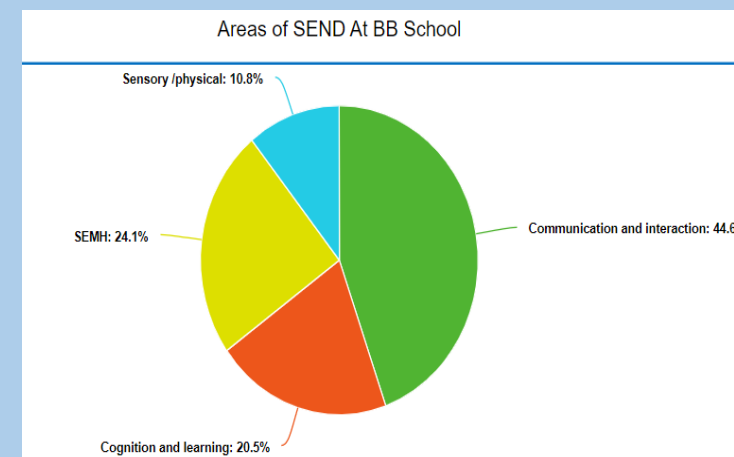


Send figures	Percentage of Pupils at Bishop Bronescombe CE School March 22	National Figures for Primary schools from Jan 2021 Census
EHCP pupils	10/327 3%	3.7%
SEN support	67/327 20%	12.2%
Overall % SEN	77/327 24%	15.8%

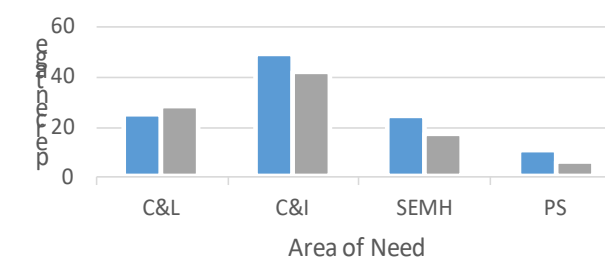
We are an inclusive school and had a higher than average number of children on our SEND record of need. Currently 24% which is above average.

Attendance Spring Term 22

BB	National
Whole school 93.91%	90.7%
SEN Support 93.36%	
EHCP 93.03%	



Broad Area of Need school comparison 2021 Jan census data



Our largest area of need is communication and interaction which involves speech and language and autistic

Autumn 2021	BB	National YR1
All children	38/44 children passed—86.3 %	
Children on the RON	6/9 passed 66.6%	48% school support passed
	Year 2 phonics 3/6 send passed	

Currently 1 EHCP has been requested to county we are awaiting outcome and evidence being collated for 3 others.

SEND Children
24/77girls 30%
53/77boys 70%

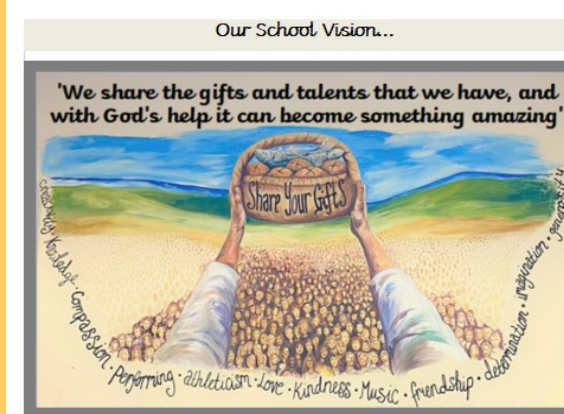
Year 6 have 13 boys on the RON

30 (40%)of our PP children have SEND needs .

Bishop Bronescombe Cof E Primary

SEND IN A NUTSHELL

March 22



Current Number of Children with SEND by Year Group								
	N	R	Y1	Y2	Y3	Y4	Y5	Y6
SEND Support	0	2	12	10	10	11	11	12
EHCP	2	0	2	0	3	0	1	2
Boys/girls	2/0	1/1	9/2	6/4	8/5	4/7	9/2	13/1

Strengths

- Inclusive nature of school to remove barriers to learning equity rather than equality.
- Safeguarding team monitors support for our most vulnerable pupils.
- SEND Coordinator who liaises with Trust SEND co-ordinators to ensure best practise is shared
- 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.

Improvement priorities.....

- To ensure children with SEND make better than expected progress.
- To ensure that children with EHCP are supported appropriately to meet the needs outlined in their plans.
- To further develop QFT for all children but especially those with SEN.

Priorities for next term:

- Pupil Progress meetings- planned catch up provision
- Further development and embedding of SEND Trackers and QFT strategies.
- Continue to introduce the use of Tapestry to evidence and track progress and provision of children with an EHCP
- transition planning for children with SEND—into reception (nursery) and to secondary school.
- revisit emotion coaching approaches
- Whole staff ASD awareness training

Work carried out this term at BB:

- Introduction to new SEND Tracker and QFT SEN toolkit materials-INSET
- Pupil Progress meetings - looking at provision and interventions.
- Quality assure SEND trackers and feedback to staff-Monitoring and observation
- Embed 'All teachers are teachers of SEND'
- Targeted work with high level of need key children to support provision in class and school.
- monitoring and use of class provision maps .
- ASD team input to trackers
- SEND policy reviewed.

	% at Expected Attainment		% at Expected Progress this academic year	
	All Pupils	SEN Pupils	All Pupils	SEN Pupils
R Word Reading	79%	100%	96%	50%
R Number	86	50%	86%	100%
Y1 Reading	69%	42%	67%	67%
Y1 Writing	57%	33%	60%	67%
Y1 Maths	60%	33%	57%	50%
Y2 Reading	68 %	38%	66%	70%
Y2 writing	55%	13%	42%	60%
Y2 Maths	71%	38%	48%	%50
Y3 Reading	55%	20%	50%	60%
Y3 writing	50%	13%	55%	67%
Y3 Maths	55%	13%	60%	67%
Y4 Reading	56%	22%	66%	73%
Y 4 writing	63%	11%	44%	46%
Y4 Maths	61%	33%	63%	73%
Y5 Reading	63%	18%	44%	44%
Year5 writing	61%	18%	57%	57%
Y5 Maths	65%	36%	59%	64%
Y6 Reading	48%	14%	67%	29%
Year 6 writing	63%	14%	89%	64%
Y6 Maths	52%	14%	39%	56%