

Bonneygrove and Millbrook Primary Federation

SEND Information Report 2026–2027

Bonneygrove Primary School | Millbrook Primary School

Reviewed: September 2026

Next Review: September 2027

Our Commitment to Children with SEND

At **Bonneygrove and Millbrook Primary Federation**, we believe that every child has the right to be included, valued and supported to achieve their full potential.

We recognise that children learn and develop in different ways. Some children may need additional or different support at particular points during their education because they have a **Special Educational Need and/or Disability (SEND)**.

Our aim is to:

Identify needs early → Listen to children and families → Provide appropriate support → Review its impact → Help every child succeed

We measure success not only through academic achievement, but also through children's **progress, independence, confidence, communication, inclusion and wellbeing**.

1. What is SEND?

A child or young person has SEND if they have a learning difficulty or disability which requires special educational provision to be made for them.

Special educational provision is support that is **additional to, or different from**, that normally available to children of the same age.

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

This may include speech, language and communication needs and needs associated with autism.

Cognition and Learning

This may include difficulties with literacy, mathematics, memory, processing information or learning more generally.

Social, Emotional and Mental Health

Some children may experience difficulties with emotional regulation, attention, relationships, anxiety or other aspects of their social and emotional wellbeing.

Sensory and/or Physical Needs

This may include visual impairment, hearing impairment, physical disability or sensory needs.

Children may have needs across more than one area.

A child does not need to have a formal diagnosis before we can identify a need or put SEND support in place.

2. Who Leads SEND Across Our Federation?

SEND is everyone's responsibility. The class teacher remains responsible for the progress and development of every child in their class, including children receiving additional SEND support.

Our Federation SEND provision is led by:

Miss Hayley Stevens
Head of Inclusion / Federation SENCo

Telephone: **01992 307900**

Email: hstevens@bonneygrove.herts.sch.uk

The SENCo works with the Executive Headteacher, Heads of School, Assistant Headteachers, teachers, teaching assistants, parents, carers, pupils, governors and external professionals.

The Governing Body has strategic oversight of SEND and monitors how effectively the Federation meets its responsibilities towards pupils with SEND.

3. How Do We Identify Children Who May Have SEND?

Early identification is important.

Teachers continually assess and monitor children's learning, development and wellbeing.

We may identify a possible need through:

- teacher assessment and observation;
- children's progress and attainment;
- conversations with children;
- concerns raised by parents or carers;
- information from previous schools or early years settings;
- attendance or changes in behaviour;
- screening or assessment;
- information from health professionals; or
- advice from specialist services.

Slow progress does not automatically mean that a child has SEND.

We consider the whole child and seek to understand whether there are other factors affecting their learning or wellbeing.

If you are concerned about your child, please speak to their **class teacher**. You do not need to wait until a parents' evening.

4. What Happens if My Child Needs Additional Support?

High-quality inclusive teaching is the starting point for every child.

Teachers make appropriate adaptations and reasonable adjustments so that children can participate successfully in learning.

When a child needs support that is additional to or different from that normally provided, we use the **Graduated Approach**:

Assess → Plan → Do → Review

Assess

We identify the child's strengths, needs and barriers to learning.

Plan

We agree what support, adjustments, interventions and outcomes are required.

Do

The class teacher, supported by appropriate staff, puts the agreed provision into place.

Review

We consider whether the support is working and what difference it is making to the child.

We then decide whether support should **continue, change, increase or reduce**.

Parents, carers and children are involved throughout this process.

5. What Support Might My Child Receive?

Support will always depend upon the individual child's needs.

It could include:

- adaptations to classroom teaching;
- reasonable adjustments;
- visual resources and timetables;
- targeted literacy or mathematics support;
- speech, language and communication support;
- small-group or individual interventions;
- sensory or movement breaks;
- support with emotional regulation;
- adapted resources or equipment;
- additional adult support where appropriate;
- individual learning plans;
- specialist assessment or advice; and
- support recommended through an Education, Health and Care Plan (EHCP).

We regularly review interventions and additional provision.

Our focus is not simply on whether support has been provided, but whether it is making a difference to the child.

6. How Do We Know Whether SEND Support is Working?

We monitor children's progress carefully.

This can include:

**Progress in learning | Individual outcomes | Assessments | Teacher observations |
Intervention information | Attendance | Behaviour and wellbeing | Independence | Pupil
voice | Parent and carer feedback**

Where provision is not having the intended impact, we review it and consider what needs to change.

7. How Are Parents and Carers Involved?

Parents and carers know their children extremely well and are important partners in SEND provision.

We will:

- listen to your concerns;
- explain the support being provided;
- involve you when provision is reviewed;
- share information about progress;
- listen to your child's views;
- discuss referrals to external professionals where appropriate; and
- work with you to agree appropriate next steps.

If something is worrying you, **please talk to us early**.

8. How Are Children Involved?

Children should be involved in decisions about their education.

Depending upon their age and understanding, we help children to:

- understand their strengths;
- understand what they are working towards;
- talk about what helps them learn;
- contribute to their learning plans and reviews;
- express their views about support; and
- develop independence and self-advocacy.

The child's voice is an important part of our **Assess, Plan, Do, Review** process.

9. Education, Health and Care Plans (EHCPs)

Most children with SEND will have their needs successfully supported through the school's SEND provision.

A smaller number of children with more complex or significant needs may require an **Education, Health and Care Plan (EHCP)**.

An EHCP is a legal document which identifies a child's education, health and care needs, the outcomes being sought and the provision required to meet those needs.

Where appropriate, the Federation will work with parents, carers, the child, Hertfordshire County Council and other professionals throughout the EHCP process.

10. Working With Other Professionals

Sometimes we need additional specialist advice to understand and meet a child's needs.

Depending upon the individual child, we may work with services such as:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- School Nursing;
- specialist SEND advisory services;
- health professionals;
- mental health and wellbeing services;
- Children's Social Care;
- Early Help/Family Support; and
- other appropriate specialist professionals.

Parents and carers will normally be involved in discussions about referrals for specialist support.

11. Inclusion, Accessibility and Equality

Children with SEND are an important part of our Federation community.

We are committed to ensuring that pupils with disabilities and SEND are not treated less favourably than other pupils.

We make **reasonable adjustments** and work to remove barriers to children's learning and participation.

This includes access to:

Teaching and Learning | School Activities | Educational Visits | Clubs | Assemblies | PE | Social Times | Wider School Life

Our **Accessibility Plan** explains how we work to:

- increase participation in the curriculum;
- improve access to our physical environment; and
- improve access to information for disabled pupils.

Admission arrangements for children with SEND who do not have an EHCP are the same as for other children and follow the relevant Hertfordshire admission arrangements.

Where a child has an EHCP, admissions are considered through the statutory EHCP process.

12. Supporting Children's Emotional Wellbeing

Children's emotional wellbeing is an important part of inclusion.

We recognise that behaviour can sometimes communicate an underlying need.

Our approach is to understand:

What is happening? → Why might it be happening? → What does this child need? → What support will make a difference?

Where necessary, we work with families and other professionals to provide appropriate support.

13. Training Our Staff

We want staff to have the knowledge and confidence needed to support children effectively.

SEND training is identified according to the needs of our children and staff.

This may include training relating to:

- autism;
- ADHD and neurodiversity;
- speech, language and communication;
- literacy and specific learning difficulties;
- emotional regulation;
- sensory needs;
- mental health and wellbeing;
- medical or physical needs; and
- adaptive and inclusive teaching.

Specialist advice and training may also be provided when an individual child has a particular need.

14. Transition

Transitions can be particularly important for children with SEND.

We support children when they:

Start Nursery/Reception → Move Year Groups → Change Teachers → Move Schools → Transfer to Secondary School

Where appropriate, enhanced transition may include additional visits, meetings with new staff, transition books, photographs, social stories and information sharing between professionals.

Support is personalised according to the child's needs.

15. SEND and School Trips, Clubs and Activities

We want pupils with SEND to participate fully in school life.

We make reasonable adjustments wherever necessary to support access to educational visits, residential visits, clubs, sporting activities and other opportunities.

Risk assessments and individual arrangements are considered where necessary so that children can participate safely and successfully.

16. SEND Funding

The Federation uses its available resources to meet children's identified needs.

This includes the school's **notional SEND funding**, staffing, interventions, resources, training and specialist support.

Where a child has particularly complex needs, additional funding may be available through Hertfordshire County Council or through provision identified within an EHCP.

Resources are allocated according to **identified need and the provision required**, rather than simply because a child has a particular diagnosis.

17. Hertfordshire SEND Local Offer

Hertfordshire County Council publishes a **SEND Local Offer**.

The Local Offer brings together information about education, health, social care, activities and other services available to children and young people aged 0–25 with SEND and their families.

It includes information about:

SEND Support | EHCPs | Health | Autism and ADHD | Social Care | Short Breaks | Activities | Support for Families | Preparing for Adulthood

Hertfordshire SEND Local Offer

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

General SEND/Local Offer enquiries:

0300 123 4043

localoffer@hertfordshire.gov.uk

18. Independent Help for Parents and Carers

Hertfordshire SENDIASS

The **Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)** provides free, impartial information and advice to children and young people with SEND and their parents and carers.

They can help families understand SEND processes, EHCPs, rights and options.

Telephone: 01992 555847

Email: info@hertssendiass.org.uk

Website: <https://www.hertssendiass.org.uk>

Hertfordshire Neurodiversity Support Hub

For advice and support relating to **autism and ADHD**:

Telephone: 01727 833963

Parents and carers can seek advice without waiting for a formal diagnosis.

Hertfordshire 0–25 Together Service

The service supports eligible children and young people with disabilities and their families with social care needs.

Telephone: 0300 123 4043

Email: 0-25_central@hertfordshire.gov.uk

Families First

Families First provides information and early help for children, young people and families who may need additional support.

Telephone: 0300 123 4043

Website: <https://www.hertfordshire.gov.uk/familiesfirst>

19. What Should I Do if I am Concerned About My Child?

Step 1 – Speak to the Class Teacher

Your child's teacher knows their learning and should normally be your first point of contact.

Step 2 – Speak to the Head of Inclusion/SENCo

If concerns continue or you would like further SEND advice, contact:

Miss Hayley Stevens

Federation Head of Inclusion / SENCo

Telephone: 01992 307900

Email: hstevens@bonneycastle.herts.sch.uk

Step 3 – School Leadership

Where appropriate, concerns can be discussed with the relevant Head of School or Executive Headteacher.

Step 4 – Formal Concerns

If you remain dissatisfied, you may use the **Federation Complaints Procedure**.

Parents and carers can also obtain independent information and advice from **Hertfordshire SENDIASS**.

20. Our SEND Priorities for 2026–2027

Across Bonneygrove and Millbrook Primary Federation, we will continue to strengthen:

Early Identification

Identifying needs and barriers as early as possible.

Inclusive Classroom Practice

Ensuring high-quality adaptive teaching and reasonable adjustments are consistently embedded.

Impact of Interventions

Making sure additional provision results in measurable improvements for children.

Pupil Voice

Ensuring children understand and contribute to decisions about their support.

Parent and Carer Partnership

Working openly and constructively with families.

Staff Knowledge

Continuing professional development so staff have the knowledge and skills to meet children's needs.

Outcomes

Monitoring not only academic progress, but also children's **independence, communication, confidence, inclusion and wellbeing**.

21. Key Documents

Parents and carers may also wish to read our:

- **SEND Policy**
- **Accessibility Plan**
- **Equality Information and Objectives**
- **Behaviour Policy**
- **Supporting Pupils with Medical Conditions Policy**

- **Safeguarding and Child Protection Policy**
- **Complaints Policy**

These are available through our school websites or can be requested from the school office.

Our Federation Commitment

At **Bonneygrove and Millbrook Primary Federation**, SEND is not about asking:

"What is wrong with this child?"

Instead, we ask:

"What does this child need in order to learn, participate, feel included and succeed?"

Our commitment is to:

Identify Early • Listen • Include • Adapt • Support • Review • Improve

We want every child with SEND to leave our schools having experienced **success, belonging and high expectations**, and having developed the confidence and independence they need for their next stage of education.

Head of Inclusion / Federation SENCo: Miss Hayley Stevens

Telephone: 01992 307900

Email: hstevens@bonneygrove.herts.sch.uk

Hertfordshire SEND Local Offer:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Hertfordshire SENDIASS:

01992 555847

<https://www.hertssendiass.org.uk>

Report reviewed: September 2026

Next annual review: September 2027

This report will also be updated during the year where there are significant changes to the information or provision described.