






SEND Report to Governors for the Year 2025 - 26

SEND profile

- We had **26** pupils on the SEND register, with percentages fluctuating due to the total number of pupils on roll, (emigration) as well as adding pupils on or off the register throughout the year, however generally the number of SEND pupils were:

	Number of pupils	BHIS	National Average overall (Jan 26 stats)
EHCPs – Education Health Care Plan	8	4%	6% primary schools
SEND register at **SEND support**, (not EHCP)	17	9%	14.8% primary schools
SEND overall	25	14%	29% primary schools

- This includes areas of needs across all four areas of the Code of Practice, namely Cognition& Learning, (CL). Communication & Interaction (CI), Social, Emotional, Mental Health (SEMH) and Sensory & Physical (SP).

- We are below national average for SEND overall, including for primary schools - however, the number of pupils with EHCPs has increased from last year, from 1.6% to 4%. With 4 EHCPs in year 2 and with 2 EHCPs also being at the stage of a needs assessment in year two. This was therefore a high level of need in the year two cohort.

- **Gender differences**: 38% of the pupils on the SEND register were girls, which was an increase on the previous year (31%), this is increasing year on year. The number of girls on the register also increased the previous year, indicating that perhaps teachers and parents are getting better at identifying the needs of girls. 62% of the pupils on the SEND register however, continues to be boys, which is an ongoing pattern. This corroborates with the national statistics, as "the majority of SEN pupils are male (70.7% of pupils with an EHC plan, 60.4% of pupils with SEN support) but the proportion of pupils with SEN who are female has been growing in recent years." Gov uk, Jan 26.

- The primary need of pupils on the SEND register are as follows, (the arrows indicate whether this area of need has increased or decreased since last year):

  4% Cognition and Learning ⬇️ (*was 11%)*
  64% Communication and Interaction 〓 *stayed the same*
  24% Social Emotional and Mental Health ⬆️ *(was 21%)*
  8% Sensory and Physical ⬆️ *(was 4%)*

  Although, several pupils have needs in more than one of these areas.

Here is the breakdown for SEND in year groups.

Primary area of need						
Year group	**EHCP**	**SEND support**	**CL – Cognition and Learning**	**CI – Communi-cation and interaction**	**SEMH – Social, Emotional and Mental Health**	**SP – Sensory and Physical**
2	4 *With 2 more being needs assessed*	8	1	7	3	1
1	2	8	0	6	3	1
FS	2 – by end of year	2	0	3	1	0
			3.85%	61.54%	26.92%	7.69%

- We had **eight** pupils with an EHCP (Education Health Care Plan), which is an increase on the three that we had last year. Plus there are two applications at the Needs Assessment stages, that are transferring into year three, which would total 10 EHCPs. A high number of those pupils are in year 2, so will be transferring to the juniors.
- In EYFS there were two pupils with transition funding. This involves the school working in partnership with the pre- schools in order to gain funding together to aid the transition into school. The funding was used to increase ratios and to work on speech and language, as well as emotional regulation for one of the pupils who had an EHCP by the end of the year. One of these pupils met all of the Early Learning Goals and one did not meet any of them.

National (English) SEND data can be found here: Special educational needs in England: January 2026 - GOV.UK

SEND Provision at BHIS

A range of interventions continued to be implemented for SEND pupils, alongside access to quality first teaching. These interventions include:

- **Toe by Toe** (Y1 and 2) – dyslexia intervention, organised within the classrooms and delivered by class TAs.
- **Power of 1:** 1:1 maths intervention
- **SALT** – Speech and Language Therapy - Lisa Pearce was delivering this twice a week across the school, however as she was poorly, Lettie Henderson continued this provision. We had no NHS SALT, as Annabel Rees was not replaced.
- **Phonic booster groups** – within all year groups delivered by class teachers and teaching assistants across the school. Space continues to be an issue here at times, as we have limited quiet spaces where these can take place.
- **Maths booster groups** – across all year groups, delivered by class TAs.
- **One to one Read, Write, Inc tutoring** - boost phonics and blending skills.
- **Fine motor skills** – across all year groups, delivered by class TAs, particularly a focus in EYFS.
- **ELSA** – Emotional, Literacy, Support Assistant – Lisa Pearce started to work in the fantastic new ELSA pod. However, as she was on long-term sickness this meant that this was not continued throughout the year. Lettie Henderson is not a qualified ELSA, however,

she has had training in **sand tray conversations**, which is a similar provision, so she was able to once again fill the gaps with extra sand tray work in the ELSA pod.

- **SMART Moves** – used across several year groups for specific pupils. This was combined with Bikeability training and fine motor interventions for a small group of reception pupils
- **Increased ratios in early years:** this was funded through Early Years Transition funding for two pupils, as well as funding from the Cluster to aid speech and language needs. This was used to develop speech and language and social skills for SEND pupils through continuous provision / play.

Quality of provision for pupils with SEND

- There were no suspensions or exclusions throughout the year.

- Jason Pearce, the SEND governor has spent time in school on a couple of occasions. He wrote a report for his visit on 31.3.26, which includes the following highlights:

'Children appeared safe, happy and the vast majority visibly enjoying their learning including the Year 2 child with EHCP who was very much enjoying the sensory room and the positive care from the SENDco and their TA to support a smooth and positive start to the day – this is clearly preventative rather than punitive."

"Where breakout groups are used, smaller group sizes than the main group allows for more directed teacher instruction per pupil. Teachers checked in on key pupils within smaller groups more regularly."

"Adaptations to in-class and any breakout provision do not draw undue attention to pupils – examples include the thought given to where pupils are sat during instruction and independent work as well as scaffolds on desks."

"Movement breaks built into the day for all pupils, particularly beneficial for some (e.g. child with ADHD in Year 2)"

"Children's time out of class is minimised and carefully planned so that they join whole class learning as soon as possible and as often as possible."

"Class teachers and TAs used positive redirection and reinforcement in response to any dysregulation and pupils responded quickly and positively to this."

"For child with alternate provision, a local special needs school is a partner to provide advice and training for staff."

- Jason also noted the following considerations:

"How confident and equipped are staff, particularly TAs, to support with high-levels and varied needs at once e.g. child with alternate provision and a pupil with very different needs in the same space at the same time?"

"How much of the children with highest level of needs' day is spent 'learning' in the traditional/academic sense and in with other children, and how much is supporting them with regulation, preventative measures, generally away from other children? How is assess-plan-do-review used to monitor and adapt this over time?"

Support was sought from two alternative provisions for both of the high needs pupils that we had in school, once which had been permanently excluded from a previous school.

Achievement of pupils with SEND

- **Year two end of year assessments**

Reading	ALL	SEND K (10)	SEND E (4)	PP (3)	BME (13)
EXS	93%	90%	50%	66.67%	85%
GDS	23%	0%	25%	n/a	15%
Writing		SEND		PP	BME
EXS	83%	40%	25%	66.67%	77%
GDS	8%	0%	0%	n/a	8%
Maths		SEND		PP	BME
EXS	93%	80%	50%	66.67%	92%
GDS	15%	10%	25%	n/a	15%

- **Year 1 Phonics screener**

Passed	Passed SEND K	Passed SEND E	Passed PP	Passed BME*	EAL
97%	100% (6)	0% (2)	50%	91% (11)	75% (4)

4 x children SEND and BME and three passed screening (75% passed – 25% pre-verbal)
4 x children EAL (75% passed – 25% child pre-verbal)
0 children PP and BME/ PP and SEND.

- **Early Learning Goals**

GLD all	GLD SEND K	GLD SEND EHCP	GLD PP	GLD BME*	EAL
9%	33% (1 of 3)	0% (1)	100% (1)	100% (13)	100% (2)

No SEND children who are also PP or BME.
National data in 2025 – PP 51.7% met; SEND K 26%; SEND £ 3.8%

SEND budget and Staffing

An EHCP child joined us in the January of 26, from Pathways, having been permanently excluded in another S Glos school. Staffing for the child was difficult, as he required a high level of 2:1 support ibn order to safeguard both him and staff. Individuals who were employed to work with him were not always the most appropriate for this child's need and emotional regulation, so we had to change around the personnel in order to get the best out of him, which worked well. However, this was very expensive, (approx. £37, 147, 50 as it involved paying for additional members of teaching staff.

Transition funding was also sought, in consultation with the pre-schools, at the end of the year for two new pupils starting in September 26. Both were granted and will be used to increase the adult to pupil ratio in both of the reception classes.

Interventions

Intervention	Area of need	Delivered by	Effectiveness
Toe by Toe	**CL**	Class TAs	Long term intervention, however some improvements with blending. Specific for only a couple of pupils.
Phonics boosters	**CL**	Class TAs	Good progress across all year groups.
Maths Boosters	**CL**	Class TAs	Good progress across year groups.
1:1 tutoring, RWI	**CL**	Class TAs / teachers	Good progress across year groups.
SALT	**CI**	LP / LH	Specific individual progress, although often can do it in the sessions, then not as consistent in everyday conversations. The SALT support with inconsistent, due to our SALT TA being off long term sickness leave. Another TA filled in as much as she could. We also did not have a speech and language liaison therapist attached to the school, as Sirona were unable to fill the position.
Mentoring	**SEMH**	Sports Coaches	Additional funding was sought for two Y2 pupils to help with the transition to their junior provision. Both were successful and the one that has changed to a Bristol school has particularly enjoyed seeing his mentor, as he has had huge changes in his life and this has been a constant emotional support.
Zones of regulation / Colour Monster work	**SEMH**	ELSA	Whole school approach, alongside specific interventions for specific pupils with SEMH needs.
Sand tray conversations	**SEMH**	LH	Lettie has worked well with several pupils, with positive impacts recorded in the termly evaluations.
ELSA	**SEMH**	LP	This was unable to continue due to long-term sickness of staff. However, another TA was able to take this on as regular emotional check-ins, rather than ELSA.
Drawing and talking therapy	**SEMH**	AL	12 week therapeutic support for 1 PP+ pupil. He engaged really well and made a
Fine motor	**SP**	Class TAs	Fine motor skills developed within year groups. This included Handwriting without Tears, as well as Write from the Start. Mostly successful, although a few outliners, who need further support with letter formation.
SMART Moves	**SP**	Class TAs / teachers in FS	Specific children developed their skills and were able to access more of the PE curriculum. A small group of FS pupils were engaged in a 45 mins daily activity, where they combined gross motor skills and fine motor skills, with the Balance Bike programme from the Bikeabililty trust. This had great results, with huge improvements in gross and fine motor skills, as well as with their listening, concentration and following instructions. One EHCP pupil was terrified of the bikes at the start, but by the end was able to put the bike between her legs and have a go a sitting on it.

CPD for SEND
SEND provision was also developed through a variety of training opportunities for all staff, which included:

- All Y2 staff completed diabetes and epilepsy training.
- Our Autism Champion attended some Cluster meetings.
- WELLCOMM training for SENDCO and EYFS staff
- SENDCo attended regular meetings with Cluster and Endeavour Senco.
- BOXALL training for SENDCO – SEMH assessments
- Gestalt (SALT) training for some Y2 staff – provided by parent of EHCP pupil
- AET training for SENDCo
- Alison Little delivered PACE training for 2 EHCP TAs
- SENDCo – delivered dyslexia training to the Cluster

Pupil voice
All pupils have the opportunity to contribute their ideas through the graduated response, both in support plan reviews and Annual Reviews. When pupils are unable to verbalise their ideas, they are then given an iPad and asked to take photographs of things that are important to them in school. Positive pupil voice feedback in the SEND peer to peer review.

Parent/carer voice
As above, parents are asked to contribute their thoughts through the support plan reviews and annual review process, through our graduated response.

One parent who had had challenging relationships at the previous school was very grateful for everything that we had done for their EHCP pupil whilst he was with us.

External agencies
External agencies involved this year have been:

- Ed Psych, Roz Keefe – involved in case work for several pupils
- Alison Little – Behaviour Support and drawing and talking therapy
- Inclusion Support
- Jessica Day – Demand avoidant advisor
- Olivia Dowle, Early Years advisor
- Visits from Gemma Britton from the Outreach service at New Siblands
- Discussions with Cassie Perryman from the Pathways Outreach service
- Visits from Emma Knight, from New Horizons Outreach work

Complaints relating to SEND
There were no complaints regarding SEND.

Any other developments regarding SEND?
The ELSA Pod is up and running now and looks great!

Actions for next year:

- SALT review, in terms of staff training and provision, as this is now going to be managed within year groups, rather than having one TA deliver it across the school.
- A new ELSA is due to be trained in January, due to staff changes. She is new to the school and has personal experience in the area of SEMH.
- Adapt to the SEND changes from the Education White Paper, including writing a "School's Inclusion Strategy."