

## **Nova Primary School Special Education Needs information report**

At Nova Primary School, we are committed to raising the aspirations of and expectations for all children, therefore we do our best to ensure that the necessary provision is made for any child who has special educational needs and/or disability (SEND). We provide a focus on outcomes for children and young people and not just hours of provision or support. We aim to work in partnership with parents, children and outside agencies in order to achieve the outcomes identified.



**Inclusion Leader**

Rachel Risley



**Lead Learning Mentor**

Janet Green



**SEN Teacher**

Elizabeth Normand

We are here to help.

Please get in touch if you have any questions or concerns.

### **How do we identify children with individual Special education needs and/or disabilities (SEN/D)?**

Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

How do we involve children and their parents/carers in identifying SEN/D and planning to meet them?

- We are a child and family centred school so we aim to involve parents and carers as much as possible regarding the support for your child.
- When we are at the early stages of identifying SEN, we would discuss with you to see if you are seeing similar behaviours and understanding at home. We take this into account and work with you so that we are all working together as a team to support your child.
- For children who are identified as having SEN/D we may feel it necessary that they are on our school's SEN register if they require additional support that is above and beyond what is available to their peers.
- If a child is on the SEN register, we would likely have an individual education plan for them which we call "Pupil Passports". We establish some targets alongside parents/carers that will be worked on at home and in school.
- A review of these targets takes place at least every two terms with you so that we can discuss the progress and decide on the appropriate next steps of support for your child.

How do we adapt the curriculum so we meet SEN/D?

- All our staff are trained to differentiate the curriculum (make lessons easier or harder for children as appropriate) so that every child is able to learn at their own pace and in their own way. We will make or provide additional resources required.
- We use additional materials or intervention groups so that children's needs are met and that every child is making the best progress that they are able to.
- Our interventions include but are not limited to: Reading Recovery, Bristol Reading Project, Time to talk, Socially Speaking, mentoring, sensory diets, a variety of social, emotional and mental health groups.

How do we modify teaching approaches?

- All our staff are trained and receive regular opportunities to develop their knowledge on how to best meet the needs of children with SEN/D.
- We are a dyslexia friendly school and use visual timetables, coloured screens and overlays and specific teaching strategies for dyslexic learners.
- When we are teaching, we use a range of different approaches to cater for all learning styles – visual, auditory, and kinaesthetic.
- Staff have had additional training in dyslexia, social and emotional support, behaviour management, speech and language, Autism Spectrum Conditions and Attachment awareness.

### What extra-curricular activities are available for children with SEN/D?

- There are a number of extra-curricular groups that children could attend after school and should necessary adjustments be needed for these we are happy to work with parents in order to allow children to attend.
- We have a breakfast club run by school staff which everyone is welcome to attend. We ask that a donation of 50p is made and that parents stay with their child to enjoy breakfast time and to support the adults who run this provision.
- We regularly have visits to the school linked with the child's Line of Enquiry e.g. firemen and their truck, museum curators, specialist sports coaches. All children are encouraged to be a part of these experiences and appropriate adjustments are made in order to ensure every child's engagement.

### How do we support children's transition to school and when they leave us?

- Children who begin at Nova Primary School in Reception receive a variety of transitional activities. We arrange home visits, stay and plays, picnics and a graduated entrance at the beginning of September. We are always willing to adapt our transitional process further to children who may require additional transitional visits and visual resources to help them become familiar with their new space like social stories.
- If a child has SEN/D a meeting would be arranged between the nursery, class teacher and SENCO where we would be made aware of their needs, identify if we are an appropriate setting for that child and how we can adapt in order to meet the child's needs appropriately. Additional visits are encouraged for a child with SEN/D.
- When children leave Nova Primary, we liaise with secondary school staff to ensure all relevant SEN/D documents are transferred as well as additional visits arranged for those who would benefit. SENCOs from each school would meet and discuss children with specific SEN/D or EHCP's and how to tailor their transitions.
- In-year transition is supported with extra visits to new classes and new teachers. Some children may require a personalised transition which might include photo books, social stories, spending time with the new class teacher on a 1:1 basis and many other things that we would work with a parent to arrange.

### How does additional funding work?

- Schools receive funding for all children, including those with additional needs. A school would assess a child's needs, alongside parents and specialist, to identify if further support or equipment is necessary in order to meet the specific needs of individual children. The local authority may contribute more funding if they feel that the cost of meeting a child's needs is more than £10,000 a year.

- In Bristol, we can apply for Top-Up Funding which would provide additional funding to meet SEN/D. This must be reviewed annually and can be increased, decreased or ceased depending upon the review and the needs of a child. This process involves completing a comprehensive application and submitting to the Local Authorities top-up funding panel.
- We may also decide that a full assessment of a child's needs is required through an Education, Health and Care needs assessments. Parents, Health, Care and Schools can apply for an Education, health and care needs assessment. The decision to do this would be based on teachers, parents and professionals will discuss whether a child's needs are so significant that they would require this additional support and provision.
- Further information on Bristol's Local Offer can be found on their website: <https://www.bristol.gov.uk/web/bristol-local-offer>

*How can parents/carers get extra support?*

- Your views are important to us and we want to listen to them and know that you are satisfied with what happens in school to support your child.
- In School, Mrs Risley is our Special Education Needs Co-ordinator, Janet Green is our lead learning mentor and Mrs Normand is our SEN teacher. They will follow up with any concerns that you have and your views will be taken into account.
- There are a number of parent support groups within Bristol who are also here to help. Bristol supportive parents is a great place to start: <https://www.supportiveparents.org.uk/> tel: 0117 9897725

*What can parents/carers do if they want to know more information about the support for their child or are not happy with a decision?*

- Your first point of contact should always be your child's class teacher. Explain your concerns to them first. The class teacher will then speak to the SENCO, lead learning mentor or SEN teacher and a meeting can be arranged if necessary.
- As a school we aim to work together to resolve any misunderstandings or conflict but if you are not satisfied that a concern has been addressed appropriately, you can follow our complaints policy which can be found on our website: <https://novaprimaryschool.co.uk/wp-content/uploads/2019/07/Nova-Complaints-Policy-Summer-19.pdf>