



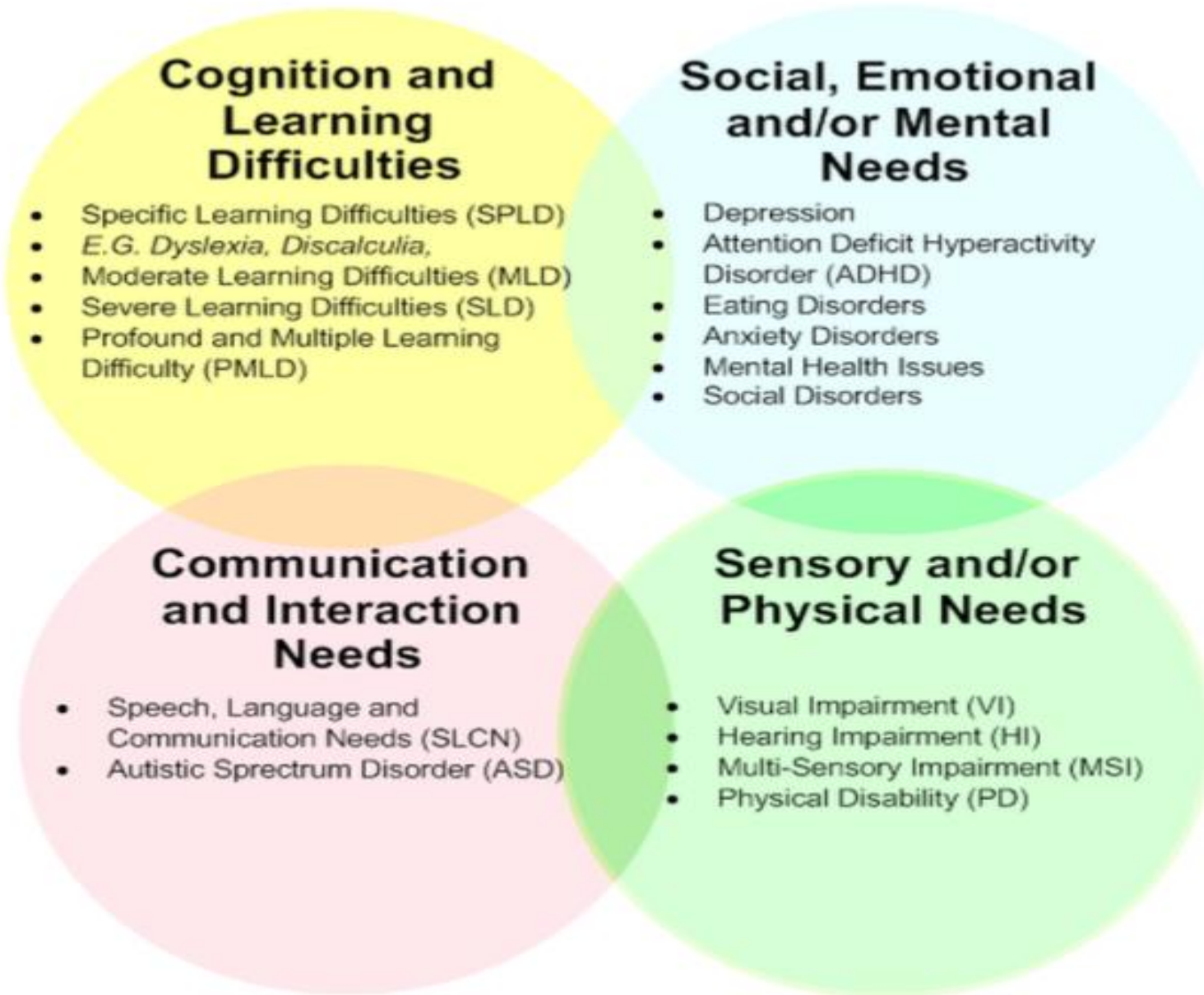
Special Educational Needs and Disabilities at Bonneygrove Primary School

SEN Code of Practice

- Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap



Four Broad Areas of Need



Strengthening SEND at Bonneygrove

- Ongoing support and training to develop Quality First Teaching - Part of our school priority
- Teachers supported with Assess Plan Do Review Cycle (APDR) also known as Individual Provision Maps
- More frequent parent and teacher meetings, including pupil voice
- New Assessment resources for this year to support with identification of SEND
- Training for new interventions including Nuffield Early Language Intervention (NELI), Family Fischer Trust Wave 3 intervention, High Five, Nurture, less able readers, phonics and personalised support
- Additional teachers teaching in 3, 5 and 6 to reduce class sizes
- Carefully planned Intervention Timetable and prioritisation of interventions every afternoon
- Robust tracking of intervention progress
- Additional time for parent consultations



Provision Maps

Assess:

SEND Provision for _____ Spring 2022

Reading -

Writing -

Maths –

Do:

Review:

Provision	Aim/Outcome of provision	By whom and how often	Specific impact the provision has had



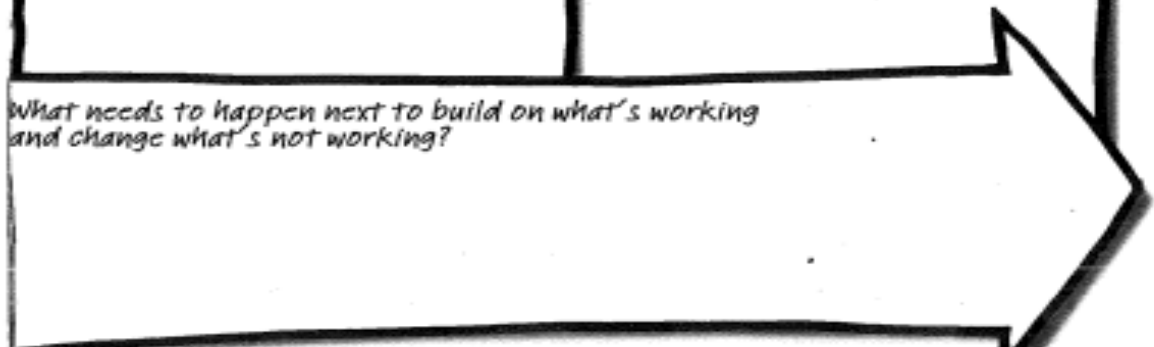
Signed (child).....

Signed (parent/carer).....

Signed (teacher).....

Date.....

Plan:

 What's working?	 What's not working?
the person	
family	
staff	
 What needs to happen next to build on what's working and change what's not working?	



Hertfordshire Local Offer

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



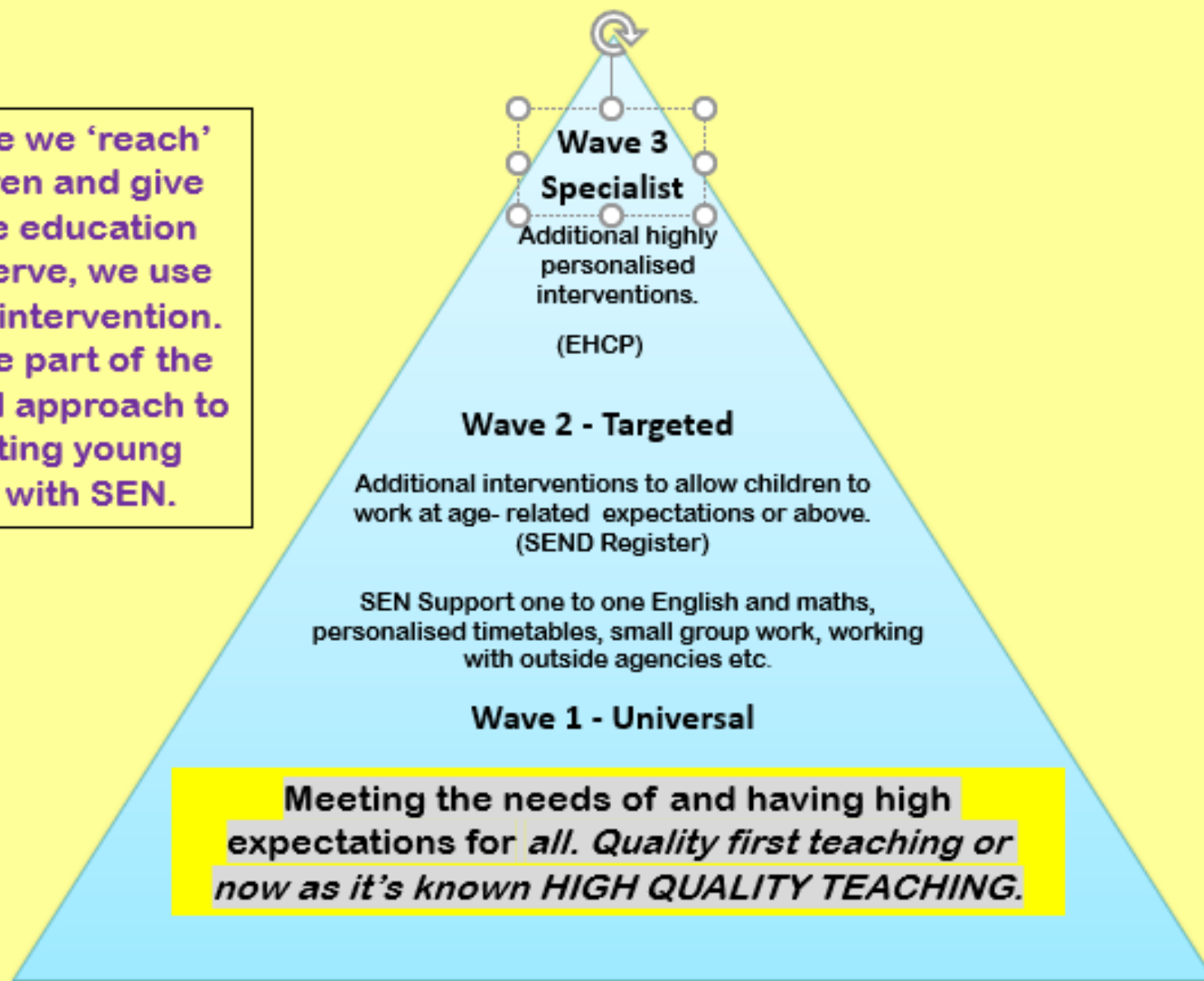
The Code of Practice

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching



To ensure we 'reach' all children and give them the education they deserve, we use waves of intervention. These are part of the graduated approach to supporting young people with SEN.



Working with other agencies At Bonneygrove

- Our partners at the Broxbourne, Cheshunt and Waltham Cross Family Support offer early help to families who may have difficulties at home in regards to behaviour, parenting support and supporting children with SEN.
- If children have medical needs, a Medical Care Plan may need to be put into place and a meeting arranged to discuss provision. We may also contact the School Nurse to support with any training requirements within school to ensure that children are fully included.
- For issues related to SEN needs at school, a provision map will need to be in place for at least one cycle in order to refer for additional support. Once reviewing the provision map, if there are concerns about progress, a referral may need to be made to external agencies for professional support. Parents will be informed if this is going to happen and will be asked to read and sign any referral forms.

Additional Information and support

White paper:

<https://www.gov.uk/government/news/schools-white-paper-delivers-real-action-to-level-up-education>

Delivering Special Provision Locally:

<https://dspl4.co.uk/>

Bonneygrove SEND Offer – SEND Information Report:

<https://www.bonneygrove.herts.sch.uk/page/?title=Statutory+and+Other+School+Policies&pid=34>

Space:

[Home | SENDSpace \(send-space.co.uk\)](#)

Add-vance:

[ADD-vance](#)

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