



The STAR Multi Academy Trust – SEND ANNUAL REPORT

School:	Monk Fryston C of E Primary School
SENCO:	Dale Starr
Date of report:	November 2025
SEN Governor:	Tom Willan & Louise Turner

SEND profile for last 12 months

To include:

- number of pupils on SEN register (or equivalent), including numbers with Education Health and Care Plans
- number of pupils on SEN register as a percentage of pupil population
- number of pupils according to primary need (as on census)/gender/other characteristics e.g. pupil premium

**19 children, 9.4% of the population
(compared with 22 in 24/25, 28 in 23/24, 30 in 22/23, 21 in 21/22, 16 in 20/21)**

5 children (2.5% of total population)

From Spring 2025 Census:

Code	Description	Primary Need
SPLD	Specific Learning Difficulty	3
MLD	Moderate Learning Difficulty	4
SLD	Severe Learning Difficulty	1
PMLD	Profound and Multiple Learning Difficulty	0
SEMH	Social, emotional and mental health	4
SLCN	Speech, Language and Communication Needs	0
MSI	Multi-Sensory Impairment	0
HI	Hearing Impairment	1
VI	Vision Impairment	0
PD	Physical Disability	1
ASD	Autistic Spectrum Disorder	6
DS	Down Syndrome	0
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

**6 children off (6 children left)
3 children on**

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)

Overall, provision for children with SEND is excellent.
All outcomes are tracked individually in the form of half termly review meetings, held between class teachers and parents/carers.



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- *effectiveness of leadership and management for SEND*

Personalised targets are set and monitored using Provision Maps software, and reviews are recorded with impact measured on the review document.

Where needed, for some children, staff are using Pre-Key Stage Standards and the Engagement Model as needed.

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 our most recent Ofsted inspection, the inspectors noted that our EHCPs feed into the children's plans, that these plans are tight and broken down into targets that are reviewed half termly. They 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'.

The SENCo and Senior Leadership Team (SLT) set consistently high expectations for the learning and progress of pupils with SEND. Regular meetings are held between the SENCo and the SEND Governor, with the Chair of Governors involved when appropriate. As a member of the Federation SLT, the SENCo contributes directly to key strategic decisions affecting all pupils. The SENCo also works closely with the Deputy Head to ensure the curriculum is carefully designed to meet the needs of all learners.

The recent expansion of the Multi Academy Trust further strengthens the effectiveness of leadership and management for SEND. This development provides increased opportunities to collaborate with experienced leaders across a wider range of schools, enabling the sharing of expertise, high-quality practice, and collective problem-solving to drive continued improvement. To enhance leadership and management of SEND even further, a dedicated Pastoral Lead was appointed to work alongside the SENCo. This highly trained member of staff engages in regular specialist CPD and provides targeted support and guidance to colleagues across the Federation. She works across both schools, observing pupils to deepen her understanding of their needs and meeting with staff to ensure that appropriate



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

strategies are implemented effectively.

Quality-first teaching remains a key priority for the school. Class teachers take primary responsibility for the progress and wellbeing of pupils with SEND, supported by the SENCo and SLT. Staff have a secure understanding of the additional needs within their classrooms and how best to meet these.

During the most recent Ofsted inspection, the curriculum was found to be ambitious for all pupils, including those with SEND. Inspectors observed that pupils with SEND accessed the intended curriculum well, with barriers removed through careful planning. In some lessons, adjustments were described as so well embedded and “subtle” that inspectors needed to ask staff to identify them.

Teachers use ongoing assessment effectively to adapt explanations, scaffolds and tasks so that pupils with SEND can access the same well-sequenced curriculum as their peers. Additional support enhances, rather than replaces, strong classroom practice. Collaboration between class teachers, the SENCo and Pastoral Lead ensures that provision is continually reviewed and refined.

Targeted CPD strengthens staff expertise, and support staff are deployed strategically to provide purposeful assistance that promotes independence. Classrooms are organised thoughtfully, using visual supports, flexible resources and assistive technology to help pupils engage successfully.

Pupil voice also informs practice, with pupils contributing their views on what supports them best. As a result of these inclusive approaches, pupils with SEND engage well in learning and make sustained progress from their starting points.

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

At our school we are committed to ensuring every child receives a high-quality educational experience and the nurture they need to reach their full potential. This commitment applies to all pupils, regardless of age, gender, ethnicity, background or personal circumstances. We recognise the wide range of special educational needs—academic, social, emotional, physical and medical—and work proactively to ensure these needs are understood and met. Our highly trained Pastoral Team provides responsive support to pupils, staff and families, offering guidance and early help where required.

During our most recent Ofsted inspection, inspectors noted that “provision goes above and beyond,” including for pupils with



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	SEND, and commented on the strength and effectiveness of our pastoral systems. This has been echoed externally; at a recent LAC review, the Inclusion Officer stated, “I wish we had more Monk Frystons, you always go above and beyond for your children.” We are committed to ensuring that all pupils, including those with SEND, have equal access to wider opportunities that support personal development. Our Sports Leaders programme is inclusive by design, with staff mindful of adapting activities so that all pupils, including those with additional needs, can participate and take on leadership roles. Similarly, we have implemented a “Worry Box,” introduced following suggestions from the School Council, enabling pupils to share concerns confidentially and seek support in a safe and accessible way. The school works closely with a range of external agencies to strengthen support for pupils with SEND. This includes regular involvement from Compass Phoenix and frequent partnership work with an Educational Psychologist. This work ranges from direct sessions with pupils, to workshops, bespoke parent-support sessions, and professional guidance to staff on understanding needs and developing effective approaches. To further promote wellbeing, we run an after-school “Healthy Minds Club,” which offers pupils dedicated time each week to focus on their mental health. The programme is shaped each year through consultation with participating pupils, who help decide the themes, activities and strategies explored each half term. A Pastoral Referral System has been developed to ensure that important information about pupils is recorded accurately and followed up appropriately. Staff can submit informal referral forms, creating a structured record that helps monitor concerns, coordinate support and provide a clear evidence base should the need for further external assessment or statutory processes arise. Movement breaks are built into daily routines across all classrooms, using resources such as Jumpstart Jonny and Go Noodle. These breaks help pupils regulate, maintain focus, and support emotional and physical wellbeing, particularly for those with additional needs. Through these combined approaches, pupils with SEND feel safe, supported and included, and demonstrate positive attitudes to school life.
Achievement of pupils with SEND	



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<i>To include:</i> • <i>statutory assessment data</i> • <i>school tracking data</i> • <i>progress data, compared to other groups and pupils with SEND nationally</i> • <i>wider outcomes (this should include attendance, exclusions, destinations, participation etc)</i>	See FFT for details. 8 sessions of fixed period and 0 permanent exclusions recorded (compared to 8 last year and 19 the year before that). During our most recent 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 <i>When was this reviewed and have any changes been made?</i>	The policy is a Trust wide policy that was reviewed in July '25 with no changes made.
SEN information report on school website <i>When was this reviewed and does it meet statutory requirements?</i>	Due to be updated.
Statutory assessments <i>Use and effectiveness of access arrangements</i>	Access arrangements used where needed - following normal classroom practice for each individual pupil.
Accessibility plan <i>Any updates? Review date</i>	Reviewed Feb. 2025, action plans updated. https://monkfryston.n-yorks.sch.uk/wp-content/uploads/2024/12/Accessibility-Policy-December-2024-MF-Schools-Accessibility-Plan-appendix-to-policy.docx
SEND budget and spending <i>What was the budget allocation and how was it spent? Value for money?</i>	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 Provision Maps 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. In recent years we have applied for more EHCPs than in previous years and were successful (last year we completed EHCARs for 5 additional pupils), taking our total to an all-time high of 8 children across school with this recognition of need. We have had other EHCPs reviewed and additional funds allocation to meet the increased need identified by our staff.
Staffing for SEND <i>Any staff employed specifically to support pupils with SEND</i>	★ Fiona Culkin and Georgina Watt – Y6 ★ Chrissy Woodfine – Y4 ★ SEN allowance: Carol Cole, Hannah Asquith, Chrissy Woodfine, Fiona Culkin



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Interventions <i>What interventions have been used for pupils with SEND and how effective have these been? Do they offer value for money?</i>	★ Precision Teaching - used across school, EP trained all staff and provided 'refresher' training for new staff and old. 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 ★ Various Cognition and Learning interventions, supported by Emma Gilmer (Specialist teacher) In the last few.4 years, 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 most recent Ofsted inspection.
CPD for SEND <i>What CPD has taken place and what has been the impact of it for pupils with SEND?</i>	★ All staff are trained in Mental Health at Level 1 by Compass Phoenix (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 Phoenix, 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 had 'SmartBox' training for staff in using a communication device for a KS2 non-verbal pupil ★ we have a Y5 pupil using additional technology, and have worked closely with the Selby Hub to ensure all staff are skilled and able to support the pupil efficiently ★ de-escalation training provided by NY/Selby SEMH Hub



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	★ staff meetings run by the EP and SENCo to offer bespoke support around high-needs pupils and psychology behind their behaviour ★ a new 'Inclusion CPD' newsletter has been developed to promote training in any of the related areas
Pupil voice <i>How have pupils with SEND been involved in their provision?</i>	★ All pupils are consulted when their Provision Map is drawn up. They are consulted and a key part of the 'one page profile' for all children with SEND ★ Consideration of pupils as individuals when end of year reports are written "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 Provision Maps throughout the academic year ★ Children are invited to attend (and regularly do) PEP meetings, sharing their achievements ★ Children contribute to or write their own views for LAC meetings ★ Ofsted noticed and praised the focus on children's views ★ Children with additional needs are included in the child-led teams that are integral to our school (Junior Road Safety Officers, Worship Team, Play Leaders, etc)
Parent/carers voice <i>How have parents or carers of pupils with SEND been involved?</i>	★ '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 Provision Map reviews. Staff meet extremely regularly (every half term as a minimum) with parents to review Provision Maps and contribute to the document
External agencies <i>What external agencies have been involved and what impact has this had?</i>	★ 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 ★ Compass Phoenix continue to offer support to our Pastoral Team, to enable us to meet a range of more complex needs. This is mainly through their phone referral service. 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 Ellie Richards, Amelia Fromstone, Katie Heaven-Terry, Cameron Beatty and Emma Gilmer. Impact: advice and recommendations personalised to our learners ★ We have benefitted from advice from Linda Dalglish for a pupil



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	with a new EHCP, and regarding an extremely high needs child in KS1 ★ 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 ★ SENCo works closely with our EP – facilitating meetings with families of our children or staff as appropriate. Impact: personalised advice with a sound research base provided at what can be very short notice
Complaints relating to SEND <i>Have there been any? If so, provide details</i>	★ None known
Any other developments regarding SEND? <i>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</i>	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 7 years. All staff have been trained by Compass Phoenix 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 Phoenix, 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 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 built 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 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? <i>This is an opportunity to share any areas that the SENCO feels may become a concern over the</i>	We have a particularly high needs class in Year 4 with 6/29 children with support plans or EHCPs. We currently have 2 children with EHCPs who wish to leave the school for special schools, but due to a lack of availability of places they cannot, and remain with us.



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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 2 high-needs pupils who continue to need a high level of support. Both have EHCPs. A lot of adult support is needed for these children. They are both on completely bespoke timetables. We have some staffing issues, as due to budget requirements we are unable to recruit the specialist support staff needed to work dynamically with our most demanding children. Also, when we have tried to recruit for other posts, the candidates are not suitable or experienced enough.