



STAR MAT – SEND ANNUAL REPORT

School:	Monk Fryston C of E Primary School
SENCO:	Dale Starr
Date of report:	15.11.22
SEN Governor:	Sarah Fawcett (Shadow Governor: Tracy Pickles)

SEND profile for last 12 months

To include: **COMPLETED USING 2022 CENSUS (Jan)**

- number of pupils on SEN register (or equivalent), including numbers with Education Health and Care Plans

30 (up from 21 in 21/22 and 16 in 20/21)

- number of pupils on SEN register as a percentage of pupil population

14.3% (up from 10.3% in 21/22 and 7.7% in 20/21)

- number of pupils according to primary need (as on census)/gender/other characteristics e.g. pupil premium

Code	Description	Primary Need
SPLD	Specific Learning Difficulty	2
MLD	Moderate Learning Difficulty	8
SLD	Severe Learning Difficulty	2
PMLD	Profound and Multiple Learning Difficulty	0
SEMH	Social, emotional and mental health	10
SLCN	Speech, Language and Communication Needs	0
MSI	Multi-Sensory Impairment	0
HI	Hearing Impairment	1
VI	Vision Impairment	1
PD	Physical Disability	2
ASD	Autistic Spectrum Disorder	4
NSA	SEN support but no specialist assessment of type of need	0
OTH	Other Difficulty / Disability	0

- numbers of children joining the register and coming off the register this year

ON: 11, OFF: 2



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Statement regarding overall quality of provision for pupils with SEND

Based on Ofsted descriptors; to include:

- *outcomes for pupils with SEND (academic and wider outcomes)*

All outcomes are tracked individually in the form of half termly review meetings, held between class teachers and parents/carers.

School are investigating tracking options, and seeking a provider to assist with collating and presenting data for different cohorts and groups across school. This will be a crucial tool in monitoring and analysing progress for children with SEND.

Monk Fryston has rigorous procedures for the assessment of pupil's achievements and this is reviewed at Pupil Progress Meetings every term. Data is shared and outcomes are discussed between members of staff and SENCo. Progress of children with SEND is monitored through pupil progress meetings, analysis of the data, teacher reports on progress of SEND pupils and intervention records.

During a recent Ofsted inspection, the inspectors noted that our EHCPs feed into MSPs, that these plans are tight and broken down into targets that are reviewed half termly. The specifically said that these could be tracked into the classroom, and evidence could be seen to support the assertion that all barriers are broken down to enable children to access the learning on offer.

They also stated that there is 'no ceiling on learning, staff extend learnings and children with SEND achieve their best outcomes'.

- *effectiveness of leadership and management for SEND*

The SENCO and SLT set consistently high expectations for the learning and progress of pupils. Regular meetings are held between the SENCo and SEND governor, and Chair of Governors.

- *quality of teaching, learning and assessment for pupils with SEND*

Quality of teaching is a focus for the school, as we aim to maintain outstanding, quality first teaching for all pupils. At Monk Fryston we firmly believe that the wellbeing and academic progress of all pupils is primarily the responsibility of the relevant class teacher, with a broader overview being maintained by both the SENDCo and Senior Leadership Team. With this in mind we maintain a highly skilled and experienced body of staff with a good understanding of the additional needs within their own classroom and a good understanding of how best to meet these.

During a recent Ofsted inspection it was noted during a maths Deep Dive that the curriculum is ambitious for all children, including children with SEND. In history, SEND children were seen to access the planned intent, and a specific English barrier was removed. The inspectors noted that in some cases they had to ask the teachers what provision was in place for children with SEND, as it was so 'subtle' that they could not easily see it.

- *personal development, behaviour and welfare of pupils with SEND*

At Monk Fryston Primary School we are committed to giving every child access to a high quality educational experience and the nurturing they require in order to reach the very maximum of their potential. We make this commitment regardless of a pupil's age, gender, ethnicity, background or personal circumstance. We recognise that there is a diversity of special needs including learning, health, social, emotional and physical and work to ensure all such needs are met. We have a highly trained Pastoral Team who are available to offer support to pupils, staff and families, ensuring their needs are met and guidance is given where it is needed.

During our Ofsted inspection, inspectors noted that 'provision goes above and beyond' and that this included SEND pupils. They specifically said that we have very effective pastoral systems in place.

Achievement of pupils with SEND

0 fixed period or permanent exclusions recorded.

During our Ofsted inspection the inspectors stated that there is 'no ceiling on learning, staff extend learnings and children with SEND achieve their best outcomes'.

SEN policy

When was this reviewed and have any changes been made?

Reviewed in November 2021 when MAT SEN Policy was agreed to be adopted. Reviewed in November 2022 with minor changes to make. To review again annually.



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SEN information report on school website

When was this reviewed and does it meet statutory requirements?

November 2022- yes

Statutory assessments

Use and effectiveness of access arrangements

Access arrangements used where needed - following normal classroom practice for each individual pupil (None needed in 2021, so changes needed for 2022).

CF (Y6) will need modified SATs papers for May 2023, and these have been agreed with the Vision Team from NY.

Accessibility plan

Any updates? Review date

<https://monkfryston.n-yorks.sch.uk/wp-content/uploads/2021/04/Accessibility-Plan-MF-.pdf>

SEND budget and spending

What was the budget allocation and how was it spent? Value for money?

BUDGET

The majority of our SEND budget goes towards our staffing costs, to pay for support staff who work closely with our SEND pupils and help them to meet the targets on their MSPs or the outcomes on their EHCPs. This can sometimes involve interventions, 1:1 support, group work, helping refocus on tasks, or other more individualised support.

This year we will be seeking additional funding for a group of children who are relatively new to our school, and joined with no previous experience of school.

In the past 12 months we have applied for one EHCP and were successful, taking our total to an all-

time high of 6 children across school with this recognition of need. We had 2 EHCPs reviewed and additional funds allocation to meet the increased need identified by our staff. This year we are anticipating seeking EHCPs for 2 additional pupils, with one EHCAR underway and one pending. We have applied for additional funding to support one pupil new to school and country with high needs, and were allocated £3,000 – all of which was spent on staffing costs.

Staffing for SEND

Any staff employed specifically to support pupils with SEND

- ★ Fiona Culkin – Y2
- ★ SEN allowance: Carol Cole, Hannah Asquith

Interventions

What interventions have been used for pupils with SEND and how effective have these been? Do they offer value for money?

- ★ Precision Teaching - used across school, EP trained all staff last academic year. Very effective - each child sees their progress plotted onto a graph in the session. Great value for money as no ongoing costs involved.
- ★ Emotion Coaching – all staff were trained in the use of this for 2021-2022, but due to a high turnover of staff for this year, we had additional training for all staff including support staff on the first day back of the new academic year for 2022-2023
- ★ In the past year some elements of Thrive have been used – in combination with support from the Selby Hub this was fairly effective, child still struggled but Thrive provided a scaffold for language for adults working with her and ideas for provision - yes value for money

In the last school year, we have moved away from interventions out of class and children being removed from their pastoral groups, and instead focussed on quality first teaching and nimbly meeting needs in a classroom setting. This was noticed and praised in our recent Ofsted inspection.



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CPD for SEND

What CPD has taken place and what has been the impact of it for pupils with SEND?

- ★ We have had involvement from Sue Coward and Clare Leonard - 'Dyslexia Awareness' - all staff able to submit questions beforehand ensuring full understanding
- ★ All staff are trained in Mental Health at Level 1 by Compass Buzz (Prevention & Promotion), most at Level 2 as well (Early Identification of Need), the Pastoral Team are trained in Level 1, 2 and 3 (Early Help & Intervention), and the SENCO is trained up to Level 4 (A Sustainable Whole School Approach)
- ★ School SENCO helped trial Student Wellbeing Champion Training by Compass Buzz, and contributed to the adaptations necessary to make this appropriate for primary pupils
- ★ Additional CPD has been put in place to ensure the Pastoral Team are equipped for the variety of challenges they come across, including training on Anxiety, Mindfulness and wellbeing.
- ★ EP has trained all staff in 'emotion coaching' to help children regulate themselves
- ★ All staff have had training from EP on Precision Teaching
- ★ 'Any other' training provided - EP gave time to answer either specific or general queries from any member of the teaching staff
- ★ we have 'SmartBox' training pending as we train staff in using a communication device for a KS1 pupil
- ★ we have a Y6 pupil using additional technology, and have worked closely with NY to ensure all staff are skilled and able to support the pupil efficiently

Pupil voice

How have pupils with SEND been involved in their provision?

- ★ All pupils are consulted when MSP is drawn up
- ★ Consideration of pupils as individuals "Things I am good at, enjoy, that people like about me, that are going well..." and "Things I find most challenging, don't enjoy as much, that are not going quite as well..."
- ★ Class teachers or support staff check in with pupils regularly and update MSP throughout the academic year
- ★ Ofsted noticed and praised the focus on children's views, and the placement of this on the first page of MSPs is a strength for our children

Parent/carer voice

How have parents or carers of pupils with SEND been involved?

- ★ 'Open Door' approach - open lines of communication including giving class teacher emails to parents/carers of pupils with SEND
- ★ Parent views are considered often, and are captured during MSP reviews. Staff meet extremely regularly (every half term as a minimum) with parents to review MSPs and contribute to the document
- ★ 'Parental Engagement' is a priority on the SDP this year



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- ★ SENCo, SEND Governor and Chair of Governors are looking to review parental views and opinions on SEND in the near future

External agencies

What external agencies have been involved and what impact has this had?

- ★ Charlotte Tate has been to school several times to support staff, and pupils. Impact: greater understanding of ASC and different strategies to try and implement
- ★ Liane Nixon (Advisory Support Teacher, vision team) comes in to support with one of our pupils with an EHCP for her vision needs. Impact: staff are aware of the best ways to support the pupil
- ★ Compass Buzz continue to offer support to our Pastoral Team, to enable us to meet a range of more complex needs. Impact: staff able to meet needs of pupils without need for lots of external support or staff in school, MF/SP staff skilled up in the process
- ★ We have referred several pupils to the NY Hubs service - involvement from Nicci Watson and Kristen Anderson. Impact: advice and recommendations personalised to our learners
- ★ We have benefitted from advice from Linda Dalgliesh for a Y5 pupil with a new EHCP, and regarding an extremely high needs child in KS1
- ★ Helen Jefferies has supported staff with developing a bespoke curriculum for a high needs KS1 child, and has worked over a period of time to create a comprehensive report on a child not meeting expectations – outlining recommendations that have been extremely useful
- ★ we have visits pending from the SEMH department of the Hub, with observations and meetings with staff planned in
- ★ we worked closely with the 'Intensive Support Team' from NY specifically to avoid permanently excluding a pupil in KS1 – very effective (pupil not excluded)
- ★ SENCo for school has utilised the 'drop in' service to access expert advice about anonymous cases. Impact: quick, accessible expert advice. Will enable staff to try all strategies known before seeking Hub support

Complaints relating to SEND

Have there been any? If so, provide details

★ None known

Any other developments regarding SEND?

This is an opportunity to share any other initiatives that the school has launched and what impact these have had or are hoped to have

The school champions positive mental health and wellbeing - both of pupils and staff. This can be seen by the inclusion of mental health and wellbeing on the School Development Plan for the past 5 years. All staff have been trained by Compass Buzz so have an understanding of how to prevent problems arising, and the promotion of positive mental health. This is something everyone in the school is committed to. This is done in a variety of ways, including but not limited to, after school clubs offered to support children with understanding their mental health and enabling them to take control of this, the development of 'Headspace' (wellbeing room), additional support from Compass Buzz, training of all staff in mental health issues to a high level, a month dedicated to addressing negative mental health stigma, use of the Resilience Framework to troubleshoot issues for individuals, refinement of a referral process for the Pastoral Team, and the rolling out of class-based interventions, improving resources for



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SEMH issues (worry monsters, My Hidden Chimp books, use of emotional scales during registration, breathing techniques taught from Reception upwards, the use of a dedicated yoga teacher last year - for pupils in school time and for staff at home.

The school has completed building a wellbeing space in the grounds of the school. The aim for this space is somewhere for children to relax, and 'break out' from typical school spaces, either in small groups or 1:1. We are now able to use this space again, as Covid cases within school remain low. We are proud of how well we support any pupils with SEMH needs, and hope to develop the support on offer for all primary needs in the same way.

Are there any concerns regarding provision for pupils with SEND?

This is an opportunity to share any areas that the SENCO feels may become a concern over the next year unless action is taken; this could include staffing issues, issues relating to specific pupils (without names), support from external agencies, other resourcing issues etc

We have a particularly interesting Year 2 class, including medical needs, a child with ASC, a non-verbal child from the USA with physical and toileting needs, and some extremely challenging and unique behaviours. The needs in the class need to be managed carefully, and the SENCO is working closely with the class teachers to ensure this happens. The class has 2 EHCPs and an EHCAR is being put in for another pupil. There are at least a further 3 pupils who will require additional support, and EP advice has been sought for 2 of these in the last academic year, with a view to seeking Hub support too. We have an appointment with our EP to discuss the overall dynamic of the class and help formulate a plan to reintegrate our pupil on a part time timetable.