to their education. Could a year 5-11 provision also be looked at? Small classes helping to nurture each child, this would keep the 'capacity' filled. This would allow them to continue to forge strong friendship groups and participate in school life as would have been expected when they joined the school. No parent wishes to create upheaval to their childrens' lives and in doing the proposed I feel this is the very least that NTC is obliged to do. We beg that you reconsider your standpoint to close MMS. Speak with the school, at the very least VISIT the school and see what it has to offer. The other 3 middle schools have advised MANY parents that they will not be able to meet the needs of these children - which will have an impact on the current MMS children and those already attending the other 3 schools. It will come at far greater cost to NTC to have 1:1 support workers for many of these children, many of these having been successfully managed at MMS without the need for 1:1 support.

Screen Name Redacted

11/09/2025 11:15 AM

Leave it open. Merge Appletree and Monkseaton Middle into one school

Screen Name Redacted

11/09/2025 02:40 PM

There is no guarantee that WBH will maintain its increased PAN therefore there is a potential gap in provisions yr 9-11. Monkseaton Middle School could fill this gap by extending provision for yrs 9-11. This would be a small co-hort. Monkseaton provides a unique learning experience, bridging the gap between mainstream schools and specialist provisions. It has a track record of success with already over 50% SEND children and could widen this provision. This would take pressure off the high school in terms of numbers and in the extra cost of meeting SEND requirements. This will also take pressure off the other middle schools in the area who will need to find a way to increase their SEND provision which will put further pressure on existing budgets to try to meet this need. The "Solving the SEND crisis" report calls for mainstream education to be genuinely inclusive and Monkseaton is the only school in your area that is genuinely already doing this. There will be a genuine cost to the education budget for the area as more EHCPs are applied for as these children attend other schools whereby there is a saving by allowing these children to attend Monkseaton where the provision is set up to provide this as par for the course. At the very least, there should be a genuine recognition of the fact that this school is attended heavily by SEND children and that part of recognising the additional needs of these children, is recognising that the changes will have a more significant impact on their schooling, disproportionately affecting children with special needs and disabilities. All children currently

attending, should be allowed to see out their time at this school in recognition of this additional need and responsibility.

Screen Name Redacted

11/09/2025 02:52 PM

You are basing your whole decision on a total number of pupils, seemingly taking little account of the location of pupils and schools - you must be cautious that this doesn't create an issue whereby you have enough places in the wrong locations! I understand policy sets out pupil allocation but if children were allocated to their catchment school and allocate the resources accordingly initially that might support all schools to operate sustainability, with movement only where places are available?

Screen Name Redacted

11/10/2025 08:43 AM

I think North Tyneside Council has the opportunity to use the falling pupil numbers as a pilot for a visionary new approach to multigenerational care. As we have a declining younger population, we have an increasing elder population. We could consider taking a similar approach to both: a school for both the young and the elderly. Of course, the elderly do not necessarily need formal education, but they do need mental stimulation, and socialisation, and signposting to services. Not to mention that their carers need a place where they can be sure their family member will be looked after while they can get on with other things. We could turn over one (or several) classrooms to a pilot scheme of day care, set up much in the same way schools are: different fun activities, perhaps gentle movement/sports for those that are able, a set lunchtime with a dinner provided. I am thinking about this as predominantly being a support for those with early stage Alzheimer's who this scheme could likely most benefit, but there may well be other groups who would benefit just as fully. In terms of coordination, you'd want someone to lead the day; this could be an actual teacher who is used to putting together stimulating lessons and activities, or an enthusiastic volunteer. They could be aided by a care professional to support with any specific needs of the room, for example toileting. The class could do projects, have guest speakers in, and also be used as a support by the classes of children in attendance; Studies prove time and again the benefits for both parties when older and younger generations interact. The elder class could talk to the younger ones as part of a history project, and they could even sit together over lunchtimes, and take part in preparations for Christmas together. An initial pilot needn't run for the full Monday- Friday, but could be a trial of one or two days. You could start either by merging this proposal with a similar elder support group that runs locally, or by starting one from scratch. You'd need some kind of brief assessment to ensure the person was suitable for the relevant activities (e.g. it would be unlikely to benefit someone with very advanced Alzheimer's, or with very complex physical needs). If it were to be a success you could in future consider roll out

to other sites or wider catchment areas. To my knowledge there are no current projects which match this one exactly, but there are likely to be many similar approaches that could be learnt from. I think some people could see this is patronising, but having cared for several relatives with Alzheimer's, I think the regularity of the day and the mental stimulation would be invaluable. Not to mention that many people with memory impairments can remember their youth, so they might feel comforted by the familiarity of a school structure. I think it could also be seen as not merely a service for the elders themselves, but for them to contribute to the community. For example by providing valuable insight into how the community has changed (e.g. through memory based projects), or even by doing light volunteering work e.g. local litter picking to help instil a sense of purpose. In short you get a proposal that benefits a multitude of people: -The elder class get a social environment where they can engage in learning, helping to combat mental decline -The carers get a good chunk of time where they know their elder is well looked after, freeing them up to look after their own wellbeing or even engage in paid work -The school community is enriched by the diverse age dynamic -The scheme could take pressure off other local services by providing care in a space that is already largely set up to be warm, safe, secure, stimulating etc. You would need a robust evaluation of the programme to ensure its efficacy. I imagine there would be quite a number of charities would be interested in such a pilot and may provide support via funding, providing materials or volunteers etc. As a civil servant I suspect that government may also be very interested, especially if the scheme proves successful as there could be a national rollout. For the pilot you would also not need incredibly extensive funding: the building already exists, as do the facilities for providing lunches, toilets (though these might need some basic adaptations). You would need at least one member of care staff and then either a paid coordinator or enthusiastic volunteers, which again may be able to be part funded via a charity. Then there are the basics of materials for projects, heating etc, which if the school continues to also support children is wrapped up with the costs of supporting them. You would also need to keep an eye on potential risks, e.g. safeguarding, but I think these could be amply managed with proper planning. I have answered for Monkseaton Middle School but I think one of the other proposed closing schools could be equally used as a trial site, whichever area has the most need for elder care. I'd be happy to have a follow up conversation about this proposal if at all useful, so do reach out. [REDACTED] am familiar with similar pilot projects and the various barriers that need to be overcome, but I really do believe this could be an incredibly advantageous approach that would appeal to councillors and the local public alike.



Screen Name Redacted

11/10/2025 02:39 PM

Monkseaton Middle is helping low level SEN children to thrive. There is a massively growing need for smaller classes, with an increasing number of children dropping out of school and councils having to fund EOTAs packages. With a long term vision, the sort of provision that Monkseaton could provide in a more formal/ recognised way, would be a fantastic and forward-thinking solution for this growing need.

Screen Name Redacted

11/10/2025 06:03 PM

MMS is 46% SEND. It is that high for a mainstream which is unusual because it supports SEND effectively with or without an EHCP. The other schools are unable to provide this level of support and have shown this in both correspondence to parents and also through lived experience of the other middle schools. MMS is invaluable to our community and for all children attending and planning to attend. I propose that MMS stays open and runs the same as it does now with regards to ethos and SEND support but as a model and beacon for other schools to learn from and aim for. One day with the right tuition and adjustments and learning from MMS as a successful inclusive mainstream teaching model the other schools and staff and future staff will be equipped and able to provide what is currently lacking. Only then will the SEND children be spread evenly across the schools as you want but for now it is dangerous and would be catastrophic for children and families to close this school and displace them. I suggest the addition of a funded ARP so that MMS can build on it's success, the addition of it also becoming a teaching school whereby the nearby colleges and universities do work experience and work in the school whilst learning about SEND and gaining valuable experience which will benefit all North Tyneside children in their future teaching and caring roles. The school could receive funding from this initiative aswell as the ARP. I also think MMS doesn't necessarily have to be a 'feeder' school for WBHS. I know that 390 is an issue now you have closed MHS....But some SEND children simply need (not just tailored support and adjustments) but an actual High school delay as they are not ready to enter a High School in year 7 through a 2 tier. For the neighbouring catchment areas they sometimes need MMS as a safety net school to prepare their children for High School by giving them a more age related school environment until year 9. That is partly why we have out of catchment children in school too. As usual admissions to WBHS would stay focused on children in catchment and parental choice. With regards to pupil numbers at MMS, that could be easily solved by not allowing the likes of Wellfield Middle to not go over PAN. That is not sustainable and it is not providing the best education for those children who would alternatively go to another school such as MMS. As it stands most of the 46% of SEND children at MMS do not have an EHCP. They are supported as are all Neurotypical children effectively at no extra cost. In other schools the whole 46% will be seeking EHCP's, that is cost that will happen as a result of closure. Even with an EHCP both Marden Bridge and Valley

Gardens have said they cannot support our SEN children. If MMS closed and they then fail our displaced children which they will and that becomes apparent with complaints and legal action referencing the Equality Act and also in the new OFSTED SEND framework as it will highlight all of our children's needs not being met, what then? More funding from yourselves to bail out those schools as they are now 'requiring improvement'? In the meanwhile affecting every child's education in the NEPA and not just the MMS children? NTC stated in our Parent Carer forum meeting that there is no good outcome here? There is a good outcome though, you source funding in the way I've suggested and other alternatives and you make it work so that you do not fail all of our children and risk their whole education.

Screen Name Redacted

11/10/2025 08:56 PM

Make monkseaton middle a specialist SEND provision from 9-16 (or 18). Reducing pressure on woodlawn, other middle schools and wbhs

Screen Name Redacted

11/10/2025 09:30 PM

Viable alternatives: phased closure of Monkseaton Middle School The problem: The council wants to close the school immediately. This means Year 5 and Year 6 children with special educational needs (SEND) must move to a new school partway through their middle school education. They won't finish Year 8 at Monkseaton Middle School as planned. This proposal: Let current Year 5 and Year 6 pupils finish their middle school education at Monkseaton Middle School. All current year groups should complete Year 8 before moving to high school or secondary school in Year 9. Close year groups one at a time as children move through. Stop taking new Year 5 pupils from September 2026. Why this matters: Research shows that forcing children to change schools mid-way through causes serious harm to SEND pupils. They struggle with schoolwork, their mental health gets worse, and the long-term costs are higher than any short-term savings. A gradual closure protects vulnerable children whilst achieving the same outcome. Children should not pay for systemic failures The children at Monkseaton Middle School did not cause this situation. They didn't cause falling birth rates across the North East. They didn't create the money problems at the high school. But the council's plan makes these children pay the biggest price. These pupils already missed a significant amount of school during COVID-19. Research shows that pupils with SEND were disproportionately affected by pandemic disruptions (Jindal-Snape et al., 2020). Now they face another major disruption. The education system and North Tyneside Council should make decisions which protect the most vulnerable children, not make their lives harder. Evidence of harm from mid-course transitions Mental health Research tracking 1,861 young people found that students with Special Educational Needs were nearly three times more likely to have ongoing mental health problems during school transitions (Donaldson

et al., 2025). A review of 96 international studies found that over 80% showed transitions are particularly hard for SEND children, with additional support needs creating heightened anxiety and difficulties managing change (Jindal-Snape et al., 2020). Making friends Children with SEND face more bullying and feel more isolated when changing schools. Hughes, Banks and Terras (2013) found they feel less supported by friends and face more peer problems after moving, with higher chances of bullying and poorer social adjustment. Having friends move with them to the same school protects them - research shows that 83% of children attended secondary school with most or all of their primary friends, which works as a crucial protective factor (Jindal-Snape et al., 2023). School attendance and family impact Monkseaton's specialist SEND support keeps many vulnerable children in education. Without it, it is very likely that some children will stop attending school regularly or completely. An unexpected transition, and having to change school part way through the middle school phase makes school refusal much more likely for SEND pupils. This is especially exacerbated for those children at Monkseaton Middle School, where an extraordinary amount of support is in place for SEND pupils, and most will be placed in settings where this support is not replicated. Research shows that transition periods consistently result in increased absences for vulnerable populations, with difficult transitions leading to disengagement lasting throughout secondary education (Scottish Government, 2019). When children refuse school, parents must take time off work to look after them. A review of 26 studies involving 5,169 parents found that child behavioural challenges are a major cause of stress for parents of SEND children, alongside financial difficulties and social isolation (Choi and Leung, 2023). When they reduce work hours or leave jobs, councils face higher costs for family support and mental health services. Families and children also experience reduced quality of life. Evidence for phased approaches Louisiana: "The effects of school closures tended to be more positive when schools were phased out rather than immediately closed" (Harris and Larsen, 2016). New York City: A study of 29 high school closures found that students who stayed in their closing school had neutral or slightly better results. Students forced to transfer did worse (de la Torre and Gwynne, 2015). Chicago: Research from Chicago's 2013 mass closures affecting 10,700 students found that displaced students were 2 months behind in maths at closure announcement and this gap never closed over four years (The Chicago Reporter, 2021). Philadelphia: Research found that achievement of students in receiving schools declined as the proportion of displaced students increased, with negative spillover effects persisting multiple years (Engberg et al., 2012). Gradual closure protects both the children who have to move and the children already at the receiving schools. Total costs Disruption isn't free. It costs vulnerable pupils months or years of learning, leaving a lasting negative impact. It costs the

system when receiving schools struggle. It costs society when children don't reach their potential. Gradual closure costs less overall when you count: - Extra help needed for children who fall behind - Support costs at receiving schools - Alternative provision for children who refuse school - Family support and mental health services - Damage to community trust In the case of Monkseaton Middle School, it is highly likely there will be a significant increase in the number of EHCP applications to North Tyneside Council. Meeting the council's viability criteria This phased closure proposal directly addresses the council's stated challenges whilst providing a variation to options already considered: Balancing the three-tier system: Gradual closure achieves the same result as immediate closure - 390 pupils per year group, matching Whitley Bay High School capacity. The difference is timing, not the end result. By September 2029, the system will be identically balanced either way. But gradual closure gives three years for planning. Receiving schools can prepare buildings, staff, and SEND support. This protects both displaced pupils and pupils already at receiving schools. Surplus places: Gradual closure addresses surplus places by stopping a new Year 5 intake from September 2026. This reduces capacity over three years. The council must find places for displaced children (outside the NEPA) either way. Gradual closure lets receiving schools take these pupils slowly rather than all at once. Research from Philadelphia showed that sudden influxes caused achievement declines in receiving schools (Engberg et al., 2012). Three years of planning allows careful placement matching children's needs to the right support. Financial deficit: Monkseaton Middle School is not in deficit. The closure is about reorganising the system, not the school's finances. Building condition: [REDACTED]

[REDACTED]

The building is safe and suitable. It can accommodate the smaller cohort through to August 2029 with just normal maintenance. Broad and balanced curriculum: With fewer children, ensuring a broad curriculum is addressed through retention bonuses. These payments encourage experienced staff to stay. Partnership arrangements with nearby schools can provide specialist subjects where needed. Fewer pupils means more support per child, not less. Research shows that keeping experienced staff who know the pupils' SEND needs is crucial for quality and continuity (Education Endowment Foundation, 2020). Conclusion Gradual closure is not slower closure - it's smarter closure. It protects pupils while achieving the same outcome. For pupils with SEND, completing school at a familiar place versus being forced to move mid-way could determine whether they succeed or they fail. Government guidance already allows gradual approaches with no time limit between publication and implementation (Department for Education, 2024). For pupils at Monkseaton Middle School, the three-year gradual approach is evidence-based best practice. This allows current pupils to finish their education with

minimal disruption while preventing new enrolment. It achieves the council's goals at lower total cost. The three-year timeline to August 2029 balances efficiency with pupil welfare, protects families, and shows the council's commitment to putting vulnerable children first.

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Screen Name Redacted

11/11/2025 10:32 AM

To merge Apple Tree Gardens first school and Monkseaton Middle School? Catering for children from ages 4-13 or possibly beyond to

age 16 which will take the pressure off Whitley bay high school intake with the imminent closure of Monkseaton High School. If the decision at the end of the consultation is to permanently close the school could the children already there get to finish their time there with a phased closure.

Screen Name Redacted

11/11/2025 12:34 PM

Is it possible to look at a merger between Monkseaton Middle (MM) and Appletree Gardens (AG)? MM is so experienced at educating children with additional needs within mainstream education, it would be such a shame to lose this incredible resource. A merger would enable the (undersubscribed) AG to continue to provide education for children in the immediate area, including children with older siblings at MM, whose parents may well need to take both children to school (ordinarily middle school children walk to school but for a greater number of children with SEND this is not possible). It is likely that parents of kids with SEND would preferentially select to that new school, where their children would be educated with expertise, and those children's risks of falling out of the school system altogether (and later becoming economically inactive) would be greatly lowered.

Screen Name Redacted

11/11/2025 06:23 PM

The current catchment area for MMS includes a large number of children who are admitted into VGMS. You say that the PAN IS 390 per year group into WBHS. By allowing VGMS to expand in the way you have, this has been to the detriment of the other middle schools. There is only one high school for the NEPA because you are closing Monkseaton High School. This has led to a serious shortage of high school places for the current year 5. These children have been in the school system for 5 years but no plan has been put in place to accommodate them into the high school.. you are now saying that the catchment for WBHS is going to be enforced yet you have no intention of doing the same for the middle schools.. VGMS is deliberately left out of any plans yet it is over subscribed and still taking pupils from outside its catchment, when it suits them. If, as you say, WBHS is going to enforce its catchment, does that include the middle schools? In which case MMS would have an influx pupils. The school is not in deficit yet you are forcing it to close. MMS is the ONLY middle school which caters effectively for neurodiverse children, the inbetweeners who may struggle in mainstream but die to the inclusive nature of the school are coping admirably. They have a high number of students who were home schooled but who have made the transition back to school. This is exactly the sort of inclusivity our current Labour government is keen to encourage. (The last time I looked NTC is a Labour council who I would have assumed was keen to back its government. The school is an example of excellence in SEND provision. It should be encouraged to expand, not face closure. By enforcing the catchment area of this school, it would at

the least be three form entry. How can

Screen Name Redacted

11/11/2025 08:39 PM

All-Through School Option What was proposed: Monkseaton Middle School to become all-through 5-11 school (potentially with ARP/SEN unit). Potential benefits: Adds capacity to high school system (54 places with 2-form entry) Preserves exceptional SEND provision Maintains choice for NEPA families Keeps valuable school asset in use Addresses council's stated need for more ARP/SEN places Council's response: Meeting 1 (29/10): Julie Firth: Modeling in anticipation, but received nothing from school yet Meeting 2 (4/11): Julie Firth: Still no proposal from school, meeting to be arranged after half term Promised: Modeling back "hopefully before end of half term" Status: Half term ended late October. No results shared. Meeting not arranged. The complication raised: If trajectory outside 390, can't stop parents applying. Would create transition at year 8-9. Counter-argument: Same problem exists now - 411 year 5 pupils, only 390 capacity At least all-through option adds capacity rather than removing it Year 8-9 transition already happens for some pupils Could be designed with priority for NEPA pupils Other alternatives:

Federation:

Status: No confirmation school has been informed Phased closure: Dismissed initially without consulting the school Based on different school experiences (Monkseaton High, Newcastle, Northumberland)

Why phased closure merits consideration: From council's own Lessons Learned document: Retention payments kept stable staff until last pupil left Additional cost but "right thing to do educationally" Maintained teaching until last pupil leaves (August 2026 for Monkseaton High) For Monkseaton Middle: Current year 5: Could complete to end of year 8 (summer 2029) Current year 6: Could complete to end of year 8 (summer 2028) Current year 7: Could complete to end of year 8 (summer 2027) Current year 8: Already completing (summer 2026) Benefits: No mid-phase disruption for vulnerable SEND children Natural phase transitions only Time to develop alternatives (all-through, federation, etc.) Avoids discrimination concerns Addresses parent's primary concern about disruption Conclusion: Viable alternatives exist but remain unexplored. The consultation is proceeding while significant options have not been properly investigated or ruled out with clear reasoning.

Screen Name Redacted

11/11/2025 08:46 PM

As you will be more than aware, 46% of its pupils are SEND. This isn't a coincidence or a simple case of proximity to the school. It reflects years of work and preparation from parents who have, like my own family, endured years of upsetting meetings and poor, inefficient

CAMHS processes—including initially stating our child did not have ASD (which he now has a diagnosis for)—alongside a mixed approach to SEND from his first school. MMS was the ONLY school with not just the right tools to support our son but also the willingness to have him as a pupil, unlike the other three middle schools in the area, which have made it very clear to parents that they neither have the facilities nor the desire to accommodate children with any form of SEND (despite some of these schools having a fully funded ARP—how they've spent that money should be investigated further!). MMS should be the pace-setter for how ALL schools in the borough should approach teaching, whether pupils are neurodivergent or neurotypical. This is the 21st century, where teaching should adapt to the child—not the other way around. “One size fits all” should no longer be the standard, yet it remains so at the other three options our child would have if MMS were to close. MMS has funded its own ARP, and this has already made a huge difference to so many children. These adaptive teaching methods need to stay in place to give these children the best possible chance at success. I suggest one of two proposals: Firstly, MMS remains open, with a fully funded ARP and therefore receiving the correct levels of funding it should already be receiving (not to mention the correct number of EHCPs that should be in place but are not, due to NTC—not the school). As it stands, MMS is not in deficit, which is a great achievement for any school in NT, never mind a school that provides so many additional facilities out of school hours. Funding a school that knows what SEND children need would be far more cost-effective than providing funds to schools such as Valley Gardens, which have created a very substandard sensory environment with their funding. The teaching staff at MMS understand the children they guide through some very testing ages—where characters form, hormones surge, and the pressures of the modern world will test them. Their approach to adaptive teaching should be celebrated, not removed, and MMS should be the model for other schools in NEPA and beyond to learn from. Secondly, NTC has, through possibly no fault of its own, made the decision to close Monkseaton High School, removing a high school without forward planning to consider that the new WBHS could have been made larger. So why can't MMS be extended to Year 11? Even if MHS and WBHS had enough places to accommodate the whole of NT, that doesn't mean their ways of teaching or understanding SEND are efficient. Your proposal states there will not be enough room for children, so your attempts are to push children outside of NEPA to attend their local high schools without considering that parents do not want to travel 30–60 minutes in rush hour to get their children to MMS. The smaller environment MMS has created is a huge reason many of these children even attend school in the first place and receive an education. You are also presuming that all the children from the middle schools will want to go to WBHS, which is unlikely, as children at Wellfield (currently oversubscribed while it



pays the council back monies owed) often end up attending George Stephenson, and Marden Bridge students have often joined Marden High School or John Spence at Year 7 or later in Year 9. To base the decision to close MMS on potential occupancy of WBHS is very shortsighted. In addition to these two proposals, your reasoning surrounding birth rates needs to be addressed. This is a potential problem across Northern Europe, not just NT, and needs to be considered in future years. There seems to have been no consideration for why birth rates could have dropped during a period when the country was in lockdown on several occasions—families under one roof, lack of socialising, and, let's be honest, lack of opportunity to conceive with a house full, or the danger of delivering babies in hospitals where a virus loomed so large. Touching on Covid again, my son, who is now 11, missed half of Reception and half of Year 1 due to lockdown. The greatest event to negatively impact children since the Second World War seems to have been forgotten about in your proposals. I truly believe NTC does not have the first idea what MMS offers our community and children who are forgotten by the system. The SEN-betweeners need support from their local authority not to be failed by them which is exactly what will happen if MMS is taken away from them. NTC SEND support has already during this consultation demonstrated its lack of understanding, efficiency or ability to create any form of confidence in its ability to champion our children.

Screen Name Redacted

11/11/2025 08:59 PM

Perhaps you could reduce the number of classes in each year group at the school. Or you could make the school run from age 4-18 as a specialist sen school

Screen Name Redacted

11/11/2025 09:21 PM

There is a strong need for a small nurturing provision in the area. All my kids have SEN and I've experienced overwhelm at larger school, school refusal and a year with a kid at home which disrupted all aspects of family life. MMS is our local school and will be a perfect fit for my youngest. It has a caring dedicated team of staff and in a unique position. How can many of their kids with SEN cope in massive 5 form schools like Valley and Marden?? I have already lost Monkseaton High and have a kid who will now have to navigate an overwhelming size WBHS. It is not fair and I don't feel SEN parent concerns are taken seriously.

Screen Name Redacted

11/11/2025 10:27 PM

Remain open.

Screen Name Redacted

11/11/2025 10:30 PM

If Monkseaton Middle School was to close and with the current situation of Wellfield federation proposing that the 60 first school

children carry on to Wellfield Middle School the parental choice for all first school parents has been taken from them for a smaller middle school. There are many parents and children who choose MMS or Wellfield Middle over Marden Bridge and Valley as they know that their child will struggle in such large schools. Leaving MBMS and VGMS as the only options for 330 of the new proposed 390 PAN is a strategy which will cause problems in the schools dealing with children unsuited to the environments

Screen Name Redacted

11/11/2025 10:35 PM

Keep it open as a school for SEN pupils. There are so many children who need a school like this and so many more non-SEN pupils who deserve a class and school without teachers attention being directed to learners with additional needs.

Screen Name Redacted

11/11/2025 11:04 PM

Monkseaton Middle School provides an excellent education for children with SEND. They support children who may have previously struggled in other mainstream settings. You should remove Monkseaton Middle School from the 390 count that feeds into Whitley Bay High and instead, expand their offering up to year 11 for a small number of pupils who would struggle in other mainstream secondary/high schools. They could work in partnership with Woodlawn, potentially easing the pressure on space at that school, providing an alternative provision for some Woodlawn pupils, as appropriate. This would need to be phased in over the next few years, allowing for any WBHS catchment pupils who wish to progress into WBHS the opportunity to do so. My child is currently in year 2 in a first school. His year group has over 440 children in it across NEPA first schools. The proposal to reduce the number of middle school places should not happen until these children are through the system, providing all year 4 pupils a place in middle school. The applications for WBHS should then take place 2 years in advance so that you can apply as part of the normal year 6 application process for secondary schools. If a WBHS place for year 9 is offered, that child will complete middle school in years 7 and 8. If a WBHS place is not offered (as will be the case for over 50 children currently in year 2), they will then be able to take up a year 7 place in a secondary school during the normal transition period, rather than having to guess whether they might get a place at WBHS in 2 years time and risking having to make an out of phase transition into a 2 tier secondary school. This only needs to be a temporary measure until the numbers of children in the 3 tier system aligns. In future years, once the system has stabilised, the application process for middle school should include automatically feeding into WBHS, eradicating the need for year 8 applications.

Screen Name Redacted

11/11/2025 11:08 PM

If the school is to close then the only option that truly shows commitment to the well-being and the social/personal/educational development of the children is to ensure that all children who currently attend the school are given the opportunity to finish their education at Monkseaton Middle. If a child is currently in Y5, they should be able to stay until the end of Y8. The decreasing number of pupils at the school will automatically reduce the budget requirements as requirements for resources, salaries and running costs decrease with each year. It should be noted however that it should not be up to parents and families to come up with ideas when it is the local Government's responsibility to ensure the best educational experience for the children. I have absolutely no faith at all that every possible option has been considered. I see no evidence that a wide range of options have been considered. I attended NTC's briefing at the school and the school's own session. Neither showed evidence that any reasonable alternatives have been considered never mind fully costed and reviewed. There is however massive, repeated evidence that the 'plan' has been based on out of date statistics or at least statistics that were flawed. Statistics such as the number of children out of catchment were based on the figures in January 2025 when the previous Y8 was still at the school and the current Y5 had not yet started. It is clear from the presentation by NTC that they are applying statistics that may well be accurate in terms of applying to North Tyneside as a whole but there is no reassurance that these figures apply to this specific part of the area. They certainly do not apply to the children currently at the school, i.e. the ones this will impact. NTC has to consider that these are the children who saw a significant part of their early years education disrupted by COVID and even if all of the statistics are accurate, the fact that NTC is willing to close schools and disrupt the lives of children whose education was so massively impacted by COVID show that there is no consideration to the human aspect of this decision. The NTC presentation shows that it is all about cold, heartless numbers on a page or an Excel spreadsheet. It is not giving any actual consideration to the people that those numbers represent. It does not consider their history with COVID or the impact it will have to require that for example, the Y5s will have been in First School in 24-25, middle school for 25-26 and 26-27, a different school for 27-28 and 28-29 then to a high school for 29-30. They will have been in 4 different schools in the space of 6 years requiring so much transition and change to children who have already had first school, homeschooling and the back to first school. The alternative is to actually care about the children more than the numbers. If so many schools in the area that you are NOT closing are operating at a deficit then you will lose money anyway. If you accept that change is necessary but delay it by enough time to allow the current Y5 students to complete Y8 at Monkseaton then surely the benefits for the children and their wellbeing, education, mental health etc outweigh a short term gain in finances. You still get the supposed

long term gain that you yourself claim will happen due to decreasing birth rates (that logically mean that if they continue to decrease as YOU suggest they will then at some point no children at all will be born in the area) but you show that you actually care about these children. The alternative plan is simply to not impact the children at all. Either close the school once all the current attendees have finished or maybe even not close it at all. Maybe the answer is to fully appreciate just how well this school does with the limited resources and to understand that this school is NOT operating at a significant deficit even though it is the most undersubscribed in the area and understand that if you can have a school in your area that does not represent as big a drain on your finances as the others but still works as an absolute oasis for children with and without formal diagnoses then this is the school to keep open. This is the school to review and learn from. If people genuinely see the idea of sending their children here as a viable ALTERNATIVE to seeking a formal diagnosis, which they do, then this SAVES NTC money. Parents like me are happy NOT to seek a diagnosis as my daughter gets the help and support she needs here (see reply below). NTC uses the fact that so many children come from out of catchment to go here as a reason to close it. Have you stopped to ask why so many parents would specifically choose to do that? Surely there is a question about, "well what is so GOOD about this school that people will come from miles around to attend". If a pub or a private business attracted such a high proportion of customers (and their MONEY) from people way beyond their local area, people would be looking into their success, not using that as a reason to close the business. If a private business had significantly fewer customers than other businesses in the area but operated at a significantly lower deficit than the others, people would review what made them so financially viable, NTC sees a school operating massively under capacity with the smallest deficit in the area, sees all the other middle schools with MASSIVELY larger deficits and decides to keep the other schools open even though they are losing more money but will close the school that manages its money the best. This whole exercise should highlight just how badly the school needs to stay open and be studied for its success, yet NTC seeks to close it. Surely you would rather have all schools find a way to do more with less money? You have other middle schools with more pupils than they should have and they are still losing money despite attracting money per pupil, why are they doing so badly in terms of deficit? Study success, do not close it. Study the financially successful school, don't close it! One definite alternative is to start supporting parents immediately re: where the children will go should you close the school. The NTC representative stated in the meeting that they will not look into this until after the final decision has been taken. You simply cannot say that it is acceptable to have a 'plan' to close a school that does not include looking at where the current Y5 and Y6 children will go until after you take the decision. NTC said that

they cannot force schools to increase their pupil numbers, they cannot force schools to take my child so what happens if all local schools say no and she has to go to a middle school that involves public transport? My child will not be capable of taking public transport on her own by the time this school is proposed to close. This will mean someone having to take time out of their day (when we both have jobs) to take her to school. Which school? How far, how much additional expense have you incurred upon us due to a lack of planning?! The whole plan lacks detail. The whole plan is flawed. You cannot call it a plan when there are things you have not worked out yet. Even worse you cannot call it a plan if there are details you won't work out or even review until after the decision has been made (such as where my child goes to school in Y7), This plan must be at the very least delayed until answers to questions such as this are finalised. You need reassurance that there will actually be somewhere practical/reasonable that you can expect my child to go to school in Y7. If you cannot tell me where that is or give me assurance that there will be somewhere local (that is based on facts not just hope) then this is not a fully formed plan and it cannot go ahead.

Screen Name Redacted

11/12/2025 12:24 AM

The NEU would like to protect as many jobs as possible, and to me, the local authority hasn't to me explored alternative scenarios. The usage of the word merger is very misleading. You could just keep the school open and make use of what they do well, I don't think the public were aware of what they do well until now. Some ideas though... 1. Federation or Partnership Model Create a federation between Monkseaton Middle and one or more local schools (e.g. Langley First, Appletree Gardens, or Whitley Bay High), sharing leadership, staff, and some resources while retaining separate sites. Benefits: Maintains Monkseaton's identity and local access. Reduces running costs (shared SLT, admin, premises). Allows flexible use of staff across sites — fewer redundancies. Can align curriculum and transition between phases more effectively. 2. Repurpose Monkseaton Middle as a Specialist or Mixed-Age Centre Transform Monkseaton Middle into a specialist provision centre (e.g. for SEND, inclusion, alternative provision, or creative/technical learning) or a through-primary (ages 3–11) depending on local need. Benefits: Fills an identified local gap — particularly for SEND or inclusion places. Protects staff employment by retraining or redeployment within the new model. Preserves the community asset and avoids an empty site. 3. Rebalance Admissions & Catchment Areas Adjust catchment boundaries or admissions numbers between middle schools (Valley Gardens, Marden Bridge, Wellfield, Monkseaton) to ensure more even pupil distribution before any closures. Benefits: Stabilises Monkseaton's roll without upheaval or job loss. Allows time to monitor future birth rate trends (which may rise again). A low-cost administrative change compared to closure and rebuild. 4. Shared-

Site or Co-Located Provision Invite partnerships with other educational services — e.g. adult learning, youth services, community childcare, or alternative provision — to co-locate within part of the Monkseaton site. Basically a community hub. Benefits Reduces overheads by sharing utilities and site management. Keeps the school partially operational and protects staff numbers. Supports wider community learning. 5. Time-Limited Stabilisation Plan (3-Year Review) Keep Monkseaton Middle open under a stabilisation plan: freeze admissions at a sustainable level, secure temporary LA financial support, and review pupil numbers after three years. Benefits: Avoids a premature closure based on short-term demographic dip. Allows full consultation on longer-term three-tier vs. two-tier model. Gives schools and families predictability.

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11/12/2025 12:54 AM

I suggest that the school remains open as a best practice model of SEND inclusion for other schools in the area to learn from. I believe the school would grow in numbers if it were to be promoted more effectively as a SEND-inclusive school for the SEND-betweeners - those children who would not thrive elsewhere but who are not SEND enough to merit EHCPs if provision is adequate - of which you will find is a very large proportion of the school population. It has recently changed management and its reputation is growing as a result. However the recent announcement has impacted that because prospective parents are now concerned about its future. Promotion of the school's best practice inclusion would increase numbers and lessen the SEND burden in other schools who feel unequipped and also are at capacity already. While remaining open as a best practice SEND model Monkseaton Middle can offer training and capacity building on SEND inclusion for other schools in the area. If it cannot stay open in the long term, at least in the interim, it can provide training and staff expertise around best practice for SEND inclusion. This is a significant gap for the remaining middle schools as you will note from parent feedback and from direct school feedback - school staff and management at the remaining schools have themselves stressed that they are unequipped to take on any more children with additional needs. Unless this changes, those currently attending Monkseaton Middle School will be significantly affected, adding further to the disadvantages they face as a large SEND population. I would suggest that at a minimum the school remains open for 4 years so all current pupils can continue their education without disruption in a school that adequately meets their needs. In that time it can provide best practice SEND training for other middle schools so they are better equipped to provide a SEND inclusive environment if Monkseaton Middle is forced to close under this proposal. This is particularly important given the lengthy wait for ECHP assessment and the number of SEND children at Monkseaton who currently don't have EHCPs but who will be forced to apply due to inadequate

provision elsewhere. This will put significant financial burden on the council regardless so it could be a better financial investment for the school to remain open instead of funding a large number of EHCP provision elsewhere. The school is offering a very cost effective service for these children currently. However I would stress that the proposal makes little sense if you consider beyond the numbers what Monkseaton is providing in terms of an education for children who will otherwise slip through the gaps as not being "SEND enough" for a SEND only provision, but who will struggle significantly in an environment that does not cater for their needs or manage them well. Sensory needs, anxiety, needs for movement, needs for scaffolding learning, will not be adequately met in other schools when classrooms are already over capacity. This needs to be considered very carefully so that this large SEND population are not further disadvantaged. My more ambitious proposal would be that the school remains open long term as a best practice model of SEND inclusion in the area, and is permitted to remain open for long enough for its good reputation to grow (as it was already doing, before the proposal was announced, because of how well it was meeting the needs of these children who would not be well provided for elsewhere, as proven by the many children turned away from other schools, or leaving them due to them not being suitable). If the school must close I would stress the need for other schools to receive significant resources and capacity building so they are much better equipped to support the many non-EHCP SEND children they will find themselves needing to support. For example, provision of sensory spaces, transition that goes beyond visual calendars. A lot can be learnt from Monkseaton Middle practices that will need to be integrated for effective SEND inclusive provision.

Screen Name Redacted

11/12/2025 08:18 AM

The school should be considered as a Sen specialist who accommodate ALL children. A typical and neurodiverse etc. They already offer more than all the local middle schools and should be praised as an example for their way of running the school. The area doesn't have any other schools who specialise in ADHD, autism, mental health struggles, anxiety, etc. Woodlawn only offer places for more severe disabilities needing a 1-2-1 placement. Monkseaton middle offer parents and children a safe place, a place of understanding, a place where no child is singled out or made to feel not good enough. You should be shouting monkseaton middle schools praises and telling other schools to come to them for advice on how to offer the best Sen support with a limited budget as they aren't recognised correctly for what they offer.

Screen Name Redacted

11/12/2025 08:58 AM

[REDACTED] I was asked to paste my views and ideas here. [REDACTED]

[REDACTED]

[REDACTED] The review contains very limited data and lacks qualitative information that explains the choices made by parents and the needs of the local community. I would like to offer some additional qualitative insights to help provide a clearer picture of my perspective, as a parent and member of the community. Two of my children attended Monkseaton Middle School after being home-educated due to struggles in other schools. [REDACTED]

[REDACTED]

[REDACTED] I honestly didn't expect him ever to return to mainstream education. By chance, we found Monkseaton Middle and were blown away by the level of support, understanding, and inclusivity. The school gave both children confidence and stability. [REDACTED]

[REDACTED]

[REDACTED] Without Monkseaton, both of them would most likely still be home-educated. I have already applied for a place at Monkseaton Middle School for my third child to start in 2026, and if the school closes, there will be no equivalent provision for her. I also know of several other home-educated children who had planned to apply next year, as well as one who has joined recently and is thriving after struggling in other settings. Monkseaton Middle is a gateway for children who have struggled elsewhere. It is a model of how inclusivity and support for SEND and anxious learners can and should work. Closing it will inevitably force more children out of school, simply because there is nowhere else suitable for them. Those of us coming from out of catchment are fully aware that places at Whitley Bay High School are unlikely to be available, and we are not entering the three-tier system to secure a place there. We choose Monkseaton Middle specifically because of that school. Because there is no other provision locally that meets our children's needs. We do not assume our children will move on to Whitley Bay High. In fact, due to its size, that school is not the right environment for many of these children, who rely on smaller, more nurturing settings to stay in school. Rather than closing Monkseaton to match the high school's PAN, I would urge the council to look at creating clear pathways for these children into other high schools in the borough that can meet their needs, for example, Norham High School, which is smaller and already has an Additional Resource Provision (ARP).

Screen Name Redacted  
11/12/2025 09:20 AM

Keep if open and serve the children of the local area.

Screen Name Redacted  
11/12/2025 09:40 AM

Promote the benefits of Monkseaton middle school, the sensory help that makes Learning bearable for children. SEN help is massive. [REDACTED]

[REDACTED]

[REDACTED]



Screen Name Redacted

11/12/2025 11:40 AM

I fully understand and appreciate the need for some changes to be made to the educational landscape in North Tyneside, certainly with respect to the financial status that the years of accrued debt from Monkseaton High School has left the council with. It is a travesty that good schools, with an excellent reputation for high performance are being considered for closure. Each of the four middle schools in the NEPA have a unique identity and contribution to this successful three tier system. Monkseaton Middle School has an excellent reputation for supporting children with additional needs. I believe that by taking this school out of the 3 tier system, the support for children with SEND will be weakened. This is a great opportunity to develop what they already have in place, and to invest in this crucial area, meeting the government requirements of mainstream inclusion. By extending the provision from y5- y11, there would be further support for the most vulnerable children in our area, so that they do not have to cope with that difficult transition at year 9. This would also ease some of the pressure on the increasing numbers at Whitley Bay High School.

Screen Name Redacted

11/12/2025 11:53 AM

What I can see the other solution could be to make MMS a school that creates spaces from year 4 to year 11. I am not a teacher or work in education so I am not sure what exactly is needed to change middle school to middle and high school and I am sure it's not an easy task but definitely worth to look at it. It would create place for all the kids who goes to middle school and also their nurturing environment would help SEN, EHCP kids and their parents.

Screen Name Redacted

11/12/2025 11:53 AM

I disagree with proposal to close the school. I have twin boys who have both been diagnosed with autism and ADHD. This school is our local school and our first option for my boys, that could fully cater for their additional needs. I propose the school stays open because of it unique offer to students with addition needs who are waiting for an EHCP or currently being diagnoses with autism, ADHD, PDA or have experienced adverse child hood effect ( trauma). The schools therapeutic approach helps children who present with school based evidence integrate into an education system and achieve their full potential.

Screen Name Redacted

11/12/2025 02:07 PM

**\*\*I strongly oppose the closure of Monkseaton Middle School. Instead, I support the school's alternative proposal to establish a fully funded Additionally Resourced Provision (ARP) and extend the school to Year 11, creating a specialist provision that addresses a critical gap in North Tyneside's education system.\*\*** The Alternative Proposal: MMS with ARP and Year 11 Extension Monkseaton Middle

School has proposed a transformative alternative that would: -

**\*\*Establish a fully funded Additionally Resourced Provision (ARP):\*\***

Currently, MMS funds its own ARP provision and the impact on children has been incredible. With proper council funding, this provision could be expanded to serve more children with SEND across North Tyneside. - **\*\*Extend MMS to Year 11:\*\*** This would allow children who thrive with MMS's adaptive teaching approach to continue through to GCSE level, rather than facing a difficult transition to high schools that do not replicate MMS's exceptional SEND support and adaptive teaching methods. This proposal is far superior to closure because it: - Preserves and expands provision that is demonstrably working exceptionally well for children with SEND and neurotypical children alike - Creates a specialist pathway through to Year 11 for children who need adaptive teaching approaches - Addresses the fundamental problem that high schools in the area do not replicate MMS's successful approaches to SEND and adaptive teaching - Provides system-wide benefit by creating a properly funded ARP that can serve more children across North Tyneside - Maintains parental choice for families who have specifically chosen MMS for its distinctive approach

**Why Monkseaton Middle School Must Not Close**

**\*\*MMS is not simply another middle school facing falling rolls - it is a centre of excellence for SEND and adaptive teaching that serves a critical and growing need:\*\*** - **\*\*46% of children at MMS have SEND:\*\*** This is not a school with a SEND problem - this is a school that has become the school of choice for families who have done extensive research into which middle school has the best approach to supporting children with additional needs. These families have actively chosen MMS over other options because of its exceptional provision. - **\*\*MMS is at the forefront of adaptive teaching:\*\*** The school's approach to adaptive teaching represents best practice that should be protected and expanded, not eliminated. This expertise cannot be easily replicated or transferred to other schools. - **\*\*Other middle schools lack equivalent SEND provision:\*\*** Parents with older children have had very poor experiences with SEND provision at the three other middle school options. This is not hearsay - these are documented experiences from multiple families who have navigated the system. - **\*\*Valley Gardens has openly discouraged SEND applications:\*\*** Despite having a fully funded ARP, Valley Gardens has been writing to parents applying to the school advising they don't think they have the facilities to support their children. This demonstrates a fundamental difference in ethos and commitment to inclusive education. If MMS closes, where will these children go? To schools that have explicitly stated they cannot support them? - **\*\*Self-funded innovations show commitment:\*\*** MMS funds animal therapy and forest school provision from its own budget, creating outstanding results. The school also funds a huge selection of after-school clubs. This demonstrates the school's commitment to going above and beyond for all children, not just meeting minimum requirements. -

**\*\*Children are thriving:\*\*** The results speak for themselves - children with SEND who might struggle elsewhere are thriving at MMS. Neurotypical children also benefit from the inclusive, supportive environment and adaptive teaching approaches. This is not a failing school requiring intervention - this is an exemplary school that should be celebrated and supported. The Financial Argument is Fundamentally Flawed The council's financial justification for closing MMS does not withstand scrutiny: - **\*\*Projected deficit is minimal:\*\*** The council has advised that MMS would have a deficit of £6,000. This is extraordinarily small - most schools in North Tyneside now have much, much greater deficits. Closing a school that serves such a critical function over a £6k projected deficit is absurd when other schools with far larger deficits remain open. - **\*\*EHCP backlog would eliminate deficit:\*\*** North Tyneside Council has a huge backlog of Education, Health and Care Plans (EHCPs) awaiting sign-off. If even one more child's EHCP is approved, that would bring more than £6,000 in funding to the school, completely eliminating the projected deficit. The council cannot use a £6k deficit as justification for closure when their own administrative delays in processing EHCPs create financial uncertainty. - **\*\*Demand for SEND provision is increasing:\*\*** The percentage of children identified with SEND is rising nationally and locally. MMS's 46% SEND population reflects growing need, not declining relevance. A school with this level of specialist expertise becomes MORE valuable over time, not less. - **\*\*Self-funding ARP demonstrates financial management:\*\*** MMS has been funding its own ARP provision - demonstrating both financial creativity and commitment to children. If the council provided proper ARP funding (as they do for other schools like Valley Gardens), MMS's financial position would be substantially improved while serving more children. - **\*\*Cost of out-of-borough placements:\*\*** If MMS closes, children with complex SEND who cannot be adequately supported at other local middle schools may require expensive out-of-borough placements or specialist provision. The cost of these placements would far exceed the £6k 'saving' from closing MMS. - **\*\*False economy:\*\*** Closing an effective SEND provision to save £6k while other schools carry much larger deficits is a false economy that prioritises spreadsheets over children's wellbeing and educational outcomes. The long-term costs - in failed placements, family stress, reduced outcomes, and potential legal challenges - will far outweigh any short-term saving. The Transition Crisis for SEND Children If MMS closes, where will the 46% of children with SEND go? The council's proposal creates an impossible situation: - **\*\*Other middle schools have not demonstrated equivalent SEND capacity or commitment:\*\*** Parents have chosen MMS after researching all options and finding other schools lacking. These are informed choices based on actual experience and documented approaches. - **\*\*Valley Gardens actively discourages SEND applications:\*\*** Despite having a funded ARP, VG has written to parents saying they lack facilities to support children with additional

needs. This demonstrates a culture that is fundamentally different from MMS's inclusive approach. - \*\*Transitions are particularly difficult for children with SEND:\*\* Children with autism, ADHD, anxiety, and other conditions often struggle enormously with change and transitions. Forcing these children into schools without equivalent support systems represents serious harm to their wellbeing and educational progress. - \*\*Families may be forced to home-school or seek specialist placements:\*\* If alternative middle schools cannot adequately support children currently thriving at MMS, families will face impossible choices - attempt mainstream schools where their child may fail, seek expensive specialist provision, or withdraw from education entirely to home-school. None of these outcomes serves children or the council well. - \*\*Legal and ethical obligations:\*\* The council has legal duties under the Equality Act 2010 and the Children and Families Act 2014 to ensure appropriate provision for children with SEND. Closing the one middle school that demonstrably excels in this area, without equivalent provision elsewhere, potentially breaches these obligations. Why Extension to Year 11 Makes Sense MMS's proposal to extend to Year 11 addresses a critical gap in provision: - \*\*High schools do not replicate MMS's adaptive teaching:\*\* Parents send their children to MMS specifically because of its approach to adaptive teaching and SEND support. These approaches are not replicated at Whitley Bay High School or other high schools in the area. Why force children to leave an environment where they are thriving for one that cannot provide equivalent support? - \*\*Continuity supports SEND children:\*\* Children with SEND benefit enormously from continuity - familiar staff, established routines, known support systems. Extending MMS to Year 11 would allow these children to complete their secondary education in a stable, supportive environment rather than facing another difficult transition. - \*\*Addresses capacity concerns at Whitley Bay High School:\*\* The council's stated concern about WBHS reaching capacity would be alleviated if some children continued at MMS through to Year 11 rather than all transferring to WBHS. - \*\*Creates a specialist pathway:\*\* An MMS extending to Year 11 with a properly funded ARP would create a specialist pathway for children who need adaptive teaching and enhanced SEND support throughout their secondary education. This fills a genuine gap in North Tyneside's provision. - \*\*Maintains three-tier system flexibility:\*\* Rather than rigidly forcing all children through the same three-tier structure regardless of need, this creates a fourth option - an adaptive teaching/SEND-focused pathway through to Year 11. This flexibility better serves diverse needs. - \*\*Proven track record:\*\* MMS has demonstrated expertise in supporting children aged 9-13. There is every reason to believe this expertise would extend successfully to ages 14-16, particularly given the staff's commitment and the school's track record of going above and beyond. Alignment with Labour Education Policy Supporting MMS's alternative proposal aligns with

Labour values and education policy far better than closure: -

**\*\*Labour's commitment to inclusive education:\*\*** Labour has pledged to improve support for children with SEND and promote inclusive mainstream education. MMS represents exactly this - a mainstream school with exemplary inclusive practices that supports 46% SEND while enabling all children to thrive. Closing this is the opposite of Labour's stated commitment. - **\*\*Labour's emphasis on raising standards:\*\*** MMS demonstrates high standards through its adaptive teaching, innovative approaches (animal therapy, forest school), and outcomes for children. Labour should be championing and expanding this excellence, not closing it. - **\*\*Labour's support for community schools:\*\*** MMS has become a hub for families seeking excellent SEND provision, with parents actively choosing it after extensive research. This represents community choice and confidence that Labour should respect. - **\*\*Labour's commitment to the Equality Act:\*\*** Labour emphasises disability rights and equality. Closing the one middle school that excels in SEND provision, forcing children into schools that have demonstrated they cannot or will not provide equivalent support, potentially breaches equality obligations that Labour claims to champion. - **\*\*Labour's opposition to cuts that harm vulnerable children:\*\*** The children at MMS - particularly the 46% with SEND - are among the most vulnerable in the education system. Closing their school to save £6k while other schools carry far larger deficits represents exactly the kind of damaging cut to vulnerable children's services that Labour claims to oppose. **\*\*A Labour council should be asking: how can we support and expand MMS's exceptional work? Not: how quickly can we close it to save £6k?\***

**The Interconnection with First School Proposals** These proposals cannot be evaluated separately: - The proposed closure of Langley First School would eliminate another school with exceptional SEND provision (24% receiving support). Closing both Langley and MMS represents a systematic elimination of the NEPA schools that excel in inclusive education. - If the Langley/Appletree merger proceeds without guaranteed SEND provision, children who need support at First School level may struggle, making MMS's role even more critical for their recovery and progress at middle school level. - Families choose the NEPA area specifically for its three-tier system and school quality. Eliminating the best SEND provision at both First and Middle levels makes the area far less attractive to families with children who have additional needs, creating a negative demographic feedback loop. - The council's capacity calculations assume children will follow predicted pathways. If families reject the merged Langley/Appletree school or cannot access adequate SEND support, they may leave the system entirely, undermining middle school projections. The council appears to be systematically closing or merging the schools that families with SEND children have specifically chosen for their excellent provision. This cannot be coincidental - it represents a fundamental misunderstanding of what makes these schools valuable

and what role they play in the wider system.

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11/12/2025 02:58 PM

MMS should have a fully funded ARP (at the minute they fund their own and the impact it is having on children is incredible) and MMS should be extended to run to Year 11 as even if WBHS had place/MHS was still open the reason many children attend MMS is for their adaptive teaching and this isn't replicated in other high schools.

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11/12/2025 03:25 PM

A suggestion is that MMS is given funding for an ARP ( Additionally resourced provision) currently being applied for through a supporting charity that MMS already successfully run unfunded but would negate any future funding issues and at no cost to NTC and or that other First schools who are financially struggling, overwhelmed and oversubscribed and unable to support SEND children reduce their pupil admission numbers and catchment areas or WBHS increase their pupil admission numbers given they have the land to expand.

Screen Name Redacted

11/12/2025 03:51 PM

Keep it as a SEN school

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11/12/2025 04:10 PM

I would like the council to fully explore a range of options: 1. Keeping MMS as a mainstream middle school but placing a focus on it as a SEND hub, for those children who do not need the type of support offered in specialist SEND schools but who struggle in other mainstream schools. A formal link with Norham High could be created, so that non-NEPA children would feed into that school at the end of year 8. Some children who live in the two-tier catchment need a smaller, nurturing school environment for a little longer and MMS provides this for them. Many parents in our school have stated that they would find this acceptable - I believe it is worth proper consultation with the community to understand views, rather than assumptions being made about how people would feel about it. 2. Making MMS a school that runs from year 5 to year 11. I believe this is something the council is already looking at so I won't go into further details. However, it is important that current students at the very least would have an option to go WBHS at year 9 if that is the best option for them. 3. Options to multi-purpose the building should be considered so that it can continue to operate as a school but that space is not wasted. There are examples of schools in other parts of the country doing something similar (see <https://www.bbc.co.uk/news/articles/czjvrgngm8lo.amp>). Don't rush to closure - be innovative! 3. If the closure must go ahead, please fully work through a plan for a phased closure so that the current year 5s can see out their education at MMS. As part of this, option 3 could also be considered to make full use of the building during this time. I

understand that there are concerns about a phased closure in terms of retaining staff but has there been a lessons learned exercise from other such closures? Has it been discussed in any way with the school? There's an opportunity to get it right and to cause the least amount of harm possible for these children.

Screen Name Redacted

11/12/2025 04:44 PM

Not to close and or become a academy

Screen Name Redacted

11/12/2025 04:50 PM

Keep it open, it is an essential school for children & parents with SEN. Taking away this provision is terrible for these children and families. There is not adequate space at other middle schools to accept all of the pupils affected.

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11/12/2025 05:07 PM

I don't think that you have made a compelling case for the closure. Based on your own information, MMS is one of only a few schools in the area that is financially viable - and it has been doing this with the reduced enrollment level it asked for years ago. It has created a unique, inclusive environment for both SEND pupils and kids without additional needs, where they learn together with a minimization of barriers or othering. This is reflected by the number of pupils who come from outside the NEPA area to attend the school, and the number of SEND parents who have been told things like 'we don't see the need to do an EHCP if they are attending MMS'. In many ways, it is providing a specialist service without the label or extra funding that service usually entails. The sole driver of this decision really seems to be attempting to align the middle school enrollment with the available WBHS enrollment, but it ignores the reality that not everyone expects or intends to attend WBHS. Plus, you already have the factual situation with the Year 5 cohort that there aren't enough WBHS spots (390) for the children living within the catchment (411), anyway! It is within your power to allow MMS to continue operation the way it already is, with everyone fully understanding that out of area pupils are not guaranteed a place at WBHS and this might mean an out of norm enrollment at their local secondary. MMS could serve as a model of both fiduciary duty and appropriate neuroaffirming inclusive classrooms. Perhaps over a few years the other middle schools could learn from their model, make some changes, and the need to continue operating MMS could be revisited. Further, the timing of this decision seems forced and unnecessary in light of declining birth rates, which is the other major reason cited in your proposal. Enrollment doesn't drop for several years. The current Year 5 cohort is actually larger than the WBHS PAN as it is - the other three middles are full, and there has been no reasonable exploration of where our kids would go. Given the reality of the enrollment levels allowed at the other middle schools, parents have been left to conclude the intention

is to force the students who opted for MMS to attend secondary schools outside the NEPA and at great comparative distance from their homes. This is an unreasonable amount of disruption to kids who already had their early years disrupted by Covid closures. It is within your power to decide to delay making this change until enrollment has actually dropped to a level where it is actually necessary to address. Sadly, the nature and timing of the pre-consultation is such that the enrollment figures for next year will already be biased as many Year 4 parents I have spoken with did not feel like they could select MMS as an option for Year 5. Closing the school as suggested would cause a lot of financial impact as well - I know the discussions around requesting the EHCP process has been high among Year 5 and 6 parents, and each EHCP plan costs both money and time. While improvements have been made over the course of 2025, you're still only at 30% timeliness for EHCP plan processing, and that's before a likely wave of new requests from disgruntled and concerned SEND parents at MMS. I'll note the Langley consultation included the plan to allow for an expansion of Woodlawn. No such forward thinking has been put out for the Monkseaton Middle building. There's rumours that construction and renovation are planned for both Marden and Wellfield - it might be wise to keep Monkseaton operating if needed for overflow space while renovations happen. Lastly, beyond the impact to the admissions process for next year, the setup of this consultation has been flawed. The council missed appointments with parents, and FOI requests went unfulfilled before the end of consultation. Data provided in the FAQs has been inaccurate and misleading, and the impact assessment did not actually spell out impacts or what will be done to address them. You were still updating the FAQs online the day before the pre-consultation was set to end.

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11/12/2025 05:57 PM

From public response, and errors found in the proposal, it's obvious the decision as a whole would be a weak and poor choice to make for the residents and children of the borough

Screen Name Redacted

11/12/2025 06:01 PM

Monkseaton is under subscribed by local residents as it's focused on SEND. which is a vital need but should be incorporated in mainstream settings. Instead of shutting schools in the area work with them to reduce numbers, and use the resources to allow inclusive provisions in the area. Langley is trusted in this already so would provide a natural feeder school for Monkseaton Middle School. By rebranding the school (following Langeys ethos) and having a plan around inclusion in the area you could stabilise education in north Tyneside while making it inclusive, making the council one of the first to actively put in place the governments plan and achieving their aims of providing children an education to support them in the work place.



Instead of causing disruption to the local children you will provide benefits through a stronger school system that's responsive to the children's need and is inclusive

Screen Name Redacted

11/12/2025 06:50 PM

Give Monkseaton Middle School the recognition it needs as an amazing SEN provision. Make it an Additional Resource Provision. The SEN facilities here are outstanding and we cannot believe the suggestion is to close this school when it supports so many children with additional needs. It should be used as an example of what a school should be. It is everything the local authority and schools should be aiming to be. Inclusive in mainstream for all children, flexible and nurturing, focus on mental wellbeing in children and parents, therapy animals. Committed and highly trained SEN staff. More should be done to promote the school and what it has to offer. If more parents knew about the facilities available at this school for SEN then more would attend.

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11/12/2025 07:00 PM

Currently, Monkseaton Middle School is undersubscribed by local residents, largely due to its existing reputation. Rather than closing it, the council should consider rebranding and revitalising the school, retaining the current students and staff while partnering closely with Langley First School to establish a strong feeder relationship. If all first schools slightly reduce their intake numbers and additional SEND support is introduced, this approach would allow Whitley Bay High School to maintain its capacity at 390 while creating a more balanced, inclusive pathway for children across the area. These changes would bring clear benefits to pupils and the wider community. The recent community response to Langley First School shows just how highly regarded it is. By rebranding Monkseaton Middle to reflect the same ethos one that prioritises inclusivity, mainstream support, and a nurturing environment the council could rebuild trust and strengthen provision locally. This proposal not only aligns with the Department for Education's aim of giving all children the best start through inclusive practice but also enriches the educational experience for every child. By linking Monkseaton Middle with Langley — which already serves 75% catchment children — the council could establish a strong, cohesive feeder route: Langley First feeding into Langley (Monkseaton) Middle. This would give North Tyneside the reputation of being at the front of mainstream inclusive provision rather than how it is currently of removing the best start from children

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11/12/2025 07:31 PM

1. Our primary position is as set out in some detail by Irwin Mitchell to you on 5 November 2025. I will not repeat what they have already and may otherwise do so by Judicial Review. 2. In very simple terms, your consultation to close stems from (1) your closure of Monkseaton

High School, (2) the result being that Whitley Bay High School is the only remaining high school in the three tier system and (3) WBHS's cap of 390 students to be admitted in each academic year. Any reference to perceived 'budget deficits' for Monkseaton Middle School 'MMS' (where senior leadership have taken pay cuts to keep it on budget) is a misnomer. 3. There is no other mainstream facility which provides the SEND care as provided by MMS. The consequence of your actions on closure of Monkseaton High School is such that you will leave yourselves alarmingly short of an appropriate academic provision for SEND children, so children with or without an EHCP, if MMS is caused to close. If you know of such a mainstream facility then please identify it, publicly. Such a facility does not exist. There are circa 100 children with SEND needs at MMS. That represents say (allowing for siblings also at MMS) 180 parents, say 360 grandparents and countless other interested parties. The financial and mental livelihoods of all of those individuals will change for the worse. It will ruin/bankrupt some families where single working parents cannot support the family home. It will push people into poverty, cause homelessness and push people into social housing. I am not sure I can paint a starker picture for you. You are making a critical mistake in giving any credence to this proposal. 4. Nevertheless, you have asked us, your tax payers, to give you ideas on alternate options. I consider those options to be: a. Stop and immediately accept, before you set off on the dangerous path of no return, the financial and emotional damage you will cause by proceeding and being subject to a Judicial Review; b. Allow students presently enrolled to complete their academics at MMS, making assurances now for existing staff that their roles will be repurposed at other middle schools to accommodate and care for these very SEND children who are at the heart of this proposal c. Transition MMS into an 'all through' school, enabling education of children from years 5 through to and including 11. This will require expansion in terms of teaching, albeit something that can and must be accommodated if there truly is no alternative. 5. I BEG YOU, DO NOT MAKE THIS MISTAKE. THESE ARE OUR CHILDREN, NOT YOURS. IT WILL BE US WHO ARE LEFT TO PICK UP THE PIECES AND CARE FOR THESE CHILDREN FOR THE REMAINDER OF OUR LIVES, NOT YOU. DO NOT MAKE OUR LIVES ANY MORE DIFFICULT THAN THEY ALREADY ARE.

Screen Name Redacted

11/12/2025 08:40 PM

This should not be a parent's job to explain to the council their failings! Monkseaton middle is an amazing school with a brilliant SEND department. 46% of children who attend are SEND m. MMS should have a fully funded ARP and that MMS should be extended to run to Year 11 as even if WBHS had places or Monkseaton high was still open they would not be able to replicated in these high schools. MMS' approach to not just SEND but the support for neurotypical

children is so different that they are thriving, animal therapy and forest school are funded by the school themselves which is also creating great results and a huge selection of after school clubs also funded by the school. Most schools in NT now have a much much greater deficit, if even one more child got their EHCP which is in a huge NTC backlog signed off that would fund the school more than £6k. You are taking away parents choice again for short term financial gain!

Screen Name Redacted

11/12/2025 08:53 PM

Extend MMS to provide middle school and high school education for children with SEND needs.

Screen Name Redacted

11/12/2025 08:57 PM

Monkseaton Middle should remain open and become a specialist SEND school. This will enable it to continue to provide and build on its thriving SEND provision which many pupils travel to from outside of the local catchment area, due to a lack of suitable provision. Closure of the school would lead to a far greater financial burden for the authority due to the need to find equivalent provision at a cost of £50000 per child per annum.

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11/12/2025 09:10 PM

MMS should have a fully funded ARP (at the minute they fund their own and the impact it is having on children is incredible) and that MMS should be extended to run to Year 11 as even if WBHS had place/MHS was still open the reason we sent our children to MMS for their adaptive teaching aren't/weren't replicated in these high schools. These suggestions are also based on MMS being at the forefront of Adaptive Teaching and their approach to SEND. 46% of the children are SEND and what I think not just the council but maybe parents of children at other middles schools don't realise is a lot of our parents done a huge amount of research into which school had the best approach to SEND and unfortunately the three other options had some very awful approaches to SEND children, from pasts experience had by parents with older children and unfortunately in VGs case they were openly writing to parents applying to the school advising they didn't think they had the facilities to support them, this is despite VGs having a fully funded ARP.

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11/12/2025 09:30 PM

An Alternative Proposal for Monkseaton Middle School to Establish a Regional Neurodivergence Pathway I. Executive Summary: Convert Monkseaton Middle school into a mainstream school with a neurodivergence hub The proposal to close Monkseaton Middle School is a mechanism designed to reduce mainstream student capacity, specifically targeting the pressure caused by non-NEPA students utilizing the 3-tier system. While addressing the symptom of oversubscription, this measure fails to mitigate the escalating

systemic crisis within Special Educational Needs and Disabilities (SEND) provision—a crisis characterised by high needs block deficits and a critical failure to support neurodivergent students in mainstream settings. This proposal advocates for transforming Monkseaton Middle School into a Regional Neurodiversity Hub (RNH) for the North East Public Authority (NEPA) area. This initiative leverages the school's existing expertise and surplus capacity to provide critical, immediate, specialist support for pupils whose complex Special Educational Needs and Disabilities (SEND), particularly Autistic Spectrum Disorder (ASD), often emerge or become acute in the middle school phase (ages 9-13). This model proposes a fundamental shift away from the reliance on EHCPs for access. This will address the severe delays in diagnosis and support that are currently hindering pupils' academic and emotional development.. This early intervention facility would be formally linked to the existing Norham High School Additionally Resourced Provision (ARP) for seamless transition into Year 9 and beyond.

**A. Critique of the Status Quo Proposal (Closure)** The simple closure of Monkseaton Middle School offers only a blunt reduction in overall student places. While it achieves the goal of managing capacity, it does so at the expense of long-term educational sustainability and financial viability of the SEND system. Firstly, closure does not address the lack of appropriate educational support for neurodivergent children within the remaining mainstream schools. The current system is failing students whose needs are not fully apparent until later childhood, due to successful masking that breaks down during key transitions.

**Delayed Diagnosis & Masking Failure:** The median ages for an ASD diagnosis are currently 8.64 years for males and 10.82 years for females. This delay is largely attributed to autistic camouflaging (masking), where individuals suppress or hide autistic traits to 'fit in.' The Critical Age Window (7-16): Longitudinal research by Mandy et al. (2018), tracking thousands of children, demonstrates a critical escalation. They found that while boys' social difficulties often plateau, girls are significantly more likely to show an escalation of autistic social traits during the period of early and mid-adolescence (Ages 10-16). This provides strong evidence that the middle school years (9-13) are the crucial time when previously successful masking strategies fail under the stress of increasing curriculum complexity and social demands.

**The Mental Health Toll:** The effort of masking creates a serious hidden cost. Research (Brede et al., 2022) confirms that camouflaging is mentally exhausting and is strongly linked to severe negative mental health outcomes, including high rates of anxiety and depression. As masking is a situational strategy used most often in structured settings like school, the distress peaks when academic demands intensify.

**Statutory Failure:** This crucial window for immediate intervention is currently being missed, as the existing EHCP process is taking approximately 40 weeks to complete. Furthermore, 18.7% of all EHCPs are approved when the student is 10-11 years old, proving

that the system is only catching these pupils after significant distress has occurred. A key risk associated with the current failing SEND system is that insufficient support delivered at the SEN Support level inevitably drives complex needs to escalate to crisis point. This failure compels parents to seek statutory EHCP assessments and ultimately leads to costly tribunals and reliance on expensive independent or out-of-area placements, which are the primary drivers of the unsustainable High Needs Block (HNB) deficits.

**B. The Proposed Solution: The Regional Neurodiversity Hub (RNH)** We propose that Monkseaton Middle School is officially designated as the Regional Neurodiversity Hub (RNH), leveraging its expertise, excess capacity, and demonstrated ability to successfully run an ARP.

**C. Decoupling Access from the EHCP** The core of this alternative is the removal of the mandatory EHCP requirement for accessing the ARP: Triage by Expertise: Access would be determined by the experienced school staff at Monkseaton. This allows for immediate professional judgment and referral based on observed need (e.g., escalating anxiety, academic failure related to masking/overload), bypassing the protracted statutory timeline and intervening during the critical 7-16 age window identified by Mandy et al. (2018).

**Funding Rationale:** The funding currently ring-fenced for EHCP placements would be redirected to the RNH based on pupil need/admittance. This reflects the principle that funding should follow the student's need, not the administrative complexity, and allows for the immediate allocation of resources to high-risk, un-diagnosed pupils.

**D. Utilisation of Specialist Resources** The RNH would use the redirected funding and the school's physical assets to provide high-impact, immediate support: Specialist Staffing: Funding would secure permanent roles essential for addressing the mental health and diagnostic backlog, including a dedicated Educational Psychologist, a full-time School Counsellor/Therapist, and specialist neurodiversity teaching staff. The mental health roles directly mitigate the severe toll of camouflaging identified in the research.

**Space Utilisation:** The excess space in the school would be repurposed to create low-demand, therapeutic, and diagnostic environments, such as sensory rooms and small-group teaching areas, directly mitigating the sensory suppression and emotional exhaustion tied to masking.

**II. The Proposed solution 2: Capacity Management**

**A. Capacity and Catchment Pressures in the 3-Tier System** The structure of the 3-tier education system, encompassing Lower (Reception–Year 4), Middle (Year 5–Year 8), and Upper School (Year 9–Year 11), is often viewed as beneficial because it allows for a "smoother transition" between educational stages compared to the standard primary-secondary leap. This inherent stability and perceived quality make the middle schools, such as Monkseaton, highly attractive, which contributes directly to the oversubscription crisis at Whitley Bay High School (Upper School), which is capped at 390 places. The oversubscription is exacerbated by the reliance on proximity criteria as the primary oversubscription

factor in 88% of schools. Where families choose to live, often driven by high housing costs in desirable catchments, significantly contributes to segregation and pressure on admissions. Non-NEPA students entering the middle school system exploit the attractive 3-tier structure. The essential strategic maneuver here is the reallocation of capacity. The current closure plan addresses high demand by removing capacity; the ND Hub proposal addresses demand by reallocating a portion of that capacity to meet a statutory duty (SEND provision). The Net Capacity assessment method allows the LA to refine admission numbers based on the inclusion of SEND pupils. By converting Monkseaton into a dedicated Regional Neurodivergence hub, the LA legally removes mainstream slots from the general pool and ring-fences them for complex needs, thereby prioritizing administrative control over the influx of pupils who require specialist input.

**B. The Unmet Demand for Early SEND Intervention** The need for high-quality specialist provision at the SEN Support level (i.e., before an EHCP is issued) is paramount. Currently, pupils receiving SEN support are some of the most educationally disadvantaged. Data shows that by the end of primary school, the achievement gap between children receiving SEN support and their peers without identified needs is over a year and a half (17 months). This gap only widens at the end of secondary school, reaching over 22 months. This persistent academic disparity, now at its highest level since 2013, highlights a systemic failure of mainstream schools to adequately deliver effective SEN Support. While the number of children identified with SEN has increased (from 1.3 million to 1.7 million), educational outcomes have not improved over the last decade. This failure is often rooted in the mainstream system being "poorly designed and insufficiently resourced" to facilitate the inclusion of children with Autism Spectrum Disorder (ASD) and other neurodivergent conditions, including a lack of necessary staff expertise. The creation of a dedicated Hub focused on neurodiversity aligns perfectly with government strategies to invest in specialist facilities within mainstream schools to enable more children to thrive with their peers.

**C. The High Needs Block (HNB) Financial Instability** The financial crisis facing LAs regarding SEND provision is severe and unsustainable. High needs spending, which primarily funds EHCP provision, has increased dramatically—by 66% since 2016—and is projected to rise further. LAs currently face significant annual shortfalls because the cost of provision set out in statutory EHCPs exceeds the funding provided by the central government. The primary factor driving HNB cost escalation is the lack of control over provision once an EHCP is in place, often resulting in the commissioning of high-cost independent placements when local capacity is exhausted or unsuitable. The strategic justification for the ND Hub is its role in providing controlled, quality local capacity, mitigating the need for these expensive statutory placements.

Screen Name Redacted

11/12/2025 09:56 PM

Of the 46% of SEN children in MMS only 16 have an EHCP atm because the school is so inclusive they don't need one. These pupils will be all be looking to get an EHCP if MMS closes so they are able to get the support they need in the other middle schools. Where will the students who are CURRENTLY in the three tier system go? There are too many students live in the nepa catchment to fit the magic 390 so the council must make provision for this. The other middle schools will then be way over admission numbers and overcrowded meaning current VGMS, Wellfield and Marden Bridge pupils will also suffer as well as the MMS children if the closure goes ahead. Not to mention that when it comes to High School applications the same children with their new EHCPs naming WBHS will go above the other children in the admissions criteria so the likelihood of getting a place in the oversubscribed WBHS will reduce for all of the other children even if they are in catchment. We are proposing a funded ARP at MMS and even potentially changing it a year 5-11 school to solve the WBHS PAN issue that NTC have orchestrated by closing MHS. Provide an alternative secondary school to the intimidating Whitley bay high rather than discourage people moving to our area in fear of not being able to service the need at high school. I'm honestly baffled by the council's approach.

Screen Name Redacted

11/12/2025 10:08 PM

I agree only in part to the proposal. From the information provided and personal views, I believe Monkseaton middle school should close. I am a parent of a child within catchment and wouldn't send my child there. The surplus capacity is far too high, as are absence rates and very few parents choose the school who are in-catchment. The school doesn't seem to be sustainable or supported sufficiently to be viable going forwards. Many parts of the building are in poor condition and disrepair. Total middle school capacity in NEPA is far too high. I do however disagree with the extension of the proposal to further limit PAN of the remaining middle schools. The council's data already shows that there are an average of 444 students moving through first schools in years 1-4. Current year 4 has a higher number of students in NEPA than a PAN of 390 could accommodate, likewise Y2 and Y3 are perilously close to 390 considering students' rights when in care or EHCPs from the wider region, as well as sibling links. A PAN of 390 is insufficient for the region and leaves no flexibility if birth rates rise (as indicated by a 2024 national birth increase and the historic cyclical nature of birth rates) or if strong internal migration to the coast continues/Murton Gap development increases demand. A PAN of 390 also almost completely eliminates parental choice, a crucial factor to select the correct school suited to the individuality of the child such as whether they require a more wellbeing or sports focussed school or to move with friendship groups. Furthermore, South Wellfield First and Wellfield Middle are planning to federate to give a seamless transition from first to middle school. If this was to

take place with a reduced PAN then it could in effect remove the choice of Wellfield Middle if not already enrolled at South Wellfield First school. I propose to close Monkseaton middle school and to retain the current PAN for the remaining schools for at least 4 years after which a gradual PAN reduction could take place if required. This would reduce PAN considerably to 432 which is closer to the current mean student numbers 444 and improve financial viability within NEPA. It would also remove the complexity of sibling links favouring out of catchment families who benefitted from admissions during current higher PANs. Within this time transitional plans could be produced to identify why non-NEPA students are choosing NEPA, improve their in-catchment choices and migrate these to secondary education with a positive approach. This is a "carrot" rather than the "stick" approach proposed in this consultation.

Screen Name Redacted

11/12/2025 10:20 PM

I suggest to share the space with after school activities or activities to the communitte. Another idea could be to use some space for "school direct" program and share costs.

Screen Name Redacted

11/12/2025 10:22 PM

Keep it open and specialise it as SEND provision.

Screen Name Redacted

11/12/2025 10:27 PM

1. Keep the middle school open, the figures don't add up 2. Extend the provision with the available space onsite at MMS and move the older children from Woodlawn onto this site where their needs will be catered for and remove the need to take over the Langley site

Screen Name Redacted

11/12/2025 10:29 PM

I have provided this suggestion in the Langley proposal but, given it's also relevant to Monkseaton Middle, I thought I would provide it again for ease. Your current proposals don't give me any confidence in the long-term sustainability of our education system. Nor do they solve the issues you're trying to fix. It's all very well asking all the middle schools to lower their PAN to meet the magic 390. But, looking at your data, years 5-8 all have more than 390 children living within catchment. Conversely, looking at reception to year 4, you can see the catchment children will never go above 390. It's therefore a bit pointless asking the middle schools to lower their PANs - the children that are going to cause the issue at Whitley Bay High School are already in the middle school system. So you need a different short-term solution. One such solution could be delaying the closure of Monkseaton High School, but I imagine you're now too far down the line to be able to do that. Another alternative could be to repurpose all four schools within our area - Langley, Woodlawn, Appletree and Monkseaton Middle - to do something unique, allowing North Tyneside Council to be a trailblazer when it comes to special and



SEND provision. You could have a first school model on the Langley/Woodlawn site and middle/high school model on the Appletree/Monkseaton Middle site. Both sites could enable pupils to access targeted interventions and therapies as needed while continuing to participate in mainstream classes and interact with a diverse peer group. Monkseaton Middle School already has a fantastic reputation for SEND provision. The school could build on this, offering provision for older pupils that isn't currently available at Whitley Bay High School whilst also providing the additional space that Woodlawn needs for its older students. Given the government is asking for councils to use its surplus places by bringing more special and SEND provision into mainstream schools, you could be at the forefront of this whilst truly meeting the needs of the local community.

Screen Name Redacted

11/12/2025 10:38 PM

Keep Monkseaton Middle open - they are providing an excellent education especially for those children who have SEND needs. They aren't in financial deficit even with reduced numbers so why are you considering closing what they provide. I think it probably speaks volumes that a lot of children are from outside of NEPA area but within North Tyneside, so what are these schools doing that aren't supporting these children's needs. And how are they going to step up to support these children if you close the school.

Screen Name Redacted

11/12/2025 10:53 PM

MMS should have a fully funded ARP. Currently, the school funds this provision themselves, and the positive outcomes for children are remarkable. Furthermore, I believe extending MMS to Year 11 would be a fantastic for the community. The unique adaptive teaching methods are simply not replicated in any other local high school.

Screen Name Redacted

11/12/2025 11:19 PM

I partly agree with the council's proposal: I support the closure of Monkseaton Middle School, however I disagree with the further reduction in PAN for the remaining middle schools in NEPA. I believe Monkseaton Middle should close due to high surplus capacity, poor attendance, lack of parental uptake, and deteriorating facilities, making it unsustainable. However, reducing the PAN to 390 leaves insufficient middle school spaces for current students in the area, as current and upcoming pupil numbers exceed this. It also removes flexibility for future population growth and parental choice. The proposed PAN reduction would also limit options for families to suit the individual needs of their children and the proposed South Wellfield First School- Wellfield Middle federation could potentially prevent children not already enrolled at South Wellfield First School from a place at Wellfield Middle. Reassurance needs to be given that out of NEPA children currently already attending South Wellfield First School, will not get priority of a place at Wellfield Middle School over

in-NEPA/catchment children. There is little rationale to align all schools with Whitley Bay High school PAN at 390 if out of catchment children wouldn't get in anyway. I propose Closing Monkseaton Middle School only, Keeping current PAN levels until current first school children move through to middle school and demand decreases. Use this time to analyse pupil trends and manage transitions positively.

Screen Name Redacted

11/12/2025 11:22 PM

Confederate/merge Appletree Gardens First School with MMS. The adjacent sites clearly facilitate this approach. This would allow a gradual merger of the two schools, whilst maintaining the true requirements for school places across NEPA within these age groups.

Screen Name Redacted

11/13/2025 05:59 AM

Invest in Monkseaton middle and celebrate its achievements with pupils that would really struggle in other schools . It is certainly not their fault that the local authority and schools have mismanaged the budget of 2 secondary schools so badly and they should not suffer as a result . They should be celebrated for keeping the pupils in their care in full time education and thriving in a setting that is unique . In the current provision there are no other places for specialist provision and many of these pupils will fall through the cracks of what is a really poor provision in north Tyneside for those pupils who are in danger of not fitting in to your typical child who will be successful wherever they go

Screen Name Redacted

11/13/2025 07:23 AM

Yes, keep it open and redraw the catchment to include Northumberland Park and Rake Lane which will fill the spaces and alleviate pressure on Backworth Park Primary and Wellfield Middle

Screen Name Redacted

11/13/2025 08:06 AM

Not as suggestion as such, as this is an area for an expert in capital and building etc. However, we are awaiting SEND reforms which are highly likely to affect budgets and promote inclusion. For what I can see, children with SEND are thriving at Monkseaton Middle school. Why target the most vulnerable, who are thriving within a mainstream environment? It would be interesting to track SEND outcomes for children in surrounding middle schools and use that as part of the decision making process. Whilst finances are incredibly important, as a resident of North Tyneside all my life, I would much rather my taxes went towards keeping a school open where children with SEND thrive rather than pay wages and pay increases for unnecessary roles within the council. We should run FOR the people and serve them and their wants and needs.

Screen Name Redacted

11/13/2025 09:01 AM

BETTER ALTERNATIVES EXIST What Should Happen Instead

Immediate actions: Pause the consultation until: All-through school modeling is complete The 411 vs 390 mathematical problem is solved Displacement policy is clarified and FAQ published Independent SEND provision review conducted Discrimination concern addressed with clear modeling Complete the all-through school assessment: Meet with Monkseaton Middle leadership Complete modeling promised "before end of half term" Present findings transparently with clear viability criteria If viable, include in revised consultation Sit down with all impacted schools to discuss a feasible way forward

Commission independent SEND provision review: All four middle within NEPA schools assessed by external experts Any school that is being considered within North Tyneside is independently assessed Published ratings/reports for transparency Evidence base for whether provision can be replicated Commitment that no child placed where provision inadequate Resolve the mathematical problem: How will 411 year 5 pupils fit into 390 capacity? If they won't, what is the actual displacement plan? What happens to the 21 children who don't fit? Clarify displacement policy: Will NEPA rules apply at closure or only at phase transitions? Will rules apply equally to all middle schools? Publish FAQ as promised Address discrimination concern explicitly

Medium-term alternatives: Phased closure if closure is necessary: Allow current cohorts to complete middle school Years 5-6 complete to end of year 8 (2028-29) No mid-phase disruption Time to develop proper alternatives Retention payments to maintain staff quality Enhanced transition planning for year 8-9 All-through school development: If modeling shows viability Preserves exceptional SEND provision Adds high school capacity Maintains choice for families Addresses council's stated need for more ARP/SEN places Federation exploration: Inform and support school leadership Explore federation with other schools Potential for shared resources while maintaining site Financial sustainability without closure Long-term strategic approach: Invest in existing exceptional provision: Monkseaton's SEND expertise is rare and valuable Support other schools to learn from Monkseaton's approach Build system capacity rather than redistribute problems Address first school pipeline: 1,660 NEPA pupils in years R-4 shows ongoing pressure 390 target may not be sustainable long-term Years R-4 average 332 NEPA pupils per year (under 390) But variation shows some years will exceed 390 Need long-term capacity planning, not crisis management True collaboration with schools: Work WITH Monkseaton Middle on solutions Not deciding then consulting Genuine co-production of alternatives Building on success rather than destroying it Conclusion: Better alternatives exist. They require more time, more thought, and genuine collaboration. Rushing to close an outstanding SEND provider without proper alternatives in place is not "fixing the system" - it's breaking what works. CONCLUSION AND RECOMMENDATIONS Why This Proposal Must Be Rejected

Summary of fatal flaws: Mathematically impossible: 411 pupils cannot fit into 390 capacity (current year 5) Potentially discriminatory: Different treatment of SEND children not addressed No evidence of alternatives: Cannot guarantee equivalent SEND provision Contradictory information: Fundamental policies unclear or contradicted Rushed process: Key alternatives unexplored, own lessons ignored Financial case weak: Hidden costs not modeled Exceptional provision destroyed: No evidence it can be replicated Significant harm to vulnerable children: 73 SEND pupils affected This proposal fails on every measure: Educational sustainability: Creates rather than solves displacement Financial sustainability: Hidden costs likely exceed savings Inclusion and SEND support: Destroys proven provision without evidence of alternatives Fairness and equality: Potential discrimination unaddressed Process integrity: Contradicts own lessons, rushed timeline, unanswered questions My recommendations to North Tyneside Council: 1. REJECT this proposal It is not fit for purpose. It does not achieve its stated objectives. It cannot be implemented as presented. 2. PAUSE and RESTART with proper preparation: Complete all-through school modeling Commission independent SEND provision review Resolve mathematical and discrimination issues Publish clear, non-contradictory policies Allow proper time for alternatives to be developed 3. CONSIDER phased closure IF closure is necessary: Minimum disruption for vulnerable children Natural phase transitions only Time for proper alternative development Follows Monkseaton High model that worked 4. INVEST in existing exceptional provision: Monkseaton's SEND expertise is valuable and rare Build system capacity by supporting, not destroying Use as model to improve provision elsewhere Aligns with council's stated need for more ARP/SEN places 5. ENGAGE meaningfully with school leadership: Explore all-through, federation, and other options Co-produce solutions Build on success To Cabinet Members who will make the final decision: You are being asked to approve a proposal that: Does not work mathematically (411 vs 390) May be discriminatory (SEND children treated differently) Has no evidence it can be safely implemented (SEND provision not verified) Is opposed by the families it affects (consultation responses) Contradicts the council's own lessons learned (data timing) If this proposal proceeds and a SEND child is harmed because their needs were not met at their new school, how will you answer their parents? What will you say when they ask why you closed a school with proven SEND expertise without evidence that alternatives could provide equivalent support? The prudent, responsible decision is to pause, properly investigate alternatives, and only proceed when there is clear evidence that all children - especially the most vulnerable - will be safe and supported. SUPPORTING EVIDENCE APPENDIX Data from council meetings and documents: Pupil numbers by NEPA/non-NEPA (10/10/2025 census) SEND breakdown by school (January 2025) Attendance and

exclusions data (Terms 1-2, 2024-25 and Full Year 2023-24) Capacity assessment for all middle schools Where pupils live vs where they attend analysis Lessons Learned from Monkseaton High School document Bulge year model document Meeting transcripts (29/10/2025 and 4/11/2025) Questions formally asked and not answered: See comprehensive Q&A document - 32 questions remain unanswered or insufficiently answered, including: How 411 pupils fit into 390 capacity Whether displacement rules apply equally Independent SEND provision review decision All-through school modeling results Phased closure reconsideration outcome Comparative SEND provision quality data Commitments made and not delivered: [REDACTED]

[REDACTED] Contradictions not resolved: Meeting 1 vs Meeting 2 displacement policy Data timing vs Lessons Learned document Phased closure dismissed then reconsidered Declaration: This response is based on: Attendance at consultation meetings on 29th October and 4th November 2025 Comprehensive data provided by North Tyneside Council Meeting transcripts and notes Council's own "Lessons Learned from Monkseaton High School" document Personal experience as a parent at Monkseaton Middle School All facts stated can be verified from council-provided sources. All quotes are accurate transcriptions from meeting recordings. I strongly oppose this proposal and urge North Tyneside Council to reject it and pursue better alternatives that protect vulnerable children while genuinely addressing system sustainability. As the council have been unable to advise what a 'viable alternative' consists of (even your updated FAQ doesn't fully clarify and seems intentionally vague) it is difficult to provide a solid proposal which 'ticks all the boxes' but what is clear with your proposal in addition to the above is that if this proposal continues then the potential to breach the Safety Valve agreement will increase significantly due to the increase in EHCP's required and lack of suitable provision for children. MMS have operated an unfunded ARP provision for many years and provides an environment where SEND children can thrive in mainstream but also means that non-send children have access to provision when they may experience other situations which are challenging, ultimately supporting them through times of need. Considering the significant inability to provide suitable provision in mainstream schools across the borough even with funding, this is an incredible opportunity to learn from MMS and use their toolkit as a framework for mainstream provision. I have heard you repeatedly mentioning that government funding is a problem yet you seem to be looking at plasters to plug a gap rather than tackling the root cause. 1: The safety valve agreement - despite the fact the DfE no longer offers these - they clearly realised the flaws

in the plan, this doesn't help councils who are already obligated by the terms. Are parents fully aware that money is taken out of the schools block to back fill the high needs block and the DfE who loaned the money can over rule the teachers? 2: School funding formula - what is being done to fight this in parliament? Are parents really informed enough as to the impact this 'number' on their child's back has? Equally I am still awaiting my FOIR requests which are substantially overdue and have certainly not arrived in time for a fully informed response. At some point, all these old people living in the catchment areas will die, younger people will buy their houses and either already have kids or will soon have kids, where will they go? If we were looking at birth rate projections, why aren't we looking at death rate projections too?

Screen Name Redacted

11/13/2025 09:20 AM

I believe the proposal to close Monkseaton Middle School should be withdrawn. Instead of closure, the council should explore alternatives that maintain community schools while addressing surplus capacity and financial sustainability. My suggestions include: 1) Federation and Shared Leadership: Form a federation between Monkseaton Middle and other local schools to share leadership, specialist staff, and resources. This reduces costs without dismantling valued schools. 2) Repurposing Surplus Space: Use underutilised classrooms for SEND hubs, wraparound care, or community services. This generates income and meets local needs. 3) Phased Reduction of Admissions: Gradually reduce Published Admission Numbers (PANs) across the area rather than closing a single school. This avoids sudden disruption and allows time for birth rates and housing developments to stabilise. 4) Inclusion Hub Model: Build on Monkseaton's strong SEND provision by creating a specialist inclusion hub, attracting additional funding and reducing reliance on costly out-of-borough placements. These options are practical, align with the council's objectives, and protect children from unnecessary upheaval.

Screen Name Redacted

11/13/2025 09:28 AM

Keep the school open and more fairly distribute children between schools in the area. The numbers entering VGMS are too high and should be reduced in order to maintain a fair share of admissions to all schools in the area. Each school has its own characteristics, specialisms, and closing MMS (which clearly has a great SEND provision) will have a huge knock on effect amongst all other schools. When you consider all the arguments put forward by MMS against closure, I think ultimately this won't save any money in the long term and will be detrimental to education in North Tyneside.

Screen Name Redacted

11/13/2025 09:30 AM

There's a very high % of SEN children at the school, chosen for its nurturing environment and staff expertise. They would struggle to

cope in a 390 intake per year environment. Support the staff and children by further developing this as a centre of excellence for SEN. The birth rate is dropping, but demand for SEN experienced teachers is increasing. Don't let what is already here be lost. Build on it for the sake of both the children and staff.

Screen Name Redacted

11/13/2025 09:49 AM

Alternative proposals 1. Keep MMS open until the current Year 5 pupils have completed Middle School. Although this would not be ideal in terms of the longer term prospects of the school. Keeping the school open until Year 5 have completed their Middle School would enable continuity for this particular group of pupils, who were in Reception when COVID-19 hit and have already experienced significant disruption in their schools. The impact of this is exacerbated for SEND pupils. Given the outcome NTC wants to achieve in terms of numbers of children is only realised in several years time, this option would have no impact on the NTC's plans and concerns around student numbers. It would however have a significant positive impact on the children, families and teachers at MMS. 2. Monkseaton Middle School to Establish a Regional Neurodivergence Pathway Can NTC consider turning MMS into a Regional Neurodiversity Hub (RNH) for the North East Public Authority (NEPA) area? This initiative could leverage the school's existing expertise and surplus capacity to provide critical, immediate, specialist support for pupils whose complex Special Educational Needs and Disabilities (SEND), particularly autism, which is often diagnosed at Middle School Age (ages 9-13). This model proposes a shift away from the reliance on EHCPs for access. This will address the severe delays in diagnosis and support that are currently hindering pupils' academic and emotional development. This early intervention facility would be formally linked to the existing Norham High School Additionally Resourced Provision (ARP) for seamless transition into Year 9 and beyond. The core of this alternative is the removal of the mandatory EHCP requirement for accessing the ARP. Access would be determined by the experienced school staff at MMS. This allows for immediate professional judgment and referral based on observed need (e.g., escalating anxiety, academic failure related to masking/overload), bypassing the protracted statutory timeline and intervening during the critical 7-16 age window identified by Mandy et al. (2018). Funding Rationale: The funding currently ring-fenced for EHCP placements would be redirected to the RNH based on pupil need/admittance. This reflects the principle that funding should follow the student's need, not the administrative complexity, and allows for the immediate allocation of resources to high-risk, un-diagnosed pupils. The RNH would use the redirected funding and the school's physical assets to provide high-impact, immediate support: Specialist Staffing: Funding would secure permanent roles essential for addressing the mental health and diagnostic backlog, including a

dedicated Educational Psychologist, a full-time School Counsellor/Therapist, and specialist neurodiversity teaching staff. Space Utilisation: The excess space in the school would be repurposed to create low-demand, therapeutic, and diagnostic environments, such as sensory rooms and small-group teaching areas, directly mitigating the sensory suppression and emotional exhaustion tied to masking.

Screen Name Redacted

11/13/2025 09:58 AM

The school stays open. It admits pupils into year 5 and continues to educate all MMS pupils until the end of year 11. it remains a mainstream school with excellent SEND facilities and teaching. This will attract more pupils into the school making it viable. Neuro-diverse children function best with familiar facilities and teachers. By extending the school to year 11 this ensures a smooth transition into key stage 4. By your own admission, there are not enough NEPA places for year 5. This is exacerbated by the closure of MHS. Our grandson may well be forced to travel to a school by public transport which I fear he would not cope with. Your criteria for admissions by distance is flawed. Buses do not go 'as the crow flies'.

Screen Name Redacted

11/13/2025 10:01 AM

[REDACTED] I have serious concerns about the proposed closure of Monkseaton Middle School (MMS) and the negative long-term effect on North Tyneside of doing so. It is quite clear by the numbers/percentage of SEN children attending MMS that it has, through its experienced staff, and caring approach, become a school of excellence for SEN children, and excels at integrating them into the mainstream educational system. The cost to North Tyneside of hopefully attempting to provide a suitable alternative service would be both challenging to provide the same level of educational and emotional care. and far more expensive. To close MMS and disperse these settled SEN children to wherever there may be a space, whether it is in their catchment area or not, will cause untold damage to both their education and to how they are able to fit into mainstream society in later life. If North Tyneside do decide to close MMS, a decision I'm confident they will later regret, then the only way to do so, without causing irreparable psychological and emotional damage, is to let those children who are already attending MMS to finish the period they were due to attend, before moving on, and phase the school out slowly. As children's mental health moves ever closer to centre stage in the Government's future planning, such schools as MMS will likely be eligible for extra funding. I would strongly caution North Tyneside against closing such an obvious centre of excellence for SEN children. One only has to look no further than the news to hear about the rising concern nationally over children's mental health; surely at this time the last thing one would want to see is such a retrograde step.



Screen Name Redacted

11/13/2025 10:07 AM

Extend the area from which pupils can attend Monkseaton Middle School. There is a huge need to cater for pupils with SEN which is not being met for this generation of children....but here at Monkseaton Middle School the number of pupils whose needs ARE being dealt with in an outstanding way are many...48% For these children in particular, this closure will undo all the supreme work done by the Headteacher and brilliant staff to welcome and cater for these children

Screen Name Redacted

11/13/2025 10:22 AM

There is a full group with a planned proposal to keep the the school open and I think it is essential they are listened to as this school is an underrated gem for all the children who attend.

Screen Name Redacted

11/13/2025 10:31 AM

DfE to provide funding required to remove deficit and govt to change funding model based on the number of pupils. LA to be responsible for the school building, grounds, budgeting etc - thus removing doubt regards who's responsible for the current mess the school faces and hopefully we can elect/appoint better caring people who will prioritise children's education and welfare before subsidies to businesses.

Screen Name Redacted

11/13/2025 10:58 AM

I believe that the current cohort attending Monkseaton Middle School should be allowed to complete thier time and transition onto High School at the time they would normally if working within the three-tiered system.

Screen Name Redacted

11/13/2025 11:13 AM

I think Monkseaton Middle School is a valuable school, especially for children with SEND needs or anxious children who thrive in a smaller and more nurturing environment. The other middle schools in the area have huge PANs and this can be a challenge for some pupils as they are too big, whereas Monkseaton Middle is a smaller school and can be more suitable for some children's needs. I think the school should be to make it an age 5-11 school to help with the capacity at Whitley Bay High School. Also, it is dreadful that there is no actual plan in the council's proposal for existing Year 5 and Year 6 children if you close Monkseaton Middle. These children deserve to have access to a middle school in the NEPA area and there are no spaces for the Year 5 children currently as it is a huge cohort. It seems cruel to not have a plan for how these children will be educated within the NEPA middle school system. I do not think you should reduce the places at the other two middle schools, this is particularly concerning if Monkseaton Middle School is closed and South Wellfield First School and Wellfield Middle School are allowed to become a federation, as it is reducing the number of middle school places. There are some

large cohorts of first school children where it does not seem like they will fit into to 390 PAN middle school, therefore they will live in a three tier NEPA area but potentially will not be able to attend a middle school or high school. If South Wellfield and Wellfield become a federation and operate as a feeder school from first school to middle school, it means that NEPA children face further exclusion from the three tier system. Many non-NEPA children are already allocated spaces at South Wellfield and Wellfield, as they live out of catchment but are close to these schools. This will further exclude any NEPA children from the three tier system who live outside South Wellfield and Wellfield catchment areas. If you are designing a strict 390 PAN across the three tier system in the NEAP area, there needs to be robust protection for NEPA children to access the NEPA three tier schools. We are surrounded by two tier school areas, so it is not easy for NEPA children to attend other schools as the transition points differ.

Screen Name Redacted

11/13/2025 11:15 AM

Issue: Monkseaton Middle is undersubscribed due to its reputation. • Proposal: Rebrand and revitalise the school instead of closing it, keeping current staff and students. However introduce a new leadership team with Langley ethos • Partnership: Form a strong feeder link with Langley First School to boost local confidence and continuity. • Inclusion plan: Slightly reduce first school intakes and increase SEND support to maintain Whitley Bay High's 390 capacity and create a balanced, inclusive pathway. • Community support: Build on Langley First's strong reputation by aligning Monkseaton Middle's ethos with its inclusive, nurturing approach. • Outcome: Establish a cohesive Langley First → Langley (Monkseaton) Middle route, positioning North Tyneside as a leader in inclusive education.

Screen Name Redacted

11/13/2025 11:28 AM

Have the school has a specialist SEN school up to high school utilising the Appletree building as well as monkseaton middle building. Allowing for children to attend the inclusive mainstream type specialist school that has been so successful up to high school age.

Screen Name Redacted

11/13/2025 11:37 AM

I do not support the closure of Monkseaton Middle School. I believe there are realistic alternatives that would protect children's education and wellbeing, while still addressing the council's concerns about falling rolls and financial risk in the North East Planning Area (NEPA). In outline, my alternatives are: protect the three-tier pathway for current cohorts; keep Monkseaton Middle open, but manage numbers and costs more fairly across all Middle schools; use federation and PAN reductions across the phase, rather than a single closure; and treat the use of the Monkseaton High and Monkseaton Middle sites as part of a wider, long-term area plan, not an excuse to remove parental

choice quickly. 1. The first principle should be that children who have already entered the three-tier system should be allowed to complete it. At the moment, the council is proposing to close Monkseaton Middle by stopping Year 5 admissions from September 2026 with a final implementation by around September 2027, and permanently cap numbers across First, Middle and High at 390 per cohort. In practice, this means that children like my daughter – currently in Reception at Appletree Gardens First – could reach Year 4 and find there is no place for them in the Middle school they expected, because Monkseaton Middle has closed and other Middles have reduced their Published Admission Numbers (PANs). A child-centred alternative is: All children currently in NEPA First schools (Reception upwards) should be guaranteed a route through the three-tier system they entered – including a place at an appropriate Middle school and then a place at Whitley Bay High (or an equivalent three-tier continuation), even if this requires temporary bulge classes or delayed PAN reductions. Transitional admissions criteria: The council can introduce a clear transitional priority category in the admission arrangements for Valley Gardens, Wellfield, Marden Bridge and Whitley Bay High, stating that pupils currently on roll in specific First schools and year groups will be prioritised for a place in the three-tier pathway, regardless of minor catchment changes. This is administratively achievable: other local authorities have done exactly this when changing age of transfer or closing schools. What is needed is a political decision that children already in the system will not be treated as expendable “transitional cohorts” whose expectations can be rewritten mid-way. 2. Keep Monkseaton Middle open and share the adjustment across all Middle schools The council’s own document acknowledges that: Monkseaton Middle is around 60% full; only about 1 in 10 middle-aged children in its catchment attend; 82% of its current pupils live outside catchment, and around half come from outside the NEPA entirely; and all four Middle schools in the NEPA (Valley Gardens, Wellfield, Marden Bridge, Monkseaton) will have surplus places under current projections. Rather than closing one school entirely and pushing more pressure onto the remaining three, the council could: keep all four Middle schools open; reduce PANs modestly at all of them, not only Valley Gardens and Wellfield; and accept that, for a period, each Middle will run with some spare capacity as birth rates stabilise. For example (numbers illustrative): Valley Gardens: PAN 192 → 180 (as already proposed); Wellfield: PAN 90 → 60 (as already proposed); Marden Bridge: PAN 150 → 135-150 (very small reduction or none); Monkseaton Middle: PAN 96 → 60-75 rather than closure. The guide already proposes reducing Valley Gardens to 180 and Wellfield to 60, with Marden Bridge staying at 150, giving 390 total places once Monkseaton Middle is removed. Instead of dropping Monkseaton to zero, a fairer option would be to retain a smaller Monkseaton PAN and slightly adjust the others so the total still aligns with Whitley Bay

High's 390, but without wiping a whole school off the map. This spreads the financial and demographic adjustment across all four Middles, instead of concentrating it on one community. It also retains parental choice and keeps a local, smaller Middle with a distinctive ethos and strong SEND support in the system. 3. Use federation and shared services to tackle the financial risk. The guide says Monkseaton Middle is 'not currently in deficit', but its surplus places represent "a significant financial risk" for the future. If the issue is risk, not an immediate deficit, there is space to manage this more intelligently than straight closure. The council could: support a 'federation' between Monkseaton Middle and one or more of the other Middle schools; create a shared leadership team (one executive headteacher, shared senior leaders, one governing body); share back-office functions (finance, HR, admin, SEND coordination, etc.) across federated schools. This would: cut costs materially without removing the school entirely; allow surplus capacity to be managed safely while still offering families a real choice; and maintain Monkseaton Middle's inclusive, high-quality mainstream SEND offer, which the council itself recognises. Federation is a recognised, tried and tested mechanism; it should be explored seriously in the options modelling, not dismissed in favour of a single, crude closure. 4. Treat the use of the Monkseaton High and Monkseaton Middle sites as part of an area-wide plan. The guide openly links this consultation to the earlier decision to close Monkseaton High from September 2026 due to a large projected deficit and under-utilisation. Currently: Monkseaton High is to be closed; there are "no plans" yet for the site, and any non-educational use would require Secretary of State approval; Monkseaton Middle is now also at risk of closure. Instead of closing schools piecemeal, the council should commit to a full NEPA area plan that looks at: using the Monkseaton High buildings as a 'shared education campus' (e.g. for Middle, upper primary and/or SEND provision) if the economics can be made to work; whether a re-purposed Monkseaton Middle could act as a Key Stage 2 hub in any future, properly consulted move towards a two-tier model; co-location opportunities, rather than simply shutting both a Middle and a High in the same area. Even if, after full analysis, these options are still judged unviable, they should not be pre-emptively ruled out in favour of a quick closure that shrinks the three-tier system and leaves families with reduced choice and longer journeys. In summary, my alternatives are: guarantee the three-tier pathway for all current cohorts; keep Monkseaton Middle open at a lower PAN, alongside modest reductions in other Middles, rather than closing it outright; use federation and shared services to address financial risk; and commit to a wider area-wide planning process for the Monkseaton Middle and High sites, rather than fragmentary decisions that treat present children as the first line of savings. (I also question why the solution to uneven occupancy is to close Monkseaton Middle rather than to manage demand more fairly across the four Middle schools.

Monkseaton is operating at around half capacity, yet other schools such as Wellfield are proposed to operate nearer or above their PAN. If the council's aim is to remove surplus places, the obvious first step is to share pupils more evenly and adjust PANs across all Middle schools – not to close one school entirely while others are kept full or expanded. That imbalance suggests that Monkseaton has been allowed to become under-used and is now being treated as the inevitable casualty of that pattern, rather than the council actively using admissions and PAN management to maintain viability in all four schools.)

Screen Name Redacted

11/13/2025 11:48 AM

Make Monkseaton Middle an all-through school which would cater for children with additional needs and build on what they already do so well

Screen Name Redacted

11/13/2025 11:53 AM

The proposals for the changes to NEPA schools has very little to do with the reasons mentioned above and everything to do with the closure of MHS. In doing so NTC has deliberately restricted the number of high school places available in this area and orchestrated the necessity to reduce First and Middle school places. The pupil figures produced for these proposals do not add up and are a deliberate attempt to mislead people throughout this consultation period. There are insufficient high school places available at WBHS to accommodate the number of children who qualify to attend there for the foreseeable future. There are also insufficient places available at middle schools to accommodate the number of children who qualify for middle school places and NTC can give no guarantee that children living within catchment will be able to attend a middle school with the proposed closure of MMS going ahead. NTC can not guarantee that they have sufficient provision within the region to provide the additional care and services required to effectively teach children at MMS who have additional educational needs, which has more than twice the national average of SEN pupils. The DfE and Secretary of State for Education have commented on the SEND crisis currently being experienced in this country and are focusing a huge number of resources and finances to combat it. Undoubtedly if they were to produce a blueprint for a mainstream school with specialist provision they would produce Monkseaton Middle school. It not only provides the missing link between mainstream and specialist school but it does it all off its own back with no additional funding or resources from the local authority. With this school NTC has the solution to a growing issue, caused by the increasing numbers of EHCP's and diagnosis of neurodivergent conditions. My proposal is that instead of closing Monkseaton Middle School it is kept open, in a similar manner to its current format, except it is made a straight-through school for years 5 to 11. This will keep it as a mainstream school that excels in specialist

provision for neurodivergent conditions and children who have additional educational needs. It relieve the pressure of SEND provision from the remaining middle schools and Whitley Bay High School, numbers which are going to increase exponentially in the coming years. It will offer protection to the residents of the NEPA region by ensuring there are sufficient places to accomodate the number of children that live here. And it will continue to provide an incredible educational experience that can't be found anywhere else in this area, possibly even the north east. NTC could lead the way in showing others how to combat the growing issue of SEND provision in main stream educatinal establishments! Further to this there are, I velive, over 250 children in North Tyneside who are now no t in educaitonal establishments. The conversion of MMS to a straight-through establishment with specialist provision could certainly help some of those back into classrooms, where they have been failed previously. North Tyneside Council has here an incredible facility that will assist them insolving current issues and prevent them from escalating in the next few years. To shit it down would be a travesty. But to allow it to flourish will be a win/win for the council, for the residents and most importantly for our children and their futures!

Screen Name Redacted

11/13/2025 11:58 AM

Instead of closing this school allow it to take in any pupils who did not get spaces at other middle schools as according to the schools statistics from north Tyneside council middle school places were offered to 494 children yet 505 children applied. As well as this well field middle only had 60 places to offer yet accepted 94, well field and Monkseaton middle are not too far apart from each other so surely Monkseaton could bridge the gap and take in some of these extra pupils from wellfield.

**Optional question** (181 response(s), 141 skipped)

**Question type:** Essay Question

**Q2 | We are keen to understand how a proposal to close the school could affect you, your child or your family. Please use the space below.**

Screen Name Redacted

10/02/2025 12:22 PM

Our children have less choice, less freedom. Each school has a its own views on education. Closing a school more focused on creative children rather than academic or sport focused kids.

Screen Name Redacted

10/02/2025 12:24 PM

This would be an extraordinary loss to the community. This school has completely changed my child's relationship to learning and has made him eager and excited to go to school where before he was very resistant. The school serves a clear need in the community for

its exemplary provision, particularly for SEN children at which it excels. The other schools do not provide anything like as good support and it is because of the general ethos and management of this school that it is so successful. I had been excited to send my much younger daughter to Monkseaton Middle School (despite being out of catchment) because of the real strides in academic success, confidence and sense of belonging that the school offered. This proposal is extremely disappointing given that the argument for the closure of Monkseaton High was that it was too far in debt to salvage, which does not seem to be the case with MMS. It seems that the council is dedicated to making sure that our children are in enormous schools where their needs are not met rather than shifting the catchments to make the sizes of schools more equal, recognise the good work that is being done in schools across the three-tier system and preserving the different approaches that they offer to ensure that every child can enjoy school, rather than just those who are already academically successful and socially confident. I genuinely love this school, something that I definitely could not say about my son's previous place, it has established a love of learning and provided my child with a place where he feels happy and confident where before he felt isolated. I understand the pressures that exist, but closing MMS would be a terrible loss and deeply unfair to those working to make the school such a wonderful place for learning.

Screen Name Redacted

10/02/2025 12:30 PM

2 years ago we lost our appeal to go to the school we had chosen, this resulted in doing 2 school runs in completely different directions. Because of this as a family we made the huge decision to move all of our kids into one school my 2 oldest are in Monkseaton middle currently and my youngest is in year 2 in appletree. This has already made such an impact on there education and there mental state, closing the school would mean my youngest will not be going to Monkseaton middle with his siblings and my middle son would not finish middle school. You can not and I repeat CAN NOT do this again to my family. We have tried to go by the rules and be accommodating to rejection after rejection we have received, we are already not at the school we wanted but my children are now settled and are thriving. This to you is all about money but to us this is our children's lives! To change again is completely unsettling and I will be taking this further, my children deserve routine and not disruption especially on such important stage of there childhood and education.

Screen Name Redacted

10/02/2025 12:41 PM

Closure of the school will increase my children's journey time exponentially, exposing them to dangerous roads where currently their journey is short and safe.

Screen Name Redacted

10/02/2025 12:42 PM

We live in the catchment of Valley Gardens Middle School, but my child was sent to Monkseaton. It's far, the afterschool clubs are constantly being cancelled and I'm struggling with this as a working single mom. I want my child to attend the closest school to be able to walk there and carpool with other neighborhood kids.

Screen Name Redacted

10/02/2025 12:48 PM

There are limited places for valley gardens, wellfield is a distance away and not walkable for those living near appletree gardens due to the very busy road. Considering we want children to walk to school closing the n middle school within walking distance of the first school seems wrong, Parnets who have children in first and middle school need to be able to get the children to school safely, closing the middle school next to the first school means parents have to spread themselves over miles.

Screen Name Redacted

10/02/2025 01:41 PM

Now that you have announced the potential closure of Monkseaton Middle, staff will be looking elsewhere for jobs, meaning the quality of my child's education will suffer. No doubt, this is a done deal, like it was with Monkseaton High and this 'consultation' is just a formality.

Screen Name Redacted

10/02/2025 02:32 PM

My son will be done at Monkseaton so I guess it's not about me it's about the damage that you're doing to the community as a whole and children's opportunities to thrive. North Tyneside council is beyond shocking in its callous disregard for its residents. I hope whoever's sick idea closing this school is knows just how much harm they're doing.

Screen Name Redacted

10/02/2025 02:45 PM

We will have left by the closure date

Screen Name Redacted

10/02/2025 02:51 PM

My child is much better suited to a smaller school. Having looked round we were so impressed at the nurturing, caring, warm ethos of this school. Our child suffers with anxiety and the small size of the school, the animals and the support in place would benefit her hugely. She will be completely lost in a big school and I am extremely concerned about how long it will be before she burns out. This smaller sized school is very much needed in this area for children like mine who need to be a name not just a number. I'm extremely worried that what we thought was going to be a wonderful transition is now potential going to be catastrophic for our family.

Screen Name Redacted

10/02/2025 03:06 PM

Reducing school catchments reduces the diversity of the school experience for the children.



Screen Name Redacted

10/02/2025 03:23 PM

It squeezes more children into the school that my children attend. But more than that it impacts the area as a whole as the schools are the major draw for families.

Screen Name Redacted

10/02/2025 03:25 PM

Increased class numbers and potentially missing out on a school place to another child not in catchment.

Screen Name Redacted

10/02/2025 05:04 PM

I agree that if data shows it necessary to close under subscribed schools. It doesn't make sense to reduce number in other middle schools AND close one. There are still families and young couples in the area. As well as the older population reaching well into retirement age who will probably no longer be around within the next decade and their houses will be filled with families. The approach is far too knee jerk based on data from the last 5 years, especially when history shows that following a period of time of low birth rates, there is always a peak within a decade. Closing Monkseaton Middle School and keeping other schools at the same PAN is the best approach. It is also well known in the area that Monkseaton Middle School has a large cohort of SEND and caters well to them - where will these children turn to? Even with a reduced PAN, other schools cannot be stretched to accommodate further due to less money from the fewer pupils. All of these decisions show a lack of foresight for the area, older populations cease to exist and families specifically move into areas such as Whitley Bay, Gosforth and Morpeth for schools. Maybe North Tyneside should take their direction from Newcastle Council and the Gosforth Group and Northumberland Council and Cheviot Learning Trust.

Screen Name Redacted

10/02/2025 05:07 PM

It would affect my job, as well as the many children who view our School as their safe place. These children will struggle with the change, and the loss of their familiar space, and not all of our children will cope and manage in other Schools.

Screen Name Redacted

10/02/2025 05:21 PM

Would help to stabilise years 5 and 6 in neighbouring primary schools

Screen Name Redacted

10/02/2025 05:42 PM

Child is happy settled and thriving at school. The teachers and headmistress are excellent and my child loves the school. Moving to new school possibly overcrowded would be a major disruption and could be detrimental to learning.

Screen Name Redacted

10/02/2025 05:44 PM

MMS is a small school with a very strong pupil/parent based ethic. Our grandson started this September and we feel it's unfair to unsettle him and other children.

Screen Name Redacted

10/02/2025 06:10 PM

We have children in Valley Gardens Middld school. Valley is a certain style of school that works for us & I'd hate to think parents can't choose a different style of school for their child.

Screen Name Redacted

10/02/2025 06:17 PM

I feel like crying right now the council are so mean to kids, and we say why most people are depressed

Screen Name Redacted

10/02/2025 06:22 PM

Closure of the school would break bonds already established by students at the school, who are still the generations affected by the Covid-19 pandemic. They have already had to deal with trauma and uncertainty for their school life and this closure would only further compound the adjustments they have needed to make in their short academic careers. Closure would mean disruption to families who are already familiar with the cho and have made the conscious choice to send their children to Monkseaton.

Screen Name Redacted

10/02/2025 06:55 PM

Several children will be affected and uprooted from what they know. Multiple families and staffing will also be disrupted, unemployed and uprooted.

Screen Name Redacted

10/02/2025 07:01 PM

Increased pressure on remaining school places. The u formation does not seem to take account of the strategic housing plan which aims to build a significant number of new houses in the coming five year period specifically the mutton gap development already started. Will this estate have its own schools built for it? If not how is the increased density of housing being factored into this plan?

Screen Name Redacted

10/02/2025 07:04 PM

Monkseaton Middle has sadly gone so far downhill that it is impossible to salvage now. Pupil behaviour, poor standards of teaching and unkind leadership have led to many excellent staff leaving for their own well-being and advancement and I'm not surprised numbers have dropped. However, it is a shame to close small schools as some children do need a quieter environment - MMS as it is does not provide this, but I hope the council have considered the impact on children who will struggle in a large setting.

Screen Name Redacted

Ridiculous proposals I don't agree with it as less children being

10/02/2025 07:21 PM

taught is better

Screen Name Redacted

10/02/2025 07:29 PM

It would not directly affect me, however, I fully support the 3 tier system and this is a lovely school. All staff go above and beyond to support the children and families who are part of the school community. My daughter went to the school and I therefore have first hand experience of how the school help the children to achieve their absolute best.

Screen Name Redacted

10/02/2025 07:45 PM

We have three SEND children, all in three different schools within the borough. The impact that the closure of this school will have on my sons mental health, education and ability to engage is indescribable. He has autism and ADHD, and has the correct support in place at this small, nurturing, well equipped provision. Closing the school means he needs a transition into another middle school locally.... none of which fit his needs. Even IF he attended another school for year 8 (which would be the case if closure goes ahead 2027) that then adds an extra transition in for him to another school, only for ANOTHER transition to high school one academic year later! Autistic children already struggle with the smallest of transitions. Not to mention, where is the poverty proofing for families? 2 transitions means 2 full new sets of uniform within the space of 12 months! [REDACTED]

[REDACTED]

[REDACTED]

Screen Name Redacted

10/02/2025 07:54 PM

The proposal would not have any direct impact on myself or my family.

Screen Name Redacted

10/02/2025 07:56 PM

I want to make it absolutely and abundantly clear how strongly I oppose this proposal, both as a parent of SEND and neurotypical children, and as someone who has seen first-hand the unique and essential role MMS plays in our local education system. MMS is a small school, and that is exactly why it serves such a wide and diverse community. Its size isn't a weakness, it's its greatest strength. It's the only school in the region that is truly accessible, welcoming, and nurturing for children with additional needs. So many children are unable to thrive, or even cope, in standard mainstream schools, especially within the two-tier system that dominates North Tyneside. Throwing 11- and 12-year-olds into huge secondary environments with thousands of students and high expectations is not a system that works for everyone. For many, it's overwhelming, unmanageable, and frankly damaging. The three-tier system offers a gentler, more developmentally appropriate transition between primary and secondary education, and yet Whitley Bay is the only area in the

borough where this option still exists. Closing MMS is not just closing a school, it's closing down that essential alternative for countless families. You've said: "We understand how upsetting and uncertain these proposals are, and we are truly sorry for the stress they may cause. These are not decisions we make lightly, but we must act now to safeguard the long-term future of high-quality education in our borough." I find this incredibly frustrating and, honestly, hypocritical. If you truly understood the impact of this decision, then MMS would not be on the table for closure. Removing it erases a vital provision, one that is more needed than ever for neurodivergent children. Most mainstream schools can barely tolerate children with SEND in the classroom, let alone accommodate them properly. There is a huge void between neurotypical learners and those with extremely complex needs who qualify for specialist provision. Children who fall somewhere in between, who are bright, capable, sensitive, but struggle in mainstream systems, are being forgotten. And they are being failed. MMS fills that void. That is why so many of its pupils are from outside the catchment area. It is a school that is recommended precisely because of its small size, nurturing ethos, and exceptional understanding of children who don't fit the mould. It is known for the work it does, not just academically, but emotionally and socially, often with children who have struggled elsewhere. That reputation is well-earned, and deeply needed. It is a perfect example of a school that embraces individuality and accepts everyone for who they are, where neurotypical and neurodivergent children mix freely, naturally, and respectfully, without judgement, exclusion, or unnecessary separation. [REDACTED]

[REDACTED] We chose to move them to MMS after serious consideration and deep concern about their future options. They were happy at Western Community Primary, which has excellent SEND provision, fantastic staff, and a supportive environment. But the idea of them moving to a large high school in Year 7 was something we all knew would be massively detrimental to both their mental health and their education. That's not just my opinion. [REDACTED]

[REDACTED] They know the difference MMS makes to children like mine. MMS is not a fallback option, it is a lifeline for many children and families. I don't want my children to simply survive school. I want them to thrive. Forcing them into the two-tier system in our catchment area would destroy their progress, damage their wellbeing, and would most likely lead to them becoming non-attenders. And then what? They deserve an education that works for them, just like every other child. You also said: "Our priority is to protect and strengthen the education system in North Tyneside, ensuring every child has access to a stable, supportive learning environment — now and for generations to come. By using our resources more effectively, we can focus on improving outcomes and

creating schools where young people thrive, unlock their potential, and continue to be at the heart of our communities.” But you are not considering children like mine, those who need a school like MMS to unlock their potential. Many children attend MMS not out of convenience, but out of necessity. The fact that so many pupils travel from outside the catchment is not a flaw, it’s proof of how desperately needed this kind of provision is. Closing MMS will not improve outcomes. It will remove the only place where children like mine can succeed. It will make education in North Tyneside less inclusive, less flexible, and less able to meet the real needs of its community. Please, listen to families like mine. Families that have had to fight for help and support, who have to advocate for their children every single day, just to ensure they get an equal education. Children are not just numbers on a spreadsheet or figures on a financial statement. They are young people who are entitled to attend a school that is suitable for them and meets their needs. Look at the reality of what MMS provides, and who it provides it for. The 89% of children from outside the catchment aren’t attending by accident. They’re travelling there because it’s the only school where they feel safe, supported, and set up for success. Please do not take that away from them.

Screen Name Redacted

10/02/2025 07:57 PM

You have to keep it open! It is so so needed! Especially amongst the SEND community (diagnosed and undiagnosed). Monkseaton middle have been a saving grace for my daughter. She now enjoys school! Since starting the school she hasn’t told us she should kill her self. She is 9! First school was such a battle for us!

Screen Name Redacted

10/02/2025 07:57 PM

This will affect my sen daughter profoundly. She has settled really well at mms. She is happy and thriving. [REDACTED]  
[REDACTED]  
[REDACTED] She is doing so well at a lovely compassionate school which she is able to walk home from. I cannot help but feel that the proposed closure of MMS is discriminatory in nature given the high percentage of current students who have sen. Most of these pupils would not be a good fit for an sen-specific setting and are doing well here in this nurturing, understanding environment. The wonderful staff should be given the chance to bring the admission numbers up to where they truly should be. I gather that the school used to have a bad reputation and unfortunately this old reputation has stayed with some of the local residents who have chosen to send their children elsewhere. However, Monkseaton middle is a truly amazing school that deserves to take pride of place in the local area.

Screen Name Redacted

10/02/2025 08:02 PM

Increased competition for school places at our local middle school (VGMS)

Screen Name Redacted

10/02/2025 08:09 PM

My son is in year 6. He has Send (as do a large portion of the kids who attend) requirements and he is settled. Part of his send is probable autism. He struggles with change and this in my opinion is monumental for a 10 year old to face. The government are preaching about reform of SEND, however closing 2 schools who are both highly regarded for SEND seem to be an opposing action to what the government suggest. How can we have government movements undermined by penny pinching councils The school is used by local residents and it was chosen partly for this reason

Screen Name Redacted

10/02/2025 08:11 PM

We specifically chose this school for my niece because of the sen facilities available for the children that require extra attention/help. This school is the best for this in the area as the other middle schools don't offer the facilities for sen kids that Monkseaton does.

Screen Name Redacted

10/02/2025 08:12 PM

My son has Autism and ADHD. If you close the school he would have another transition which he already significantly struggles with. The school is close to our home, we walk to school each day. It is half way between my house and his dad's house which is one reason we chose the school. My son has taken a whole year to adapt to leaving Langley, (which you also shouldn't merge by the way!) Langley is an amazing school! I have no idea where else he would go with a small population where they can meet his needs.

Screen Name Redacted

10/02/2025 08:14 PM

They will loose their support in pastoral, and children that need it will be forgotten about and will be but on a waiting list at a different school

Screen Name Redacted

10/02/2025 08:21 PM

My granddaughter is currently waiting for a autism and ADHD assessment she has settled amazingly at monkseaton middle since September as the school offers what she needs. Unfortunately the other school available to her didn't meet her needs

Screen Name Redacted

10/02/2025 08:21 PM

the school has an outstanding pastoral team, if the school closes it will mean that children who require the pastoral team will have to go somewhere else for their education which will probably not have as good of support as monkseaton middle school gives saying as lots of children will be applying in the area for different schools and children will therefore most likely be put onto waiting lists and loose education and/or support that they would've been given if monkseaton middle school stayed open.

Screen Name Redacted

10/02/2025 08:53 PM

Truthfully you have already destroyed 3 tier.

Screen Name Redacted

10/02/2025 08:58 PM

As a colleague in another local school it could be the thin end of the wedge of school closures. Having already been through a reorganisation in the borough I know that it's a short term fix that doesn't last or actually have any long term benefit for the young people in our schools.

Screen Name Redacted

10/02/2025 09:18 PM

[REDACTED]  
[REDACTED] Growing up in this area, I was lucky to be able to walk to my first school, middle school and high school, safely. I learned independence in middle school, walking with my friends. I learned road safety, I knew the best routes, and I was able to have that experience with my friends all the way through to the end of sixthform. This proposal will rob my daughter of this independence, and gaining these valuable life skills. Not only will she need to attend a school much further from our home, I am also not a driver, meaning paying for public transport or walking the distance in the morning and evening. This proposal means a loss of hours at my job, as I will be accompanying my child to and from school, and denying her grandparents the opportunity to be involved in pick ups and drop offs. She will not grow up with the independence of getting to walk to school with her friends, and we also are at a much greater risk of my income being impacted. [REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED] I was grateful to live in an area surrounded by good schools, and now risk seeing the closure of Langley First School, Monkseaton Middle School and Monkseaton High School, all of the schools I attended myself. Please do not take away from this community.

Screen Name Redacted

10/02/2025 09:26 PM

My nephew didnt get a place at south wellfield middle school even though he had been a pupil at their primary school. It has affected him greatly and was worried about starting a new school with no friends. He is just starting to get used to this school and slowly starting to make new friends. Having to change to another school would be so hard for him

Screen Name Redacted

10/02/2025 09:30 PM

If this change comes in for Sept 2027 this would affect 2017/18 and 2018/19 born children which are the year groups before the drop in current birth rate numbers to go to middle school. For the majority of first schools there are extremely limited places in first schools for

current year 2/3 children and this would push children further away from the area. Ecologically this would increase cars on road to get children to schools further away and reduce the ability of 'walk to school'.

Screen Name Redacted

10/03/2025 08:19 AM

The upheaval for our Year 5 child who has just started at the school and gone through the transition process with the amazing support from the school, to be expected to go through it all again without that support (Monkseaton offers the most support for new starters) will have a negative effect on their confidence and learning at such a key stage of their development (puberty). Not to mention this upheaval will be much harder for the majority of Monkseaton kids due to the high numbers of SEN students. These students who need the support of a smaller school.

Screen Name Redacted

10/03/2025 08:23 AM

A family member has just started going there and they are thriving which they may not be if they had to go to another school that isn't best suited for them.

Screen Name Redacted

10/03/2025 08:44 AM

Grandson with SEN is due to start in September The smaller, caring , nurturing environment is perfect for him. As more and more children are being diagnosed its really important that we keep this school open to accommodate those children.

Screen Name Redacted

10/03/2025 09:16 AM

As a grandmother with a child in a first school in the area I am concerned at the reduction in choice. I value the 3 tier system which I feel provides a nurturing environment. Increasing places in existing middle schools will put pressure on teachers and support staff. I am also concerned that children will need to travel further to school.

Screen Name Redacted

10/03/2025 09:44 AM

This is clearly a land grab across 4 schools. The goal is to build houses and take back handed cash as has been the MO of labour in the district. We are aware of your motives, and it is now the turn of our children to be directly attacked to fill your pockets further. The community know, and the community won't forget this Labour betrayal. False data, obvious motives and absolutely horrific choice of venues to attack.

Screen Name Redacted

10/03/2025 10:51 AM

Whilst it seems clear that action must be taken in order to protect the 3 tier system and the schools as a whole, and I agree that the schools that must stay open are Valley and Marden Bridge, I think maybe Wellfield should have closed instead as Monkseaton Middle is much



more central to the area, and it many allow better integration of Wellfield children in to the community before High School, now they will all be going to Whitley Bay due to the closure of Monkseaton High.

Screen Name Redacted

10/03/2025 12:23 PM

As a parent of a SEND child in year 5 at Monkseaton Middle School, I am absolutely devastated by this proposal. Monkseaton Middle is a nurturing, welcoming and inclusive school with 42% of the children attending having variable additional needs and alot of neurodivergent children. The fact the school has fewer pupils than the remaining Middle Schools in the area was one of the main reasons I chose this school for my son. Neurodiverse children struggle with change and if this proposal is followed through it will have huge implications on my child and our family unit. I can't express enough how devastated we are as a family regarding this proposal.

Screen Name Redacted

10/03/2025 01:59 PM

Hugely. My daughter is in y8 so although she won't be directly impacted, she will experience a down-turn in culture, resources and staff retention, which will have a huge impact on her at a delicate life-stage.

Screen Name Redacted

10/03/2025 02:32 PM

Depleting surplus's school places and reducing the number of school buildings with on costs is essential for residents of north Tyneside

Screen Name Redacted

10/03/2025 04:09 PM

I have two children who attend Monkseaton Middle school , this closure will affect us immensely , if the school is allowed to close . More should be done in order to have more Pupils admitted into the school . NTC is building houses everywhere in the borough , where are all those residents going to send their children? On one hand Council proposes Healthy habits and that kids should walk to school , if my kids are forced to move to another school which is miles away , how does the council propose , those kids are going to school ? is the council going to provide transportation to these schools or is it going to be at the detriment of parents either those who are working and those who aren't . This would also cause working parents to change their working hours , because they will have to make arrangements for school runs to these alternatives . Will the the Council promise that the same level of Nurturing and caring environment will be provided at these other school where the class sizes will well exceed, the required numbers . How is the quality of education be promised by the council . What if as a parent , we dont want to send our child to the council approved alternative school , does this mean our kids are left with no school . Closing Monkseaton Middle school is wrong on every level , taking into consideration all the above factors that I have

mentioned above , not to mention the upheaval this will cause to all the families , who currently have their children , attending MMS . I very strongly oppose to the closing of this lovely , nurturing school .

Screen Name Redacted

10/03/2025 04:41 PM

It wouldn't affect me or not family but I have younger children at Marien Park Middle School who may benefit from Monkseaton's ideology in the future. I have always gloated to friends in other areas that we have an amazing middle schools in our area because they all cater for the difference between kids. By closing Monkseaton your showing that all North Tyneside council cares about is money, that they don't care about children in the three tier system.

Screen Name Redacted

10/03/2025 04:48 PM

This is going to have an affect on the other middle schools in North Tyneside as you want to decrease the number of admissions. My youngest child should be attending Valley Gardens Middle School in 2028 and this could potentially affect his place. [REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED] There is no need to put more pressure on the schools in North Tyneside, nor inflict unnecessary stress for residents. For those who have dedicated themselves in their teaching careers to provide a safe and nurturing environment for our children and young people, and who have delivered excellent curriculums should not be ignored and deserve to be listened to. They should be able to keep their jobs that they have strived to fulfill.

Screen Name Redacted

10/03/2025 05:13 PM

Our grand daughter had difficulties adapting in her previous school but has come on leaps and bounds here. The worry that she may not get a place with her friends at the next school is real and of great concern. Please try everything in your powers to keep this school open.

Screen Name Redacted

10/03/2025 06:25 PM

This is going to have a knock on effect as next you will change the boundaries to where the children will go and there will not be that parent choice of school we are getting over 3000 homes being built and where are those children going to go you have never thought of it it's down to budgets and you probably have already sold the land to house builders it absolutely terrible that the council can just rubber stamp this and what ever we say doe t give a dam.

Screen Name Redacted

10/03/2025 06:41 PM

As a teacher at the school and the main breadwinner this will devastate my family.

Screen Name Redacted

10/03/2025 06:50 PM

██████████ They have struggled in mainstream schools since nursery. This has impacted their mental health. They have an EHCP. Monkseaton Middle School was the only school who stated they could meet their needs ██████████ The other middle schools in the area are not suitable and clearly stated they can not and are not prepared to meet need. The SEN schools and ARPs schools also said they could not meet need. Monkseaton was chosen as it had a good reputation for supporting SEN children and because it was small. My child will not cope in either Valley Gardens or Marden Bridge. The schools will only become larger and have more pupils after a school closure. My child will not cope in a large school. As parents we have already chosen Monkseaton Middle, where my child has the best chance of 'surviving' mainstream school. It would be a disaster for my child to move into a large school where it has already been stated they can not meet need. How do you propose need will be met in a different local middle school with more children and less resources? Where do you propose my child will go? Will they become a school avoider? Will their mental health be impacted? How can it be justified that you place a child in a school setting where it will fail? What are the consequences of this? Who will be blamed for the child's inability to 'conform' to an environment that is totally unsuitable? The parents? Who will suffer? The child and the parents. There are higher rates of suicide amongst autistic people (National Autistic Society). Let's not let these children become a statistic. There has to be a solution, which considers neurodivergent people and their needs. This is a group of people who every time have to change and adapt to suit a neurotypical world. How about they are considered and seen as equally important as neurotypical children? Thank you for reading.

Screen Name Redacted

10/03/2025 07:24 PM

My child has just started MMS so it's a huge blow after all the transition into the school and settling in which has been excellent at the school. My child is in the catchment for Valley Gardens but now due to the other middle schools in the area taking so many out of area children my child cannot move to them.

Screen Name Redacted

10/03/2025 08:01 PM

I have a sister with kids in Langley and friends in monkseaton middle - the kids will suffer, having to find places further away, splitting families, and then you'll have to find more capacity further down the line. Look at more temporary measures.

Screen Name Redacted

10/03/2025 08:12 PM

Closure of the school will have a huge impact on the other schools in the borough.

Screen Name Redacted

10/03/2025 08:32 PM

I love monkseaton middle and I came here nervous and they made me feel welcome and the staff are lovely and I think that everyone should go here because it's the best school you could ever go to.

Screen Name Redacted

10/03/2025 08:56 PM

This school has been really beneficial for my sibling. We moved up to Tyneside last year and the school has really motivated him to achieve well and his confidence has drastically improved. It is a lovely school, hosting many events for my own sixth form (Whitley Bay High School). It is also the favoured school for my youngest sibling, when she starts middle school next academic year. Even compared to the likes of other middle schools in the area such as Valley Gardens, it just stands out as the best option. The staff are lovely and really encourage the children and my brother loves attending there. It really would be such a shame for it to close. I hope that the right decision for the school to remain open is made.

Screen Name Redacted

10/03/2025 09:05 PM

I have one child leaving the school within the next year but at the same time I have another child who was planning to attend the school next year. She is very upset as she wanted to attend this school and follow her older brother's footsteps.

Screen Name Redacted

10/03/2025 09:08 PM

We know children with SEN who attend that school, who've thrived in the smaller, middle school, environment. With the increase in SEN diagnosis, could Monkseaton Middle offer an ARP or something similar to help ease the pressure on specialist schools?

Screen Name Redacted

10/03/2025 09:19 PM

I have a daughter that attends this school and it will really effect her be moving yet again to another school in between years! Monkseaton middle school is an amazing school and the staff do amazing job looking after their pupils

Screen Name Redacted

10/03/2025 09:29 PM

My daughter will have finished at the school by the time the proposed closures come in but as a teacher in a special needs school I worry for those children who won't have a supportive education and who will fail and cause more issues for special schools where there isnt the space or resources to support them.

Screen Name Redacted

10/03/2025 09:36 PM

Monkseaton middle provides my shy, timid and naive 10 year old with a family orientated stepping stone between first school and high school. Without learning the basics of school beyond first school my daughter would be lost within a two tier system, she has been able to gain confidence and slowly become more independent ready to stand

her in good stead for high school. We looked at all the middle schools in the area at the time and fell for the close community spirit and committed teaching staff, all with a In amazing head at the heart, knowing each child and family personally makes all the difference at the uncertain time of a 10 year old finding her feet. Why doesn't our choice matter, that is now being taken out of my hands, we chose Monkseaton Middle and are devastated.

Screen Name Redacted

10/03/2025 09:42 PM

All my children have come to this school so far my youngest is keen to start Yr 5 there too , my children who have ir are attending have come on really well I think thsts due to the fact its not over crowded and they can be taught properly. The opening and closing times also help with other school pick up and drop offs as unlike most its not the stupid 9 till 3.30 which doesnt work for most parents unless they pay extra for breakfast clubs , it being earlier helps me drop all my children off and get to work on time, it is a great community school with great ethics that follow onto children in adult hood and help immensely unlike other schools that dismiss children's feelings, it is a great friendly school that deserves the help to continue to help grow well balanced children , closing will disrupt so many families and children not only with education but possibly many parents jobs because of opening and closing times , this school would work perfectly for me and my children as well as many other families some if whom are considering home schooling rather than send their child elsewhere if Monkseaton middle closed , PLEASE reconsider think about the children's future and we'll being , smaller classes DO benefit children alot more than you may realise compared to full or over crowded classes as the teachers aren't spread to thin to actually help students , the children ARE the future

Screen Name Redacted

10/03/2025 10:31 PM

Autistic child who would thrive in a smaller middle school. Less likely to cope in the other middle schools which are so much bigger.

Screen Name Redacted

10/03/2025 10:34 PM

I used to go to the school and trust me the quality of the education of what they teach is by of expectations. During my 4 year period, from year 5 to 8, it was one of the best times of my life. The teachers helped me so much and they helped my family who came to the school too.

Screen Name Redacted

10/04/2025 04:52 AM

My son is thriving at this school, both academically and socially, thanks to the dedicated staff and nurturing environment. Closing the school would disrupt his progress and remove a safe, supportive setting that has allowed him to flourish. The school is a vital part of our community, providing stability, strong relationships, and

opportunities that cannot simply be replaced elsewhere

Screen Name Redacted

10/04/2025 09:47 AM

The SEN provision at monkseaton middle school is beyond compare. A member of my family was a school refuser at Marine Ave in year 4. The care and support provided at Monkseaton middle has transformed our year 5 boy. There are mechanisms to help him to manage his neurodiversity. He is keen to attend school and is thriving. This will be one of many.

Screen Name Redacted

10/04/2025 10:32 AM

As a parent of a child with additional needs it would be utterly heartbreaking to close this school. The environment, effort and care this school provides to children is above and beyond any other middle school in this area and that would negatively impact so many families like mine. Common sense is needed over cost here.

Screen Name Redacted

10/04/2025 11:24 AM

Increase numbers of pupils out of catchment area attending valley gardens middle school and whitley bay high school would increase traffic on valley gardens estate. There are already problems on the estate at drop off pick up times with congestion and inconsiderate parking, this would only increase

Screen Name Redacted

10/04/2025 12:55 PM

The proposal will affect the community and children's education as a whole. It will put a bigger strain on the other local schools increasing their numbers and creating larger class sizes with less support for groups of pupil who could otherwise thrive and not be left behind developmentally, which in the long term will affect the local economy.

Screen Name Redacted

10/04/2025 01:12 PM

My son started at Monkseaton Middle School this year. We chose this school very carefully for specific reasons. My son has been diagnosed with ADHD and ASD, and he faced many challenges in his first school. We believed Monkseaton Middle would be the best environment for him, as it is known for being very supportive and understanding of children with special educational needs. The size of the school is ideal, it's small enough not to feel overwhelming, which is crucial for children like my son. We deliberately decided against Marden Middle School because its size alone would have been too much for him. He becomes easily overwhelmed, and we knew it wouldn't be the right environment. When I visited Monkseaton Middle, it was clear it was the perfect fit. Around 40% of the students have SEN, which reassured me that my son would feel included and supported rather than different or isolated. If the school closes in 2027, it will disrupt my son's progress and stability. Finding another school that truly caters to his needs will be extremely difficult. The

change would likely knock his confidence and force him to start all over again, which could have a serious impact on his wellbeing and education. We feel we have no other realistic option if Monkseaton Middle were to close. Marden Middle would be too overwhelming for him, and I know he would struggle. Please consider how deeply this will affect children like my son who finally feel settled and supported in an environment that understands them.

Screen Name Redacted

10/04/2025 05:32 PM

Apart from the fact that Monkseaton Middle school has been a foundation to the Monkseaton community for generations my daughter attended year 5 and 6 (unable to remain due to the ridiculous two and three tier systems currently in place). I think it is important to note the outstanding and invaluable work that happens at Monkseaton middle where children's education is bespoke and tailored to their individual needs. As a 20+year educational professional I would have major concerns for the needs of the current pupils at the school should it close. Pushing those children into larger settings would detrimental to their learning and future. What Monkseaton Middle is able to offer Send pupils and indeed all their pupils is above and beyond other settings and very much what makes them special. This should also be raised as a concern due to the major lack of SEND provision within the authority and the rising complex needs in mainstream to which Monkseaton have worked tirelessly to ensure inclusion at its very core. The leadership team are amazing and really do know every pupil by name rather than a number. They work tirelessly to have strong links with Appletree Gardens First School as well as the wider community. To close the school would have a devastating impact on the quality of education on offer to parents in the authority. I would also like to voice concern over the removal of parental choice within the authority of where to send your child to school.

Screen Name Redacted

10/04/2025 07:40 PM

I personally know children who attend this school for whom it has been a lifeline in terms of allowing them to stay in mainstream education due to its excellent SEND provision. Closure would be devastating for these children.

Screen Name Redacted

10/05/2025 08:57 AM

My friends child has really struggled at school and Monkseaton middle has been such an amazing support for him

Screen Name Redacted

10/05/2025 09:22 AM

Monkseaton middle school provides excellent SEND provision, this I'll be lost and children and families who rely on this let down.

Screen Name Redacted 10/05/2025 11:20 AM	<p>[REDACTED]</p> <p>[REDACTED] Since starting at Monkseaton Middle school he has happily attended every day. My friend was having to miss work and was very unhappy but since September has been in work full time and is back to her old self. The closure will have a huge impact on her and her family [REDACTED]</p> <p>[REDACTED]</p>
Screen Name Redacted 10/05/2025 12:45 PM	<p>The SEND provision at Monkseaton Middle School is a life saver for families and children in the area and closure of the school will disrupt the education and stability for countless SEND children and their families. It's is imperative that this provision is maintained.</p>
Screen Name Redacted 10/05/2025 02:33 PM	<p>The family member was a school refuser with SEND needs and has finally found an education setting that is right fir them in an emotional and intellectual level</p>
Screen Name Redacted 10/05/2025 04:52 PM	<p>We are the parents of a pupil who currently attends Monkseaton Middle School. We live in the catchment for both Valley Gardens Middle School and Monkseaton Middle School and our two older children both attended Valley Gardens. However, due to high staff turnover (particularly in learning support), the departure of a number of longstanding experienced teachers, and changes to the senior leadership team, we had a very negative experience with the SEND provision for our son who is Autistic (diagnosed since the age of 8) during his time there. [REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED] Following a visit to Monkseaton Middle School prior to transition from first school, we knew that this school would be the right choice. Monkseaton Middle School has been able to meet to their needs and more. Now in year 7, they have thrived, developed in their confidence, and blossomed into an independent learner. This has largely been due to small class sizes, an extremely nurturing environment, access to animals, and the ethos of the school which is focussed on ensuring students feel safe, secure, to be ready to learn. These are significant and distinct strengths that this school offers over and above the other middle schools in the area. Furthermore, schools like Monkseaton Middle attract a larger proportion of students with SEND than average, these students and their families will often have had previous negative experiences at other schools, may have experienced managed moves, and previous periods of non-attendance and school avoidance. Put simply, these</p>



students and families have invariably had to fight hard, over many years, to get into school; now, these proposals mean they have to fight just to have a school. Monkseaton Middle is therefore a victim of its won success because its inclusive nurturing ethos, and excellent reputation in meeting the needs of SEND students, mean it also attracts students and families from out of the area. The closure of Monkseaton Middle, like the closure of Monkseaton High, will disproportionately affect these students, who often do not meet the criteria for specialist provision, and therefore fall between the cracks of mainstream and specialist education. Were it not for Monkseaton Middle School, we are convinced that our child would not have had the positive learning experiences that they have had. If the proposed closure goes ahead, the removal of the option to choose Monkseaton Middle would mean that families like ours would, in effect, have no choice. The remaining choices of Valley Gardens, Marden Bridge or Wellfield, have very similar offers, are out of catchment, and do not have the strengths of Monkseaton Middle. As a family with considerable experience of children with SEND, formerly looked after children, and the education sector, we please ask you to reconsider the closure of Monkseaton Middle School which plays a vital role in the education provision at this level in North Tyneside.

Screen Name Redacted

10/05/2025 08:38 PM

Loss of a well used successful school which supports many SEND and children who need a little extra support locally in my family. Not provided at other schools locally.

Screen Name Redacted

10/05/2025 08:47 PM

A year 5 pupil with SEND needs who was a school refuser in Year 4 at first school is absolutely flourishing at Monkseaton Middle School. The small school, great staff, SEND and individualised support has a 9 year old attending school, being happy and flourishing. A larger school (like the first school) would have a detrimental impact upon the child.

Screen Name Redacted

10/05/2025 09:27 PM

I strongly oppose the closure of Monkseaton Middle School. While the council cites falling pupil numbers, this does not take into account the school's unique role in the community. Almost 50% of the children, including my daughter, have SEND, and the school provides a supportive, inclusive environment tailored to their individual needs. Families choose this school because it allows children to feel included, confident, and understood—something other schools in the area cannot replicate. Closing the school would disproportionately harm vulnerable children, disrupt their education, and break up a community that has been built around understanding and meeting the needs of every child. Alternatives like shared leadership, federation, or targeted promotion could help stabilise pupil numbers without

destroying this essential resource. Monkseaton Middle is more than just a school; it is a safe, nurturing place for children who need it most, and its closure would be a serious loss for our community.

Screen Name Redacted

10/05/2025 10:44 PM

I have 2 children both currently in a first school in the borough, closing monkseaton high school and now monkseaton middle school will over crowd already large class numbers in all other schools

Screen Name Redacted

10/06/2025 11:15 AM

To us as a family this would be devastating. Our son has autism and adhd, he is a lovely, kind boy he is bright, he's funny and he's keen to learn. We searched for the right place for Charlie over 2 years. I visited every option. Nothing was right. Until we found Monkseaton Middle School. This school was life changing, even life saving for us. Since starting Monkseaton Middle School last year, Charlie is desperate to go there every morning, and every afternoon at pick up he is excited to talk about his great day. I no longer dread the school runs. At his first school he was often out of lessons, screaming and running up and down the corridor. Disrupting everyone else, dis regulated and upset. This doesn't happen at Monkseaton Middles School. He is regulated, happy, ready to learn and he is thriving. When you search for years to find the perfect place for your child, to find it and then someone wants to take it away. It is absolutely soul destroying

Screen Name Redacted

10/06/2025 11:27 AM

The SEN provision at Monkseaton Middle School is second to none. Our grandson has blossomed there.

Screen Name Redacted

10/06/2025 12:11 PM

the effect and trauma to SEN children is not being taken into account. The damage and impact on mental health of the child and families will be devastating

Screen Name Redacted

10/06/2025 12:39 PM

We chose Monkseaton middle school for our son for a number of reasons. 1. valley and marden did not support taking our son as he had an EHCP, especially valley which is in our catchment, were quite negative. 2. the smaller size of the school at monkseaton felt much more appropriate 200+ ,compare to 500+ and 750+ at the 2 others. 3. We had a very traumatic 4-5 years at marine park primary, the school was big, very focused on parents opinions and reputation more then being child focused. 4. In our first 5-6 weeks a monkseaton, our son and us have felt really well supported, the transition into full days has been really carefully managed. The fact they take him in every morning at 8am, help him settle and have a free breakfast club is just a massive help to our daily life and our sons. 5. the school seems

extremely child wellbeing focused which contrast to the other schools in our area. 6. Our son is autistic, ADHD and has dyspraxia, a specialist school was not recommended by north Tyneside council as he is too academic, but a large busy school would be too overwhelming, hence why Monkseaton Middle seems to cater for kids who sit firmly between specialist provision and mainstream. 7. the school should be highlighted as an exemplar school for creating this typology. especially with the growing number of diagnosis in SEN. 8. Our son will now only get 2 years at the school and will have to change, when routine is everything and transition is the most difficult thing to process, he will feel (and already is) extreme anxiety and stress. having to change school for another 2 years will have a huge impact on him. 9. if the school closes it will have a detrimental effect on him and the community. Just because the school has lower numbers doesn't mean it should close. its an asset to north tyneside.

Screen Name Redacted

10/06/2025 12:55 PM

I am concerned about friends with children in the school who see their children as settled and supported in a setting that is meeting their needs. Rather than abandon these children and their families, it would make more sense to build on a successful model that is transforming lives. This could have been part of an initiative with Monkseaton High School as a partnership specialist school for older children with SEN needs in the area and beyond.

Screen Name Redacted

10/06/2025 01:18 PM

Absolutely disgusting if this lovely caring school should close... There's just not another one like it around north Tyneside, and we had looked into various schools. We chose this school because of the great benefits of smaller class sizes (due to him being overwhelmed with bigger classes) the nurturing environment this school provides, the ability for him to be able to walk to school and back himself due to having a disabled parent. The SENCO staff here are amazing and he's thriving in this MMS setting a very happy child awaiting a diagnosis.. For this to be taken away from him would be catastrophic for himself and our family..

Screen Name Redacted

10/06/2025 02:10 PM

We chose to send our child with ASD and ADHD to Marden Bridge (started in sept 2025) because we foresaw that this proposal for closure would be the next step in rationalisation following the High School closure and did not want to risk potentially having to move school again prior to High School. A smaller school would have suited our child, but the risk of an extra school move coupled with the challenges our child has with transitions was not a risk worth taking. Friends and neighbours with SEN children just starting at Monkseaton this year are utterly devastated that this consultation puts the stability that their children desperately need at risk. I could not imagine putting

the 50% SEN registered attendees of Monkseaton through this upheaval and there should be protections in place to prevent this discrimination against our most vulnerable children.

Screen Name Redacted

10/06/2025 08:08 PM

This will not directly affect our family. But having a child currently in attendance here we understand the value and incredible importance of the unique provision that MMS provides particularly to children who have challenging educational needs. Our belief is that the nurturing quality of the provision cannot be equalled at either of the other, larger middle schools in the borough.

Screen Name Redacted

10/06/2025 08:12 PM

This affects my community and my friends with young families.

Screen Name Redacted

10/06/2025 09:10 PM

We have thoroughly read all of the supporting data and understand and agree with the full plan outlined. However, we would like to know whether secure transition routes would be guaranteed through the three tier system. We live out of the catchment area of South Wellfield First School but successfully obtained a place for our two children, and would expect that their places could be guaranteed at a middle school (i.e. at Wellfield Middle School). Otherwise out of catchment parents would constantly face the threat of their children not being able to continue through the system at the end of year 4 and potentially again at the end of year 8, which surely renders it not fit for purpose? We would assume over years to come that this would put off out-of-catchment families from engaging with the three tier system and subsequently run the risk of failing to fill surplus spaces.

Screen Name Redacted

10/07/2025 06:47 AM

We live in the catchment with a y4 send diagnosed child. Monkseaton Middle School held an opening evening in early September and my son chose this as his first choice. I think that as this opening evening was allowed to go ahead the current y4 children should be allowed to join knowing the school will close with them leaving in year 8. I'd prefer it to stay open but teaching out the kids who are there and you encouraged to apply with an open evening seems fair. After this consultation we have removed MMS from our school application due to too much uncertainty and the risk of a last minute upheaval or having to go to a school far from home when originally we were choosing our catchment school. Will people in our situations first choice be prioritised?

Screen Name Redacted

10/07/2025 03:48 PM

My grandson has Autism and ADHD and attends Monkseaton Middle School. He is so happy and thriving both academically and socially. It took a long time to find the RIGHT school for him and the thought of

change is very worrying.

Screen Name Redacted

10/07/2025 03:56 PM

This is detrimental SEN families who are dependent on schools like MMS

Screen Name Redacted

10/08/2025 05:30 AM

I attended Monkseaton Middle as a child. The support I received when I was there was nothing short of outstanding. All of the staff went above and beyond to cater to every child's individual needs. My love of learning flourished as did my confidence to make new friends. When I was there, my parents split up and the support I received from staff ensured that I was supported throughout. Everybody was absolutely incredible. When I was at MMS, I felt like I mattered. [REDACTED]

Thank you for everything, MMS. SAVE OUR SCHOOL!

Screen Name Redacted

10/08/2025 08:36 AM

My child is in year 3 and I was planning to send her to monkseaton middle. My daughter is under assessment for neurodiversity and the offering at monkseaton middle is not available at other larger schools in the area. The school is smaller and has on site provisions for neurodiverent children. Please reconsider the plans to close the school, without monkseaton middle, there will be a lot of children who will be lost in larger schools and not thrive as they should preparing for high school, thanks

Screen Name Redacted

10/08/2025 10:55 AM

I have a child with SEND needs and appreciate how many children with SEND needs thrive at this school. It's very hard to find a school you trust and believe in when your child has learning difficulties. This is one of them schools. No other north Tyneside compares.

Screen Name Redacted

10/08/2025 05:57 PM

I have only one say to say - have you watched the Panorama, schools and families on the edge? If not, please do. This will vividly show what will happen to many families if the school is closed. MMS forms and important bridge between mainstream and special school (even though it is 'mainstream'). The effects of a closure on neuro kids will cost FAR more in the long-term.

Screen Name Redacted

10/08/2025 11:36 PM

It would have a severe and adverse affect on my children, my children started this school with very little support in previous school. My eldest 11 at the time would spend break times by himself, as his autism makes him weary of people. To the extent he was researching

suicide. Monkseaton however has changed his perspective he feels comfortable being around so many other children neurodiverse and ability to help support animals which builds his confidence to go to school. Losing this school changing schools again would destroy his confidence and would require support from counselling, breaking of stability and routine. [REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED] [REDACTED]  
[REDACTED]

Screen Name Redacted

10/09/2025 02:17 PM

I was so sad to hear about this proposal. [REDACTED]

[REDACTED]  
[REDACTED]

[REDACTED] It is lovely to see him thriving at school. The staff and facilities are helping him to do so well. I know my niece and her husband looked at all options for his education needs and Monkseaton middle School has proved to be the best for [REDACTED]. The family are devastated and very concerned with proposed closure. I can see the impact this is causing to the whole family. It's so sad. Please could you look at solutions to keep this school open and allowed to continue the good work. Monkseaton Middle school should be considered as a SEND school of excellence as it provides a solution for children that don't fit into larger schools. Thank you

Screen Name Redacted

10/09/2025 03:48 PM

[REDACTED] [REDACTED]  
[REDACTED]

[REDACTED] Monkseaton Middle and High schools were the only chance I had of my daughter getting a reasonable three tiered education. I do not want her going straight into a secondary school as I believe it doesn't prepare children as well as a middle school does. Children are exposed to much more adult behaviour and have less time to be younger children when going into a secondary. I was devastated by the closure of Monkseaton High but at least knew I had some saving grace knowing my daughter could still attend the middle school. Now that's proposed to be taken out of my hands, I'm now having to face potentially moving house just to have the hopes of being in catchment for Valley or Whitley. These decisions feel like they're being made very rashly and no one is considering the children and their education. It's all about money. My daughter currently attends Appletree and with the Langley Closure she isn't even going to have a comfortable first school experience, because before we know it, the classes will be overcrowded and she'll just be another number lost in the system.

Screen Name Redacted

my brother and several good friends of mine go to Monkseaton

10/09/2025 05:10 PM

middle, and we cycle/walk. If the school was closed, the distances required would make these options unsuitable, and since my family does not own a car, this would require much higher expenses than adding school fees. Furthermore, the disruption would be extremely unpleasant, evidenced by the effects on year 8s when Monkseaton High closed. By doing this you would create intense stress, destroy friendships with little warning, and shatter communities. Please do not close the school

Screen Name Redacted

10/09/2025 05:33 PM

It won't affect me directly. However, WBHS has just been built and then to say it is going to have additional capacity in an already non spacious building is ridiculous. Are there going to be extra classrooms built? Surely this should have been thought of at the time of building instead of as an add on. Also it is stated that you cannot close croquet park as it is a PFI. How was monkseaton high school allowed to be built when the building is inappropriate as a school. Is the council not responsible for this at all?

Screen Name Redacted

10/09/2025 08:53 PM

My daughter goes to the school and is thriving - she's not SEN but she chose the school herself because of the size, it's a much smaller school and is a less intimidating transition from first school. I went to the school as a child and I also run an extra curricular session at the school so it means a lot to me personally. It's a huge part of our life and our community. I also have a young daughter currently in nursery at Langley (which is another issue) and I was fully intending sending her to Monkseaton middle after Langley due to the positive experiences we've had. Also Langley has been a huge part of our lives both my eldest daughter and my husband and I went through Langley First School as children. It's an also amazing school.

Screen Name Redacted

10/10/2025 10:54 AM

[REDACTED]

[REDACTED] My youngest needs a more nurturing education, if he doesn't receive a diagnosis I need to support his needs as a parent. Both myself and my son decided he wanted to go to a middle school

so he could be supported and build on strengths to help him achieve in school. MMS have identified in the short space they have had him that there is a need for him to be assessed by their SEN Team. |

My youngest child attends so many extra curricular activities provided by MMS and this is assisting his confidence and building on his coping strengths, like I say a nurturing school that has an amazing SEN support and these teachers are able to meet the needs of all of their pupils not just the ones diagnosed. As diagnosis process is a long and lengthy process.

[REDACTED]. My youngest asked to start middle school at the same time as the piers he would attend school with so I applied to move him to originally Valley Gardens Middle School because that is where my partner's daughter attends but it was oversubscribed and I was offered MMS I did my research and discovered how amazing this school is and I am glad I sent him here as I believed they would be able to support my son in more ways than I could ever imagine and now a few weeks into him starting I find out you are proposing to close the School in September 2027 this is solely destroying. I would envisage by 2027 I will be a permanent resident in North Tyneside and will be living in the catchment area for Valley Gardens Middle School and then Whitley Bay High School but now I have a 2 years of uncertainty as you have provided no information as to where my son could attend in 2027 and not only that it means he is facing more changes. I don't see why you allowed my son to commence a school you knew you were going to announce you were proposing to close a few weeks after he commenced at the school. I was very honest in my In-Term transfer application for him to attend Middle School making the local authority aware of my reasons for applying to Middle school and the timing of



my applying. I was upfront about my concerns about my son being on the spectrum and this upsets me as children on the spectrum NEED routine consistency and don't cope well with change and now I am unable to guarantee my son this as I have no idea what will happen with his education in 2027. I had a plan in place when he was accepted into Middle School it fit in with my plan to be living in the catchment area for his High School. I propose that if you are going to close MMS which I believe the decision has already been made you at least consider keeping it open until 2029 allowing all new starters to finish their Middle School in the same place and stop taking in future admissions to the school to sustain the stability for all these Middle School pupils.

Screen Name Redacted

10/10/2025 11:51 AM

Directly, it doesn't, but as a parent of a child with additional needs who has been failed by our broken education system and struggled in a less supportive mainstream secondary school to the point where they then needed to move into much more expensive specialist provision, it is vitally important to keep a school that is successfully providing outstanding support for SEND pupils going and instead, look to make changes/ cost-cutting measures elsewhere.

Screen Name Redacted

10/10/2025 01:14 PM

There currently is not a space in any of other three middle schools for my child even though we are in the NEPA. Closing the school could mean that we have to send our child to a school well outside of NEPA. Where the children will go should be part of the decision making process as to whether to close the school.

Screen Name Redacted

10/10/2025 05:15 PM

Two of my children attended Monkseaton after being home-educated due to struggles at other schools. Seth had severe anxiety and emotionally based non-attendance because his needs weren't met, and we had no suitable alternatives. I didn't expect him ever to return to mainstream school. By chance, we found Monkseaton Middle and were blown away by the level of support and inclusivity. The school gave both children confidence, and helped my son transition successfully to John Spence, and continues to support my daughter so she can stay in school. Without it, both would likely still be home-educated. I had also applied for a place for my third child in 2026, and if the school closes, there is no equivalent provision. I know other children who would have applied next year and one home-educated child who has thrived there when other schools failed them. Monkseaton Middle is a gateway for children who struggle elsewhere and a model of how inclusivity for SEND children should work. Closing it will only force more children out of school and into home education. If the school closes there will be no suitable provision available for my younger children and I will have to continue to home

educate them. I have not been able to work for 14 years as there has been no suitable provision. This has impacted our finances and my mental health.

Screen Name Redacted

10/10/2025 09:09 PM

As a local resident living directly near the school I and other local residents would welcome the closure after years of parents irresponsibly and illegally parking vehicles on a regular basis on private property (churchill court). Too many pupils at this school are clearly from outside the catchment area and are transported daily by parents creating a huge problem for local home owners. We have regularly complained to the head of the school, to the council and the police and parents are continuously breaking the law and are highly abusive and have little to no respect to trespassing on private property and blocking access to people's property. Relocating pupils to other schools would be a very positive outcome. [REDACTED]

[REDACTED] Closing the school would be very helpful in improving local residents quality of life. I have police reports and evidence of parents attacking and causing criminal damage to our family vehicle for being parked on our own property. The quicker the school closes the better. Ineffective school leadership and total disregard to the lives of local residents has gone on too long unchecked. When parents openly trespass, threaten local people and then cause criminal damage something needs to be done. A key aspect appears to be that a high volume of pupils at this school are not from the local catchment area. The closure would reduce the level of ongoing criminal damage, ongoing threatening abuse and trespassing on clearly signposted private property.

Screen Name Redacted

10/10/2025 09:25 PM

My child will have to attend a school further away also with more children which will make my child get lost in the system and not benefit their learning and not getting the best out of them , monkseaton middle is more nutering and focuses on the child and how the child feels rather than just a number this will highly affect my child's education and could affect them in later life , I have an older child who attended a school which didn't suit them and it was a very difficult time for him and me which I believe he had a school that was more suited to him he would of thrived. Closing this school would deveste the school who attend now and the children that wish too .

Screen Name Redacted

10/11/2025 01:37 PM

I feel this will impact the community severely, especially for children with special needs or children who don't cope well with large groups of children. I also feel this will impact the other middle schools and put more pressure on them. We need smaller schools in our community and to close this lovely school will be a disgrace.

Screen Name Redacted

10/11/2025 02:24 PM

Disruption half way through the school journey, and the need for an extra move in schools. I ended up moving and attending 6 different schools in my education before reaching the age of 16. It caused great disruption and having to make friends against and again.

Screen Name Redacted

10/11/2025 02:32 PM

Very disappointed in the way this has been handled! This school meets a community need and is well managed to avoid a deficit position despite reduced pupil numbers. It's a blow to the community and to those families that travel for the nurturing and safe environment provided to children who are not ready for the two tier system. Does mental health and emotional wellbeing count for nothing? What a stressful time for children, staff and families.

Screen Name Redacted

10/11/2025 09:55 PM

it will effect me because I will no longer get the help my sister and I need. we will struggle to have help with our education because most schools expect us to do work that is too hard. The in environment will be a lot more busy and loud and no Learning support people .

Screen Name Redacted

10/12/2025 12:15 PM

I would be sad and angry. I wouldn't have a school to go to. I would stay as home educated forever. My mum wouldn't be able to work so we don't have much money.

Screen Name Redacted

10/12/2025 07:13 PM

The movement of pupils will be disruptive for pupils, parents and schools. What plans has the Council got for the capacity of other schools to accommodate the most vulnerable pupils, including those with EHCPs. Will there be an admission process for these pupils?

Screen Name Redacted

10/13/2025 02:15 PM

My child couldn't read or write before he came to this school he is autistic with global delay as well as other health problems. My child wouldn't be in the position he is in and had the progress without this school. This school is a haven and a light for children especially with special needs, there is not another single school that does what they do. If you need to close a school this one isn't it. What would happen to those kids with extra needs? This school goes above and beyond. I've never felt comfortable with schooling until he went here even when I was impressed with what they did for him they wanted to do more.

Screen Name Redacted

10/13/2025 02:33 PM

This will not directly impact my children immediately, but as a parent of a child with SEN I am very concerned about the reducing provision for SEN children in the local area.

Screen Name Redacted

10/13/2025 07:27 PM

My son currently attends and his brother who is currently at Appletree Gardens first school would be attending monkseaton middle in the future, we live in the same street and by closing the school we would have to then travel further to the next closest school by car, that's even if he were able to get a placement due to the predicted increase of applications. Many families would be drastically affected by the school's future closure, not just due to the middle school but also Langley and Appletree.

Screen Name Redacted

10/13/2025 08:29 PM

Monkseaton Middle School is far too precious of a resource to close. The fantastic way in which they encourage, educate and develop SEN students should be an example to other schools nationally - an opportunity is being missed. Placing these students in other middle schools which are ill equipped to support them will create detriment for every single stakeholder - staff, parents, governors, SEN students and non SEN students. North Tyneside has a stellar reputation for its schools nationally - this feels like a large step towards eroding it.

Screen Name Redacted

10/13/2025 09:48 PM

Avoid me paying additional council tax

Screen Name Redacted

10/14/2025 07:08 PM

The way this situation has been handled is poor. The uncertainty has caused a lot of stress and you should know that neurodiverse individuals struggle with anxiety and the unknown. It's not just our children, autism and ADHD is likely genetic so you are causing untold distress to parents. We live outside North Tyneside and Monkseaton Middle is an opportunity for my child to stay with their friends and receive the specialist care they need. Integrating more kids into this crumbling school, forcing them into a more grown up environment with 100s of kids will only create more fear and anxiety and ultimately lead to more distress. Would you want to be surrounded by loads of people? In an unfamiliar environment without the proper support. All we want is a good education for our children in our environment that lifts them up not crushes them.

Screen Name Redacted

10/14/2025 08:21 PM

Although I currently have one child at Valley Gardens, we live in the catchment area for Monkseaton Middle School. I also have a younger child in nursery, and I am concerned that the increased demand for places at Valley Gardens, alongside a reduction in available spaces, may mean we are unable to secure a place there for our second child. This could result in her being placed within the two-tier system, which would create inconsistency between our children's educational experiences. I also worry that this proposal signals the beginning of the end for the three-tier system, which has been hugely beneficial for our son's development—both academically and emotionally. In

addition, I am concerned for the current pupils of Monkseaton Middle and for those families who specifically choose it because of its strong support for children with special educational needs. If these children are moved elsewhere, the receiving schools may not have the capacity or resources to meet their needs effectively, which could have a significant knock-on effect on their wellbeing and progress. Beyond the impact on families, closing Monkseaton Middle would have a wider knock-on effect on the local community. The school is an important part of what makes this area such a desirable and family-friendly place to live. Reducing local school options could make the area less attractive to new families, potentially affecting house prices and the overall sense of community stability. Many people choose to live here specifically because of the excellent reputation of the local schools and the strength of the three-tier system. Losing Monkseaton Middle risks undermining that reputation and could have lasting social and economic consequences for the area.

Screen Name Redacted

10/15/2025 07:07 PM

We were very lucky when we moved back into the area that MMS was the only school that had space. My son has flourished at MMS and closing it would mean others would miss this opportunity.

Screen Name Redacted

10/16/2025 07:45 AM

We have one child that has passed through the school and one that has started their journey there Closing the school is a disruption that all the families attending our school do not need. It creates significant stress for the children and a pivotal stage in their development

Screen Name Redacted

10/16/2025 01:38 PM

My child who has dyslexia and ADHD will have to join a 2 tier high school, where classes are bigger, larger school generally and will struggle to cope with the demands of school. This will potentially lead to school refusal and ebsna'. There is no other school in the borough that could effectively support my child with their additional needs. I already have one child who is autistic and cannot attend a mainstream setting, this has had a significant emotional and financial impact on us as a family. I cannot do that again for another child.

Screen Name Redacted

10/16/2025 02:11 PM

I am writing to voice my concern about the proposed closure of Monkseaton Middle School. Needless to say I, like many other parents and community members, are 100% AGAINST this proposal. My youngest child is currently attending Monkseaton Middle School in North Tyneside (my eldest son also passed through this school). Our school is currently under consultation for closure. The current staff at the school have honestly worked miracles. The school has in the last few years dramatically improved its ofsted score, and in an area

where 90% of the schools are in significant deficit, have managed to fund their activities with little to no council support. They themselves are nearly out of deficit. The school has over 200 children and it's estimated 43% of those have SEND needs. The majority have diagnosed cases, the others are either going through or awaiting assessment. MMS has proven itself to be an inclusive school for all. It is a working class school in a very middle class area. The other schools in the area do not have the same reputation for SEND as MMS, and cannot even begin to offer the same level of support that MMS does. The council argue that this is based on projected birth rates in the area, and that there are 'too many schools'. However, this is a very obvious cost cutting exercise in a region where there is consistent poor management of finances across the schools in this area (where the LA are complicit). Recently more affluent schools have been funded, and yet other 'poorer' schools have been closed. It is hard for the council to say this is fair when the balance of resources is so skewed. The consultation process with MMS so far has been completely restrictive and the staff at MMS are not being supported through the process. Issues include: - 11th hour notifications to staff and governors - refusal to share minutes, documents or notes relating to the plans - lack of onsite visits but the committee (non of the counsellors or LA reps involved have visited the school or spoken to the parents) - evidence that the information being shared with press and LA bodies is incorrect - the implication that this is a decision already made, and not a true consultation period. MMS falls into the topic of your article and I wonder if there is any support or advice you can offer to the community that are desperately trying to save a school that does not deserve to be closed. PS - my children do not have SEND requirements. The integration of all pupils at MMS should be a model for success and replicated, not stamped upon by an LA that doesnt understand the positive impact schools like MMS have on all the pupils and parents that attend there. <https://www.suttontrust.com/news-opinion/all-news-opinion/the-urgent-need-to-tackle-growing-challenges-in-the-send-system/>

Screen Name Redacted

10/16/2025 07:32 PM

With all the new houses getting built they need this school as it was the best school ever

Screen Name Redacted

10/16/2025 08:21 PM

My SEND child, who like most SEND children does not have an EHCP, is happy, settled and well-supported in this school. I see from the proposal that you have taken into consideration SEND children who have an EHCP with Monkseaton Middle School as the named school but have taken little consideration of the majority of SEND children who do not have an EHCP. This is shameful and wrong. Certainly it is my experience that SEND children, and by that I mean

those on the SEND register not merely those with an EHCP, are well managed and well supported in this school. My son has expressed many times that does not wish to move schools and I certainly do not wish for this to happen. Staff at this school genuinely care about the children they teach, they know our children well, and support them to be as independent as possible whilst continually considering their needs. My son has had his first very positive school experience in this school and this is priceless. Smaller numbers in his class has allowed him to receive more support than he would otherwise receive in a larger class and he is making more progress in the school than expected and this is in large part due to the diligence and caring attitude of the staff and the support network in this school. Closing this school would be a disservice to young people in your care.

Screen Name Redacted

10/17/2025 06:56 AM

Concerned over the impact the closure will have on other schools and the options this would leave for other family members

Screen Name Redacted

10/17/2025 07:56 AM

I am a local community member. This is a diverse community of owners and letters, long time residents and new comers, workers and retirees. I know many parents in the area and the existence of a school in this area is vital to keep the mix of community. The vibrant atmosphere and joy of the school run would be lost, and the cost and additional time of longer school runs for parents and children alike would diminish the community. I was not previously aware of the number of SEN children at the school and the disruption it will cause them is disproportionate. I am concerned that even this consultation will mean parents do not send their children to MMS as they fear it will be shut down thus perpetuating the decline in numbers instead of finding ways to encourage the spread the current student numbers in the area for widely. Local schools are vital to local communities. Short term decisions have severe impacts. Once lost it will be impossible to regain this space. I hope the result of this consultation is to understand that more time is needed to better understand the longer term trends and wider impacts that closure would cause. Thank you for considering my views.

Screen Name Redacted

10/17/2025 11:23 AM

My daughter was in year 6 at Monkseaton middle up to tuesday this week. We are in catchment for Valley gardens but, while she does not have special needs, choose monkseaton middle because of its smaller and nurturing environment. She has loved her time at Monkseaton middle and developed into a confident and balanced 10yr old, we could not have wished for more in a school. With the potential closure we made the hard decision to look to see if she could go to one of the other middle schools as we are in the catchment for whitley bay high and want her to stay in the 3 teir

system. We were offered a place at marden bridge and she started this week. We are lucky to have 4 such great middle schools around us but we could not cope with the stress and anxiety that this consultation and potential closure was causing us as a family. I can understand the need for the numbers in middle schools to match the high school but Monkseaton middle is such a wonderful place for children to find their place in the world and thrive and it would be a real shame for it to close. In answer to the question, it has already impacted us. We are lucky that our daughter has embraced the school move and will be fine but we have been so sad to have had to make the decision to leave.

Screen Name Redacted

10/17/2025 07:34 PM

It does not affect my family, however, if this had happened when my children were at school, it would have negatively impacted on their education. Being a smaller school, Monkseaton Middle School is important for children that find larger schools with a larger population of children threatening or overwhelming. In adulthood, one of my children has been diagnosed as being neurodivergent. This would explain in part why Marden Bridge Middle School was not a good fit for her as a middle school and why the smaller school of Monkseaton Middle School was a good fit. For shy, introverted or neurodivergent children, a smaller school is preferable. Also MMS was always praised for it's prizing of children that were not 'academic'. It is a wonderful school and should stay open.

Screen Name Redacted

10/17/2025 07:55 PM

I have a child in year 1 at coquet. In a few years I will need to find a suitable middle school for him. He is likely autistic but I dont known yet how he will manage in the mainstream setting. It is vital that a school such as monkseaton middle is available for these sen children such as my son. He may not manage in marden middle or valley. Plus if he does end up at marden or valley he would be negatively affected if class sizes are stretched due to the closure of monkseaton middle and also would be negatively impacted if hother children who can't cope in that mainstream environment are forced into it due to the closure of monkseaton middle. Not all children are the same and they cannot all fit into the same mould. Schools need to work with children and support them and their needs.

Screen Name Redacted

10/17/2025 09:32 PM

Additional strain on other schools which are already under pressure for spaces. Additionally fears of bringing in the 2 tier system which is just good for cost saving but with massive detriment to the children going to these schools.

Screen Name Redacted

My nephew could become a school refuser. He is intelligent but



10/18/2025 09:08 AM

socially couldn't cope with a regular high school. The noises, all the people, these would be very real problems for him every day. As his disability is invisible children like him still need to be catered for and this would NOT happen at a big high school. His future life chances would be impacted, he would regress socially (he has made great progress at this school) He may be bullied as he wears ear defenders a lot. Imagine in a city there were multiple car parks but only one had disabled spaces. Would you close that car park but say it's ok because the other car parks have some spaces close to the shop doors? This is essentially what closing Monkseaton Middle school is saying. There are other schools but they can't cater to the needs of these children

Screen Name Redacted

10/18/2025 10:07 AM

Monkseaton provides an invaluable setting for kids who would struggle in a busier school environment. It is effectively providing the council with SEND provision at mainstream cost. We know multiple pupils at the school who either have recognised SEND, or who probably have additional needs that aren't formally recognised. All are thriving. On an individual level, they will be massively harmed by the upheaval of moving to a new setting midway through their time at the school. At a district level, we will lose a place that is giving children the opportunity to thrive when they would otherwise struggle, and to develop into young people who will go on to achieve their potential at high school. Moreover, the closure of the school will inevitably incur extra cost to taxpayers as a significant number of the pupils will either need a formal SEND placement or are likely to disengage with the education system altogether. The council should either formally recognise that Monkseaton provides a SEND service and fund it accordingly, or informally accept that the school's existence allows significant numbers of pupils to thrive in a mixed mainstream environment, saving the local authority huge sums on specialist SEND provision.

Screen Name Redacted

10/18/2025 11:23 AM

This proposal, if agreed, would send shockwaves throughout this community that would last for generations. The current SEND pupils would not manage the provision (the council has no plan for these children and the constant promised to "work with families and schools" has no substance. The number of EBSNA and SEND pupils is only on the increase so by removing the only provision of its type in the area you are also denying choice for these children and families too. These children will end up being home educated again, parents (usually the mother) will not be able to work and so the economic impact and the effect on their mental health will be catastrophic. It will all be traceable back to this ill informed proposal.

Screen Name Redacted

10/18/2025 11:43 AM

This proposal will impact the families of Whitley Bay both now and in the future. It removes choice for families as MMS offers something different in particular for those that would otherwise fall through the cracks and be failed by the system. For families with SEND and children that are EBSNA it takes away their lifeline and the impact on their economic and mental health outcomes will be seismic.

Screen Name Redacted

10/19/2025 10:35 AM

My daughter is in Year 4 at Appletree so Monkseaton Middle as the closest middle school to where we live is one of her options next year and will presumably be affected by large class sizes wherever she ends up going. However, I understand the arguments presented and, while unfortunate, this seems to be the most logical proposal to ensure efficient use of scarce funds., but should be accompanied by additional highway interventions and active travel provision around the remaining schools to encourage those children who have to travel further to school to walk or cycle.

Screen Name Redacted

10/20/2025 10:10 AM

The closure of Monkseaton Middle School would deprive my child from the chance to follow his friends to their future middle school, as we currently reside in a different catchment area.

Screen Name Redacted

10/20/2025 02:58 PM

I am alarmed at the use of SEND in MMS's reason for not closing the school. There may be over 42% children with SEND but our experience of their offer has been horrific. My child was not supported. [REDACTED]

[REDACTED] We now have a traumatised child because of this school and they themselves have no understanding of their impact. We are waiting for a specialist placement for him and only one school said they could cope with his anxiety. I believe that the Ofstead inspection brought up that the SEND teaching provision needs to be better. This school may need to stay open for other reasons than SEND but in my opinion, using the SEND children and saying the provision is good is way off the mark. I'm sad for the parents and children who have good experiences at the school. However, to say the school is so good with SEND children is misleading.

Screen Name Redacted

10/21/2025 07:12 AM

Having tried to register our daughter in to schools for next year we were told that we were out of the catchment area for other schools if we were to choose another school closing the school would have an adverse effect on this situation and a detrimental effect on children, our eldest went to Monkseaton middle and has just gone to university. Both of our kids have special requirements

Screen Name Redacted

10/21/2025 12:58 PM

[REDACTED]. She was bullied at her previous school. Her SEN needs were not met at her previous school. MMS has accepted my daughter, nurtured her, built up a trusting relationship with her, listened to her and she now is happy to attend school. They have made such a difference to her life. And mine

Screen Name Redacted

10/21/2025 02:54 PM

We have been thrilled with several things: the willingness of the staff to find ways to both support and challenge children whose learning position is not exactly the same as others (coming from another system and with some additional needs, working through a diagnostic process); the energy and enthusiasm with which they provide and support provision of extra-curricular activities and opportunities; the ethos-led education that shows students' their value as good citizens, not as smart kids. One of my children would be affected by the change - currently Year 6. He would have to change schools again at the end of Year 7 (if closure goes ahead) and again at the end of Year 8 (to WBHS, for which we are in catchment and where his sibling goes). After a massive transition in Year 5, I want him to thrive and become a star at MMS without having to recalibrate twice in consecutive years. [REDACTED]  
[REDACTED]  
[REDACTED]

Screen Name Redacted

10/21/2025 08:52 PM

I strongly object to the proposed closure of Monkseaton Middle School on the grounds that the consultation document contains factual inaccuracies, omits crucial context about the school's intake and purpose, and fails to acknowledge the changing educational needs within the borough. 1. Inaccurate pupil catchment data The report states that 82% of attending pupils live outside the Monkseaton Middle School catchment area. This is factually incorrect. The majority of pupils attending the school are from the local community. The figure presented by North Tyneside Council appears to be based on flawed or outdated data and does not accurately represent current enrolment patterns. 2. Deliberate admissions policy to support inclusion Monkseaton Middle School's decision to limit its PAN (Published Admission Number) to 60 pupils per year group is a deliberate and strategic choice — not a reflection of low demand. This smaller intake enables the school to provide specialist support for pupils with SEND and EHCPs while allowing them to remain in a mainstream setting. The Council's interpretation of this reduced PAN as "under-capacity" misrepresents the school's inclusive model and commitment to high-quality, individualised education. 3. SEND and EHCP demand overlooked The proposal repeatedly refers to declining birth rates but makes no mention of the increasing demand for SEND and neurodiverse provision across North Tyneside. Monkseaton Middle plays a vital role in meeting that demand, offering

an inclusive environment that benefits both pupils with additional needs and the wider school community. Closing the school would remove a well-functioning, community-based provision at a time when the borough urgently needs more, not fewer, inclusive places.

4. Financial position and ARC funding The school's financial position has been misrepresented. While a small deficit exists, it is actively being addressed through an application for ARC (Additionally Resourced Centre) funding to reflect its high proportion of children with EHCPs. This additional funding would bring the school into balance and ensure sustainability. The Council's financial rationale therefore lacks balance and does not consider this ongoing development.

5. Inconsistent treatment of local schools The report fails to acknowledge that Wellfield Middle School has recently increased its PAN from 60 to 90 pupils per year. Wellfield also accepts a significant number of pupils from Shiremoor, which is outside its catchment area. This directly contradicts the reasoning used against Monkseaton Middle School, where cross-catchment attendance is presented as a weakness. It is inconsistent and unfair to use this as a justification for closure in one case while permitting and even expanding it in another.

6. Educational and community impact Monkseaton Middle School has a strong record of inclusion, pastoral care, and academic support. It provides a nurturing environment that has been particularly valuable for pupils with SEND and those needing smaller class settings. Closing this school would fragment that support network, reduce parental choice, and place further pressure on surrounding schools that are not designed or staffed for this level of specialist provision.

Conclusion I urge North Tyneside Council to: Correct the factual inaccuracies in the consultation materials. Reassess the proposal in light of the borough's growing SEND and EHCP needs. Consider the successful, inclusive model at Monkseaton Middle as a strength to build on, not a justification for closure. Monkseaton Middle is a valued and necessary part of the local education landscape, particularly for pupils requiring additional support within a mainstream environment. The proposal as currently presented does not reflect this reality.

Screen Name Redacted

10/22/2025 09:47 AM

My daughter has really settled in this school. This school is absolutely amazing and looking after the welfare and mental health of all pupils. The school respond to any queries as a parent. Nothing is any trouble. This school is the heart of the community. My daughter is out of catchment we lived in the catchment and with the breakdown of marriage we moved. My daughter made friends in the first school and moved to middle school with her friends. With the current proposal of closing the school my daughter will have to move to a school within catchment. I am aware this school has a lot of children under the same circumstances. This is not taking in yo account the welfare and mental health of the children. They will be moved away from their

friends. If the school is going to close why have you allowed children to start in year 5 and make them move after two years. This is not fair on the children and I don't think any council member is taking the kids in to account. The current circumstances is taking the freedom of choice away from parents for those parents wanting their children to go to a three tier school. This proposal is going to make children go to a two tier and this is not the right choice for some children. My child will not manage in a two tier larger school. My child has a good family network which ensure gets her to school. With the proposal of moving schools this will take away the ability to get my daughter to school and myself to my job at the time of start. I have been able to make route plans and ability to juggle school and work. My daughter goes to a childminder close to school which allows my daughter to get to school on time and also me to work at the time I am due to start Please please re look at the situation and save this school for the children that enjoys going to school and are happy.

Screen Name Redacted

10/22/2025 10:55 AM

I'm very concerned about the possibility of my Grandson's school closing. [REDACTED]

[REDACTED] So I'm astounded that a school with a balanced budget is earmarked for closure. I am also amazed that the Council should be considering such a massive upheaval on this particular group of children given that their education has already been massively disrupted by the pandemic (the greatest national crisis since World War Two). As you must be well aware Monkseaton Middle has a very large proportion of SEN children who need stability; many with ADHD etc struggle to cope with change. My Grandson's story will not be unique; he is autistic, however, his diagnosis was only made in his final year at his first school and was privately funded otherwise we would still be waiting. So he battled through most of his first school years undiagnosed and missed so much educational support and professional assistance during the pandemic. (My wife and I are not proud of the fact that we failed miserably with home schooling on the days that we provided his childcare but realistically we were bound to fail as neither of us have the necessary training to deal with his complex educational needs). Consequently, my son and daughter-in-law spent a long time looking for a suitable placement for his next school and after much deliberation they chose Monkseaton Middle. We weren't sure ourselves at first but the results have been startling. We are now very concerned that his progress will be halted or even reversed by this proposal. Our Grandson is a bright boy but he needs help and understanding to reach his full potential. He gets this support, at present, at Monkseaton Middle due to the class sizes and the staff expertise. He will not have as much support elsewhere. We fear that the closure of his school will have a huge detrimental effect on his

education and he will "fall through the cracks" at a much larger school. Rather than closing Monkseaton Middle we feel that you should be celebrating its' success particularly with SEN children.

Screen Name Redacted

10/22/2025 02:59 PM

[REDACTED]  
[REDACTED]  
[REDACTED] I can honestly say I have never known a school like it. They genuinely work in alternative ways to help children succeed. The children do succeed and the PA and Suspensions and Exclusion data for NT would be very different without this amazing school.

Screen Name Redacted

10/24/2025 10:58 AM

One child attends Monkseaton Middle and we were hoping the other would too in the following year. I understand this school has a high number of SEND children and until this consultation, did not realise how many. What my child is learning beyond the curriculum NTC may disregard, as it is of a value that can't be measured. That the consultation states the quality of teaching is not a consideration sadly demonstrates what little value NTC places on even the quality of the teaching- something that should be the priority concerning all education matters. My child learns along side children with a range of support needs and it is of great benefit to her. Monkseaton Middle School is demonstrating most astutely how human beings (big and small) can powerfully and positively care for and support one another with careful consideration so that everyone can thrive. I am not concerned that my child is not reaching her potential because of the resources SEND children require, because in this school she is as seen as any other child. They truly 'see' her potential and support and nurture it. Each child is treated as an individual- this should be what every school provides. It actually happens at this school. What she will take into her adult life from Monkseaton Middle School is the experience of an environment that led by example in all of the very best human values. She will carry that into her life and career, into workplaces. She will encounter a myriad of neuro diverse and neuro typical people and she will have the skills to navigate positive relationships with everyone. We recognised this when we visited the school and are immensely privileged to be part of it, wishing with all our hearts this will continue. Monkseaton Middle School is a shining example of how such diverse education can be delivered in a main-stream school. It is financially viable and exceptionally cost effective. The staff are wholly responsible for this significant accomplishment and deserve recognition, not redundancy. Monkseaton Middle School's achievements deserve to be shared widely as a positive example that other areas should aspire to. I despair NTC cannot recognise how it benefits them. We are experiencing considerable anxiety under the treat of closure with both children in the catchment

for Monkseaton Middle and the remaining schools already full.

Screen Name Redacted

10/24/2025 07:02 PM

The school has such a high percentage of SEN and manages it so well. It's seems unfair to close the school down. The other side of this, if it did close it's distribution of the children to other schools who can't cope with them as well which means they are more unregulated and this affects the whole class learning in a negative way.

Screen Name Redacted

10/27/2025 05:08 PM

The pupil numbers make the Middle School very vulnerable. However the number of students with special education needs at MMS must require much better planning and resources if they are to be absorbed and sustained to thrive after the closure. Parents have waited and fought for the best education for their children. A vaguely promised chat with a council official is by no means sufficient. If the plan is accepted, there needs to be a cast iron guarantee of the required support in place before each child is moved. And the council must be held accountable. [REDACTED]  
[REDACTED]  
[REDACTED]

Screen Name Redacted

10/29/2025 11:16 AM

My family are all grown up many years ago I went to monkseaton high school the old school 1973 also there are many new houses getting built and many more children coming into the area

Screen Name Redacted

10/29/2025 01:58 PM

The school closing would not affect me in any way. I just worry what will happen to these mainly lovely (1 or 2 can be naughty) children if they went to other middle schools with huge numbers, I fear they may be bullied or fall by the wayside and just be seen as disruptive. Since lockdown Monkseaton middle school has been a very special school, unlike any other, but very very good for the children who attend it.

Screen Name Redacted

11/04/2025 06:44 AM

Many children at the school receive additional support and strongly benefit from small classes. They would not get this level of support in another school . This would be damaging for them and for teachers in a new school not equipped for giving this high level of support and for other children who would struggle to get time from teaching and support staff due to the high support needs of nearly 50 % of monkseaton middle students . This school delivers education in a unique way. Many children would not. cope in other schools.

Screen Name Redacted

11/05/2025 10:48 AM

I sympathise with the children and their families currently at Monkseaton Middle and share their frustrations that NT council have

no definitive plan for where these children will go should the school close. I am concerned that the solution to reduce intake numbers at other Middle Schools in the area will have a negative impact on those schools and children (this includes my own children) as less children attending a school means less money for those schools. This solution could put these schools in deficit in the future and at risk.

Screen Name Redacted

11/05/2025 02:58 PM

[REDACTED]  
[REDACTED]  
[REDACTED] Whilst I do understand the council's rationale to make adjustments to school provisioning in the area as a consequence of lowered birth rates, the timing of this proposal and incomplete planning employed by the council feels like nothing was learnt from the consultation regarding Monkseaton High School. The timing of the announcement, at the time of Year 4 children making their middle school selections, has had a significant impact on potential Year 5 recruitment for the school, even if the proposal does not go ahead. As the parent of a Year 4 child the information regarding the safety net of still including Monkseaton Middle School in choices was not clearly communicated until late in the process. One justification for the proposed closure of Monkseaton Middle School is the financial pressure on schools coupled with the impact of falling birth rates. However, of all of the middle schools in NEPA, it is my understanding that Monkseaton Middle School actively chose to remain as a two-form entry school and demonstrates minimal financial deficit by comparison to other schools. [REDACTED]

[REDACTED]  
[REDACTED] I do have concerns over the quality of data for NEPA circulated by the council regarding quoted pupil numbers for catchment and SEND pupils and I hope that there would have been clarification. Whilst data provided by the council may not be inherently incorrect, they may not be wholly representative or non-biased leading to a misrepresentation of data to Monkseaton Middle School's detriment. ECHP numbers are not necessarily indicative of the SEND needs of pupils attending the school, considering the timelines and complications associated with an ECHP being granted. Communication via the school indicated whole-school representation of 40% from Monkseaton Middle School catchment, 55% from NEPA and 5% from within North Tyneside. Please consider confirming these data with the school, and also where the council obtained the "11% of catchment children attending school" quoted in the online "Guide to the proposed closure of Monkseaton Middle School". It may be that there are a higher percentage of non-catchment or even non-NEPA children attend Monkseaton Middle School but this is the intended consequence of parental choice and the incidental effect of the highly beneficial



adaptive teaching approach within the school. The school offers an extensive selection of clubs, including animal care, British sign language, German culture and steel pans music club. In addition, the school has a wide range of therapy animals, and the pupils are encouraged to engage with, and care for them, during the school day. Whilst I do not have a child with SEN, my child at the school has benefitted greatly from the diversity of their peers and the adaptive teaching strategies of the teachers at Monkseaton Middle School. It is a benefit of the local three tier system that each of the four middle schools in NEPA offers something unique to pupils and each of those schools should be celebrated for their individuality and ability to accommodate the wide variety of educational needs of the pupils in the area. Monkseaton Middle currently accommodates the needs of many children who may not adapt and flourish in new settings. Beyond the school's attributes and reasons to prevent closure, it appears that the council's plans are built upon the flawed premise of other schools in the area adjusting their Published Admission Number (PAN), either up or down. Requesting Whitley Bay High increase their PAN to 390 is the cornerstone of the proposal, and reducing two of the other four middle schools PANs the route to obtain a consistent 390 pupils per year across the NEPA. When this has not been agreed by the affected schools, and cannot be forced by the council, how can the proposals be realised? Even further, to propose school PAN adjustments and the full closure of a school without fully forming the whole approach is indefensible – there have been no indications regarding the fate of the current pupils at Monkseaton Middle, or how the catchment areas of the remaining schools might be adjusted. Perhaps parents might have been more sympathetic to the proposal if their children's future was not completely unknown from the start. As a parent who lives in NEPA with children in year 4 and year 6, I now have no indication of either their middle school futures.

Screen Name Redacted

11/06/2025 08:26 AM

My children do not attend NEPA schools, but I work in a NEPA school.

Screen Name Redacted

11/06/2025 10:16 PM

We currently live in North Tyneside but out with the NEPA catchment. Our youngest daughter is at Marine Park first school, our childcare provision, who does not drive, lives in Whitley Bay. We have a family business in Whitley Bay and contribute to the local community, I work in a local GP surgery as a healthcare professional. First and foremost we are worried about the impact on schooling for the remaining 2 years. Our daughter is in year 6 now, her first 2 years of schooling were significantly impacted upon due to the COVID pandemic and now we are faced with uncertainty in her education over the next 2 years, not to mention that she would be expected to move to another establishment for 1 year to complete her middle school education.

While MMS is excellent for SEN children, our daughter doesn't have any SEN needs but she thrives in a smaller nurturing school, which we chose specifically for this. As we know, the education that our children receive at this timepoint are critical and for NTC to have such disregard for these children who have already had significant turbulence in their early years education is nothing short of shameful. NTC is yet to provide any useful comment as to where these displaced children will go? We have applied to nearby middle schools and there is NO current availability for 1 child, let alone year groups of children. We are now in the process of selling our home to move to Whitley Bay to try to secure whichever schooling we are able, but as we know, the numbers do not add up and our biggest fear is that there will continue to be stripped capacity in both the middle school and high school systems, particularly if other families out of the NEPA area do the same - what do NTC propose to do if this happens? We were advised by our governors that the data that was provided by NTC for out of area children was wholly inaccurate, we still live in North Tyneside and out with NEPA or not, NTC still has a responsibility to provide our daughter with a school.

Screen Name Redacted

11/07/2025 09:38 AM

We are concerned that some pupils currently in first schools may not have a place—or sufficient choice of places—when they move to Middle, particularly as most first schools are already near capacity in Years 2, 3, and 4. Additionally, we are concerned that Whitley Bay High School may not have the capacity to meet the combined demand from pupils currently attending the middle schools. Monkseaton Middle School offers a complementary and distinctive provision, which appears to be particularly well-suited to the needs of SEND and neurodivergent pupils. Removing this option could reduce choice for families and have a disproportionate impact on vulnerable learners. It may also lead to increased pressure on other, larger middle schools, which could feel overwhelming for some pupils with additional needs and associated difficulties this can bring for the individual and wider school community.

Screen Name Redacted

11/08/2025 09:16 AM

This will affect my child who is already born, still waiting to start school as this was the middle school we had planned for her

Screen Name Redacted

11/08/2025 10:22 AM

As above... you're going to limit and punish my children's education. There's at least 500 kids who are going to need a high school and you're closing the only decent one in the catchment area. I think you need to rethink this proposal. There's enough children within the new homes who will fill the school.

Screen Name Redacted

11/08/2025 02:26 PM

[REDACTED] I know how important it is to have smaller schools and class sizes available for families. My two children go to Valley and Whitley Bay High and closures will inevitably mean more pressure on these schools, which will impact my children and the staff there. What will the school sites be used for? Probably more housing, which means more families moving to the area. And where will they go to school? It feels as though you are trying to eventually move to a two-tier system, which would be a great shame. Three tier means smoother transition for children and a better learning experience for everyone. Please let's not add more pressure to a generation of children who are already suffering with mental health issues because of technology.

Screen Name Redacted

11/08/2025 04:29 PM

We currently live in North Tyneside but out with the NEPA catchment. Our youngest daughter is at Marine Park first school, our childcare provision, who does not drive, lives in Whitley Bay. [REDACTED]

[REDACTED] First and foremost we are worried about the impact on schooling for the remaining 2 years. Our daughter is in year 6 now, her first 2 years of schooling were significantly impacted upon due to the COVID pandemic and now we are faced with uncertainty in her education over the next 2 years, not to mention that she would be expected to move to another establishment for 1 year to complete her middle school education. While MMS is excellent for SEN children, our daughter doesn't have any SEN needs but she thrives in a smaller nurturing school, which we chose specifically for this. As we know, the education that our children receive at this timepoint are critical and for NTC to have such disregard for these children who have already had significant turbulence in their early years education is nothing short of shameful. NTC is yet to provide any useful comment as to where these displaced children will go? We have applied to nearby middle schools and there is NO current availability for 1 child, let alone year groups of children. We are now in the process of selling our home to move to Whitley Bay to try to secure whichever schooling we are able, but as we know, the numbers do not add up and our biggest fear is that there will continue to be stripped capacity at WBHS, particularly if other families out of the NEPA area do the same - what do NTC propose to do if this happens? We were advised by our governors that the data that was provided by NTC for out of area children was wholly inaccurate, we still live in North Tyneside and out with NEPA or not, NTC still has a responsibility to provide our daughter with a school.

Screen Name Redacted

11/08/2025 07:49 PM

I would prefer Monkseaton Middle School to remain open as it is an incredible provision for the many SEN/SEND children and families. To overlook the need for this provision in our area is incredibly short sighted of the LA. Our children do not belong in a specialist provision such as Woodlawn, but neither will they thrive or survive in a school such as Valley Gardens. We are the SEN-betweeners and need this middle ground provision for our children to survive their school years. However, failing the permanent future of MMS I feel it is only reasonable to allow our children to finish what they started. The closure would have a huge impact on my family. [REDACTED]

[REDACTED] We are in catchment. MMS was our first choice because of the unique provision that my boys could manage. [REDACTED]

[REDACTED] We know that there are no other places in the 3 tier system for the current year 5 children as we have completed an in year transfer and been refused by all 3 middle schools. This means that in two years time we will be pushed out of the NEPA 3 tier system (even though we are very much in catchment). I imagine we will be forced to apply to High schools at an unnatural transition period (half way through middle school) where my children will be expected to settle into a new school where they don't know anyone at all and don't have the security of moving with their peers. Then after a further 2 years we will have to move them again to get them back into our local school which is Whitley Bay High School. A total of 3 new schools in a period of 4 years! Absolute outrageous. The current year 5 children have had a particularly disrupted education as is, due to Covid-19. They are the last cohort moving through the system that were impacted by the pandemic (as they were starting reception during all the many lockdowns) and missed a large portion of imperative early learning. To negatively impact the same cohort only a few years later is appalling and should be reconsidered. Please allow our children to finish their time at MMS.

Screen Name Redacted

11/09/2025 09:38 AM

I currently live in Whitley Bay (NEPA area). My youngest granddaughter is at Marine Park first school, to whom I am the childcare provision, I do not drive, I pick her up from school almost every day while my son and his partner (the parents) work. [REDACTED]

[REDACTED] Their whole lives revolve around Whitley Bay but through no fault of theirs, they are priced out of the housing market or are disadvantaged by cash

buyers snapping the houses up quickly. First and foremost we are worried about the impact on schooling for the remaining 2 years. My granddaughter is in year 6 now, her first 2 years of schooling were significantly impacted upon due to the COVID pandemic and now they are faced with uncertainty in her education over the next 2 years, not to mention that she would be expected to move to another establishment for 1 year to complete her middle school education. While MMS is excellent for SEN children, my granddaughter doesn't have any SEN needs but she thrives in a smaller nurturing school, which we chose specifically for this. As we know, the education that our children receive at this timepoint is critical and for NTC to have such disregard for these children who have already had significant turbulence in their early years education is nothing short of shameful. NTC is yet to provide any useful comment as to where these displaced children will go? They have applied to nearby middle schools and there is NO current availability for 1 child, let alone year groups of children. They are now in the process of selling their home to move to Whitley Bay to try to secure whichever schooling they are able, but as they know, the numbers do not add up and their biggest fear is that there will continue to be stripped capacity at WBHS, particularly if other families out of the NEPA area do the same - what do NTC propose to do if this happens? They were advised by our governors that the data that was provided by NTC for out of area children was wholly inaccurate, they still live in North Tyneside and out with NEPA or not, NTC still has a responsibility to provide their daughter with a school.

Screen Name Redacted

11/09/2025 11:15 AM

It would affect me directly but it would affect lots of children and families in North Tyneside. People chose Monkseaton Middle school for a reason.

Screen Name Redacted

11/09/2025 02:40 PM

[REDACTED]

[REDACTED] My child was able to attend mainstream schooling however with additional support. We moved to the North Tyneside area mid way through first school and the experience was appalling. The school was disinterested in engaging with her ECHP from another area and my child quickly fell behind and started asking not to attend, becoming withdrawn. Thankfully she reached the age she could attend Monkseaton middle school and this was a turning point. This school, with its smaller classes and unique mindset in integrating all children with additional support being part of the classroom has enabled my child to thrive, growing in confidence and having academic success. My withdrawn child has become confident and now has an advanced reading age. My child does not get segregated from her peers and was recently voted class representative by her peers. To move schools at this point will have

an enormously detrimental effect on learning. It will effectively Remove a year of learning whilst settling in to a new school as well as attending a school that is not likely to be able to meet their needs. The local middle schools are full, there are no places. My child is not capable of travelling to school alone and there is potential that the only place that could be offered would involve travel that they cannot undertake and as both parents work full time, would be impossible to meet travel needs. It is easy for you to say that we could name a school and force our way in the door of a more local school however the impact will be an oversubscribed class where they will easily not be seen or heard when in need of help (which is what happened at the first school) and a school not equipped to and not wanting to meet the requirements of the EHCP. Losing a year of learning will have a long lasting impact on their education (and life!). It is not easy for a child with additional needs such as my child to make friends, trying to this for a year and start again a year later will significantly impact their confidence. A neurotypical child would struggle, it's even harder for SEND. Why do they deserve less? However, all that said, all children like my child deserve to learn in an environment that brings out the best in their ability.

Screen Name Redacted

11/09/2025 02:52 PM

By living at the north end of the NTC area (Whitley lodge) we have already experienced the consequences of poorly thought out reduction in school places, the allocation of those places and a lack of care in the process, hiding behind policy as it suited. By closing one school you should be very clear to all parents on the potential implications for future school places. Should any changes or additions to catchments cause pupils , who in any other year previously, would have had a place at their catchment school to not get a place ,(which is completely unacceptable) you would cause untold levels of distress and anxiety for families - much like I have seen at these current proposals. You need to guarantee that pupils that would ordinarily ie any other year previously, be accepted at the other middle schools based on their address are still offered those places otherwise they could face untold hardship (socially, relationally and materially) based on any ill planned/ calculated changes You need to be clear in how the pupil who would fit into monkseaton catchment would be accommodated and allocated places and provide reassurance that these decisions would not adversely affect future pupils school places in schools that would from the 'natural or expected route' for them ie based on where they live - this is all unclear from the information provided. It is not clear where current monkseaton pupils would go - again placing them in schools with class sizes of 30/32 already would surely be detrimental to the current and current pupil levels suggests there is non capacity at any other middle school? So where will they go?!

Screen Name Redacted

11/10/2025 08:43 AM

As a person with family members in both categories e.g. school age children and elders in need of at least some care, such a proposal would be of great advantage.

Screen Name Redacted

11/10/2025 09:43 AM

[REDACTED]  
[REDACTED] I live in North Tyneside and my children are in year four so I've recently been visiting the middle schools. I was really impressed with the provision at Monkseaton. Staff were clearly very aware of the needs of their pupils and had set up the school in a way that supported each individual child. [REDACTED]  
[REDACTED]  
I've seen firsthand the academic, social and emotional challenges that children with SEN face when they are placed in mainstream schools that do not meet their needs. Monkseaton is a rare mainstream provision which is effectively supporting a wide range of SEN without children needing to move into specialist or needing an EHCP. This school should be highly valued and prized for the work it is doing. If the school closes there is a high likelihood that the many of the children will need additional support when they move into the other middle schools which will cost the local authority more money. I would predict that the number of EHCP requests will increase as will the number of requests for additional funding for SEN support. Yes the birth rate may be falling however it would be prudent to think ahead long-term as to the costs of closing this school financially but more importantly emotionally and socially for the children and families who attend there.

Screen Name Redacted

11/10/2025 02:39 PM

Other families that we know, have children whose SEN needs are not enough to have an EHCP, but they were struggling to manage in a busy First School setting, since going to Monkseaton, with smaller class sizes and the right approach from staff, these children are now thriving. These children don't need a specialist school, or 1:1 support, but they need a more nurturing environment, where the lower class sizes means that they are not as stressed, anxious or overlooked. You say that children with an EHCP will be catered for, but what about all of those other children, who will fall under the radar but now will only just survive at school (if they are lucky), rather than thriving. I appreciate that NT council is in a difficult financial position, but i also think given the current problems facing the education system and the mental health of our children, this is a missed opportunity to lead the way with an exciting provision.

Screen Name Redacted

11/10/2025 06:03 PM

The closure of MMS would happen at a catastrophic time for our son. He would need to leave school at the end of year 7. Change schools to another middle in Sept 2027 and then again to a High School in

2028. TWO transitions in 12 months. Our son has diagnosed ASD and his transition from Langley First school to MMS took planning and 6 months + and then a week at summer school (free courtesy of MMS) and it was treated with care and unwavering support but took a long time and a lot of hard work from both schools and family. It is not an easy process at all. It is not a tick box. To be forced into an unnatural transition TWICE in that time is not achievable. There isn't enough time to do that effectively in that time frame. Our son previously had constant negative behaviours towards himself, self harm and a lot of anxiety which are all part of his autism when he is extremely dysregulated and feels unsettled and unsafe. I can categorically confirm that would be what happens again to him if the closure was to go ahead. He is safe and happy and supported in this inclusive school right now with tailored SEND support and he is attending school and achieving and thriving and not anxious or negative about himself. If the school closed I worry about his mental health, my mental health, his sibling's and the wider family. The repercussions of poor mental health as a family on society cannot be underestimated. Other Middle schools with much less understanding and support of SEND would have HUGE issues as they stand regarding persistent absences, complaints against them due to lack of inclusivity and support and more importantly we would all have unhappy and mentally unhealthy children. Good mental health cannot be underestimated here, it is discrimination and I'm pretty sure against the equality act as I've said to deliberately disadvantage a disabled child with a protected characteristic such as Autism. We have no viable alternative educational setting to send our son to should the closure go ahead and that is discrimination.

Screen Name Redacted

11/10/2025 06:11 PM

The reduction in places at some of the middle schools is concerning as a parent of a child living extremely close by and potentially unable to attend with her primary school peer group. Although we live in monkseaton, we are concerned how lesser numbers at other middle schools would impact the chance for our child to attend the schools of her choice. They would already find themselves behind some families with siblings at the school who have benefitted from larger year group intakes who live further away from the school. This could have a huge detrimental impact on the SEMH of our child.

Screen Name Redacted

11/10/2025 08:56 PM

The extra children from monkseaton middle will have to be added to other (full) middle school classes and are more likely to struggle with this transition, causing disruption for everyone. I believe parents should be able to choose the best provision for their child and having another option removed limits our choice and increases demand on the other middle schools.



Screen Name Redacted

11/10/2025 09:30 PM

██████████ she just started this September. Although the transition from first to middle school has been hard for her, Monkseaton Middle school is the place where I believe she will be able to thrive. My partner and I visited the other middle schools and came quickly, and confidently to the decision that they weren't right for ██████████. We had detailed discussions with the senior leadership and SEND leads in the other schools, and from the answers we received it was clear that children with needs such as ██████████ were not well accommodated in those schools. What will happen if ██████████ moves school in year 7? My partner and I will work hard to keep ██████████ attending school. But this transition will significantly increase the likelihood that ██████████ will at some point become a school refuser. ██████████ is bright, kind, and academically gifted, and in the right setting will thrive. The choices outlined in your proposals are going to create barriers for ██████████ that were not of her making. She'll suffer because of poor long term planning around the closure of the Monkseaton High and the subsequent fallout for the 3 tier system. The choice to close the school will impact both her mental health, and her educational outcomes for the future. They will also have a significant impact on us, her parents. I urged you to think more carefully about the method of closure how it impacts that children currently in the middle schools. I believe your counter argument will be that SEND provision in the other middle schools is good. We disagree, it pales in comparison to what Monkseaton Middle School offers SEND children in the local area.

Screen Name Redacted

11/11/2025 10:32 AM

We moved into the area 2 years ago and due to the application deadline for middle school year 5 intakes for September'24 I had applied before we'd even moved into our house or given a place in year 4 of first school. I had chosen Monkseaton Middle School over other middle schools not just for the proximity of where we were going to be living but due to the fact that it was a small school compared to the others. I believe my son functions better in a less crowded environment. Although there hasn't been an official diagnosis, we know that our son is on the autistic spectrum. Teachers in his previous infant then junior school have also agreed that they believe him to be autistic. Our son is a clever, funny and caring child and is thriving at Monkseaton Middle School thanks to their amazing approach to teaching all. If he has to be moved to a new school with much larger classrooms this will have a negative impact on his education.

Screen Name Redacted

11/11/2025 12:03 PM

My child has already suffered disruption to her education as she did not receive a place at the school where she attended Nursery. She was offered a place at Langley First school, where she has formed strong friendships and has been excelling. It was the intention for her

go on to attend Wellfield or Monkseaton Middle School then Monkseaton or Whitley Bay High, however the closure of Monkseaton High and proposed closure of Monkseaton Middle school would mean she would need to transfer to a two tier school as we are out of the NEPA. and would likely not be offered a place at the remaining reduced capacity Middle Schools. This would be very distressing for her and her mental health as she would be disrupted and separated from her friends once again.

Screen Name Redacted

11/11/2025 12:34 PM

Have you visited Monkseaton Middle School? If not - I urge you to go and see it for yourself. DO NOT take this decision without first knowing what it is you are getting rid of from our community please. I cannot see how the children at Monkseaton Middle could be educated for the same or lower cost after Monskeaton Middle closes. As a taxpayer and parent of children within the NEPA I am very concerned about how the increased cost would be met, and how it would disadvantage children within the NEPA as a result. My children are not at Monkseaton Middle (MM) but I would have been happy to send them there. The fierce support and guardianship of children's individual needs and unique personalities and abilities makes it possible for many children who would not otherwise be able to cope in mainstream school, to remain within the system. Many of the children do not even have an EHCP because it has not been necessary, because of the way they are supported. The children at MM flourish within the mainstream, precisely because the whole team has taken a fresh approach and done things differently. If MM were to close, predictably the number of children needing an EHCP, and needing (expensive) SEN provision will increase significantly. The costs associated will need to be met by the local authority. Children educated with additional support within the mainstream system are more likely to go on to be economically active, with lower associated costs of supporting through welfare, and greater economic benefit to the region.

Screen Name Redacted

11/11/2025 01:26 PM

As a parent in North Tyneside affected by the potential closure of Langley First School, I'm also deeply concerned about the potential closure of Monkseaton Middle School and, ultimately, our community's children. My main anxiety centers around the decrease in planned admission numbers and the impact of the proposed Wellfield Middle/South Wellfield First Federation will be on the availability of school places. There are potentially too many changes in the school landscape in the area, and I worry that this closure will further restrict parental choices for middle school education. I have always regarded education in North Tyneside as excellent and accommodating of various options, but this situation is starting to shake my confidence.

Screen Name Redacted

11/11/2025 03:05 PM

I disagree with altering the pupil numbers in two of the other middle schools, especially Valley Gardens. Reducing by 12 pupils will come at a significant cost to the school but is not a significant enough drop in pupils numbers to allow for the need of fewer staff. This will be detrimental to a very successful school. I also object to WBHS increasing their pupil numbers. The building has just been finished and is already too small for this proposal. Residents within catchment for WBHS have paid premium house prices to be within catchment and the catchment area being broadened is very disappointing. There are other schools in the borough that are undersubscribed. Surely surplus pupils should be sent to those schools rather than creating a pan for WBHS and then making the middle and first schools match that number.

Screen Name Redacted

11/11/2025 06:21 PM

I am concerned about the reduction in middle school places, based on your forecasting assumptions of children wanting to attend schools. I live in the catchment for Monkseaton middle. I have no information on what our options will be - will we come under valley or marden high? How will this be viable if you are reducing or maintaining PAN? What are our children supposed to do? As a year 2 parent, we are the most affected by the changes but have no information on what the offer will be instead. This is very worrying and I don't understand why you are not sharing new catchments so people can actually decide if the option is viable. As it is, we are left feeling that you are hoping we will just take ourselves out of the three tier system in the hope it gives our child some consistency when you are not offering full information at this time. This lack of trust in your support of our children's education is very damaging. Our child could end up being closer to their catchment school or further away or with no place at all. The six weeks period for parents who have to research this in their own time compared to the years you have had to work on this feels very unfair and weighted entirely against us having a voice that can be heard. We moved here and I felt that our child's education was secure and clear - now nothing is stable and we also don't have any clarity on the future offer so how can we genuinely comment. You also signed off on the housing development at Murton Gap on the understanding that there would be 748 additional school places needed. They are building family homes - where will these children be educated? How will the children at Monkseaton middle, who benefit from the smaller class sizes and are chosen by out of area due to lack of options for SEND children cope in bigger classes? How can we be sure that only out of area families will no longer get a middle school places. What is your plan overall for supporting SEND children in mainstream, which is where the majority of SEND children are educated?

Screen Name Redacted

11/11/2025 06:23 PM

Our grandson is neurodiverse. He is the cohort that had their introduction to school cruelly interrupted by Covid, being home schooled for two thirds of the school year. They are the cohort which is more anxious and who struggle to make social interaction whether they are neuro-diverse or not. How do you think this will affect them? I know because I am seeing the anxiety and concern already. He has settled very well at MMS mainly because of their excellent transition programme which encouraged him to feel at home and actively look forward to moving schools. The school's ability to provide Forest School, pet therapy, safe spaces when feeling overwhelmed and the excellent implementation of inclusivity all staff engendered. From the start. Good practice is good for everyone, not just the neurodiverse. This is the way our children become well adjusted adults. This is not a transparent consultation. By drip feeding information to various schools you have sparked fear amongst parents that their child may have to travel by bus to other schools in the borough. Yes there are enough places for the year 5 children ACROSS the borough but not necessary in NEPA. Already parents have taken their children out of the high schools they were sent to, preferring them to be home schooled. You say that South Wellfield First and Wellfield Middle are collaborating NOT merging, yet they are to have one head teacher. Rather opaque! There is no coherent plan for NEPA just a knee jerk reaction hitting soft targets in order to save money. Have you visited the school? No. Have you any idea of how the children thrive there? No. Shame on you North Tyneside.

Screen Name Redacted

11/11/2025 08:39 PM

The Proposal Cannot Work As Stated The council's stated objective: Regulate to 390 pupils per year group across the three-tier system to match Whitley Bay High School capacity. The reality from council's own data (10/10/2025): Year Group NEPA Pupils Capacity Surplus/Deficit Year 5 411 390 +21 OVER Year 6 389 390 -1 Year 7 391 390 +1 Year 8 377 390 -13 The problem: Even considering ONLY children living in the North East Planning Area (NEPA), there are 21 more year 5 pupils than capacity allows. Questions asked in both meetings: How will 411 NEPA pupils fit into 390 capacity? Answer provided: None. [REDACTED]  
[REDACTED]  
[REDACTED] Bulge years in middle schools just delay the problem At year 8→9 transition, 21 NEPA children will have nowhere to go This creates the exact "unplanned displacement" the proposal claims to prevent Conclusion: The proposal fails its own stated objective. It does not create a sustainable 390-pupil pathway - it creates a 411-pupil bottleneck with guaranteed displacement. Rushed, Incomplete, Contradicts Own Lessons Timing issues: Launched: 9th October 2025 with January

2025 census data October 2025 census: Available shortly after launch but not used Verified census: Not available until December 2025 Council's own Lesson 11: "Data used in decision-making should be based on the most recent validated census, with clear notes on any known changes." What happened: No acknowledgment data was 9 months old. When challenged, defense was "would always be waiting." But the lesson learned says to use most recent data. Why wasn't this applied? Premature dismissals: Phased closure: Dismissed before consultation, without consulting the school, now reconsidering based on feedback All-through school: Still not modeled despite being raised early, deadline for modeling passed Federation: Council cannot direct but could facilitate - unclear if school even informed Missing information: Despite two detailed meetings and extensive data requests, still no: Answer to 411 vs 390 problem Displacement rules at closure School-specific bulge year modeling Comparative SEND provision quality All-through school results Phased closure decision Published FAQ resolving contradictions FOI capacity concerns: [REDACTED]

[REDACTED] Initially no additional support brought in If officers are stretched meeting FOI requests, can they properly analyze 484+ consultation responses? It appears so... [REDACTED]

[REDACTED] Conclusion: The process has been rushed, with key alternatives unexplored, own lessons ignored, and fundamental questions unanswered even after two detailed meetings. This does not meet the standard for a consultation affecting 200+ children, 73 with SEND needs. Fundamental Uncertainties Remain The displacement policy contradiction: [REDACTED]

[REDACTED] Contradiction not resolved. This is not a minor detail. It affects: 17 year 5 pupils at Monkseaton living outside NEPA 36 year 6 pupils at Monkseaton

living outside NEPA Family planning and school choices Whether to submit in-year transfer applications Other unanswered questions: How will 411 NEPA pupils fit into 390? - No answer Will displacement rules apply equally at closure? - Taken away to model, no response What is the specific bulge year plan for each school? - Generic model only, no school-specific modeling What is the in-year transfer policy during consultation? - "Tracking weekly," no clear policy When will all-through school modeling be complete? - Promised "before end of half term," deadline passed When will phased closure reconsideration be decided? - "Coming out loud and clear" from responses, no decision What are the actual Ofsted ratings of receiving schools? - Not provided The process concerns: From the council's own "Lessons Learned from Monkseaton High School" document: Point 11: "Data used in decision-making should be based on the most recent validated census, with clear notes on any known changes." What happened: Consultation launched with January 2025 data. October 2025 data not available until weeks later. No acknowledgment in consultation materials that data was outdated. When challenged [REDACTED] council's defense was they'd always be waiting for data. But their own lessons learned say to use most recent validated census. This lesson was not applied. Conclusion: The consultation launched with incomplete information, contradictory policies, and unanswered fundamental questions. Parents cannot make informed responses when core facts remain unknown or contradicted. IMPACT ON CHILDREN AND FAMILIES The Human Cost Disruption to vulnerable children: [REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED] The scale: 201 pupils at Monkseaton Middle 73 SEND pupils (32.6%) 48 SEN Support (may not have EHCPs because current provision meets needs) Years 5&6: 106 pupils facing displacement in 2026/27 Many chose Monkseaton specifically because they failed elsewhere Choice and stability: [REDACTED]  
[REDACTED]  
[REDACTED]

Depends on capacity, bulge years, conversations with heads. Parents don't even know: Which schools will receive their children Whether those schools can meet their needs Whether they'll get a choice Whether they'll stay with friendship groups If they'll be sent out of NEPA area Trust broken: Many parents report: Moving to the area specifically for Monkseaton Choosing Monkseaton after negative experiences elsewhere Children finally thriving after years of struggle

Only school where their child feels safe and understood [REDACTED]

[REDACTED] The council is asking these families to trust again.

Without evidence. Without guarantees. Without even being able to say where their child will go. Conclusion: The human cost is significant, affecting 73 vulnerable children and their families. The council acknowledges it will be "rubbish" and "unfortunate" but offers no concrete assurances their needs will be met. BETTER ALTERNATIVES EXIST What Should Happen Instead Immediate actions: Pause the consultation until: All-through school modeling is complete The 411 vs 390 mathematical problem is solved Displacement policy is clarified and FAQ published Independent SEND provision review conducted Discrimination concern addressed with clear modeling Complete the all-through school assessment: Meet with Monkseaton Middle leadership Complete modeling promised "before end of half term" Present findings transparently with clear viability criteria If viable, include in revised consultation Sit down with all impacted schools to discuss a feasible way forward Commission independent SEND provision review: All four middle within NEPA schools assessed by external experts Any school that is being considered within North Tyneside is independently assessed Published ratings/reports for transparency Evidence base for whether provision can be replicated Commitment that no child placed where provision inadequate Resolve the mathematical problem: How will 411 year 5 pupils fit into 390 capacity? If they won't, what is the actual displacement plan? What happens to the 21 children who don't fit? Clarify displacement policy: Will NEPA rules apply at closure or only at phase transitions? Will rules apply equally to all middle schools? Publish FAQ as promised Address discrimination concern explicitly Medium-term alternatives: Phased closure if closure is necessary: Allow current cohorts to complete middle school Years 5-6 complete to end of year 8 (2028-29) No mid-phase disruption Time to develop proper alternatives Retention payments to maintain staff quality Enhanced transition planning for year 8-9 All-through school development: If modeling shows viability Preserves exceptional SEND provision Adds high school capacity Maintains choice for families Addresses council's stated need for more ARP/SEN places Federation exploration: Inform and support school leadership Explore federation with other schools Potential for shared resources while maintaining site Financial sustainability without closure Long-term strategic approach: Invest in existing exceptional provision: Monkseaton's SEND expertise is rare and valuable Support other schools to learn from Monkseaton's approach Build system capacity rather than redistribute problems Address first school pipeline: 1,660 NEPA pupils in years R-4 shows ongoing pressure 390 target may not be sustainable long-term Years R-4 average 332 NEPA pupils per year (under 390) But variation shows some years will exceed 390

Need long-term capacity planning, not crisis management True collaboration with schools: Work WITH Monkseaton Middle on solutions Not deciding then consulting Genuine co-production of alternatives Building on success rather than destroying it Conclusion: Better alternatives exist. They require more time, more thought, and genuine collaboration. Rushing to close an outstanding SEND provider without proper alternatives in place is not "fixing the system" - it's breaking what works. CONCLUSION AND RECOMMENDATIONS Why This Proposal Must Be Rejected Summary of fatal flaws: Mathematically impossible: 411 pupils cannot fit into 390 capacity (current year 5) Potentially discriminatory: Different treatment of SEND children not addressed No evidence of alternatives: Cannot guarantee equivalent SEND provision Contradictory information: Fundamental policies unclear or contradicted Rushed process: Key alternatives unexplored, own lessons ignored Financial case weak: Hidden costs not modeled Exceptional provision destroyed: No evidence it can be replicated Significant harm to vulnerable children: 73 SEND pupils affected This proposal fails on every measure: Educational sustainability: Creates rather than solves displacement Financial sustainability: Hidden costs likely exceed savings Inclusion and SEND support: Destroys proven provision without evidence of alternatives Fairness and equality: Potential discrimination unaddressed Process integrity: Contradicts own lessons, rushed timeline, unanswered questions My recommendations to North Tyneside Council: 1. REJECT this proposal It is not fit for purpose. It does not achieve its stated objectives. It cannot be implemented as presented. 2. PAUSE and RESTART with proper preparation: Complete all-through school modeling Commission independent SEND provision review Resolve mathematical and discrimination issues Publish clear, non-contradictory policies Allow proper time for alternatives to be developed 3. CONSIDER phased closure IF closure is necessary: Minimum disruption for vulnerable children Natural phase transitions only Time for proper alternative development Follows Monkseaton High model that worked 4. INVEST in existing exceptional provision: Monkseaton's SEND expertise is valuable and rare Build system capacity by supporting, not destroying Use as model to improve provision elsewhere Aligns with council's stated need for more ARP/SEN places 5. ENGAGE meaningfully with school leadership: Explore all-through, federation, and other options Co-produce solutions Build on success To Cabinet Members who will make the final decision: You are being asked to approve a proposal that: Does not work mathematically (411 vs 390) May be discriminatory (SEND children treated differently) Has no evidence it can be safely implemented (SEND provision not verified) Is opposed by the families it affects (consultation responses) Contradicts the council's own lessons learned (data timing) If this proposal proceeds and a SEND child is harmed because their needs were not met at their new



school, how will you answer their parents? What will you say when they ask why you closed a school with proven SEND expertise without evidence that alternatives could provide equivalent support? The prudent, responsible decision is to pause, properly investigate alternatives, and only proceed when there is clear evidence that all children - especially the most vulnerable - will be safe and supported.

SUPPORTING EVIDENCE APPENDIX Data from council meetings and documents: Pupil numbers by NEPA/non-NEPA (10/10/2025 census) SEND breakdown by school (January 2025) Attendance and exclusions data (Terms 1-2, 2024-25 and Full Year 2023-24) Capacity assessment for all middle schools Where pupils live vs where they attend analysis Lessons Learned from Monkseaton High School document Bulge year model document Meeting transcripts (29/10/2025 and 4/11/2025) Questions formally asked and not answered: See comprehensive Q&A document - 32 questions remain unanswered or insufficiently answered, including: How 411 pupils fit into 390 capacity Whether displacement rules apply equally Independent SEND provision review decision All-through school modeling results Phased closure reconsideration outcome Comparative SEND provision quality data Commitments made and not delivered: FAQ clarifying displacement policy [REDACTED]

[REDACTED] All-through school modeling [REDACTED]

[REDACTED] Post-transition review process detail in FAQ [REDACTED]

[REDACTED] Informing school of Federation suggestions [REDACTED]

[REDACTED] FSM6 and Young Carers data (acknowledged as requested) Contradictions not resolved: Meeting 1 vs Meeting 2 displacement policy Data timing vs Lessons Learned document Phased closure dismissed then reconsidered Declaration: This response is based on: Attendance at consultation meetings on 29th October and 4th November 2025 Comprehensive data provided by North Tyneside Council Meeting transcripts and notes Council's own "Lessons Learned from Monkseaton High School" document Personal experience as a parent at Monkseaton Middle School All facts stated can be verified from council-provided sources. All quotes are accurate transcriptions from meeting recordings. I strongly oppose this proposal and urge North Tyneside Council to reject it and pursue better alternatives that protect vulnerable children while genuinely addressing system sustainability.

Screen Name Redacted

11/11/2025 08:46 PM

Based on the current figures, removing this school will reduce parental choice for middle schools. I'm particularly concerned that these changes are being made ahead of the current Year 2 cohort having been through middle school. While birth rates may be dropping, their year group is currently full and there is no guarantees around protecting education. Higher class sizes shouldn't be the solution as it puts children at a disadvantage

Screen Name Redacted

11/11/2025 08:46 PM

In terms of the impact on our child first of all, our son had started self-harming at first school and taking a very derogatory tone towards himself and his confidence was on the floor despite being brought up in a very positive, forward thinking, encouraging home environment full of educated professionals. His struggles with school and lack of full understanding, time and support he was receiving was truly making him feel different, the "odd one out" and alone at first school. His transition to MMS was 6 months of careful planning between MMS, his first school and us to help him adjust, this also included a free summer school place to help him adjust to the new environment. With your proposal you expect him to be able to cope with changing schools in in Year 8 and then again in Year 9, not a chance. Now this could go different ways entirely, he attends has to try and cope, mask and regulate himself and manages to attend a school not prepared or suitable for his needs, comes out with very few GCSEs and sets off into adulthood with Autism and a very poor educational experience which potentially results in a very poor standard of life and heavy reliance on us his parents as a grown-up which can be hugely detrimental on his confidence levels an ability to hold on to steady employment. Please note 35% of Autistic adults commit suicide, 66% have suicidal thoughts which in term effect many other aspects of their life. Or, he just does not want to go to school, which no doubt would result in NTC attempting to punish and fine us as parents albeit the catalyst of this lack of attendance would be solely at your front door for taking away a sanctuary for so many children. An additional note our sons EHCP, the legally binding document provided by NTC specifically names MMS as the school he has to attend due to multiple issues he has. Now, as for us parents, if he was not to be attending school, which would result in one of us having to leave employment to attempt to home school him. Although, we are both University educated this does not mean we are teachers or have the skills to get any child through GCSEs even if we are the people that know him best. Which would have a knock of effect hugely on our employers as we both hold specialist roles within our business that have took many years to build. As for the extended family, this whole process has been bewildering for us all, [REDACTED] your entire reasoning for this proposal has been rightly treat with the complete disdain it deserves and found comical by someone who attended deficit clinics regularly is being told their grandsons school might close due to a -£6k projected deficit. [REDACTED] [REDACTED] [REDACTED] [REDACTED] I firmly believe NTC believed that as MMS takes on so many SEND and disadvantaged children that they could waltz into school and look down on us as parents and carers, which was clearly demonstrated during the first consultation meeting, [REDACTED]

██████████ However, if you aren't already aware our parent and carer base is littered with highly educated professionals, most of whom have greater responsibilities and levels of education than those making these proposals and we will continue to fight the decision every step of the way.

Screen Name Redacted

11/11/2025 08:59 PM

The closure of this school will massively affect the other two middle skills as there will be many more children with sen needs and I think this will overwhelm valley gardens and marden bridge middle school.

Screen Name Redacted

11/11/2025 09:21 PM

You are taking away my nearest middle school who have amazing links and transition with Appletree where my SEN son attends. He would be independent immediately at MMS as it's so close to us with only one road to cross. Marden is quite a journey with many roads to cross and too much for him to do independently. Same with Valley but we certainly wouldn't get a place there as it is so popular. So we get no choice. It's just demoralising for such an amazing team of staff to lose their precious school. And for the area. It's an old historic building with many memories. So yes my kid at a Appletree will have to attend a school further away and I'll have to support his school runs as he won't be able to manage independently like his peers. I worried about the overwhelm and busyness of the bigger school and honestly being able to support his needs in that noisy environment.

Screen Name Redacted

11/11/2025 09:49 PM

You've already shut a school down which has affected a lot of children. Going for the middle school when you said you'd asked about bringing them together with the high school just shows the lies that have been told to us as parents. Why close a school which helps children with learning difficulties autism ADHD the list goes on you don't fund this it's the teacher that calm a child down when that child can and will have melt downs . So what the school isn't full but these child deserve to learn just as much as an other child ... You don't have enough schools for send children and if you close mms and our children have to move to marden, valley etc they won't cope an autistic child can't cope with change they can climb In2 our world we need to climb into there world. .DO THE RIGHT THING AND LEAVE OUR SCHOOL ALONE LET OUR CHILDREN WHO NEED THAT SUPPORT LEARN don't mentally hurt our kids.. youve already ruined my daughters education moving her cause you closed her school. Stop taking pay raise and leave our schools along

Screen Name Redacted

11/11/2025 10:27 PM

Without the school there will be no provision for children who wouldn't cope in a larger school. One size does not fit all.

Screen Name Redacted

11/11/2025 10:35 PM

My children go to first school in Whitley bay, not in catchment for Monkseaton middle school. My children are non-SEN pupils and should have a class not disrupted by children with additional needs as there aren't enough staff to look after them all. Monkseaton caters for kids with additional needs and does it so well. Children are different and need different spaces to thrive. Traffic will be even worse if parents have to transport their children to their schools farther away from home. This will have a negative impact on all residents.

Screen Name Redacted

11/11/2025 10:45 PM

Agree purely based on the reasoning that the majority of pupils at Monkseaton Middle are from outside of the NEPA. Clearly showing a lack of preference from local parents. Regarding the reduction of PAN at the other middle schools. In order to protect parent choice, and offer best coverage I would prefer to see PANs reduced at Valley and Marden (or just valley) to create 3 schools of reasonable size rather than 1 being very small. In order to further protect parent/pupil choice, I would like to see an additional admissions criteria in ALL NEPA first and middle schools above the "distance" criteria stipulating preference for residents anywhere within NEPA. Currently, anyone living on the outskirts of the NEPA only really has the choice of their catchment school as so many NEPA schools are closer to other planning areas or local authorities than the rest of NEPA.

Screen Name Redacted

11/11/2025 11:04 PM

We live in the current catchment for MMS, but in reality many children in our street actually attend Wellfield Middle School instead. If this proposal goes ahead MMS obviously won't be a choice for my child. I live approximately 0.8 miles away from all 3 of our non-catchment middle schools, but unless great care is taken to re-draw the catchment areas, I am really unclear on which middle school my child will get a place in. I am very concerned because children in my local area rarely get a place at Valley and won't get a place at Wellfield if the number of places is reduced to 60 (and they federate creating a R-yr8 through school). That leaves Marden Bridge, but there are lots of non-NEPA children (in the Cullercoats area) who live closer to Marden Bridge Middle school than we do, and would get a middle school place, despite not being in catchment for high school, when we do live in the high school catchment. What analysis will be done on redrawing catchments to ensure that NEPA children don't miss out on Middle School places, despite being in catchment for WBHS?

Screen Name Redacted

11/11/2025 11:08 PM

If you close this school, you will cause more disruption to a child that has already had massive disruption due to how much face-to-face school time they lost during COVID lockdown. My child struggled with homeschooling but as much as we did too, we as parents knew enough to care more about our child's education and knew what had

to be done. My child was extremely nervous about starting a new school this September. Monkseason Middle brilliantly offered a summer school programme that allowed children like mine to attend during the summer holidays to support the transition. Without this, she would have lost sleep, had her mental and indeed physical health impacted to the point that I am not convinced she would have been able to attend the first week. I have no doubt that this kind of support from Monkseaton Middle is why the school is so successful. They know what needs to be done for these children. There are a significant number of children at the school who, like my own child, may not have a formal diagnosis but have actual struggles with things like neurodiversity. My child has actively voiced that she did not feel that she wants to pursue a formal diagnosis because this school 'gets her' and she gets the support she needs. Part of it is the amazing staff and part of it is that the smaller class sizes and smaller headcount overall make a safe and less oppressive environment. Not naming names however one of the other local middle schools we visited on open nights while deciding which middle school she would attend was massively oppressive, high walls, high ceilings, overbearing staff, overbearing head teacher and in that school she would have been utterly invisible to the other children and to the staff. The staff clearly support high ability children and have plenty in place to manage poor behaviour but as my child will quietly sit in silence when she struggles rather than cause any disruption, the first anyone will know is when she fails a test or gets so upset that she cannot attend or when it affects her mental state. My child and MANY like her needs a smaller school environment where the staff can learn what each and every child needs. Every school will try to do that but adding my child to a class in an already oversubscribed school will have absolutely no benefit whatsoever. It will impact her in an entirely negative way making her mental health worse. A move to literally any other middle school in North Tyneside will represent a reduction in the amount and quality of support available. It will result in her finishing school with lower grades, with lower self-esteem, lower confidence and more. It will impact her in so many ways however NTC is purely concerned about money regardless of the impact on the children or their development. NTC is basically admitting that they are not only planning to have this kind of impact but also that they are willing to have this impact, they simply want to find a way that the fewest children experience this. We as parents will be impacted by this as we will again have to spend enormous amounts of time and effort calming down our child, assuring them that things will be fine when we have absolutely no faith that it will. The current plan as mentioned above has no 'plan' for where my child would go if this school closed. As noted above, you cannot force any NTC middle school to increase their available places to include a place for my child. You could send her to any school in north tyneside, what if that means Killingworth or Wallsend or further? You would be impacting my wife and I by

incurring a massive amount of additional expense to us for travel costs compared to walking to this school or any of the other middle schools in my area. You are exposing my child to risks of travelling alone on public transport at the age of only 11. If you do not expect her to travel alone then explain how my wife or I take time off work every morning and afternoon to do the school run WITH my child. If one of us has to take public transport to take our child to school then travel to work then travel back to school then travel home the additional travel costs will be astronomical. That may be made even worse by the fact that neither of our current jobs would allow us the amount of time that this would require. As I say, walking to school then getting into work is do-able. The pick up is doable but adding travel time to get across North Tyneside is simply not feasible so we would likely have to change jobs just to accommodate the fact that you cannot see a problem in sending my child to some random other school across the Borough.

Screen Name Redacted

11/11/2025 11:16 PM

My daughter started in year 5 this year and I really regret choosing this school as I didn't realise what it was like until she started there. I live in catchment for Valley Gardens and I am so sad now as she is stuck now with mainly out of area or high needs special needs children and she misses her friends from first school terribly. She desperately wants to move to one of the other middle schools so she can be friends with children who live in the area and have a better calm classroom so she can concentrate on her work. I really hope you will let children move to another middle after school Christmas once this is decided. This is not a mainstream school option for children living in the area..it is a specialist SEND school. Please help my daughter.

Screen Name Redacted

11/12/2025 12:24 AM

The school closure affects my members rather than me directly, and I would like you to realise these are some of the very best educators in North Tyneside and this entire process is very unsettling for them and it's flies in the face of everything the Building a better North Tyneside outlines

Screen Name Redacted

11/12/2025 12:54 AM

My daughter started struggling at her first school when the academic pressures mounted after COVID. While she held it together during school hours she would explode almost immediately on finishing, before we even left the playground. This got to the point where I dreaded picking her up because I knew what was coming and it had a significant impact on my ability to work as well as look after another child. After a number of years this also impacted my mental health and I needed to take months of sick leave because of the pressure of dealing with it unsupported. Our evenings were spent recovering from

school, and our mornings were spent trying to get her into school with varying degrees of success and always under the pressure of being judged on attendance and lateness. Before she was diagnosed autistic ADHD we went through periods of non school attendance because of constant anxiety related tummy aches especially when accommodations were not in place, or when she changed teachers and they didn't understand her needs. The strain of this put a lot of pressure on us as a family. [REDACTED]

[REDACTED] At Monkseaton Middle School, I have never felt the need to advocate for my daughter to the same extent because despite us not having an ECHP the structures in place for everyone mean the school holistically provides an environment that suits her. Even after a major transition from one school to another, we haven't experienced meltdowns. She says she is happier than in her old school, and we can see that she is through her behaviour. When I explained to the school about her likely need for some additional support through upcoming major life transitions, this was taken very seriously by staff - she was immediately given regular one-to-one sessions with the school nurse. Parent-teacher sessions have focused on understanding who she is and how to get the best out of her. She is never punished directly (or indirectly through a reward system) for late arrival, which takes a lot of pressure off us as a family navigating challenging morning routines that involve sensory adjustments to clothes, the need for movement because of ADHD, and forgotten items because of weak executive functioning. She bikes to school, she takes comfort or fiddle toys in with no need for justification, she comes home singing songs from her lunchtime choir meet. Having visited all other middle schools in the area, I really feel like Monkseaton Middle School is a beacon of best practice, not only for SEND inclusivity, but also for how to build an educational model based on a foundation of wellbeing. If my daughter had to leave Monkseaton Middle, I would be extremely worried about her self esteem and mental health, because she would be trying to survive again in a system that prioritises success markers over happiness. This would have devastating impacts not just for her, growing up in a setting that means she is forced to mask her neurodivergence for survival and exhaust herself trying to meet neurotypical expectations without adequate accommodation. Or being made to feel different - lesser than the majority of her peers, which of course results in feelings of shame and inadequacy. It will also load on more support needs to an already overstretched parent, [REDACTED]

[REDACTED] I will be restricted to part time flexible work at best, to ensure her needs are met, and at worst have to leave employment entirely to home school if her mental health is significantly impacted by lack of support. I am really

concerned that the middle schools available to us are poorly equipped to support SEND children; by their own admission they are, and they have turned down other SEND children for this reason. With already oversubscribed classrooms, they lack the space, staff expertise and management willingness to ensure the same holistic approach and inclusive environment for SEND children that MMS offers. My biggest concern is that an inclusive SEND provision would already exist in the other schools if this was a governance priority. While providing additional budget could perhaps support staff training and the provision of additional space, it can't shift a school's values. Meanwhile, transitioning to a secondary school would be overwhelming for a neurodiverse child; the 3 tier system offers a much more age appropriate transition. I really hope Monkseaton Middle can remain open for my daughter and so many more like her in the borough to be able to thrive and not just survive their education years. At the very minimum if you choose to close this school against all the recommendations and disagreement from those who depend upon it, you should at least find a way for those children who attend to continue to the end of their education there, ensuring that year 5 students can continue until high school age. To do otherwise will be significantly disruptive and unnecessarily stressful for a large number of SEND children who are diagnosed or not, some who have ECHP and some who do not, who will not be adequately provided for within this timeframe at the remaining middle schools. This would be the absolute minimum to respect the children and families who have chosen the school for good reason - because it meets their needs.

Screen Name Redacted

11/12/2025 08:18 AM

It would have a devastating impact. My daughter struggled all through first school, a large school with the environment/leadership of the other middle schools offered in the area. She wouldn't be allowed to bloom as she would get lost and no doubt ignored. The transition would no doubt be a nightmare with very little support as she is currently on waiting lists for ADHD and autism assessments and therefore probably wouldn't receive the care and support she requires. My wife also has mental health struggles and the impact of the proposed closure has already caused an impact. When looking at middle schools our hearts sunk at the others as they just weren't right. Monkseaton middle school gave us hope. Please don't take away our daughters chance of a future were she will grow to love herself and understand her differences opposed to struggling further with her mental health and hating school life.

Screen Name Redacted

11/12/2025 08:58 AM

My younger children will have to remain home educated as there will be no suitable Middle school for them to attend. This means I am unable to work and this affects the financial stability of our family and also affects my mental health.



Screen Name Redacted

11/12/2025 09:20 AM

Child will no longer attend Monkseaton Middle and will have to compete for Middle school spaces against other children.

Screen Name Redacted

11/12/2025 09:40 AM

We are not in the catchments for Monkseaton middle but it takes us 5 mins to walk there . My daughter is intelligent and sporty, Monkseaton middle has give the the confidence to not stay in the background she is thriving there with her education. We are so proud of how much she has grown as it was always hard as a parents seeing a side of your child at home then the child not showing this strength at school. At Monkseaton middle she is now showing the teachers her strengths that she goes at home. It's been the making her my daughter. She gets sensory and overwhelming overload, Monkseaton middle is the perfect school for her. I tried for years to get a test to confirm autism because she doesn't find in the criteria. At Monkseaton she doesn't need an assessment as they understand her without needing a piece of paper to say she is autistic. [REDACTED] Please don't close this school. And please visit the school before you make things final.

Screen Name Redacted

11/12/2025 11:20 AM

I do not believe the school should be closed at all, it is financially sound and provides a fantastic resource to the community. My daughter has struggled with anxiety and stress for the two years previous to this September, so much so that we have paid for private counseling. When we viewed all four middle schools MMS was the only one that was the right fit for our daughter, it was small and inclusive and we knew from the first visit that it was the right choice. Since starting in September, our daughter has gone from strength to strength, she isn't just getting through the day, she is thriving. There is no other middle school in the area that would meet her needs in the way MMS does. We had planned to send our younger daughter to the school in September 2027 as she has extra needs that we know MMS will meet, we cannot see her thriving at any of the larger middle schools.

Screen Name Redacted

11/12/2025 11:40 AM

[REDACTED] this will bring stability to the three tier system and provide a valuable mainstream resource for children with additional needs that will be of great benefit and of great comfort to parents in my school community, to give them some form of choice and alternative rather than having to go to a huge school that may not meet their needs.

Screen Name Redacted

11/12/2025 11:53 AM

When my daughter started the first school, we lived in NEPA, but we moved out of NEPA as we couldn't afford buying a house within the

catchment area hence she went to MMS. I understand there are not enough space for all middle school children after you closed down MHS(which shouldn't have been built at all). My daughter had a hard time to transition to middle school as she was the only one from her school in MMS, she didn't know anyone. Finally she settled down and now she will need to change school again. She started in a Tier 3 system and I hoped she can finish her education in the same system. I just feel unfair that because her parents couldn't afford to buy a house in the catchment area and because the council made a decision to build a huge, incorrectly designed building just to shut down and cause disruption to kids and their families in the area, she needs to change school again.

Screen Name Redacted

11/12/2025 11:53 AM

This would have huge impact on my children education and future schooling. My children are showing the signs of being deregulated already because of the proposal. I can only imagine these behaviours of being deregulated will only escalate.

Screen Name Redacted

11/12/2025 01:25 PM

Our youngest child has just started at MMS and will face changing schools in 2 years time which will be a big upheaval for her. Both my wife and I and our daughter are huge advocates of MMS as it is an excellent school and we are gutted that this is going to happen.

Screen Name Redacted

11/12/2025 01:26 PM

It doesn't impact us directly. However, I am concerned that NTC doesn't fully appreciate how important Monkseaton Middle School (MMS) is, particularly to children with SEND. MMS has a high number of children with SEND, it is a nurturing environment which meets the needs of the children attending it. Other schools in the area do not (I say this as someone who currently has a child in middle school - not MMS - and has recently visited all 4 middle schools). My worry is that NTC is so focused on birth rates and money, that they are not considering the future impact of the closure of MMS. As in, if the needs of children with SEND are not met, there is a good chance that more support is needed to help children with SEND in other schools, more EHCP applications will be made as it becomes clear that other middle schools cannot meet need in the same way as MMS. You run the risk of higher absences, school refusal etc due to unmet needs and unsuitable school placements. You are creating so many more issues and a huge money pit further down the road. And this is not even thinking about the children's wellbeing (which would be my priority, it is clear from NTCs proposals and vague, woolly and unclear answers to the FAQs, that money is the councils priority). To be quite frank, it feels like NTC really messed up by closing Monkseaton High School and are now trying to manipulate school numbers to align with the high school places - with complete disregard for what it actually

means for children and their families. The whole process has been so badly handled by the council, it is actually embarrassing. You need to really listen to the views you collect, but I suspect it is all just a tick box exercise and will happen regardless of what anyone says

Screen Name Redacted

11/12/2025 02:07 PM

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED] We chose to live in this area specifically because of the three-tier education system and the quality of schools, including the availability of middle schools with strong reputations for supporting all children, including those with additional needs. The existence of Monkseaton Middle School as an option was part of our decision-making when choosing where to raise our family. \*\*While neither of my children currently attends MMS, the proposed closure would have devastating impacts on our family and would represent a betrayal of the choices we made in good faith about where to live and educate our children.\*\* Loss of Educational Choice and Security - \*\*We specifically moved to this area for school choice:\*\* One of the primary reasons we chose to live here was the availability of multiple good middle school options, each with different strengths and approaches. This allowed us to feel confident that whatever our children's needs as they developed through primary years, there would be an appropriate middle school option. Closing MMS eliminates this security and makes our original decision to live here feel like a mistake. - \*\*My younger child's needs may change:\*\* My Year 2 child is currently developing and learning. While they are doing well at present, I cannot predict what their needs will be in three years when they reach middle school age. Children develop differently, challenges emerge, diagnoses are made. The existence of MMS provides reassurance that if my child needs adaptive teaching or enhanced SEND support, there is an excellent option available. Without MMS, what happens if my child's needs change and other middle schools cannot provide appropriate support? - \*\*System inflexibility creates anxiety:\*\* With fewer middle school options and reduced admission numbers across remaining schools, the system becomes rigid and inflexible. If my child needs to change schools due to bullying, mental health challenges, learning difficulties, or simply because a school isn't the right fit, what options would we have? The cushion of alternative good schools is being eliminated, creating enormous anxiety about our children's educational future. - \*\*We did our research:\*\* Like the parents who specifically chose MMS after researching SEND provision, we researched middle schools when deciding where to live. The availability of MMS as a backup option - a school known for its adaptive teaching and supportive environment - was part of that calculation. We are now being told that this option will be removed, making our careful planning meaningless. The

Compounding Effect with First School Changes \*\*My family faces a perfect storm of educational disruption:\*\* - \*\*Year 4 disruption from Langley closure:\*\* My Year 2 child would be forcibly moved from Langley to Appletree in Year 4 (2027) if the First School merger proceeds. This means being uprooted from a school they love, from teachers who know them, from an environment where they feel safe and supported, into an overcrowded merged school with 118 children in their year group and no guarantees about class sizes or SEND provision. - \*\*Year 5 transition with reduced options:\*\* Just one year after being forced to change First Schools, my child would face transition to middle school in Year 5 (2028) with one fewer option (MMS closed) and reduced capacity at remaining schools. If the Langley/Appletree merger has not gone well - if my child has struggled with overcrowding, inadequate SEND support, or the loss of Langley's inclusive culture - they would need MMS's adaptive teaching approach more than ever. But it won't exist. - \*\*No safety net:\*\* If my child develops SEND during First School years (as many children do), or if the merged Langley/Appletree school cannot provide adequate support, MMS would have been their safety net - a place where they could recover, be supported, and thrive with adaptive teaching. Closing MMS removes this safety net entirely. - \*\*Multiple transitions in critical years:\*\* My child would experience: forced school move at age 8-9 (Year 4), transition to middle school at age 9 (Year 5), and potentially another difficult adjustment if assigned middle school cannot meet their needs. These are critical developmental years - approaching adolescence, significant cognitive development, identity formation. Multiple disruptions during this period could have long-lasting impacts on wellbeing, confidence, and educational outcomes. Impact on My Older Child While my older child is already in middle school, the proposed reorganisation still affects them: - \*\*System instability:\*\* Ongoing consultations and uncertainty create instability throughout the three-tier system. Teachers and leadership are distracted by reorganisation rather than focused solely on educational delivery. My older child's education is affected by this distraction and uncertainty. - \*\*High school transition concerns:\*\* My older child will transition to high school in a few years. The council's concern about Whitley Bay High School reaching capacity creates anxiety about whether there will be adequate places and resources. If MMS extended to Year 11 as proposed, this would help manage WBHS capacity issues - but instead the council is closing MMS and forcing all middle school children through to an already-pressured high school. - \*\*Sibling inequality:\*\* My two children, going through the same education system just a few years apart, will have completely different experiences. My older child benefits from the established, stable three-tier system with multiple good options at each level. My younger child faces disruption, forced moves, reduced choice, and eliminated options. This fundamental inequality between siblings feels deeply unjust. What If My Child Needs SEND Support?

**\*\*This is the scenario that keeps me awake at night:\*\*** Many children are not diagnosed with SEND until they are in First School or even middle school. Autism, ADHD, dyslexia, dyspraxia, anxiety disorders - these often become apparent as academic and social demands increase. My child is currently in Year 2. What happens if: -

**\*\*Learning difficulties emerge in Years 3-4:\*\*** If my child develops difficulties with literacy, numeracy, concentration, or social interaction, they would need a First School that can provide excellent SEND support. But Langley - with its 24% of pupils receiving SEND support, sensory room, outdoor classrooms, neurodiversity-affirming practices - will be closed. The merged Langley/Appletree school may not maintain this provision. My child could struggle through Years 4-6 without adequate support. -

**\*\*A diagnosis is made in First School years:\*\*** If my child receives an autism, ADHD, or other diagnosis while at the merged First School, and the school cannot provide the adaptive teaching and support they need, MMS would have been the obvious next step. MMS is where families go when they need adaptive teaching and exceptional SEND provision. But MMS will be closed. Where do we go instead? -

**\*\*Mental health challenges develop:\*\*** Early adolescence is when many mental health challenges emerge - anxiety, depression, school refusal. Children with these challenges need supportive, adaptive environments. MMS provides animal therapy, forest school, and an understanding approach. Without MMS, what options exist for children struggling with mental health who cannot cope with larger, less adaptive middle schools? -

**\*\*The merged First School doesn't work for my child:\*\*** If the Langley/Appletree merger results in overcrowding, larger class sizes, reduced SEND provision, and loss of the inclusive culture that made Langley special, my child might struggle. They might become anxious, school-refusing, or academically falling behind. MMS would have been the place to recover and rebuild confidence. But it will be gone. In any of these scenarios, we would be facing impossible choices: -

**\*\*Send our child to middle schools that other parents with SEND children have actively avoided:\*\*** Force our struggling child into schools that have demonstrated they cannot or will not provide adequate SEND support, setting them up for failure and damaging their confidence and wellbeing. -

**\*\*Seek expensive specialist provision:\*\*** Look for private schools or specialist units that can provide what MMS would have provided - at enormous financial cost to our family that may not be sustainable. -

**\*\*Home-school:\*\*** Withdraw our child from the education system entirely and home-school, requiring one parent to give up work and income, isolating our child socially, and taking on educational responsibilities we may not be equipped for. -

**\*\*Move away from the area:\*\*** Abandon our home, community, and support networks to relocate to an area with better SEND provision, disrupting our entire family's life because North Tyneside Council closed the one middle school that could have supported our child. **\*\*None of these options is acceptable. All of**

them represent failure - failure to provide appropriate local education for a child who needs support. MMS exists to prevent families from facing these impossible choices. Closing it creates exactly these scenarios for hundreds of families.\*\* Practical Family Impacts -

- \*\*Reduced resale value and community desirability:\*\* We chose our home location partly based on school quality and availability. School closures reduce property values and make the area less desirable to families with children. Our family's largest financial asset - our home - is negatively impacted by these closures. This has real economic consequences for our family's financial security and future options.
- \*\*Journey and logistics:\*\* With fewer middle schools and reduced capacity, there is no guarantee my child will secure a place at the nearest remaining middle school. This could mean longer daily journeys, more complex drop-off arrangements, reduced time for family activities and homework, and increased stress for the entire family.
- \*\*Childcare and wraparound provision:\*\* We rely on wraparound care. If my child must attend a middle school further away with different provision patterns, this affects our ability to maintain employment and income. The council has not considered wraparound care in either the First or Middle School consultations - yet this is critical for working families like ours.
- \*\*Loss of community connections:\*\* Schools create community networks. Closing MMS and consolidating into fewer schools means children attend school with fewer local neighbours and friends. This reduces community cohesion and means less local support for children and families.

Emotional and Psychological Impact on Our Family The worst-case scenario impact on our family would be profound and long-lasting:

- \*\*Betrayal of trust:\*\* We made major life decisions - where to live, where to work, how to structure our family life - based on the quality and availability of schools in this area. We trusted that the council would maintain and support excellent education provision. Having that trust betrayed through closure of the best SEND provisions at both First and Middle level feels like having the ground pulled out from under our family. We planned carefully and made informed choices, and now those choices mean nothing.
- \*\*Parental anxiety and stress:\*\* As a parent, I am experiencing constant anxiety about my child's educational future. Will they get into a good middle school? What if they develop SEND? What if the merged First School doesn't work for them? These worries consume mental energy that should be spent on positive parenting, family time, and supporting my children's current development. The uncertainty is exhausting and demoralising.
- \*\*Impact on my child's awareness and confidence:\*\* My Year 2 child is aware that their school might close. They overhear conversations, sense parental stress, and know something is wrong. This uncertainty affects their sense of security and confidence. Children need stability and continuity. These consultations create the opposite - ongoing insecurity about their educational future. If worst comes to worst and they develop SEND, face difficulties at the merged school, and

cannot access MMS because it's closed, the impact on their confidence, mental health, and educational progress could be devastating and potentially irreversible. - **Potential for school refusal and mental health crisis:** If my child is forced into an inappropriate educational setting - whether overcrowded merged First School or middle school that cannot support their needs - the worst-case scenario is school refusal, anxiety disorders, depression, and educational disengagement. Children who experience sustained educational failure and lack of support can develop serious mental health problems that persist into adulthood. The closure of MMS eliminates the safety net that could prevent this worst-case outcome.

- **Family breakdown risk:** Families with children experiencing serious educational and mental health difficulties face enormous stress. Disagreements about how to handle the situation, financial pressure from seeking private alternatives, one parent potentially giving up work to home-school, and the emotional toll of watching your child struggle - all of this can strain even strong family relationships to breaking point. While this is truly worst-case scenario, it is not hypothetical - families dealing with inadequate SEND provision do experience these pressures. - **Feeling powerless and unheard:** Throughout this consultation process, it feels like decisions have already been made. The council presents flawed data, ignores community concerns, fails to conduct proper impact assessments, and proceeds with proposals that contradict Labour education policy. We feel powerless to protect our children from decisions that could harm them. This sense of powerlessness and being unheard by the council that is supposed to serve our community is profoundly damaging to civic trust and community cohesion.

**Regret About Our Life Choices** If worst comes to worst - if my child develops SEND, if the merged schools cannot support them, if MMS is closed and no appropriate middle school option exists - I will deeply regret ever moving to this area. We chose North Tyneside for its schools. We invested in this community. We pay council tax expecting good local services, including education. If the council eliminates the very schools that made this area attractive, we will wish we had made different choices - lived somewhere else, kept our children in a different education system, not trusted North Tyneside Council to maintain educational excellence. That regret would be devastating - not just for our family's wellbeing, but for the council's reputation. How many other families will feel the same? How many young families considering moving to the area will choose elsewhere? How many families with SEND children will actively avoid North Tyneside because the council closed the schools known for excellent inclusive provision? **These are the real impacts of these closures - not just numbers on spreadsheets, but families' lives, children's futures, and community trust.**

**What We Need From the Council** **To prevent these worst-case scenarios, the council must:**

- Reject the closure of Monkseaton Middle School
- Support MMS's alternative

proposal:\*\* provide fully funded ARP and support extension to Year 11, creating a specialist adaptive teaching pathway that fills a critical gap in provision - \*\*Recognise MMS's exceptional value:\*\* acknowledge that this school represents excellence in SEND and adaptive teaching that should be protected and expanded, not eliminated - \*\*Address the real financial situation:\*\* provide proper ARP funding, process EHCP backlog, and recognise that £6k deficit is trivial compared to the value MMS provides - \*\*Consider long-term impacts:\*\* understand that closing MMS creates costs far exceeding any short-term saving - in out-of-borough placements, failed mainstream placements, legal challenges, and lost community trust - \*\*Align with Labour values:\*\* demonstrate that Labour's commitment to inclusive education, supporting vulnerable children, and community schools actually means something in practice - \*\*Protect families who chose this area for school quality:\*\* honour the trust families placed in North Tyneside by maintaining the educational excellence that attracted us here I am not being dramatic when I describe worst-case scenarios. These are real possibilities for real families if MMS closes. Children with SEND who are currently thriving at MMS, and children like mine who may need MMS in the future, face genuinely difficult and potentially harmful outcomes if this provision is eliminated. \*\*The council must reject this closure and instead support MMS's alternative proposal. The cost of getting this wrong - measured in children's wellbeing, educational outcomes, and family stress - is far too high.\*\*

Screen Name Redacted

11/12/2025 02:19 PM

I think closing the school is going to be extremely depramental for children going forward as they will be separated from friends they've grown up with, their new school might be miles and miles away from their home, it will be extremely disruptive to their lives as it likely affect their progress with school work

Screen Name Redacted

11/12/2025 02:35 PM

The closure on Monkseaton Middle School would not affect either myself or my family directly. I am concerned for the children who attend MMS. A lot of the children who attend the school have additional needs and monkseaton has provided them with a safe space which is somewhere between a mainstream school and a special school. A lot of these children would struggle in the very big middle schools in the area but also do not have the needs to attend a specialist school. No middle school in the area has an ARP to cater for these children. Maybe Monkseaton could act as an ARP rather than closing down.

Screen Name Redacted

11/12/2025 02:58 PM

The proposal to close Monkseaton Middle School would have a significant negative impact on my family and the wider community. It



is our local catchment school, and there are no other middle schools in the immediate area. The next nearest option would require a walk of around 30 minutes along busy main roads with heavy traffic, which raises serious safety and accessibility concerns — especially for younger pupils and those with additional needs. Monkseaton Middle has a strong reputation for being a nurturing, inclusive environment, particularly in its support for children with special educational needs (SEN). This supportive ethos cannot easily be replicated elsewhere, and many families rely on the stability and understanding that the school provides. Closing such a well-regarded and high-performing school at this stage feels short-sighted and premature. It risks disrupting children's education, increasing pressure on neighbouring schools, and weakening the sense of community that has been built around Monkseaton Middle. I urge the council to reconsider and explore alternative options that preserve this vital part of our local education system.

Screen Name Redacted

11/12/2025 03:25 PM

My family Monksreton Middle School (MMS) because at the open evening they were just blown away. More importantly so was my nephew. He said and I quote 'I cannot believe you have found my perfect school', this from the boy who would not entertain even the idea of middle school and had to be persuaded a lot just to go to the open evening. The message from the headteacher, the current parents and pupils and staff was loud and clear about how welcoming and proud they were of their school and about what they could provide for us. MMS are the only local middle school that wants to and can provide an accessible and inclusive mainstream education for my autistic nephew. Other local middle schools did not seem to want to and they did not seem to want to commit to making the basic necessary reasonable adjustments even with a 20 hour EHCP. Within minutes of the open evening's for them it was a hard no from us. Of the other three middle schools, [REDACTED]

A horizontal bar chart with 15 bars, all colored black. The bars represent percentages of respondents who agree with the statement. The lengths of the bars vary, with the longest bar reaching approximately 95% and the shortest reaching approximately 85%.

Response	Percentage
Agree	95%
Disagree	85%
Don't know	90%
Agree	90%
Disagree	88%
Don't know	92%
Agree	90%
Disagree	88%
Don't know	92%
Agree	90%
Disagree	88%
Don't know	92%
Agree	90%
Disagree	88%
Don't know	92%

are not suitably equipped they also said they are over PAN and struggling financially despite having a funded ARP and a very low level of SEND pupils in comparison to MMS. MMS is not running at a deficit despite having an unfunded unofficial ARP and 46% of SEND pupils. The other two middle schools are also over PAN and oversubscribed and in deficit and through family and friends experiences evidenced a clear lack of SEND support so absolutely we cannot send our son there. He simply would not survive in that kind of environment let alone learn anything. It would absolutely be detrimental to him and his Mental Health. My nephew has social and emotional difficulties and needs the unwavering support that he is now receiving at Monkseaton Middle School, without it he would likely not be able to attend school. The LA agreed an EHCP for our son which states his support needs and names Monkseaton Middle School as the school that can provide that. And MMS are providing that and he is attending school every single day. ( Currently year 6). That same LA now want to take that vital support away with this threat of school closure with no plan in place to be able to replicate it anywhere else. MMS is small, nurturing, inclusive and aside from providing a great education it also supports the development of his social skills, the building of his self esteem, resilience, mental health and wellbeing. He is learning so much more about himself and his autism by being in an environment that is nearly half SEND, half NON SEND and he is not feeling different or isolated like before. It was recommended in his EHCP by the Educational Psychologist that he spent more time with other Neurodivergent children and so the small provision work at MMS is vital for him. The school is accessible for him and with the unfunded Lighthouse provision and Forest School, this term has been even more successful again for him. He is thriving at school, he is making friends and learning about social cues and language and friendships and thoroughly enjoying the freedom of some flexible learning. He is learning very well and is a very clever boy that just needs that alternative and adaptable approach that MMS provides. Non SEND pupils at MMS also need support like every child or young person does and so for them being able to access this nurturing environment and be in a diverse population in my opinion teaches them so much about tolerance and accepting and understanding of all children regardless of how their brain works. All of these children will become well rounded, educated, kind and very valuable members of our society. My nephew used to have frequent meltdowns and outbursts at his First School and he would talk very negatively about himself and also hurt himself in frustration, he would say he was stupid and useless and nip and hit himself and he was absolutely exhausted and constantly saying it was so very hard being different to everybody else and he wasn't coping very well. His declining mental health and perception of himself and self harm at such a young age was devastating for us and we were given a lifeline in MMS. Now he really thinks of his autism as a positive thing and he

feels accepted and more comfortable with himself and he is happy. A lot of work is involved in maintaining that and building up his resilience and confidence both at home and at school and the committed relationship and communication between school and home is working very well. School provide an environment for him which means he isn't falling through the cracks in the education system, he still has difficulties and tricky days but he absolutely knows that he has the support of the school, he knows how to access it at school and he knows school will help him to work through it. MMS really gets to know their pupils and their individual support needs and they tailor the support they can offer each child. Without the school I worry that he will be unable to attend another school that doesn't provide what MMS does, leading to persistent absences possibly exclusion and de registration and home education meaning his social and emotional progress will be lost and he will suffer massively due to those being his particular difficulties. He also has a huge boundary between home and school partly down to his autism but also hugely exacerbated by Covid lockdown and forced home schooling in his early school journey and he will not let the two things blur. It would be an impossible situation for us as a family if the closure went ahead. MMS educates all of the children on how to effectively navigate their difficulties and find coping strategies that will help them through life and situations. I see my nephew and many others settled in a school that with even more funding could do so many more wonderful things for all of the children who go there. And set even more of an example to other schools on how to make reasonable adjustments, how to support and educate about protected characteristics and how to be inclusive for ALL children. If MMS had a funded ARP I believe the possibilities for the children who go there would be endless. I know the Headteacher and staff would continue with their dedication and hard work to make the educational journey even better for all of our children.

Screen Name Redacted

11/12/2025 03:35 PM

My son is a pupil at the school. He is benefiting greatly from the specialist knowledge of SEND children that the staff at MMS can offer. I do not believe similar specialisms would be available in a larger middle school. Smaller class sizes benefit all children.

Screen Name Redacted

11/12/2025 03:46 PM

My children are in a middle school in Whitley Bay. I worry about the Middle School pupil numbers being to large for Whitley Bay High School and do not think increasing Whitley Bau High School places is sensible. If there are a large number of children with Emotional, Social and Communication needs at Monkseaton Middle School a plan should be made to ensure these children are provided with appropriate provision, and this could be in the form of a Middle/High School for children with additional needs at the site of Monkseaton

Middle School.

Screen Name Redacted

11/12/2025 03:51 PM

My children are in the two tier system which currently looks quite stable but closing monkseaton middle would cause a lot of stress for the children there, particularly those with SEN but without EHCPs who can access things they probably wouldn't in another mainstream setting. All children have the right to education, we shouldn't be closing successful providers to send children to less suitable settings.

Screen Name Redacted

11/12/2025 04:10 PM

[REDACTED]  
[REDACTED]  
[REDACTED]. You have complex decisions to make in order to create a system that works, and I get it. [REDACTED]  
[REDACTED] - the voice of the community should be given adequate weight in any process like this. I am concerned that this box of the survey in particular will be overlooked and our views will not form any part of the decision making process. You have a 390-PAN sized problem to fix, and me telling you about the devastating impact of this proposal isn't going to change that. But I'm going to tell you anyway, and I particularly hope that you will take on board what I say about the other middle schools because the response to our concerns so far has been inadequate in alleviating any fears. My daughter is a kind and bright 9 year old. She is also autistic and struggles hugely with change, has sensory challenges and a diagnosis of anxiety. We purposefully picked Monkseaton Middle to meet her needs. It's a smaller and quieter school than others, it has a much better SEND support offer and offers a nurturing environment. This is a key reason that many other parents have chosen to send their children to this school too. Parental and student feedback for the school is excellent. Her transition from first school has not been easy - in fact it has been some of the most stressful weeks of my life. My daughter is high masking in school but the exhaustion and stress that this creates leads to severe, angry meltdowns at home. There are many mornings when we are not sure that she will actually go to school, though so far we have managed to avoid full school refusal by the tips of our fingers. She makes daily use of the Lighthouse facility within school to calm down, and is accessing two other separate interventions. Some might conclude that she doesn't like the school but in fact the opposite is true. She loves that it's a bit quieter than other schools, that she can take time out whenever needed and that there's such a huge range of things to meet her needs. But most of all she loves how supportive and nice the teachers are. Her anxiety relates to her autistic traits and it is severe at the minute because she is still adjusting to a new place, new people, new rules - all the things that are so difficult for autistic children. A forced, additional transition in

2027 can only cause further harm and with another transition to high school in 2029, I genuinely worry what the future will look like for us. I am also not at all confident that she would receive the same kind of support that she currently has, despite the official line that the other schools can offer the same (this is demonstrably untrue). Her future could be so bright - with the right support. The consultation documents state that children with an EHCP will get additional support but there's been really mixed, inconsistent messaging about other children with additional needs. Our daughter does not have an EHCP and we know that she is unlikely to get one at this time. I think it's really important to highlight the attitudes of the other middle schools in comparison to MMS and the partial-basis of my fear for this additional transition. Valley Gardens is very clear that certain types of children will not do well at their school. At their year 4 open evening, we were told as a collective audience by the headteacher that if we didn't like their policies, particularly the ridiculously strict uniform policy, then "this isn't the school for you". For a child with sensory issues, this is an issue [REDACTED]

[REDACTED] It's a big, overwhelming school and my daughter herself begged us not to put it down on our options list. I have seen written evidence from other parents that Valley has confirmed they cannot meet the needs of their SEND children. Similarly, we know that Marden Middle School has been unwilling to accommodate specific needs, and very recently told one parent that they would not be willing to accept her son, who has an EHCP. We know that Valley signpost people to MMS to have their needs met [REDACTED]

[REDACTED] but it's disgusting that other schools don't step up in the same way. It is completely unreasonable for us to be told that our children will receive the same type and level of support in the other schools. Culture is just as important as interventions, and these other schools have literally shown us that they do not have an inclusive culture. Your equality impact assessment is inadequate and offers no reassurance at all that these issues have been thought through. To combine all four proposals into one EIA is a mystifying decision. You haven't quantified the issues in any way in this document - blanket statements that children will be supported are not enough. An EIA is designed to help decision makers better understand the impact of their decisions, giving them a sense of how many people will be affected, what level of need there is and the tailored mitigations that could be put in place. I don't see this done meaningfully anywhere in the document, which just adds to the sense that this consultation is not in good faith and that, regardless of impact, the proposals will go ahead if we as a community cannot find the alternative. This proposal will cause harm and the community carrying the burden of that harm has a higher proportion of disability. It's also really important to acknowledge that this proposal does not fully address the 390 issue. The current year 5s have 411 children in

the NEPA catchment, with only 390 places available at WBHS. What is the plan for these children? Does the community even know about this? There's already guaranteed to be some that miss out, but we know that EHCPs will also be thrown into the mix. Even in one of the years where there are 379 children in NEPA, WBHS has warned that there will be some who don't get in. So creating a system where there are 390 spaces across the NEPA middle schools will not actually mean that those children will necessarily be able to feed into WBHS. Yes there is an overall, system-wide problem to be solved, but this proposal doesn't actually do it. So are there going to be more changes in the future? MMS should be seen as a beacon of what good can look like for SEND in mainstream education. As a council, you should be celebrating and promoting that. This is an opportunity to be innovative, potentially creating a much-needed hub and pathway for children who slip through the gaps.

Screen Name Redacted

11/12/2025 04:44 PM

There is a major housing developments within the location of the school and the residents would have sending their children to this school. Some/MOST would have moved because of the school, now they will find an alternative. The suggested closure will impact other schools, who already are understaffed and classrooms space is already sparse.

Screen Name Redacted

11/12/2025 04:50 PM

It won't affect me directly.

Screen Name Redacted

11/12/2025 05:07 PM

The proposal has already affected us by creating a lot of stress and uncertainty. Our child is very concerned about where she will go and what will happen. In the first weeks at MMS we watched her seem to blossom with confidence and engagement, but since the announcement of this she has been more rocky. I suspect she is hesitant about building connections when she knows these could be taken away so easily. I fear this has made a permanent impact on her ability to feel connected to school and feel as if she belongs in a place. If the school closes, this will only be worse. We are also requesting an EHCP process to document her needs - previously considered not needed as MMS was able to meet her where she was without formal documentation, but there's no guarantee that the next school will be able to do so (or will even try, without an EHCP in place - while this isn't supposed to be the case, it was the experience we had touring the middle schools before admissions). Given the amount of time to build a case and file it, waiting until after a move to realize it is necessary will mean months to years of added stress if it isn't already in place. I can't even begin to understand how this might affect us if the closure goes forward, as there has been no communication whatsoever about where the children will actually go.

We live in the southwest part of the MMS catchment, perhaps some of the most distant from the other middle schools (if they even have places for our children) and WBHS - which means no matter where her next school would be, I'd likely have to drive her every day - which is not a choice I'd prefer from environmental or traffic in the area stances. As it is I walk her to school every day as she cannot travel independently at this point, but even the closest middle is twice as far walking as MMS. If you decide instead to send her to a secondary in the area it would be even worse! Then, considering her cohort is too big for WBHS anyway (411 NEPA kids vs 390 WBHS PAN), the distance from the school might be enough she gets shunted into a different secondary anyway. The whole thing feels like a bit of a circus of uncertainty, with unforced stressful transitions. As it is, we've had conversations about the possibility of having to consider home education which would have a large impact on my ability to work. I am already limited in my employment options due to childcare needs in the afternoon and whenever school isn't in session.

Screen Name Redacted

11/12/2025 05:57 PM

Impacting the secondary school numbers, harder to gain access to schools sought, impact on kids education and social and home life getting to schools

Screen Name Redacted

11/12/2025 06:01 PM

I am currently a carer for a child in Monkseaton Middle in their final year, my experience of that and current experience of Langley (through my grandchildren) is that there is a definite need for inclusive mainstream education. Simply closing by the provision of Monkseaton Middle would negatively affect my grandchildren. However revitalising the school with reduced numbers but a clear inclusion plan and guidance, similar to what Langleys provides would achieve a high quality middle school for my grandchildren to attend.

[REDACTED]  
[REDACTED] As the system currently stands I don't believe this could be achieved in the way it is currently at Langley. The way this whole process has been handled is extremely concerning. There appears to be no consideration or care to children in our community. In particular the fact the council state their aims to be one thing then their actions are the exact opposite.

Screen Name Redacted

11/12/2025 06:16 PM

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED] Many of these young people benefit enormously from the stability, sense of belonging, and individual attention that a school like Monkseaton

Middle provides. [REDACTED], I am also aware that the council does not have the additional funding required to fully support the needs of many children in the borough. This is evident in the increasing number of EHCP requests being denied. As a result, much of the support these children receive relies heavily on the dedication and goodwill of staff, and on the smaller, nurturing, and inclusive settings that schools like Monkseaton Middle offer. Perhaps ironically, I am also a resident in Northumberland, where our community recently campaigned successfully to halt the merger of four local first schools — again with “low birth rate” cited as the reasoning behind the proposal. A low birth rate is not a local issue; it is a national trend. Therefore, it should be addressed at a national level, rather than through the closure of valued local schools. Furthermore, it is extremely difficult to predict how the educational landscape will look in 5, 10, or 20 years’ time, especially with new housing developments being planned that will undoubtedly increase demand for school places. The middle school system provides an important bridge between primary and secondary education. It allows children to grow at a pace suited to their emotional and social development, rather than pushing them into a much larger, less personal environment too soon. The primary and secondary model simply does not suit every child, and the removal of this middle stage risks leaving many young people without the environment they need to thrive. I urge the council to reconsider this proposal and to recognise the unique and irreplaceable value that Monkseaton Middle School brings to its pupils, staff, and the wider community.

Screen Name Redacted

11/12/2025 06:28 PM

We have children in WBHS & VGMS. Our youngest struggles at VGMS. When looking at middle schools our first choice was MMS. However, due to friendships she goes to VGMS. With our thoughts that an in year transfer could happen. And our reasons for this is the SEN care the IEP that are worked on and the individual learning that can help the child flourish rather than the pure academic high results. This option of transfer we have not pursued, due to the uncertain future of the Whitley Bay schools.

Screen Name Redacted

11/12/2025 06:50 PM

If MMS closes my options for my children with SEN are limited to special schools. The other local middle schools have little space and do not currently support SEN well. They are over subscribed and are not welcoming for additional needs. I think this was made clear during the consultations when lots of parents expressed their concerns over limited local options they have already tried. There will be over 100 SEN children (~50%) that need a new school if this school closes. Some have already tried the other middle school options. Why would you close a brilliant school which is excelling in every way? The government aims to increase SEN in mainstream, develop SENCO



experience, create an environment where SEN children flourish and are respected. This school already does all of that and more. They also offer out of school clubs that my younger children attend at Appletree Gardens First School; computer clubs, music, animals, science clubs just to name a few. Although the birth rate is decreasing SEN numbers are increasing. These children cost more to educate through school. Closing MMS will not only be detrimental to all 200 families of children that currently attend but also to the LA budget due to the increase in EHCPs and special school places needed. This school has enabled our friends to get their daughter back into education after home schooling. Lots of children cannot handle the larger schools and rely on smaller schools like MMS. We will be extremely devastated as a family if this school closes. We specifically moved into the area for the three tier system as did a lot of families we know. Without these smaller schools we would not be in this area. We are now having to consider home schooling as well as reducing our working hours again due to these school closures. We are both medical professionals and have only just increased our hours due to our SEN children settling at school. These disruptions are not fair on our children that have already been through the extremely challenging time at school during the pandemic.

Screen Name Redacted

11/12/2025 07:00 PM

The proposal would significantly weaken local education provision. It forms part of a wider pattern that has already seen Monkseaton go from four schools to a proposed single school. Reducing choice and accessibility in this way risks overburdening remaining schools and undermining the community balance that has served families here for generations.

Screen Name Redacted

11/12/2025 07:18 PM

I disagree with the closure of Monkseaton Middle School. I know quite a few parents who chose the school as it is a smaller middle school which suits their children's needs. Also, they go above and beyond for children with additional needs who could struggle in a larger school. Therefore, I think the school should stay open.

Screen Name Redacted

11/12/2025 07:31 PM

Marine Park First School & Family Life 1. Our son attended Marine Park First School (MPFS), an 'outstanding' first school. X was enrolled from reception 2020 (affected by Covid) until February 2025 of year 4. 2. X detested and was fearful of attending school. He could not explain to us why in those formative years. Nevertheless, we were told he was a sociable, chatty, well behaved student at every parent's evening. 3. In the summer of 2023 and between years 2 and year 3, MPFS mixed what were previously fixed classes. The individuals in his class changed. In addition, our son was placed with a teacher he had previously had in year 1. 4. The class change was

monumental for our son, albeit we did not properly understand why at that time (X did not receive a diagnosis until September 2024 – see below). X's detest and general fear for school life very quickly evolved into violence and angry outbursts at home. 5. By March 2024 we got in touch with the MPFS Senco to organise a meeting which we attended. We were informed that X had shown no signs of any trauma at school nor has any teacher raised any SEND issues. X was performing very well academically. At this point a one page profile was produced outlining what we felt X struggled with and which included (amongst countless others): a. trying new things; and, b. making decisions. 6. We were informed that we would never get through a CAMHS referral owing to insufficient behavioural evidence displayed at school. In addition, we were advised of a waiting list which was two years long. 7. We made the decision to pay for a private assessment. Nevertheless, we were assured that X would be placed on the SEND register as they did not require a formal diagnosis for such a placement. 8. By June 2024 every day and night was an emotional and physical battle. Violent outbursts became constant, mainly directed at X's mother. She was punched, kicked, headbutted and regularly had objects thrown at her. Picking X up from school became a trauma for everyone, parents, grandparents and his younger sibling. We became very isolated as any activity after school or at weekends became impossible. The entire family walked on egg shells over fear that saying the 'wrong thing' would incite a verbal or violent outburst. 9. His class teacher was very supportive and would let him bring in models to paint when he had finished his work. Quite a few times X's mother wrestled X to get him into the school reception yet no safe space/person was offered when he arrived. He just went straight into his class. His attendance began to drop severely. 10. In September 2024 he was diagnosed by a private psychologist as ASD with ADHD. The diagnosis triggered a number of things between us as parents, mainly relief that there was an explanation for X's suffering and mental strain. 11. By December 2024 getting him to school became impossible. X's mother began having meetings with the SENCO and an educational psychologist ('EP'). He had not been referred to the EP, X's mother was asked to attend some informal meetings. During these meetings X's mother explained that X could not handle changes of routine, especially when he is looking forward to an activity, or working with an adult he did not know. 12. The EP suggested we use a card system so he could build up trust and a feeling of safety in the school (red; he needs to leave, amber, needs space to regulate). This worked well for the first week but then the school refused to let him leave the classroom when he showed his red card as there wasn't a staff member to supervise him and the reception staff refused to do it. 13. Instead he was made to sit in the classroom and have his name shouted across the room when he arrived. To compound this, every week we would be sent his timetable. We would try to encourage our son to attend as often as he

could based on the lessons he had an interest in (e.g. history). However, when we did manage to get X into school, using the timetable sent by his teacher, he would then be met by a 'surprise' 64 word spelling test or he would be removed from his favourite lesson with a staff member he did not know to trial an emotions app. 14. At another meeting with the EP she suggested we try modelling what the amber card would look like so he felt he could use that. To this we were told they did not have a space, unless they booked a meeting room every day and they could only do it on an afternoon when there was an LSA across year 4 (90 students). We were also told in the same meeting that he would not qualify for an EHCP as he did not get enough support, even though his attendance was now at 30%. 15. The impact this had on our entire family life is immeasurable. It became almost impossible for X's mother to attend work. When she did attend, she was having to leave the moment X showed his red card. This also had a massive impact on wider family as a family member needed to be within 15 minutes of the school at all times. X's mother often went to work and would receive phone calls from relatives trying to encourage our son to school and he would be screaming and crying down the phone. It took over our entire lives. We started our daughter at private play therapy to work through her siblings outbursts/behaviour. 16. By May 2025 we made the decision to home educate X. We paid for an online school to teach him Maths and English. Fortunately we had family members to support the days X's mother was at work, although this could not go on indefinitely. We were only able to do this as we knew he was starting Monkseaton Middle School in September 2025. We hoped it was a temporary arrangement. Monkseaton Middle School 17. The moment our son started at Monkseaton Middle School he was a different child. 18. There are countless instances where changes were made to accommodate him, including: a. When he has had issues with the toilets a solution was found and fully communicated to him by a staff member. This was done discreetly without making him feel as though he was special or different; b. When he was panicking as he hadn't done his spelling test rather than being made to sit and just not do it (like in his first school) he was sent on a 'job' to reception; c. He has been allowed to access the 'lighthouse' whenever he feels unregulated, giving him the break he so desperately needed at his first school; d. His class teacher has been amazing at understanding X's issues; going out of his way to ensure that X fully understands what he is allowed to do (our son hates to think he has done anything wrong so needs a lot of reassurance); e. existence of a 'lighthouse', a staffed safe place for all SEND children that require respite during part of or all of the day. 19. Our son finally feels he is in a place where he can be himself and the 'stress' of doing everything perfectly has been removed. If our son has had a bad morning going into school we are always greeted by the most supportive reception staff who are happy to supervise him and ensure he is okay. They will also

answer any questions and escort him to the lighthouse if he needs it.

20. As our son progresses through school, access to the lighthouse will be absolutely essential for his educational journey. However, at a different school our son would not be allowed to access this as he does not have an EHCP. If our son had not had access to the lighthouse, for instance, he would not have attended school. This was the case at first school.

21. Since starting Monkseaton Middle School our son has started attending activities after school, which he has not done for over a year. He has been able to have his hair cut, this might seem like something small but for us this has been a massive cause of distress for all the family.

22. If Monkseaton Middle School closes our son would not cope at any other middle school. That is a fact not simply our subjective opinion. When we chose Monkseaton Middle School we made the choice to split our son from his best friends, who went to a different middle school. We did not make that decision lightly but knew he would not cope at that middle school. Our son would not get the support he needs given his academic ability and the fact that he presents to others with very few signs of neurodivergence. In a class of 30+ students with a different teacher for each subject he would 'get lost' in the numbers until the trauma of school was too much and he stopped attending.

23. The other middle schools do very little to create a welcoming atmosphere for SEND students, with one claiming "This is our uniform policy, if you don't like it this isn't the school for you". At the open evening for another middle school we were informed that if a student was unregulated they would not be able to access the single SEN room available in the school as this was "...not what it was used for...".

24. We shouldn't have to argue with a middle school headteacher over our son's school uniform or that he needs a safe space if he is unregulated. At Monkseaton Middle School we were told "We don't care what he wears as long as he is in school". This is one of the countless reasons we chose Monkseaton Middle School over the other options.

25. Our son needs very little support academically but he needs to feel safe and Monkseaton Middle School has achieved this in a single half term, through allowing him time in the lighthouse and listening/engaging to/with us as parents. [REDACTED]

[REDACTED]

[REDACTED] 26. Our son needs to feel that he is no different to anyone else. At Monkseaton Middle School he feels that because so many of the students have similar SEND needs. The staff openly talk about people being neurodivergent so he feels accepted and that the support he gets is no different from anyone else in his class. That acceptance is fundamental to ensuring he knows he is welcome and able to engage just like any 'ordinary' child might. It keeps him motivated.

27. If Monkseaton Middle School closes then X's mother will be forced to give up work (part time A-level and GCSE Chemistry teacher) to home educate X. The online school costs a considerable amount of

money for the entire school year combined with the loss of her income. This puts a massive financial strain on our family and also on our mental health. We will feel like we are back at square one and back to having no support. CLOSURE WILL RUIN OUR LIVES, THIS STATEMENT IS NO EXAGGERATION. 28. Monkseaton Middle School should be the pride of North Tyneside for the support it offers SEND children in a world where the number of neurodivergent children is increasing year on year. It offers a lifeline that us and countless other families would be without in a time where (ever more) parents with neurodivergent children need help. 29. Closure would represent sheer lunacy and a complete and utter dereliction of NTC's statutory duties to EDUCATE ALL children. SEND/neurodivergent children cannot be abandoned simply because of poor planning when closing Monkseaton High School.

Screen Name Redacted

11/12/2025 08:24 PM

[REDACTED]  
[REDACTED]  
[REDACTED] My son attends a local middle school and I have concerns about his year group having more children attend with high SEN needs. [REDACTED] I am fully aware of the impact this has on established classes, on the children originally attending the school and the impact on the children from Monkseaton middle. Parents chose Monkseaton middle based on the caring nature and attention to SEN needs. Parents also chose Monkseaton middle due to numbers. The impact a very large school would have on these children is immense. It's troubling that during this process, there is no information about what they want to do with their site? I absolutely do not want more housing plonked on Appletree field and Forest school. We do not need more housing. We need smaller classes to support learning and wellbeing. We would be failing these parents and children and failing parents across North Tyneside if they didn't have this school to choose going forward. The level of SEN needs now in mainstream seems to completely contradict the plans to close Monkseaton middle.

Screen Name Redacted

11/12/2025 08:40 PM

You are taking away parents choice! Taking away a school that is performing and doing everything they can to fully support the pupils that attend. I attended Monkseaton middle school and it was an amazing school then and it is now. Parents and carers want to 3 tier system. You are removing all 3 schools from my catchment area. Langley, Monkseaton Middle and Monkseaton high. What are parents meant to do?? The council have not yet shared the plans for the catchments areas. When are these going to be looked at? [REDACTED]  
[REDACTED] How do you expect parent to make an informed decision about their children's schools? Or is the wellbeing and impact of the families this in having not being

taking into account? Will my children get into wellfield or valley when you are looking to reduce the intakes of all schools or will they be forced to a school further away? Please give parents more choice or at least more information for parents to make an informed decision.

Screen Name Redacted

11/12/2025 08:53 PM

My children attend a first and middle school not under threat of closure. [REDACTED]  
[REDACTED] SEND needs have been increasing year on year yet funding and staffing have not. The education system is stretched even with lower intake numbers. The closure of MMS will put more SEND pressure on the remaining first and middle schools which will impact the quality of education my children will receive.

Screen Name Redacted

11/12/2025 08:57 PM

My child has an EHCP and has thrived at Monkseaton Middle. If the school was to close it would have a negative impact on their love of learning, close relationships with all staff members and mental health. As a family we would really struggle to find another suitable establishment within the local area without huge cost implications for ourselves or the authority.

Screen Name Redacted

11/12/2025 08:59 PM

I am writing as a parent in Monkseaton community to say that I strongly oppose the proposal to close Monkseaton Middle School. My children are still in the first-school phase, but I had always intended to send them to Monkseaton Middle when they were old enough. It is a valued and trusted part of the local three-tier system and a vital bridge for children as they move from early years into secondary education. The value of Monkseaton Middle School Monkseaton Middle is known for its strong pastoral care, excellent teaching staff and inclusive ethos. It supports children at a crucial stage in their development – the years when confidence, social skills and self-belief are formed. Closing it would remove a vital part of the pathway families in this area rely on. Impact on school places and the three-tier system One of my biggest worries as a parent is that closing Monkseaton Middle doesn't simply mean pupils would move earlier to high school. Instead, it creates a much more serious problem: there would be significantly fewer middle-school places available across the whole Whitley Bay area. Under the current plans, there is no guarantee that children like mine will be able to stay within the three-tier system at all. For families living on the edges of catchments, the risk is even greater. Children could easily find themselves pushed out of middle-school places altogether and forced into the two-tier system, even if that was never the pathway parents chose. That kind of change is incredibly disruptive, especially for children with additional needs or those who rely on smaller, calmer environments to thrive. What worries me most is that once the three-tier places

disappear, they are gone for good. Families in Whitley Bay currently have a clear pathway from first to middle to high school. Closing Monkseaton Middle breaks that chain and creates huge uncertainty about where children will go, how far they may have to travel, and whether their educational needs will still be properly met. Impact on children with special educational needs I'm particularly worried about the impact on children with special educational needs – especially the SEN “betweeners”: children who do not meet the threshold for a special-school place at Woodlawn but who still need smaller classes, quieter environments and consistent support to thrive. Monkseaton Middle is exceptional at supporting these children. It provides calm, structured classrooms, skilled staff and the kind of pastoral attention that allows children to stay in mainstream education successfully. My own nephew is an example of what happens when that support isn't there. [REDACTED]

[REDACTED] He wasn't given the right support and, as a result, lost over two years of schooling. The system failed him. Monkseaton Middle prevents that from happening. Community and continuity Monkseaton Middle is not just a school – it's part of a community network that families rely on. It works closely with local first schools, including Langley, to ensure smooth transitions and strong communication. Removing it breaks that continuity and forces children to move into very different environments far sooner than they are ready for. Lack of clarity and planning The council has not provided enough detail about how pupils would be accommodated if Monkseaton Middle closed. There is no clear explanation of how class sizes would be managed, how SEN support would be maintained, or how transitions would work. This leaves parents with huge uncertainty about their children's futures. Conclusion Monkseaton Middle School provides something unique and essential within our local system. It gives children the chance to grow gradually, with the right balance of challenge and care. It supports SEN “betweeners” who are too often forgotten in education planning. It builds community, confidence and continuity for families like mine. I urge the council to reconsider this proposal, protect middle-school provision in Whitley Bay, and recognise the exceptional work Monkseaton Middle does for every child. Closing this school would be a mistake that North Tyneside cannot afford to make

Screen Name Redacted

11/12/2025 09:10 PM

MMS should have a fully funded ARP (at the minute they fund their own and the impact it is having on children is incredible) and that MMS should be extended to run to Year 11 as even if WBHS had place/MHS was still open the reason we sent our children to MMS for their adaptive teaching aren't/weren't replicated in these high schools. These suggestions are also based on MMS being at the forefront of Adaptive Teaching and their approach to SEND. 46% of the children are SEND and what I think not just the council but maybe parents of

children at other middles schools don't realise is a lot of our parents done a huge amount of research into which school had the best approach to SEND and unfortunately the three other options had some very awful approaches to SEND children, from pasts experience had by parents with older children and unfortunately in VGs case they were openly writing to parents applying to the school advising they didn't think they had the facilities to support them, this is despite VGs having a fully funded ARP. MMS' approach to not just SEND but the support for neurotypical children is so different that they are thriving, animal therapy and forest school are funded by the school themselves which is also creating great results and a huge selection of after school clubs also funded by school. The council had advised the school would have a deficit...the deficit would be £6k. Most schools in NT now have a much greater deficit, if even one more child got their EHCP which is in a huge NTC backlog signed off that would fund the school more than £6k. The impact on my child is that I wont have a local middle school and wont fall in any catchment. My eldest daughter went to all middle schools to see which one suited her, they all had their own qualities and were very different she had the choice of which one suited her and she has flourished. Removing MM and reducing numbers elsewhere will take away that choice for students and parents and force us into a middle school out of the area we live. Or one that doesn't suit our child. Wellfield reducing numbers and becoming a federation takes this one out of play as well for anyone not at Wellfield first.

Screen Name Redacted

11/12/2025 09:17 PM

The pressure going into other schools and staff will lead to poor education and support to especially our SEN children. Support is already stretched and to put more into the community and our parents and staff of the schools affected is a sad turn of events. I feel this is poorly thought out and will have a detrimental effect rippling across our communities. Parents and children will suffer I truly believe this is poorly thought judgement on our families and schools. Who work so hard to provide an amazing education to the children of NT Please reconsider and review the proposals.

Screen Name Redacted

11/12/2025 09:30 PM

We are writing to express the severe and devastating impact that the closure of Monkseaton Middle School would have on our family and, most critically, on our nine-year-old neurodivergent son. This is not simply a matter of inconvenience; it is a threat to the stability and well-being we have only recently managed to reclaim. For two years, we battled to have our son's Special Educational Needs and Disabilities (SEND) met within the mainstream environment of a 'good' first school. This protracted struggle resulted in immense pressure and strain on our entire family across North Tyneside. Due to his unmet needs and overwhelming anxiety, our son exhibited



significant challenging behaviours, including violence and verbal abuse within the home. The situation was so acute that, in February 2025, we were forced to make the painful decision to home educate him. This was undertaken solely with the goal of preserving his mental health until he could access the provision at Monkseaton Middle School. Since starting at Monkseaton Middle School in September, the transformation in our son has been profound and immediate: Emotional and Behavioural Stability: The physical and verbal abuse within our home has effectively ceased. Engagement and Joy: Our son now loves school and actively opts to arrive early most mornings, a clear sign of a secure and nurturing environment. Thriving: He is no longer surviving but thriving. This school has been a lifeline in what was previously the hardest time of our lives. The environment, expertise, and culture at Monkseaton Middle School have provided the specific support structure required for his complex neurodiversity. He is now on a path to achieving "amazing things" specifically because this school has met his needs where others could not. The potential closure of Monkseaton Middle School presents an immediate and catastrophic risk: Loss of Unique Provision: We thoroughly researched and viewed all local middle school options and concluded that the other schools are not currently equipped to meet his specific SEND requirements. Redistributing our son, and others like him, to schools that cannot manage their needs will immediately dismantle the progress we have made. Return to Crisis: Closing the school means forcing us back into the precise state of crisis we just escaped: a return to high-stress home education or, worse, compulsory attendance at a school where his needs will go unmet, leading inevitably to a resurgence of domestic distress, anxiety, and violent behaviour. Financial Burden on North Tyneside: Closing this school and distributing the cohort of children with complex SEND will not save money. It will lead to an increased burden of higher costs and support needs for the Local Authority, resulting from: Increased Specialist Provision Costs: Unprepared schools will struggle, leading to demands for costly specialist placements. Increased Behavioural Incidents: Unmet needs lead to exclusions and the need for alternative, expensive provision. In summary, Monkseaton Middle School is more than just a school; it is the cornerstone of our family's peace and stability. Its closure would have immediate, severe, and negative consequences for our son's emotional health and educational future, reversing two years of intensely hard-won progress. We implore you to recognise the essential role this school plays in the lives of our family and the wider neurodivergent community and to keep it open.

Screen Name Redacted

11/12/2025 09:38 PM

By closing Monkseaton High School the council have created a situation where just 1 high school exists in the 3 tier system in the area. They now have to make Middle school numbers equal to

390/year as this is the maximum at Whitley Bay High School. The numbers of pupils at ALL 3 tier Middle schools exceeds this number. That means some children will not be admitted to Whitley Bay High School even though they live within catchment. The "tiebreaker" for admittance is a straight line distance, so children residing near to the 3 tier boundary are the ones most likely to not be admitted, forcing them into one of the 2 tier High schools in year 9. There will also be an increase in EHCPs if they close MMS, again EHCPs beat catchment for school places. This could potentially impact our children (currently 8 and 4 years old) getting places at WBHS and for our younger child, VGMS, as there will be even more competition for what are already oversubscribed school.

Screen Name Redacted

11/12/2025 09:41 PM

MMS should have a fully funded ARP (at the minute they fund their own and the impact it is having on children is incredible) and that MMS should be extended to run to Year 11 as even if WBHS had place/MHS was still open the reason we sent our children to MMS for their adaptive teaching aren't/weren't replicated in these high schools. These suggestions are also based on MMS being at the forefront of Adaptive Teaching and their approach to SEND. 46% of the children are SEND and what I think not just the council but maybe parents of children at other middles schools don't realise is a lot of our parents done a huge amount of research into which school had the best approach to SEND and unfortunately the three other options had some very awful approaches to SEND children, from pasts experience had by parents with older children and unfortunately in VGs case they were openly writing to parents applying to the school advising they didn't think they had the facilities to support them, this is despite VGs having a fully funded ARP. MMS' approach to not just SEND but the support for neurotypical children is so different that they are thriving, animal therapy and forest school are funded by the school themselves which is also creating great results and a huge selection of after school clubs also funded by school. The council had advised the school would have a deficit...the deficit would be £6k. Most schools in NT now have a much greater deficit, if even one more child got their EHCP which is in a huge NTC backlog signed off that would fund the school more than £6k. The impact on my child is that I wont have a local middle school and wont fall in any catchment. My eldest daughter went to all middle schools to see which one suited her, they all had their own qualities and were very different she had the choice of which one suited her and she has flourished. Removing MM and reducing numbers elsewhere will take away that choice for students and parents and force us into a middle school out of the area we live. Or one that doesn't suit our child. Wellfield reducing numbers and becoming a federation takes this one out of play as well for anyone not at Wellfield first.

Screen Name Redacted

11/12/2025 09:46 PM

Monkseaton Middle School would have been perfect for our little boy with autism and ADHD to transition into.

Screen Name Redacted

11/12/2025 09:47 PM

What is concerning is the lack of data integrity and collection/sharing of true and representative data. How can the council make decisions on the schools in the area on biased and poor data. The council argues that falling birth rates justify closure, but the data does not support this. The Office for National Statistics predicts birth rates will stabilise by 2026 and then rise. The council's own Local Plan notes that families moving into North Tyneside help keep pupil numbers stable. Birth rates declining is based on local hospitals, of course. But in this scenario my daughter would not be included in your data as she was born out of catchment. Looking at the families move in to Monkseaton where I live, and moved 4 years ago, at least half probably more of the families with young children are moving into our area because of the current school systems and quality we have to offer. Again, they will not be included in the data collected. To add to this, continuous expansion and increase in new houses will quite clearly just continue to bring more families in to the area. Focusing on local birth rates just does not feel likely to give a true representation. I want to include a personal note about the importance of Monkseaton Middle School for the 'SEN Betweeners'. There are SEN children who wouldn't qualify for a place at Woodlawn school, and who can thrive in mainstream schools. However, only if they are given appropriate levels of support, and crucially quiet spaces and/or smaller class sizes. My Nephew is a SEN "betweeners" having really struggled in a very busy secondary school environment [REDACTED] He was not properly supported and the class he was in was just too busy for his needs. The result was that he lost over 2 years of schooling and was totally let down by the system. We are so lucky and appreciative that this doesn't happen at Monkseaton Middle or Langley First. They are exceptional at supporting SEN children to stay in mainstream schools (better preparing them for a future in the "real world"). If the plans from NTC go ahead, many many SEN children will be seriously let down and their education and future life chances compromised. The potential closure of the middle school brings real unease and uncertainty over the quality of my children's education (I have a 3 and 5 year old). The early years development of children is so vitally important and it seems the council are happy to put this on the line, but with dubious data and information. If thorough and full consultations and considerations are considered, then great. But it appears swift decisions, poorly focused and agendas on £s not the quality of education for our children and community as a whole. The consultation states that this process "could" reduce parental choice; surely that is not valid or fair to those families. Wanting to be part of this area and this community because of the choice and quality of the schools here. We and others did not bring our families here, to raise

them in squashed, cramped, and inappropriate settings for our children.

Screen Name Redacted

11/12/2025 09:56 PM

My eldest two children are currently in the middle school system currently in the nepa and it's bursting at the same for their year groups. Closure of this school will mean there is no where for them to go so it will mean even large classrooms and therefore reduced quality of learning environment for my children. I also worry that moving forward the capping of provision at 390 will have an economic impact on the area as people decide not to move here due to not being able to get a school place.

Screen Name Redacted

11/12/2025 10:08 PM

Our family will be left with uncertainty as to what our catchment would be and little choice in school. Our catchment school would close and the PAN of our two closest remaining middle schools would be drastically reduced. It is ludicrous to propose school closure without presenting what the revised catchments would be. Limiting PAN further than closing Monkseaton middle school will severely limit choice to our new catchment school which could leave a choice not suiting our child and family. Currently we have a child attending a non catchment middle school. Familiarity of the school for our family and younger child would make this our primary choice.

Screen Name Redacted

11/12/2025 10:09 PM

Lack of choice of middle school

Screen Name Redacted

11/12/2025 10:20 PM

████████████████████ Closing the school will affect me drastically. This is the first school where I felt I am seen and appreciated for who I am. I never got along with teachers before, they always shouted at me and I ended up being punished. I felt no one understands me and who I am. or sees my potential. I hated going to school. I hated doing homework. Since I started MMS things really changed. totally. I feel teachers appreciate me and believe me and see me and my difficulties but also see how I try and help me feel strong for that. I dont know how but now I m even happy to do homework and often try also the challenge question. The teachers really helped me believe in myself and my abilities. If the school closes I will lose the only school where I felt I can be my best and thrive.

Screen Name Redacted

11/12/2025 10:22 PM

You are literally wiping away my history in this area. You are trying to close all 3 of my schools. It feels like I'm not even a part of this community anymore more after the MHS closure and now Langley and MMS. I want to send my own children to these schools. This is a

narrow sighted move and cannot be allowed to proceed. The lives of these children are not pawns in being able to balance the councils books.

## Screen Name Redacted

11/12/2025 10:27 PM

1. Lack of Clarity and Planning Around Capacity and Catchments The current proposals fail to demonstrate how displaced pupils from MMS will be accommodated. The other three middle schools are already operating close to capacity, and there is no clear indication that they can accept additional cohorts — particularly given the high numbers of Year 2 pupils currently in first schools. If MMS closes before numbers are reduced elsewhere, there will be a serious shortage of available middle school places. Parents are being asked to make crucial decisions for their children without clear timescales, capacity plans, or catchment boundaries. This uncertainty creates confusion for families — particularly around whether they should apply for secondary places at Year 7 or hold out for a place at Whitley Bay High School in Year 9. For many residents, these proposals would also mean having no clear catchment school, requiring a complete redrawing of boundaries and further destabilizing families' educational planning.

2. Impact on SEND Provision and Vulnerable Pupils Monkseaton Middle School has become a vital haven for children with Special Educational Needs and Disabilities (SEND). Its smaller setting, consistent staff relationships, and strong pastoral support are exactly what many children need to thrive both academically and emotionally. The proposed closure would force these pupils into larger, less personalized environments with limited SEND capacity — a move that risks undoing years of careful progress. There is currently no evidence that the alternative middle schools are prepared, resourced, or willing to expand their SEND provision to meet this increased demand. It is unacceptable to displace vulnerable pupils without a robust, transparent, and evidence-based plan for their continued support.

3. Employment and Staff Welfare Parents and staff have received conflicting information about the employment status of MMS and Langley staff. During the recent Parent Carer Forum SEND meeting, council representatives denied that all staff had been informed they would lose their jobs, despite staff confirming they had indeed received such communication. This lack of transparency damages trust and morale. The affected staff — who have played a crucial role in building MMS into the caring, effective school it is today — deserve honesty, respect, and meaningful consultation.

4. Financial Mismanagement Should Not Be Passed to Children The current proposals appear to stem from the Council's financial challenges linked to the closure of Monkseaton High School. However, using the closure of MMS and the redistribution of its pupils to mitigate that deficit is unjustifiable. MMS is one of the few schools not operating in deficit, and yet it is being targeted to absorb the consequences of poor financial planning elsewhere. Children,

families, and staff should not be made to pay the price for mismanagement that is entirely beyond their control. 5. A School at the Heart of Its Community Monkseaton Middle School is beloved by its pupils and families. It provides stability, nurture, and a sense of belonging that cannot easily be replicated. Under its current leadership, MMS has flourished — turning its reputation around and establishing a vibrant, supportive culture that prioritizes wellbeing and inclusion. For many children who have struggled in larger or more rigid settings, MMS is not just a school — it is a lifeline. The proposed closure would take away a trusted, safe environment that has been hard-won and deeply valued by this community. 6. The Broader Educational Impact This proposal would have a ripple effect across the local education partnership area. Overcrowding, uncertainty in admissions, and strain on SEND resources would extend well beyond MMS. Parents across North Tyneside will face unpredictable school allocations, increased travel distances, and the breakdown of established feeder systems. 7. Personal Statement Monkseaton Middle School would have been my chosen school for my daughter, who will be moving into middle school in the year of the proposed closure. Under the new plans, we are now out of catchment for both Valley Gardens and Marden Bridge Middle Schools. The next nearest option, South Wellfield, is expected to become even harder to access due to proposed reductions in pupil numbers and the planned federation with the first school, which would give priority to existing South Wellfield pupils. This leaves my daughter effectively displaced. Where is she supposed to go? I would be faced with having two children attending different schools — one potentially at South Wellfield and one at Appletree Gardens — creating a logistical nightmare for our family. With Appletree's shorter wraparound care hours compared to Langley's, managing school runs alongside work commitments would become incredibly difficult. There are also serious safety concerns. My daughter would be required to cross a busy dual carriageway to reach an alternative middle school. Expecting children of that age to travel such a distance independently, through high-traffic areas, is both unrealistic and unsafe. Looking further ahead, I also worry for my current Year 2 son, who will soon face the middle school transition himself. He will already have gone through one school change, and with no guarantee of sibling links or available places, his education stability is under threat too. The broader issue stems from poor catchment management. The council's failure to enforce boundaries has allowed too many out-of-catchment pupils to enter local schools, creating the very capacity pressures now being used to justify closures. Children like mine — who live within the area, who should have straightforward educational pathways — are the ones being penalised. Our children are now paying the price for these planning failures through school closures, disrupted transitions, and displacement from their local education system. It is unfair, unsafe, and unnecessary. Conclusion

The closure of Monkseaton Middle School would have devastating and far-reaching consequences for children, families, and staff. The lack of clear planning, the risk to SEND provision, and the financial motives underlying the proposal all point to a deeply flawed process that prioritizes budget balancing over educational welfare. I therefore urge North Tyneside Council to withdraw the proposal and instead work collaboratively with parents, staff, and the wider community to develop a transparent, sustainable plan that safeguards educational quality, inclusion, and choice for all pupils

Screen Name Redacted

11/12/2025 10:29 PM

Again, I have already answered this question in the Langley consultation, but I am replicating some of my answer with a specific focus on the middle provision as it is relevant for this consultation. [REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED] Like many families in this area, we tripled our mortgage - despite financial concerns - so she could benefit from the three-tier system, and Langley, with its reputation, welcoming atmosphere, and emphasis on play - together with the attitude of the staff - ticked all the boxes. We have never once regretted our decision. I've already moved away from an area where this council is failing local schoolchildren with poor education standards; now you're coming after this area too. You can't not love [REDACTED] she's the life and soul of a party and every day in her world is fun. She has the energy of a Labrador and loves learning about the world and everything around her, which she does best through play. [REDACTED] personality isn't necessarily suited to a traditional classroom environment. Her boundless energy and tactile nature put her at risk of becoming disruptive and she finds it incredibly difficult to stay still or quiet, especially when she knows the answer to a question. Boundaries can also be a tricky thing for her to navigate, and loud situations, such as large groups of people in the school hall or dining room are also a real struggle; a very happy and sociable child suddenly becomes very withdrawn and scared. She struggles with processing and regulating her emotions. The only time she's completely still is when she's drawing. I have had many sleepless nights worrying whether we should be asking for an ADHD or autism assessment. However in her current setting, I don't think she requires one - her teachers manage her extremely well, putting in place simple measures to ensure her needs are met and she is able to learn without disrupting the class. Every classroom has a haven for children who need to regulate, and she has been a regular user of this since reception. The school also uses soft lighting in the hallways and there are ways for children who find loud situations difficult to come away from them without any issue. [REDACTED] is fully accepted for who she is, and the adjustments she needs are quietly made for her

without issue. [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED] shouldn't need an EHCP, they were never meant to

be for neurodiversity. But the inability of schools to cater for the needs of these children is driving an unsustainable reliance on them. From everything I've heard about Monkseaton Middle School, the situation would be very similar there. Sadly I don't think this would be the case at the other middle schools we would be left with if Monkseaton closed. Without Monkseaton Middle as an option, my options are Wellfield Middle, Valley Gardens or Marden Bridge. Wellfield is looking at federation proposals, which appear to take this option off the table for us, leaving us with the other two. I appreciate both are excellent schools, but that doesn't make them right for my child. Without the support of an expensive EHCP, she's in danger of being branded naughty at a rules-based school like Valley Gardens, where I have heard they have also explicitly told parents they can't meet SEND needs despite having a fully funded ARP, and Marden is more than a 45-minute walk away. I understand and appreciate the challenges facing you as a council, particularly in terms of finances.

[REDACTED] I know what a difficult balance it is to juggle the books with the needs of the population you serve and to ensure you're getting the best value for money for the taxpayer. However you also have a duty to help all the children in your community to thrive. I believe my daughter - and so many more like her - could really be supported to be the best version of themselves at Monkseaton Middle. Please do the right thing and help us build something that the community can be truly proud of. You've already closed our catchment high school; please don't leave us without a catchment middle and first school too.

Screen Name Redacted

11/12/2025 10:38 PM

Currently have one child at wellfield middle and the other at Langley first. I was expecting/hoping that my current year 2 son would go to Wellfield in year 5 as he will have a sibling at that school. But if you're reducing wellfield middle numbers to 60 and they are potentially going to become a federation with wellfield first school (which sounds like it would be a feeder school for wellfield middle) then I'm concerned that he will end up going to Marden instead (another great school) but they will be going to schools 2 miles apart in different directions. If this goes ahead I would like you to consider redrawing catchment areas as a priority to help settle the uncertainty that parents are experiencing with all these changes.

Screen Name Redacted

11/12/2025 10:53 PM

[REDACTED]  
[REDACTED] I have seen first-hand the profound impact that the right educational environment can have on young people—



especially those with additional needs. That's why I strongly object to the closure of Monkseaton Middle School. MMS stands out as a leader in Adaptive Teaching and in its approach to supporting children with SEND. With 46% of its students identified as having SEND, many parents, including close friends of mine, have invested significant time researching which schools truly offer the best support. Unfortunately, the alternative middle schools have not demonstrated the same commitment. What sets MMS apart is not only its inclusive approach to SEND but also the way it nurtures neurotypical children. Initiatives like animal therapy and forest school, both funded by the school, are producing outstanding results. The wide range of after-school clubs, also school-funded, further enriches the children's experience. This school should not be closed. It should be a beacon school which shares this exceptional practise in providing needs-based education for SEND pupils. If you choose to close Monkseaton Middle School and reduce the PAN for Wellfield and Valley there will not be enough Middle School places for current Year 2 pupils living in the NEPA. This is a huge worry to me with a child of this age.

Screen Name Redacted

11/12/2025 11:09 PM

My Children go to Valley Gardens and the school has large classes already and struggling like most school. [REDACTED]  
[REDACTED] It is extremely important to have a school that looks after the SEN children's as well as this school does.

Screen Name Redacted

11/12/2025 11:19 PM

I have concerns about the uncertainty of future catchment boundaries and loss of a suitable middle school choice for my child. When Monkseaton High School closure was announced it was 5 months before catchments were redrawn leaving high degrees of stress for families and inability to make decisions about where they live.

Screen Name Redacted

11/12/2025 11:22 PM

So far there has been no clear guidance for what the new catchment areas would look like. As our child approaches the transition to middle school, already a disruptive time, we have no ability to predict where they might end up at school, and thus can give them no reassurance about how their future education, friendships etc. might look. The provided figures for the target capacity for NEPA vs. the current year group sizes do not correlate and there are significant unanswered questions about where these excess children will be shipped off to. The two neighbouring schools - already oversubscribed, will be asked to reduce their capacity under the current proposals. The maths does not make sense!

Screen Name Redacted

11/13/2025 05:59 AM

Work in a local middle school who regularly sees children who struggle in education and life because they don't fit a traditional

education . Monkseaton has gone out of its way to provide an excellent learning space for the most vulnerable pupils and should not suffer because of financial decisions made elsewhere by others

Screen Name Redacted

11/13/2025 06:47 AM

This is a massive send school and somewhere I plan on sending my child

Screen Name Redacted

11/13/2025 07:23 AM

More children are now applying for secondary schools for y7 as a result of this closure putting additional pressure on other schools. The middle school system should be in place across the borough not just in affluent areas of Whitley Bay and children already at the school should be able to stay

Screen Name Redacted

11/13/2025 08:06 AM

I think the fact that Monkseaton is a mainstream school but has a large percentage of children with SEND attending and thriving is something to be proud of. I want to feel proud of my borough and feel it does the best for its residents. I would think geographically you will concentrate more movement into smaller areas which is never good for the environment or infrastructure. I urge you to listen to what the people want! It's our money for our community!

Screen Name Redacted

11/13/2025 09:01 AM

1: My child/family has already suffered massively due to the impact of the pre-consultation and the inability of the council to answer questions and provide data. There has been no support given to families despite the terribly poor equality impact assessment. 2: My child would not cope in overcrowded classrooms at this age and has settled so well at this exceptional school. Since we don't know where he would even get a place it may mean I would need to either change my job or cut my hours in order to drop him off. Causing further issues as I have a child in langley too. The long term implications of this are huge - the way we treat children shapes their future, the stress and anxiety that this is will cause families long term is shocking. 3: As a community, there is now a significant amount of mistrust in the council and this will have a lasting and long term impact on all future proposals, involving education or not. 4: My mental health has dipped massively, both my husband and I have already had to take time off work and our performance at work has dropped. 5: [REDACTED]

[REDACTED]: My family are also my friends and they haven't truly realised the impact this decision could have on their families/children and the schools they go to. Enough hasn't been

done to ensure the whole community has been engaged with.

Screen Name Redacted

11/13/2025 09:19 AM

Although I do not have a child at MMS, I know many children who attend there and am extremely concerned that there will be severe detriment to these pupils, as well as to the community at large, should the council close the school. Several children who attended first school with my son and really struggled have absolutely thrived since starting at Monkseaton Middle School. Indeed, the school's reputation has skyrocketed with parents over the past few years. Many parents choose this school for their child specifically because of the small numbers. Furthermore, as the school IS NOT in deficit AND crucially has a high proportion of SEN students, it is effectively providing SEN provision at mainstream cost. The sad fact is that the rate at which children are being diagnosed with extra needs is rising rapidly and North Tyneside is crying out for specialised provision to support these children. I don't believe other schools in the area have the resources to fully give the children the level of support they are able to access at MMS, and there will be huge knock on effects to the mental health and well-being, and ultimately educational future success and outcomes for these children long term. Ironically, I fear the closure of the school will incur extra cost to taxpayers as a significant number of the pupils will either need a formal SEND placement or are likely to disengage with the education system altogether. For many, the only viable alternative will be homeschooling, which will impact many parents and ultimately lead to a cohort of children never fulfilling their true potentials. Whilst I accept that birth rates nationally are at a decline, I also think the proposal fails to take into account the large proportion of families who move to Whitley Bay and the surrounding areas for a better quality of life. We moved here ourselves seven years ago from outside the region and a definite part of the draw was the three tier system and fantastic schools. The pandemic also further increased the number of people choosing to relocate. There is a very high proportion of residents with young children moving into the area and actually not enough early years provision to cater for this - nurseries and childminders are all at full capacity with long waiting lists. It would therefore follow that admission numbers will actually INCREASE over the next decade. Conversely, by closing MMS and showing lack of support for educational choice, people could be less inclined to move to the area. This would have a huge impact on local businesses and the community at large, as well as undermining all the investment the council has put into regeneration over the past few years and making Whitley Bay and the surrounding areas more desirable. I have read the consultation documents and fully understand the reasons behind the proposed measures. But I still strongly believe that closing MMS would be a terrible decision in the long run and would lead to many negative outcomes for the pupils, parents and community at large. I

would implore the council to fully investigate all other avenues before making a huge mistake.

Screen Name Redacted

11/13/2025 09:20 AM

Even though my child does not attend Monkseaton Middle School, its closure would still have a significant impact on our family and the wider community. This proposal is part of a broader plan that also includes closing Langley First School, which my child does attend. Removing both a local First School and a Middle School drastically reduces parental choice and fragments the three-tier system that many families, including mine, moved to this area to access. If Monkseaton closes, the ripple effect will be felt across the entire education pathway. It will increase pressure on the remaining middle schools, potentially leading to larger class sizes, longer travel distances, and reduced access to specialist support—particularly for children with SEND. This matters to me because continuity and inclusion are vital for all children, and these proposals undermine both. The combined disruption of losing Langley and Monkseaton would force families to navigate unfamiliar schools, new routines, and logistical challenges. It risks damaging the stability and wellbeing of children and erodes the sense of community that these schools have built over decades. For parents like me, this means more stress, less choice, and a system that feels less responsive to the needs of local families.

Screen Name Redacted

11/13/2025 09:28 AM

Our child is in year 4 and loved the open day at MMS, she instantly wanted to make that school her first choice and I feel it would be such a good fit for her. It's such a shame that parental choice regarding which school to send their child to is being reduced. \*\*\*This point is really key and needs clarifying by MMS\*\*\*: If MMS were to close, we live almost eqi-distance as the crow-flies between VGMS and Marden. To date there has been no clear guidance on what will happen to the catchment areas if MMS does close, so we have no idea what catchment we'll be in. This made it incredibly difficult to make an informed choice when applying for middle schools. I attended the public meeting at WBHS and in my opinion the attitude of the council is one that does not care about the education of young people in the region. The council offers presenting were poorly prepared and not able to reassure parents whatsoever. Their responses to questions was lackluster and I left the meeting feeling incredibly sad about the situation. The admission numbers to schools in the area has been mismanaged by NTC for years, leading to this dilemma. The proposal put forward by the council seems to be fully of inaccuracies. Data has not been provided in a timely manner in response to FOI requests. In light of these issues I believe the consultation period should be extended.

Screen Name Redacted

11/13/2025 09:30 AM

██████████ Mainstream teachers do 1 week of SEN training during qualification. They feel unsupported and under resourced when face with the growing demands of the increasing number of children with SEN. The area has a deserved reputation for outstanding schools. Improve the offer for SEND families and teachers by developing what is already there at Monkseaton Middle.

Screen Name Redacted

11/13/2025 09:37 AM

I am writing not as a parent of a child at Monkseaton Middle School, but as a concerned citizen who is deeply troubled by the proposal to close the school. While I recognise the practical pressures of falling birth rates and the need for financial sustainability, I believe this proposal shows a worrying lack of consideration for the emotional wellbeing of the children involved — particularly those with Special Educational Needs and Disabilities (SEND). Children with SEND often find change extremely difficult. The routines, relationships, and sense of familiarity they build at school are vital to helping them feel safe and able to learn. Even small disruptions can cause distress, and a complete school closure would represent a profound upheaval. These children rely on the predictability of their environment — knowing who will greet them in the morning, where their classroom is, and what their day will look like. Removing that structure can lead to anxiety, behavioural regression, and emotional withdrawal, all of which can take months or even years to recover from. Transitions between schools are challenging for any child, but for those with SEND the impact is magnified. They may struggle to form new relationships, communicate their needs effectively to unfamiliar staff, or adapt to new expectations and environments. Even with transition support, the process can be deeply unsettling and disrupt both learning and emotional stability. It is unrealistic to assume that all children — especially the most vulnerable — will adapt smoothly simply because plans are made on paper. Monkseaton Middle School has been recognised for providing a nurturing and inclusive environment where children with additional needs are supported to thrive. To remove that setting without a robust, child-centred alternative risks undoing years of progress for many pupils. For children who already face daily challenges in communication, social interaction, or sensory processing, being forced to move schools can feel like having the ground pulled from beneath them. It is also important to remember that the uncertainty surrounding a potential closure does not begin when the doors finally shut — it begins the moment the proposal is announced. Children, even very young ones, are perceptive. They pick up on the anxiety of adults and sense when something is wrong. Knowing that their school might close can create months of unease and insecurity. For those with SEND or anxiety-related difficulties, this prolonged uncertainty can have a serious emotional toll. The impact will also extend beyond individual children.

The relationships built between pupils, staff, and families form the heart of a school community. When that network is broken apart, children lose not only their teachers and support staff, but also the friendships and daily routines that give them confidence and comfort. These are not minor details — they are the foundations of children's wellbeing and ability to learn. As someone who cares deeply about the welfare of all children in North Tyneside, I find it profoundly concerning that a proposal of this scale could be considered without placing the emotional needs of the most vulnerable at the centre. Numbers and projections cannot tell the full story of a school's value. Monkseaton Middle may not be full, but it is clearly full of care, compassion, and the kind of stability that children with SEND depend upon. In pursuing what appears to be a tidy administrative solution, the Council risks causing a great deal of unnecessary harm. The children affected by this decision are not data points — they are individuals, each with their own needs, anxieties, and relationships that anchor them to their school community. A decision of this magnitude must look beyond efficiency and ask: what is the emotional cost to the children who will be uprooted? I urge the Council to pause and reconsider this proposal. Closing Monkseaton Middle may make sense on paper, but in practice, it would be deeply disruptive and emotionally damaging for many of the children it claims to serve. Change can be positive when it is carefully managed and centred on children's needs — but this feels like change for the system's convenience, not the children's wellbeing. As a member of the public who values compassion, inclusion, and care, I cannot support a plan that places financial alignment above emotional stability. North Tyneside should be proud of its commitment to inclusion. This proposal does not reflect that.

Screen Name Redacted

11/13/2025 09:39 AM

[REDACTED]

[REDACTED]

[REDACTED] These changes have a huge impact as it directly affect the people who live out of catchment who attend wellfield first school. I am aware we made the decision to choose an out of catchment school however this has been the case for many years and has kept wellfield first school numbers up. It simply doesn't work without this dynamic and a degree of flexibility. It is not as simple as calculating the exact numbers that will fit in catchment and making such dramatic changes to fit those. These figures aren't static and making these changes is short sighted and too extreme. Closing Monkseaton middle school in particular will result in more costs not less, due to the SEN needs that simply aren't there in other schools. You look at figures on paper but have you checked the reality and heeded the voices of those who really know the benefits of these schools being here? I think not. Things aren't always black and white. I implore you to look deeper before making these huge mistakes.

Screen Name Redacted

11/13/2025 09:43 AM

Again, as with the potential merge of Langley and Apple tree, not only will this put undue pressure on all the other schools in the area, especially knowing there will be more need as housing developments are completed with no plan for middle or high schools to be built, but it will also mean that class sizes will increase, which Studies have shown is hugely detrimental for the students.

Screen Name Redacted

11/13/2025 09:49 AM

We, [REDACTED] strongly disagree with the decision of the council to close Monkseaton Middle School (MMS). For the following reasons: Reasons related to our family situation [REDACTED]

The decision to close MMS does also mean that we will now apply for an EHCP; this was not our plan initially as [REDACTED] needs are met by the inclusive and nurturing approach of MMS. The impact of the closure on SEND pupils In meetings with parents North Tyneside Council (NTC) have verbally confirmed that The same support which is currently in place for SEND children CANNOT be guaranteed if they move school. That children with SEND plans but no EHCP will NOT be given any special consideration during any 'extraordinary' admissions process. In fact, the only thing which is 'extraordinary' about the admissions process is that it will take place in a different point during the year. NTC CANNOT guarantee the same level of education which children receive at MMS - which centres nurture and care, meeting the needs of individual students who are SEND or not. NTC CANNOT guarantee that parents will get their school of choice for their displaced child - this creates enormous pressure and stress for SEND pupils and their families The severe impact on SEND children and their families cannot be underestimated. If NTC proceeds with closure there needs to be a clear, funded and supported pathway for ECHP children and those with a SEND plan which goes beyond allocating school places. For some children in [REDACTED] cohort, they attend MMS or, given that other schools have stated they cannot meet their needs, will be forced down the home school route. This has a significant

emotional and financial impact and burden on families. There is deep worry within the parent group at MMS about this. MMS as the jewel in the crown of North Tyneside for SEND children MMS is a unique school - a mainstream school but with outstanding support for SEND children. The national policy and practice picture indicates that moving forward - mainstream schools are going to have to step up to meet the needs of SEND children, so they can better respond to the needs of their SEND pupils. MMS IS ALREADY DOING THIS It is short sighted of the council to close what could be a Beacon of Best Practice, and a national example of excellence in this regard. I would like NTC to consider whether something can be done to document, learn from or in some way save the approach of MMS, and preserve the current staff team. Could a merger be considered? Could MMS be turned into Year 5-11 provision for example? I do not include a proposal for this here, as I know other parents have, but I implore NTC to consider this as an option, and avoid the significant harm that will be inflicted by NTC on all families, but especially those with SEND children by closing this school. At the very least, best practice from the school should be captured, shared and implemented by other schools in NEPA.

Screen Name Redacted

11/13/2025 09:55 AM

We live in the Monkseaton Middle School catchment area and I have two children currently in the three-tier system. One of my children is currently applying for middle school places for September 2026 intake. Monkseaton Middle School would have been his third choice option. I do understand the need to reduce the capacity for First, Middle and High schools in the three-tier area to a realistic level that meets the needs of children and families that live in the area. Currently there are too many children travelling from out of catchment to attend Monkseaton Middle School. That only ~18% of pupils at the school are from the catchment, and that ~50% of students require SEND support are both reasons why local parents consider other schools in the three-tier system over Monkseaton Middle School. This begs the question - why are they not attending schools in their local areas? Are there no spaces, is the quality of education at those schools seen as inadequate, is there not enough core SEND provision, or do parents simply value the three tier system? The Council need to assure that there is a First, Middle and High School place in the three-tier system for children that live in the catchment area. If they can't do this, then it has failed in its plans to match admission numbers to the local population. The Council also needs to be clear about the impacts of any extraordinary changes to the 2026 admissions policy, and swiftly reallocate catchment areas if the school is to close to applications. [REDACTED]

[REDACTED] the number of out-of-catchment pupils adds a strain to the local road infrastructure every morning and afternoon at school run time. I regularly witness parents



who are dropping off at the school driving irresponsibly, speeding down narrow streets, driving along pavements, on phones, parking on school markings or double yellow lines with restrictions, and leaving their engines idling. The Council has shown little to no enforcement of these issues in the past. If the school remains open, enforcement or parking restrictions need to be put in place.

Screen Name Redacted

11/13/2025 09:58 AM

Our neuro-diverse grandson is thriving at MMS. their excellent approach to integrating year 5 pupils into the school has allayed his anxieties. This school uses a model which successfully integrates his needs seamlessly into the curriculum. It is uniquely nurturing and cares deeply about its students. To move our grandson at the end of year 6 into a larger class (inevitable as his year group is a bulge year) will be distressing and heighten his anxiety. Closing the school would cause ripples extending throughout the family as there is no guarantee that there would be the same (free) provision before and after school. Our grandson may well be forced to travel by public transport which I fear he would not cope with. Your criteria for admissions by distance is flawed. Buses do not go 'as the crow flies'. By drip feeding information into the public domain you have made parents fearful of the future provision for their children. By its timing, this process deliberately forces parents to make choices they would not have made. It is impossible to complete an in-year transfer as the other three middle schools are full and have refused it.

Screen Name Redacted

11/13/2025 10:04 AM

We feel very fortunate that our son attends Monkseaton Middle School (MMS). [REDACTED] we carefully chose MMS after reading about it on the school's website and in inspection reports. The reality has far exceeded our expectations and hopes. Safety and Support [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] Transformation in Attitude to Learning Before joining MMS, our son had never felt comfortable in school. He disliked attending, resisted homework, and felt misunderstood by teachers. This created significant difficulties at home and affected his progress, social life, and wellbeing. He had no close friends and often returned home upset, leading to frequent conversations with his previous teachers about his behaviour or unhappiness. We never believed he would enjoy school, yet at MMS he does. Now, he is thriving both academically and socially. He has developed close friendships and discovered interests in subjects he previously disliked. He engages with homework, tries his best, and enjoys the school's practical, experience-based approach to learning. The staff at MMS celebrate children's achievements while encouraging them to become the best version of themselves. This has made a remarkable difference. Our son is now motivated, confident, and able to show his true potential.

Language and Inclusion [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] Closing MMS would not only disrupt his education but also take away the safe, supportive environment that has been essential to his recovery, growth, and future. For our family, the school has been far more than a place of learning; it has been a lifeline.

Screen Name Redacted

11/13/2025 10:07 AM

I have several grandchildren at Monkseaton Middle School who have begun to thrive and another one is due to start next year. For my 3 daughter's, who have finally been able to feel hope for the future for their respective children, this will be nothing short of absolute devastation. This school is a lifeline, for parents of children with additional needs in particular. The ethos of this school can't be sustained if closure goes ahead. The pupils here also learn tolerance of fellow pupils with SEN needs. Finally, can I appeal to the Council to reverse this decision as the closure of this 3 tier system will devastated not just a community, but a whole generation of children that will lose their happiness and faith in our education system. Please save them and their families from this upheaval. From a very desperate grandmother and 3 sets of desperate parents plus many

many more in the same position as us :((

Screen Name Redacted

11/13/2025 10:22 AM

My niece has just settled in at monkseaton middle school after a horrible time in first school. She has some additional education needs which are supported amazingly at this school. The other schools in our area are too big to truly support her, and she does not require enough support to take her out of mainstream school. This school is amazing and should not be closed down

Screen Name Redacted

11/13/2025 10:31 AM

It will be a huge inconvenience to folks who have lived here their whole lives and built families.

Screen Name Redacted

11/13/2025 10:58 AM

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED] Monkseaton Middle appealed to us as it was a school that had a larger provision of SEND learners and was able to cater for the needs of our boys. Now four weeks into the academic year, we've been informed that the Local Authority wish to close the school. [REDACTED]  
[REDACTED]  
[REDACTED] We believe that this was due to the upheaval of moving schools. The decision to move schools was made on the basis that he would have several years to adapt to an environment that better prepares him for High School. We believe that this would have smoothed the transition to a larger school which, while still presenting obstacle to him attending (he struggles in loud, crowded environments), we feel Monkseaton Middle better prepares him for a larger environment. Now he and his brothers will have to progress onto Secondary School at an earlier time than we had planned, a move we fear will further push one of the twins to the point he will not engage at all with the school system. As I'm sure you appreciate, the current cohort at Monkseaton Middle have lived through COVID and were deprived of critical time in environments that help them develop social skills. [REDACTED]  
[REDACTED] We made these moves because we believed that they were in the best interest of the boys. All of the decisions we made to move schools were made with consideration of the emotional impact of moving them and each instance, we concluded that there was a net benefit to the move. Had we known that North Tyneside Council had plans in place to

close the school before our kids had finished, we would never had moved them. I have genuine concerns that the decision to close the school early will have a serious detrimental impact on our boys and will, with at least two of them, result in the boys dropping out of the school system all together. They live in North Tyneside and genuinely believe that the long term impact not only my children, but to all children in their year groups will be long lasting. This will have wider consequences for the borough and put greater strain on public services. All I ask is for serious consideration to be made with regard to extending the date for closure of the school. Allow the current cohort to finish their time at Monkseaton Middle School and allow them to stay within the three tiered system without creating additional emotional upheaval of spending one year at a different school before progressing onto high school.

Screen Name Redacted

11/13/2025 11:09 AM

I am concerned my children will not be able to attend their chosen middle school due to displacement of other pupils in the area from Monkseaton middle closing and the increased number of properties being built in the area

Screen Name Redacted

11/13/2025 11:13 AM

I am writing to express my strong objection to the proposed reduction of middle school places at Valley Gardens Middle School and Wellfield Middle School. This proposal comes at a time when the council is already consulting on the closure of Monkseaton Middle School, following the previous closure of Monkseaton High School and the proposed closure of Langley First School. If all three of these schools are closed, it will mean that every three-tier catchment school in our local area will have been lost. This is incredibly stressful and upsetting for families like mine, who chose to live and raise children in this area based on the three-tier education system. Reducing places at Valley Gardens and Wellfield Middle Schools, in addition to closing Monkseaton Middle, would leave a serious shortage of school places within the NEPA three-tier structure. Local children will have fewer realistic options for middle school education, and many will be forced to travel much further afield. It therefore seems illogical and short-sighted to further reduce capacity at the remaining middle schools, as this will leave local families with even fewer options and could create unnecessary pressure across the system. In particular, I am particularly concerned about the developing federation between South Wellfield First School and Wellfield Middle School, and the potential plan for South Wellfield to become a formal feeder school for Wellfield Middle. The South Wellfield and Wellfield schools are located in an area where children from outside the NEPA boundary often attend due to proximity, even though they belong to neighbouring two-tier systems. While I understand that families outside NEPA may prefer the three-tier structure, the current situation

already places additional pressure on limited middle school places, especially when the council wants to enforce a reduced PAN of 390 pupils in the three tier system. While continuity for South Wellfield pupils is understandable, this arrangement would unfairly disadvantage children from other NEPA first schools, who would lose out on places at Wellfield Middle. While this may offer continuity for children attending South Wellfield First School, it risks unfairly excluding children from other NEPA first schools who would otherwise transition into Wellfield Middle. This would effectively restrict access for local NEPA families who are already within the three-tier area and wish to continue within their local three tier pathway, while prioritising a single feeder route. The NEPA area is unique in being a three-tier system surrounded by two-tier schools, where pupils transfer from first schools to middle school in Year 5, whereas pupils don't transfer from primary to secondary school until Year 7. This means that children within NEPA cannot easily move between systems — they would be left without suitable alternatives if middle school places are reduced. Adding to the challenge, the Wellfield schools are located close to the boundary of the NEPA area, and many children from outside NEPA already attend them because they live nearby. While it is understandable that families outside the area may prefer the three-tier model, this situation already places additional strain on limited places for NEPA children. Reducing capacity further, or prioritising a single feeder route, would exclude children who actually live within NEPA and rely on access to local three-tier schools. It is vital that the council explores why so many families living outside NEPA are choosing to send their children into the three-tier system. This trend clearly indicates that there may be challenges or perceived shortcomings within the two-tier schools that are driving families to look elsewhere. The council must investigate these issues thoroughly and ensure that both systems are equitable, so that no group of families feels compelled to avoid their local two-tier schools. In addition, families who live close to the NEPA boundary — particularly in areas neighbouring South Wellfield and Wellfield schools — face unique challenges. These families often live a significant walking distance from their nearest two-tier secondary school, leaving them effectively caught between two systems. It seems unfair that they have no easily accessible local secondary option within walking distance. The council should consider how these cross-boundary pressures are contributing to the strain on NEPA school places and work towards a fairer, more coherent approach to school planning across the whole area. If Monkseaton Middle closes, my own child will be out of catchment for the remaining middle schools. Valley Gardens and Wellfield are the nearest options, yet the proposed reductions — combined with the potential feeder school arrangements — mean my child would struggle to secure a place. Marden Bridge Middle School is significantly further away and not within a reasonable walking distance for a child starting Year 5 when they are encouraged to walk

to school alone. This situation would be extremely difficult for families like ours and feels deeply unfair. It would mean that we would have to drive to a middle school that is further away, which would increase the traffic in an area that is already busy. Also, I am also concerned about how this consultation has been conducted, particularly in relation to children's participation. It has been suggested that pupils can take part and share their views, but the system requires each participant to register with an email address. Many of the children affected are of primary or early middle school age and do not have personal email accounts — nor should they be expected to create them for this purpose. It is not appropriate or safe to encourage young children to set up email addresses simply to take part in a formal consultation. Parents should have been allowed to submit responses on behalf of their children, or to include their child's views within their own response. The current system effectively excludes children from contributing, despite the fact that they are the ones who will be most directly affected by these changes. This feels deeply unfair and undermines the inclusivity of the process. I would also like to raise concern about the way these consultations have been scheduled. Having two consultations running simultaneously — one proposing the closure of Langley First School and the other proposing the closure of Monkseaton Middle School — has made it extremely difficult for families to respond fully, clearly, and thoughtfully to either proposal. Both consultations share the exact same six-week timeframe, which has divided the attention and capacity of parents and carers who are affected by both closures. This overlap feels unfair and has limited the community's ability to fully understand and consider the broader implications of these changes. The closure of a first school and a middle school within the same catchment area has significant knock-on effects that should be carefully reviewed together. Running these consultations at the same time has made it much harder for families to engage meaningfully with the process, particularly for those of us whose children attend or would attend both schools. I strongly urge the council to reconsider this proposal, maintain existing middle school places, and ensure that all NEPA children have fair access to local education within the three-tier system. The council must also recognise that this is part of a wider issue across North Tyneside and work to ensure that families in neighbouring areas have access to excellent primary and secondary schools that meet their needs and that they feel confident choosing. It is vital that all children—wherever they live—have fair, accessible and sustainable education options. The wellbeing and educational stability of local families depend on it.

Screen Name Redacted

11/13/2025 11:15 AM

Even though my child does not attend Monkseaton Middle School, its closure would still have a significant impact on our family and the wider community. This proposal is part of a broader plan that also

includes closing Langley First School, which my child does attend. Removing both a local First School and a Middle School drastically reduces parental choice and fragments the three-tier system that many families, including mine, moved to this area to access. If Monkseaton closes, the ripple effect will be felt across the entire education pathway. It will increase pressure on the remaining middle schools, potentially leading to larger class sizes, longer travel distances, and reduced access to specialist support—particularly for children with SEND. This matters to me because continuity and inclusion are vital for all children, and these proposals undermine both. The combined disruption of losing Langley and Monkseaton would force families to navigate unfamiliar schools, new routines, and logistical challenges. It risks damaging the stability and wellbeing of children and erodes the sense of community that these schools have built over decades. For parents like me, this means more stress, less choice, and a system that feels less responsive to the needs of local families.

Screen Name Redacted

11/13/2025 11:28 AM

By closing the middle school it limits the options and preference for parents in the area. The school allows for children with SEN needs to attend a mainstream environment and the work that has gone into making the school a success is commendable. I have no idea why the council would wish to close somewhere doing such amazing work for families and the community.

Screen Name Redacted

11/13/2025 11:37 AM

[REDACTED]

[REDACTED] the proposed closure of Monkseaton Middle School has an immediate and very real impact on our family. We chose Appletree, and the three-tier Whitley Bay pathway, on the basis that she would move into a Middle school such as Monkseaton Middle or another local Middle before progressing to Whitley Bay High. We are out of catchment in the new, tightly constrained model, which combines: the closure of Monkseaton High (reducing high school capacity in the three-tier system); the proposed permanent PAN of 390 at Whitley Bay High; the merger of Langley and Appletree and overall cap of 390 First places; and now the closure of Monkseaton Middle and reduction of PANs at Valley Gardens, Wellfield and Marden Bridge. Combined, these changes make it highly unlikely that my daughter will be able to follow the three-tier route we deliberately chose for her, simply because she lives just outside the re-drawn catchment and there will no longer be enough places to accommodate all children who want that path. She struggles with transitions and change.

[REDACTED]

[REDACTED] It took time to get her to a point where she felt safe, comfortable and settled in a formal school environment. The

expectation, based on the current structure, was that the next major transition would be a planned move at Year 5 into a Middle school, with clear feeder arrangements and trusted communication about where she would go. The closure of Monkseaton Middle, alongside the PAN reductions at the remaining Middles, now introduces several deeply unsettling possibilities: She may not be able to secure a place in any local three-tier Middle at all, because the total number of Year 5 places has deliberately been cut to match Whitley Bay High's 390 and we are outside the catchment; We may be forced to move her into a two-tier primary in Year 5, in a school and system we consciously chose not to use when she started; Alternatively, we may feel pressured to uproot our family and move into the "right" catchment, [REDACTED]  
[REDACTED]

[REDACTED] None of these options is in her best interests. Moving school in Year 5, into an established cohort and a system that was not designed for her from the start, would be especially difficult for a child who finds change challenging. She would arrive as "the new child" in a peer group where friendships and classroom dynamics are already fixed. The consistency and predictability she needs would be lost at exactly the age when curriculum expectations and social pressures are increasing. The prospect of losing Monkseaton Middle also removes a type of school from the landscape that is important to us. From what we know, Monkseaton Middle offers a smaller, more nurturing environment with strong mainstream SEND practice; the council's own guide notes that it "provides a high quality, mainstream provision for children with SEND". In a system that is moving towards larger, more crowded schools as a way to solve budget problems, the loss of a school like this is not abstract – it changes the character of what is available to families whose children benefit from that kind of setting. On a personal level, I am already experiencing significant stress trying to plan around these decisions. [REDACTED]  
[REDACTED]

[REDACTED] I am having to consider scenarios like: moving home into a different area simply to stay inside a shrinking catchment; accepting a school or system that I have already, carefully, judged not to be a good fit for my daughter; or taking on home education alone because I no longer trust that the local system is structured around the long-term wellbeing of children rather than short-term financial savings. None of these are easy or realistic paths, and all of them are being brought to the forefront by the proposal to close Monkseaton Middle and reduce Middle places, rather than by any needs or failings on my daughter's part. The most distressing aspect is that the driver for this change is not that the children currently in the system are doing badly or that their schools are failing them educationally. It is that birth rates have fallen, that schools with spare places attract less funding, and that the council does not wish to carry the financial risk of under-utilised capacity.



That may be understandable from a budgetary perspective, but for families like mine the effect is that our children's educational pathways become conditional and precarious. If Monkseaton Middle stays open, or if the council at least guarantees that all current First school cohorts will be able to complete the three-tier pathway (even if the structure changes for future intakes), a huge amount of this anxiety and disruption would be removed. We could plan with some confidence; my daughter could look forward to a clear, stable route; and we would not be forced into untenable choices around moving house, changing system, or withdrawing from school entirely. As things stand, however, the proposed closure of Monkseaton Middle would affect us by: making it far less likely that our daughter can stay within the three-tier system she has already entered; increasing the risk of a major, poorly timed transition in Year 5 into a system we did not choose; removing from the local landscape a Middle school setting we believe could be a good fit for her needs; and adding significantly to the stress and uncertainty we face as a family, both practically and emotionally.

Screen Name Redacted

11/13/2025 11:48 AM

Closing monkseaton middle would limit space and choice for prospective parents coming into the middle school system. Displacing hundreds of children with additional needs who would be fed into mainstream schools which are unable meet their needs cannot be an option.

Screen Name Redacted

11/13/2025 11:50 AM

I am writing to express my deep concern and strong opposition to the proposed closure of Monkseaton Middle School (MMS), which my son currently attends [REDACTED]. I wish to focus on the profound educational transformation our son has undergone, thanks to the exceptional staff and their deeply embedded ethos of inclusion, equity, and professional excellence. Before joining MMS, our son had been repeatedly mischaracterised as a disruptive pupil. In previous educational settings, his potential was obscured by misunderstanding and a lack of tailored support. He was disengaged, frustrated, and alienated from learning and also from his peers. The difference since he started at MMS has been remarkable. It is as if he has returned to being the curious playful learner we always knew he was. He's now a pupil who genuinely enjoys learning, especially in maths and science, and takes pride in completing homework and holiday projects. He's eager to contribute in class discussions and often talks with excitement about what he's learning and where it might take him. This transformation is not incidental. It is the direct result of the school's pedagogical approach and the staff's advanced training in inclusive education. MMS does not merely espouse values of equity, diversity, and inclusion; it operationalizes them in every classroom, every interaction, and every decision. The staff's ability to recognize

and nurture the unique strengths of each child, especially those who have previously struggled, is a testament to their professionalism and care. This change hasn't just affected him at school—it's changed things at home too. Our home environment has shifted from one of stress and uncertainty to one of hope and stability. Our son's younger sibling now sees a role model who enjoys learning and feels capable. As parents, we experience less anxiety about his academic journey and more confidence in his future. MMS has not only educated our child, it has helped rebuild our family's sense of possibility. This stage of early adolescence is critical for shaping a child's academic self-concept and the beliefs he holds about his own ability to learn, succeed, and grow. The confidence and curiosity our son is developing now will lay the foundation for his success in high school and beyond. Disrupting this trajectory, especially by removing him from a setting where he is thriving and feels safe, risks undoing the progress he has made and destabilizing his sense of belonging and capability. [REDACTED]

[REDACTED]

[REDACTED] Staff members understood his needs and responded with great care and professionalism. Their ability to recognise when a child needs emotional support and to respond with consistency and compassion has made all the difference. Their support helped him feel seen, secure, and ready to learn. That foundation has been essential to his recovery and growth. We cannot overstate how meaningful this has been for us as parents. I must also raise practical concerns. If MMS is closed, where will its Year 7 pupils within the catchment area be placed for the transitional year before high school? What provisions will be made to ensure continuity and stability for these pupils? How will the council ensure that all children affected by the closure will have a secure place at Whitley Bay High School? These are not minor logistical questions—they are central to safeguarding the educational well-being of our children. Monkseaton Middle School is a community of educators whose expertise and commitment have changed lives. I urge you to reconsider the closure proposal and to recognise the irreplaceable value this school provides, not just to our son, but to many children who need precisely the kind of environment MMS offers.

Screen Name Redacted

11/13/2025 11:52 AM

As a parent and resident of North Tyneside, I am very concerned about the long lasting impacts closing schools in the area will have.

While the birth rate is dropping nationally, both the Office for National Statistics and Department for Education acknowledge the uncertainty around the impact of changes in fertility and net migration, limiting their pupil projections to 2030. While there are clearly challenges for the area in managing changes in population demographics, an unsustainable schools funding model and costly PFI deals the council is locked into, it is not clear how the proposals will address any of these challenges. The proposals will: reduce parental choice; lose valuable resources which are either difficult or impossible to replace including the buildings and the staff with their dedicated knowledge and experience; encourage families to leave the area and discourage families from moving to the area, which will exacerbate the challenges with shifting population demographics and impact the local economy. The errors in the information provided during the consultation, the inability of the council to answer fundamental questions about the implications of their proposals and the absence of any alternative options in the consultations which do not result in multiple school closures suggest this consultation has been rushed through, which is deeply concerning given the magnitude of the decisions being proposed. Closing a school should be an absolute last resort once all other options have been exhausted. As a parent, I am concerned that we will in reality have little to no choice in our child's education, that the education system in the area will have no resilience in the context of the uncertainty over pupil projections in the medium to long term, that decisions are seemingly being made at pace in the absence of adequate analysis (or a willingness to share said analysis) and that we will ultimately be forced out of the area in order for our families needs to be met. As a resident, I'm concerned that the council is making long-lasting decisions which will have wider impacts beyond solely the education system and that these decisions contradict the strategy and vision as set out in Our North Tyneside Plan. The upheaval caused by school closures, the loss of valuable teaching knowledge and experience from the area and the likely impact on local communities and businesses are at odds with the council's published plan for the area. I am confident that a genuine commitment to co-designing the education service available in the area, with the schools, communities and businesses impacted would yield viable alternative options to better meet the council's plan and provide better outcomes for families and residents of North Tyneside.

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11/13/2025 11:53 AM

My son attended a first school in Whitley Bay. In the early years at this school they identified that he needed some additional support in some areas. As he moved through the school the additional needs became more apparent and demanding. [REDACTED]

By year 3 the school were telling us they couldn't meet all of his needs and a transfer to a specialist school would be more

appropriate, however during visits to special schools we were told his needs weren't right for these establishments. He stayed in the mainstream school through to end of year 4. During the last 2 years at this first school things got harder and harder, my wife and I visited every educational establishment in the local area, and out of authority, looking for a place our son could fit and learn as the school struggled to understand how to manage and best provide for his additional needs. He was working in the corridor most of the time, missing more and more of the teachers input, he would struggle to stay on task or complete projects and would become so disregulated that he would run up and down corridors screaming. Regular meetings were held where they would tell us about his "behaviour" making us feel responsible and giving the impression they expected us to control him whilst there. It lead to a very traumatic time for all of us. At pick-up in the playground they would report meltdowns and behavioural outbursts, sometimes away to the side, sometimes in earshot of other parents; sometimes he would come running out of school screaming where he was so overwhelmed, and they didn't understand what the problems, or triggers, were. I would feel sick with worry before every pick-up or when my phone rang, it became a weekly occurrence. It affected my working life, it affected our home life, it even affected my relationship with my son. It wasn't the school or staff was bad, I believe they were really trying and did the best they could, they were just ill-equipped and lacking the understanding of neurodiverse needs. It was an awful experience that I wouldn't wish on anybody! We selected Monkseaton Middle as the most appropriate school to continue his education. Out of all the places we looked at we couldn't believe how lucky we were to have this establishment on our doorstep. Even from the open evening you got a sense of how different it was. He is in year 6 now and life is completely different. The level of understanding amongst staff in how to handle him is incredible. They have introduced a number of strategies to help him manage himself. He is engaged and works inside the majority of lessons. They have identified his triggers and either manage them or remove them from his routine so they do not create issues. They provide suitable alternatives to situations he would struggle with giving him the opportunity to still work effectively. And most importantly they have made him feel valued, given him responsibilities that he takes very seriously, focused on all the positive aspects of what he does and is capable of. He no longer feels guilty or like a failure when he becomes overwhelmed because it is managed effectively. He is happier in himself and desperate to get to school! He wants to talk about his day now, he proudly shares what he has achieved. I was cynical to begin with because of our previous experience, and despite looking for almost 2 years for a year 5 placement didn't know where he would fit. But that cynicism quickly faded and has honestly been replaced with nothing but complete adoration for MMS and staff. They have made life happier;

they have taught me things and made me a better father. Their compassion and desire to teach kids is incredible. I honestly don't know where my family would be now without them, and although I know this sounds melodramatic, I promise - hand on heart, it is the absolute truth. The thought of my son being somewhere else evokes feelings and emotions that shouldn't be associated with a child attending school. No parent or child should have to experience what we did in the last few years at first school, yet by closing Monkseaton Middle School that's exactly what will happen. This school should be revered by North Tyneside Council and the Department for Education, it should be modelled across the country as how to provide for SEND kids in a mainstream environment, not earmarked for closure due to the agenda of a struggling local authority. I fear that the closure of Monkseaton Middle School will be disastrous for my son and his education. A change at year 8 to either one of the other middle schools, which either said they couldn't accomodate him or we deemed unsuitable for his needs, or worse to a 2 tier mainstream school out of NEPA, as NTC can't force middle schools to increase the number of students they will accept, could see a repeat of those First School years. The anxiety caused by any chance is massive. A change this late in the middle school journey, seperation from the familiarity of the buidling, teachers, pupils, routines, will be huge. And then further change a year later causing all the same problems. These things should not be underestimated when making the decision. It could simply destroy the lives of the kids and their famillies!!

Screen Name Redacted

11/13/2025 11:58 AM

A proposal to close this school and potentially reduce the number of spaces for children across middle and high schools means that my child may not get a space in middle school at all as we live out of area. All children currently in first schools should have protected places for middle and high. I also don't understand how the places can be reduced when in 2025 506 children applied for middle school places, this surely means many children will not get places at their desired school even though it is feasible that they could have. I see no reason for this school to close considering there is plenty of children applying and needing spaces for middle and high schools and I think closing this school down would be a mistake.

Screen Name Redacted

11/13/2025 11:58 AM

The potential catchment changes to WB High resulting from the closure of Monkseaton High School and Monkseaton middle would have a disproportionately harmful impact on my daughter, who has dyslexia. She is doing well in the 3 tier system but dyslexic learners rely on stability, predictable transitions and continuity of support. Forcing her into Year 9 within a 2-tier system if she can't get into WB High despite living within current catchment —where pupils have

already completed two years of secondary curriculum—would place her at a significant academic disadvantage and directly contradict best practice and national SEND guidance. This sudden shift, without the staged preparation built into the 3-tier model, would severely impact her confidence, working memory, processing and ability to access the curriculum, putting her at a “substantial disadvantage” under the Equality Act. Her entire educational journey has prepared her for transition into Whitley Bay High School at Year 9, where appropriate provision, established systems and her peer group that she has been with since Early Years are already in place. Moving her instead into an unfamiliar environment with established social groups and increased literacy demands risks social isolation, heightened anxiety, reduced engagement and a decline in academic progress. The Council has a statutory duty to protect dyslexic learners during structural change and it is essential that children like my daughter remain on their intended 3-tier pathway to Whitley Bay High School rather than being forced into an unsuitable and harmful 2-tier system as a result of two local school closures and subsequent catchment area changes.

Screen Name Redacted

11/13/2025 11:59 AM

Two grandchildren attending Langley first school. Not feasible to suggest closing this provision.

**Optional question** (292 response(s), 30 skipped)

**Question type:** Essay Question