

Send figures	Percentage of Pupils at Bishop Bronescombe CE Spring 2024	National Figures for Primary schools published June 2024
EHCP pupils	14/241 5.81%	5.3%
SEN support	40/241 16.59%	14.2%
Overall % SEN	54/241 22%	19.5%

We are an inclusive school and have a higher than average number of children on our SEND record of need.
Currently 22% of children are on the Record of need which is above the national average.

Areas of SEND on Record of Need

Communication and Interaction— 31 (57.4%)
Cognition and learning— 11 (20.3%)
SEMH— 8 (14.8%)
Physical and Sensory— 3 (5.5%)

Our largest area of need is communication and interaction which involves speech and language and children with ASD.
30 profiling tools completed with over the last 12 months and 27 children referred onto consultation.
11 children have an ASD diagnosis. Currently we have 10 children accepted onto the ASD pathway and 3 on ADHD pathway.

Bishop Bronescombe Cof E Primary

SEND IN A NUTSHELL

Spring 2026



Girls/ Boys Data

12/54 girls 22.2%
42/54 boys 77.7%
14 EHCP 3 Girl / 11 Boys
40 SEN support 9 Girls/ 31 Boys

22 (40.7%) of our children on the record of need are also PP.

Current Number of Children with SEND by Year Group

	R	Y1	Y2	Y3	Y4	Y5	Y6
SEND Support	1	3	7	8	4	9	9
EHCP	1	3	2	2	1	4	1
Percentage on RON	3.7%	11.1%	16.6%	18.5%	9.3%	24.1%	18.5%
Boys/girls	2/0	5/1	7/2	8/2	3/2	10/3	7/3

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 teaching with high expectations for all children.
- Highly experienced support staff.
- TIS approach to support all children. 1:1 sessions for children that need individual work.
- A clear vision for inclusion across the school.
- Pupil voice and well being a high priority and used to reflect on current practice.

SEND Priorities: 2025/26

- To ensure children with SEND have appropriate provision and make good 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 introduce and embed the use of PIVATs for children working below age related levels.

Work carried out during Spring term 2025

- Pupil Progress meetings – RON closely looked at alongside QFT/ universal provision in the classroom.
- Continued use of SEND assessments e.g. GL assessment and Welcomm.
- Targeted work with key children to support provision in class and school.
- Cognition and learning team delivered dyslexia friendly schools training to TAs and teachers.
- 1 EHCP request completed and sent to county. It was accepted to part 2. Part 2 forms completed and sent.
- 2 online meetings with educational psychologists to support 2 ongoing EHC needs assessment requests.
- Cognition and learning team visited 2 children and reports actioned.
- Educational psychologist has visited 4 children in total this year and reports actioned.
- Profiling tools completed and reviews happened. Referrals made and ND consultation team visited school.
- SENCo attended updated training for ND profiling tool and this was actioned.
- Autism in schools team visit and family café to support parents.
- Staff training in PIVATs—new assessment tool for SEN children working below national curriculum levels and staff training in the engagement curriculum with a focus on which children this is suitable for, how to plan the curriculum and how to assess.
- Communication support team visited one child and have had follow up visit. Report actioned.
- 5 EHC annual reviews have been completed so far this year.

Work to be carried out during Summer

Term 2026

- Communication support team to lead two staff meetings during Summer term.
- Staff training in Gestalt language processing.
- SENCo to attend WRAPs sensory training and DLD training.
- SENCo to attend autism in schools conference that focuses on SEN children flourishing in school.
- 9 EHC annual reviews to be completed with additional 2 having interim reviews for phased transfer.
- SENCo to liaise with secondary school SENCos to support with SEN children transitioning to next phase.
- Educational psychologist visits for 2 children across KS1 and KS2.
- Staff meetings and focus on ADPR trackers and evidence in books.
- ND profiling meetings—reviews and consultations.