

Send figures	Percentage of Pupils at Bishop Bronescombe CE School Nov 21	National Figures for Primary schools from Jan 2021 Census
EHCP pupils	8/317 2.52%	3.7%
SEN support	62/317 20%	12.2%
Overall % SEN	69/317 21.7%	15.8%

We are an inclusive school and had a higher than average number of children with SEND for 2020-2021. Currently 21.7% which is above average.

Data for 2020-2021 has been obtained using optional sats and marked and verified internally as National SATS did not happen due to Covid.

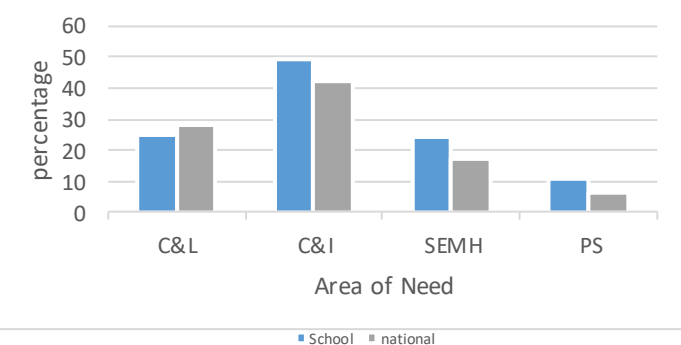
2021-2022– current 4 Broad Areas of Need– Comparison of School, Local and National– school is higher for Physical and sensory (PS) and communication and interaction (C&I) compared to National and Local but this is due to small cohort sizes. Our largest area of need is communication and interaction which involves speech and language and autistic spectrum disorders.

Attendance Autumn Term

BB	National
Whole school 94.15%	90.7%
SEN Support 92.43%	
EHCP 92.28%	

Autumn 2021 Phonics	BB	National YR1 2019
All children	38/44 children passed—86.3 %	
Children on the RON	6/9 passed 66.6%	48% send passed

Broad Area of Need school comparison 2021 Jan census data



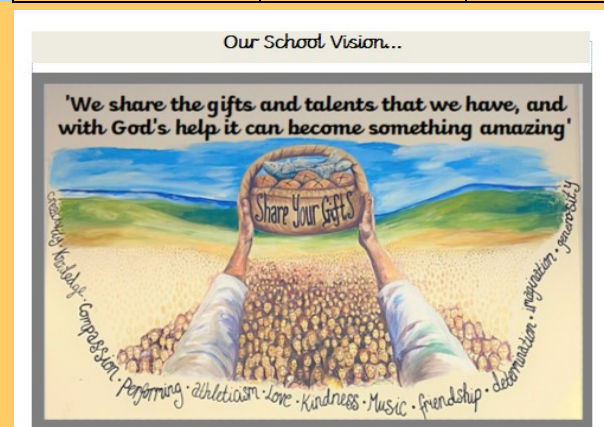
Currently 1 EHCP pending due to be finalised

SEND Children
17/69 girls 25%
52/69 boys 75%

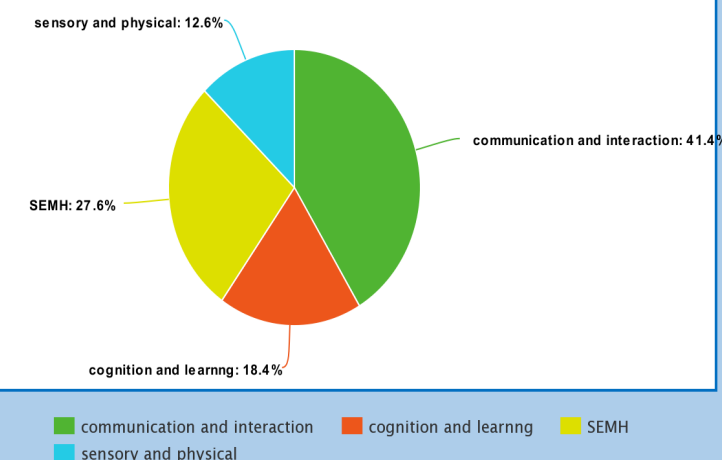
Year 6 have 13 boys on the RON

26% of our PP children have SEND needs .

Bishop Bronescombe Cof E Primary SEND IN A NUTSHELL December 2021



Types of Send



Current Number of Children with SEND by Year Group

	N	R	Y1	Y2	Y3	Y4	Y5	Y6
SEND Support	0	0	9	9	10	6	11	12
EHCP	2	0	2	0	3	0	1 draft	2
Boys/girls	2/0	n/a	9/2	6/3	8/5	4/2	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

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
- Further development and embedding of SEND Trackers and QFT strategies.
- Introduce the use of Tapestry to evidence and track progress of children

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
- CPD input on SMART targets -Staff meeting following on from monitoring SEN Trackers.
- Embed 'All teachers are teachers of SEND'
- Targeted work with high level of need key children to support provision in class and school.

Teacher Assessments December 2021

	% at Expected Attainment		% at Expected Progress this term (In Year)	
	All Pupils	SEN Pupils	All Pupils	SEN Pupils
R Word Reading	37%	n/a		
R Number	82.2	n/a		
Y1 Reading	46.5%	18.2%		
Y1 Maths	58.1%	45.5%		
Y2 Reading	43.2%	22.2%	36.6%	50%
Y2 Maths	54.5%	33.3%	31.7 %	37.5%
Y3 Reading	54.8%	7.1%	47.5%	53.8%
Y3 Maths	61.9%	28.6%	64.1%	83.3%
Y4 Reading	48.8%	16.7%	66.7%	80%
Y4 Maths	58.5%	50%	65%	60%
Y5 Reading	65.2%	27.3%	54.8%	62.5%
Y5 Maths	67.4%	45.5%	53.6%	100%
Y6 Reading	65.2%	21.4%	90%	100%
Y6 Maths	54.3%	14.3%	53.9%	30%

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