

Send figures	Percentage of Pupils at Bishop Bronescombe Autumn 26	National Figures for Primary schools published June 2024
EHCP pupils	16/232 6.9%	5.3%
SEN support	34/232 13.5%	14.2%
Overall % SEN	50/232 21.5%	19.5%

We are an inclusive school and have a higher than average number of children on our SEND record of need.
Currently 21.5% of children are on the Record of need which is above the national average.

Areas of SEND on Record of Need

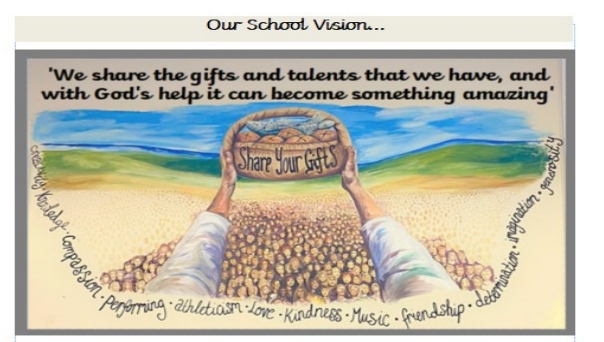
Communication and Interaction— 32 (64%)
Cognition and learning— 7 (14%)
SEMH— 8 (16%)
Physical and Sensory— 3 (6%)

Our largest area of need is communication and interaction which involves speech and language and children with ASD.
We are supporting a number of children through the ND profiling tool and the journey to consultation.
We have a number of children with a diagnosis of ASD.

Bishop Bronescombe Cof E Primary

SEND IN A NUTSHELL

Autumn 2026



Girls/ Boys Data

12/50 girls 24%
38/54 boys 76%
16 EHCP 4 Girl / 15 Boys
34 SEN support 8 Girls/ 26 Boys

16 (32%) 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	4	1	2	7	7	4	9
EHCP	2	1	4	2	2	1	4
Percentage on RON	12%	4%	12%	18%	18%	10%	26%
Boys/girls	3/3	2/0	5/1	7/2	8/1	3/2	10/3

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.
- A clear vision for inclusion across the school.
- Good understanding of SEN needs and positive relationships built with children.
- 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 Summer term 2026

- Pupil Progress meetings – RON closely looked at alongside QFT/ universal provision in the class-room.
- Continued use of SEND assessments e.g. GL assessment.
- Targeted work with key children to support provision in class and school.
- 3 EHCP requests completed and sent to county. 2 have been accepted to Stage 2 at this time.
- 1 online meeting with educational psychologist to support ongoing EHC needs assessment requests.
- Educational psychologist has visited 46 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.
- Communication support team visited one child and have had follow up visit. Report actioned.
- 14 EHC annual reviews have been completed this academic year.

Work to be carried out during Autumn term 2026

- SENCo delivering training to Tas on the engagement curriculum.
- SENCo liaising with Early Years Inclusion Service to support transition of children into Reception.
- Review of SEND information report.
- Completed Part 2 educational advice for EHCNA requests.
- Supporting teachers in creating engagement curriculums for children in KS1 and KS2 and supporting Tas with implementation and assessment.
- Annual reviews for 2 children.
- EHCNA request for 2 children.
- Referrals to be made to educational psychologist.