Send figures	Percentage of	National Figures		
	Pupils at Bishop	for Primary		
	Bronescombe	schools		
	CE Spring 2024	published		
		June 2024		
	11/258			
EHCP pupils	4.2%	4.8%		
Littor pupits		4.070		
SEN support	48/258	13.6%		
	18.6%			
	59/258			
Overall % SEN	22.8%	18.4%		
	22.070			

We are an inclusive school and have a higher than average number of children on our SEND record of need.

Currently 22.8% of children our on the Record of need which is above average.

Areas of SEND on Record of Need

Communication and Interaction—57.6%

Cognition and learning-22%

SEMH- 13.6%

Physical and Sensory—6.8%

Our largest area of need is communication and interaction which involves speech and language and children with ASD.

8 profiling tools completed with 8 reviews completed. 6 children referred onto consultation.

13 children have an ASD diagnosis.

Bishop Bronescombe Cof E **Primary**

SEND IN A NUTSHELL Spring 2025



Term 2025

15/59 girls 25.4% 44/59 boys 74.6 %

Girls/ Boys Data

need are also PP 11 EHCP 1 Girl / 10 Boys **Priorities.....2024/25**

Current Number of Children with SEND by Year Group									
	R	Y1	Y2	Y3	Y4	Y5	Y6		
SEND Support	2	9	5	4	11	8	9		
EHCP	3	0	2	0	3	0	3		
Percentage on RON	9%	15%	12%	7%	24%	13%	20%		
Boys/girls	4/1	7/2	6/1	3/1	12/2	7/1	7/5		

22(37.3%) of our chil-

dren on the record of

- 1. To ensure children with SEND make better than expected progress.
- 2. To ensure that children with EHCP are supported appropriately to meet the needs outlined in their plans.
- 3. To further develop QFT for all children but especially those with SEN.
- 4. To embed the use new diagnostic SEND Tools

Work carried out during Spring Term 2025

- Makaton and hearing aid training carried out during INSET day to all staff.
- Inset day focused on EHC provision and the classroom.
- Spring parents evenings were carried out for SEN children.
- Pupil Progress meetings RON closely looked at alongside QFT/ universal provision in the classroom.
- Continued use of SEND assessments eg GL assessment and Welcomm.
- 23 dyslexia tests were carried out. Reports were sent out to school staff and parents.
- Targeted work with high level of need key children to support provision in class and school.
- 5 EHCP requests completed and sent to county. 3 were accepted to part 2. Part 2 forms completed and sent.
- 2 EHCP requests occurred recently and we are awaiting panel decision.
- Cognition and learning team visits and educational psychologist visits to children in KS1 and KS2.
- Profiling tools completed and reviews happened. Referrals made for 8 children.
- Autism in schools team visit and family café to support parents.
- SENCO had training in dyslexia training.
- 5 EHC reviews completed and sent to Statutory SEN team.
- Research into assessment tool to be used for SEN children working below national curriculum levels. PIVATs was chosen and purchased.

Work to be carried out during Summer

Educational psychologist to lead staff training

focus on ADPR cycle. Staff to focus in on RON and trackers.

- **EHC information gathering and requests for one** child.
- Cognition and learning team to deliver dyslexia friendly schools training to Tas and teachers as staff meetings.
- Profiling tool reviews to be completed.
- 6 EHC annual reviews to take place.
- Staff training in PIVATs—new assessment tool for SEN children working below national curriculum levels.
- Social and communication intervention to begin running that specifically supports children with ASD.

Strengths

- Inclusive nature of school to remove barriers to learning equity rather than equality.
- Strong universal provision that supports all children.
- Safeguarding team monitors support for our most vulnerable pupils.
- SEND Coordinator attends all pupil progress meetings to contribute and plan assessments, provision and intervention.
- Quality first wave teaching with high expectations for all children
- Highly experienced support staff. Including ASD champion, dyslexic champion, nurture trained, TIS practitioners.
- TIS approach to support all children. Motional SEMH class screenings take place and class SEMH support planned. 1:1 sessions for children that need it.
- A clear vision for inclusion across the school.
- Pupil voice and well being a high priority and used to reflect on current practice.