



Bournebrook

Church of England Primary School

SEND Self-Evaluation

School:	Bournebrook	SENDCo:	Ellie Nelson
Date:	November 2024	Headteacher:	Nicola Smith

SEND Profile

Total number on Roll	123	% boys with SEND	14.8%	% girls with SEND	8.5%
Number on SEND register	19	Number at SEN Support	11	Number with an EHC Plan	8
% on SEND register	23.3%	% at SEN Support	13.5%	% with an EHC Plan	9.8%
Number of disadvantaged with SEND	7	% disadvantaged with SEND	8.5%	% of CLA/PLAC with SEND	2.5%

Context

SEND Profile Summary: (e.g. high needs; boy/girl ratio; high incidence need types etc.)

42% of children on the SEND register have an EHCP.

Trends and Patterns: (E.g. What has been observed over time from analysis of pupil movement on/off the SEND Register)

Over the past year the number of pupils added to our SEND register has increased. This is due to pupils with more social, emotional needs and needing support.

Community Context: (E.g. Information about the local community and context which may impact on the schools' SEND profile e.g. levels of deprivation, access to community services)

Bournebrook C of E Primary School is a small Church of England Mainstream Primary School. The pupil admission number for each year is 20, this results in mixed age group classes in Key Stage 1 and Key Stage 2. Foundation Stage consists of nursery and Reception. There are currently 130 children on roll A lower than average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals. Eight of the 19 children on the SEN register have an Education, Health and Care Plan. We have noticed an increase in EHCP pupils due to the complexity of their needs and school being unable to meet need without EHCP support.

Due to the location of our school being a small village we have families travelling from outside the village. Therefore the areas of which their homes are varies this includes Warwickshire and Coventry homes. We have noticed an increase in Children in Need cases and therefore pupils social, emotional needs have been effected.

Profile of Attendance and Exclusions

Attendance (%)	Total: 95.43%	% SEND: 93.46%	% EHCP: 80.88%
Number of fixed term exclusions	Total: 10	No. SEND: 10	% SEND: 0.5%
Number of permanent exclusions	Total:0	No. SEND: 0	% SEND: 0

OUTCOMES FOR PUPILS WITH SEND	<i>STRENGTHS</i>	<i>AREAS FOR DEVELOPMENT</i>	<i>ACTIONS</i>
School leaders can evidence that learners with SEND achieve the best possible educational and wider outcomes. This is achieved through thoughtful	School is aware of the four areas of need and we pride	Support staff to receive further training in all four areas of need.	Support staff to receive CPD from consortium partners.

analysis and a deep understanding of the educational requirements of pupils across the four broad areas of need.	ourselves on knowing our pupils well.		
School systems promote parent and carer contributions to maximise outcomes for pupils with SEND.	School have good working relationships with parents. Regular contact informally and provide one page profile meetings twice a year with parents to allow extra time to discuss as alternative to parents evening. All children have communication books.	Develop a standardised approach to families SEND concerns	Create a SEND flowchart to direct families and show the steps that need to be followed.
Progress for pupils with SEND, across year groups, in a wide range of subjects, is consistently strong and evidence in their work indicates that they achieve well.	Class teachers aware of SEN pupils and provide differentiated work in all subjects.	Use a consistent SEND assessment to monitor progress	SENDCO to explore which system work best, talking profile, Birmingham toolkit, engagement model or pre key stage document
Pupils with SEND acquire and apply a wide range of knowledge and skills, in reading, writing, communication and mathematics effectively.	Class teachers aware of SEN pupils and provide differentiated work.	All staff to have time to work with SEN pupils. SEN pupils have more access to technology as option to develop learning.	
The school is engaging with a range of methodologies to prepare pupils with SEND for the next stage in their education, training or employment. This is evidenced by the tracked outcomes following transition and their destination data.	School work with secondary / alternative schools to support pupils' transitions. Encourage staff to visit our school and meet pupil. Encourage parents to take pupils to the new school.	Develop closer links with transition schools.	School to evidence what they are doing to support pupils with transitions.
The school uses a range of data to identify barriers to learning. This includes, for example, monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND.	Staff to highlight/annotate 'whole school provision map' when concerned about a child. Monitoring barriers to learning and what can they do. All staff monitor SEN pupils' daily behaviours and observe patterns/ trends. Staff complete 'check in's with individual SEN pupils throughout the day. Head teacher monitors attendance of all pupils.	CPOMS used to track and monitor behaviour needs.	Staff to keep a record of 'check in's with individual SEN pupils throughout the day. To monitor patterns of behaviours at certain times of the day.
Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are not disproportionate. There are no informal or unofficial exclusions.	Pupils follow the Bournebrook Way, they know the expectations of the school community. Behaviour Risk Assessments are completed.		

LEADERSHIP OF SEND	<i>STRENGTHS</i>	<i>AREAS FOR DEVELOPMENT</i>	<i>ACTIONS</i>
The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of high aspiration for all children.	School and all staff are very inclusive of all pupils. Staff communication is very good and seek advice from each other. Teachers differentiate work in order for all pupils to achieve.	All staff to have time to work with SEN pupils.	
School leaders and governors have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND.	School are very inclusive and encourage all pupils to be involved in wider ethos of school.		
School leaders and governors are knowledgeable on SEND policy and practice. The school has implemented and embedded the 2014 SEND reforms and the Equality Act effectively.		Governors to be more aware of the code of practice and the practical adaptation in school	SEND governor to meet with the SENDco
The SEND governor holds the school to account in order to have a positive impact on the outcomes of all pupils. The SEND governor has attended appropriate training in order to do this effectively.		SENDCo to work more closely with SEN Governor.	SENCO to meet with Governor. SEND governor to attend up to date training
The SENCO works closely alongside the headteacher and other senior leaders to develop a whole school response to SEND. The school ensures that all teachers are aware of their responsibilities to pupils with SEND.	SENCO works very closely with Head teacher and class teachers / teaching assistants to support SEN pupils.	Teachers to have time to work with SEN pupils 1-1 more frequently to develop relationship.	
The school development plan has clear aims and objectives in place related to SEND. As a result, key priorities are identified correctly.	SEND children and provision is within the LIP.		
Roles and responsibilities for SEND provision are clear. As a result, all teachers understand and accept they are responsible for the progress of all pupils.	All teachers aware of SEN needs in their classes and differentiate work appropriately.	Teachers to have time to work with SEN pupils 1-1 more frequently to develop relationship.	
The school has a successful track record of supporting the transition of pupils with SEND from specialist settings. For example, the school successfully integrates pupils with SEND from alternative provision.	We have not yet had any pupils from specialist settings join our school. However we have supported transfers of pupils to specialist settings.		

THE QUALITY OF TEACHING AND LEARNING FOR PUPILS WITH SEND	<i>STRENGTHS</i>	<i>AREAS FOR DEVELOPMENT</i>	<i>ACTIONS</i>
Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils.	Head teacher and SENCO meet with class teachers and teaching assistants to discuss SEN individuals needs and share strategies. Provide training to support individuals.	Class teachers to work more closely with SEN children with higher more complex needs to build relationship.	SENCO to observe more in class and look through SEN pupils books to monitor differentiation and provide further support.
Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school.	All staff working with individuals have access to EHCPs. Teachers created one page profiles shared with parents and other staff. This includes what pupils needs are and strategies to support.	All class teachers have more understanding of EHCP children's outcomes and what they can do to support it.	SENCO to update Curriculum Plans for pupils with EHCPs.
The individual needs of pupils are communicated effectively to all staff.	Teachers created one page profiles to share with parents and other staff what pupils needs are and strategies to support. Staff work closely together to share strategies to support individuals.	Teachers and support staff to discuss pupil's needs on a regular basis	Dedicated meeting time for staff
Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs.	Teachers differentiate work appropriately in class.	Homework to be differentiated to suit needs of SEN pupils.	SENCO to discuss with head teacher and class teachers.
Evidence from observations shows the teaching of interventions is considered to be consistently good or better.	Teaching assistants evidencing interventions improving.	SENCO to do more formal 'learning walks' of SEN pupils.	SENCO to record evidence of observations carried out.
Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole class and small group teaching.	Teaching assistants and teachers good working relationships and share their work.	Teachers to be more aware of interventions going on and apply learning into classroom.	SENCO to share interventions with class teachers.

WORKING WITH PUPILS AND PARENTS/CARERS OF PUPILS WITH SEND	<i>STRENGTHS</i>	<i>AREAS FOR DEVELOPMENT</i>	<i>ACTIONS</i>
The SEND information report provides a comprehensive summary of provision at the school.	School's SEND report summaries provisions at school under the four broad areas of need.		
Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision.	School have good working relationships with parents. Regular contact informally and provide one page profile meetings twice a year with parents to allow extra time to discuss as alternative to parents evening. All children have communication books.		
The school and parents/carers work in partnership to achieve genuine co-production, for example parent/carer forums and workshops, and structured conversations for pupils with SEND with EHC plans.	School have good working relationships with parents. Regular contact informally and provide one page profile meetings. School held EHCP annual review meetings and encourage parents to discuss views and next steps.		SENCO update Curriculum plans
Pupils with SEND communicate positively about the support they receive. Where appropriate, they are able to articulate how the support they have had from the school has made a real difference.	Pupils aware of extra support they receive and respond well to the additional time they are given.	Gather wider views from families	Send out parent questionnaire
There are opportunities for pupils with SEND to become involved in pupil voice. For example pupils with SEND are represented on the school council.	SEN children are chosen during subject leader deep dive discussions.	SEN pupils to be part of school council.	
Pupils with SEND are involved in wrap-around activities; they are supported through a variety of enrichment activities, lunchtime clubs and out-of-hours support.	SEN pupils are encouraged to attend after school clubs. School have set up a lunchtime club with lots of SEN children attending.	More SEND children to attend after school clubs/	Review after school provision for SEND children
Pupils, parents and carers are made aware of local and national services that provide impartial advice and support such as the SEND Information, Advice and Support Service (SENDIASS).	On school website.		

ASSESSMENT AND IDENTIFICATION	<i>STRENGTHS</i>	<i>AREAS FOR DEVELOPMENT</i>	<i>ACTIONS</i>
Comprehensive assessment supports accurate identification of need and informs classroom practice.	Teachers aware of SEN pupils in their class and differentiate appropriately.	Wider range of strategies implanted within the classroom	SEND resources/ strategies CPD for staff
The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND.	Teachers to complete Whole School Provision Map when concerned occur about a pupil. This includes teachers highlighting they have tried Universal Strategies and some targeted strategies first.		
The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed.	Small school enables staff to regular scrutinise data to identify patterns.		
The SEND register is accurate and reviewed at least termly.	SENCO and class teacher closely monitor SEND register throughout the year. If a child is added to the SEN register parents will be informed and will already be aware of their child's needs/difficulties from previous meetings.	Pupils not making progress are identified early.	SENDCO to attend pupil progress meetings.
Parents and carers are fully involved in discussions with the school on identification and assessment.	Teachers and Head teacher will inform parents of any initial concerns of pupils. Then ask parents permission for school to investigate further e.g. asking external agencies to be involved (STS, ed psych, speech and lang etc.)	Develop a standardised approach to families SEND concerns	Create a SEND flowchart to direct families and show the steps that need to be followed.

MONITORING, TRACKING AND EVALUATION	<i>STRENGTHS</i>	<i>AREAS FOR DEVELOPMENT</i>	<i>ACTIONS</i>
Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly.	Parents meet with class teacher twice a year as an alternative to parents evening. This is to ensure they have more time to discuss pupils. These meetings include sharing One Page Profiles of pupils. Parents are given opportunity to share their view and receive a copy of one page profile.		School to offer one page profile meetings in the summer term to SEN pupils.

Interventions follow a cycle of Assess, Plan, Do, Review.	Teaching assistants record interventions carried out. This includes the assess, plan, do, review cycle.	Intervention folders are completed consistently	SENDCO/ Head to monitor folders
Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly.	Interventions are recorded within folders.	Develop a more robust evaluation and a whole school timeframe for evaluation	Head and SENDCO to develop a timeline
The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects.	Teachers differentiate work for pupils in all subjects. Assessment grid completed.		
The SENCO uses externally validated data to inform the planning of interventions.		SENDCO to research interventions	

THE EFFICIENT USE OF RESOURCES	<i>STRENGTHS</i>	<i>AREAS FOR DEVELOPMENT</i>	<i>ACTIONS</i>
SEND has a high profile in staff Continued Professional Development and Learning.	Staff are attending consortium training and virtual school training.	Staff to be able to share CPD messages	
Staff engage in high-quality Continued Professional Development and Learning to support improved pupil outcomes. This is aligned to the recommendations within the Standard for Teachers' Professional Development.	Staff are encouraged to attend training courses to further develop knowledge/ understanding.		
Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular and high-quality Continued Professional Development and Learning. This is linked to the school development plan and wider aims regarding pupil achievement and outcomes.	Senior teachers complete professional reviews with teaching assistants and support staff.		
Deployment decisions in relation to teaching assistants and support staff are routinely reviewed and evaluated for impact.	Senior teachers closely monitor support staff and review impact of pupils/staff.		
There is a graduated approach to interventions. Class, group and individual support is balanced appropriately.	Pupils receive interventions in small groups OR 1-1. This can be in / out of class. Interventions are wide and varied.		
Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed.	Teaching assistants keep record of interventions.		

Interventions and support resources are coordinated and deployed effectively and strategically.	Interventions are completed by staff trained in the area of need.		
Systems are in place to support this process, for example, through the use of a provision map.	Staff use Whole School Provision Map to identify areas of need and plan interventions where appropriate.		
Highly effective administrative support allows staff with responsibility for SEND to work strategically.	School office send information to parents' of behalf of SENDCO.		

THE QUALITY OF SEND PROVISION	<i>STRENGTHS</i>	<i>AREAS FOR DEVELOPMENT</i>	<i>ACTIONS</i>
The school is appropriately staffed and resourced in order to ensure high-quality provision and that pupils with SEND have their statutory needs met.	Staff are trained to support SEN pupils. Resources are provided to support these children where required.		
Outside agency support is engaged appropriately and utilised effectively.	SENCO works closely with external agencies. They provide resources, strategies and support for home/school where appropriate. EP and STS visit regularly.		
The school has developed a holistic approach to SEND and provision is responsive to the needs, development and wellbeing of all pupils.	Our school prioritises the wellbeing of all pupils in order to meet their needs and develop their learning further. Maple provision is in place to support well-being		
The school has a high degree of expertise in SEND; it is aware of its strengths and areas for developing further.	Staff are well trained and have good working relationships with each other. Whereby we share		

	ideas/strategies to support SEND.		
The school is outward facing and engages critically with developments in practice.	Support from external professionals is welcomed and actioned.		

Summary

Area	Actions
Outcomes	Support staff to receive CPD from consortium partners. Create a SEND flowchart to direct families and show the steps that need to be followed. SENDCO to explore which system work best, talking profile, Birmingham toolkit, engagement model or pre key stage document School to evidence what they are doing to support pupils with transitions. Staff to keep a record of 'check in's with individual SEN pupils throughout the day. To monitor patterns of behaviours at certain times of the day.
Leadership	SENCO to meet with lead SEND Governor. SEND governor to attend up to date training
The quality of teaching and learning for pupils with SEND	SENCO to observe more in class and look through SEN pupils books to monitor differentiation and provide further support. SENCO to update Curriculum Plans for pupils with EHCPs. Dedicated meeting time for staff SENCO to discuss with head teacher and class teachers. SENCO to record evidence of observations carried out. SENCO to share interventions with class teachers.
Working with pupils and parents	SENCO to update the SEND report. SENCO update Curriculum plans Send out parent questionnaire Review after school provision for SEND children
Assessment and identification	SEND resources/ strategies CPD for staff SENDCO to attend pupil progress meetings. Create a SEND flowchart to direct families and show the steps that need to be followed.
Monitoring, tracking and evaluation	School to offer one page profile meetings in the summer term to SEN pupils. SENDCO/ Head to monitor folders Head and SENDCO to develop a timeline
Efficient use of resources	
The quality of SEND provision	

