

Send figures	Percentage of Pupils at Bishop Bronescombe CE Spring 2023	National Figures for Primary schools from Jan 2021/22
EHCP pupils	8/314 2.5% (3 assessments in progress—3.5%)	4%
SEN support	63/314 20%	12.6%
Overall % SEN	71/314 22.6%	16.6%

We are an inclusive school and had a higher than average number of children on our SEND record of need. Currently 22.6% of children on our Record of need which is above average.

#### Attendance Spring Term 23

BB	National
Whole school 95.8%	90.7%
SEN 93.7%	

#### Areas of SEND on Record of Need

- Communication and Interaction—46%
- Cognition and learning— 17%
- SEMH— 37%
- Physical and Sensory—8%

Our largest area of need is communication and interaction which involves speech and language and autistic spectrum disorders. 8 children currently on the ASD pathway  
12 children have an ASD diagnosis.

SEND Children  
27/71 girls 38%  
44/71 boys 62%  
In year 5 more girls than boys with SEND

Currently 3 assessment for EHCP to taking place and evidence being collated for 3 others.

## Bishop Bronescombe Cof E Primary SEND IN A NUTSHELL March 23



28(39% )of our PP children have SEND needs .

Current Number of Children with SEND by Year Group								
	N	R	Y1	Y2	Y3	Y4	Y5	Y6
SEND Support	0	3+ 2 SALT	5	10	9	13	11	13
EHCP	0	2	0	2 (+1)	0	3 (+1)	0 (+1)	1
Percentage on RON		17%	21.7%	26.6%	20%	36%	27.5%	30.4%
Boys/girls	0	4/1	4/1	9/3	6/3	9/7	4/7	10/4

We have a higher % of children with SEND in KS2

#### 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.
- Pupil voice and well being a high priority and used to reflect on current practice.

#### 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.
- To explore new diagnostic SEND Tools

#### Work Carried out this Term

- 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
- Tapestry has begun to be used to evidence and track progress and provision of children with an EHCP.
- Support staff ASD awareness training delivered
- ASD parent workshops help with ASD advisors
- Pupil Progress meetings - RON closely looked at alongside QFT in the class-

#### Work to be carried out next term: Summer term 23

- Pupil Progress meetings - RON closely looked at alongside QFT in the classroom .
- Identification of SEND flowchart
- Overhall the use of SEND assessments eg DST and SALT
- Continue to 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.