

Send figures	Percentage of Pupils at Bishop Bronescombe CE Autumn 2023	National Figures for Primary schools from Jan 2021/22
EHCP pupils	7/265 2.6% (2 assessments in progress—3.3)	4.3%
SEN support	63/314 23.7%	13%
Overall % SEN	70/265 26%	16.6%

We are an inclusive school and had a higher than average number of children on our SEND record of need. Currently 26% of children on our Record of need which is above average.

Attendance Autumn Term 23

BB	National
Whole school 96.4%	93.2%
SEN 93.7%	

Areas of SEND on Record of Need

- Communication and Interaction—50%
- Cognition and learning—17%
- SEMH—31%
- Physical and Sensory—4.2%

Our largest area of need is communication and interaction which involves speech and language and autistic spectrum disorders. 11 children currently on the ASD pathway
14 children have an ASD diagnosis.

SEND Children
27/70 girls 38.5%
43/70 boys 61%

Currently 1 assessment for EHCP are taking place by county and 2 others awaiting panel for a decision.
4 others evidence being gathered .

Bishop Bronescombe Cof E Primary SEND IN A NUTSHELL Autumn 23



Current Number of Children with SEND by Year Group							
	R	Y1	Y2	Y3	Y4	Y5	Y6
SEND Support	6	5	7	10 (1 awaiting EHCP)	9	12	12
EHCP	0	2	0	2	0	2 1 off site	1
Percentage on RON	21%	20.6%	28%	27%	20.4%	31.8%	30.2%
Boys/girls	5/1	5/2	4/3	9/3	6/3	7/7	5/8

25(35.7%) of our children on the record of need are also PP

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 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.

priorities.....2023/24

- 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.
- To explore new diagnostic SEND Tools
- To complete the Autism friendly Schools award

Work Carried out this Term Autumn 23

- Further development and embedding of SEND Trackers and QFT strategies involving SEND learning walks with the head teacher.
- Review of the use of SEND assessments eg DST and SALT
- Support staff ASD awareness training delivered
- ASD parent workshop on sensory Christmas supported by ASD advisors
- SEND Governor Visit
- Work alongside the Education Mental |Health team to support groups and individual pupils across the school.
- Sensory processing training with staff.
- Emotion Coaching approaches in school reviewed with all teaching staff.
- ASD profiling tool beginning to be used with families by PSA and SENCO.
- 3 Requests for EHCP assessment submitted to county.
- Monitoring / . Review of provision for a child educated off site at WAVE APA— Review and specialist placement now con-

Work to be carried out next term: Spring 24

- Pupil Progress meetings - RON closely looked at alongside QFT in the classroom .
- Continue to use of SEND assessments eg DST and Welcom.
- Continue to quality assure SEND trackers and feedback to staff- Monitoring and observation.
- Targeted work with high level of need key children to support provision in class and school.
- Develop ASD parent workshops
- Continue to gather evidence for the ASD friendly schools award with ASD Advisors