

Nova Primary School Special Education Needs and Disabilities Information Report

At Nova Primary School, we are committed to raising the aspirations of and expectations for all children and do our best to ensure that the necessary provision is made for any child who has special educational needs and/or disability (SEND). We focus on outcomes for children and young people and aim to work in partnership with parents, children and outside agencies in order to achieve these.



Inclusion Leader

Kelly Clarle



Lead Learning Mentor

Janet Green



ELSA Practitioner

Carley Hill

We are here to help.

Please get in touch via admin@novaprimarieschool.co.uk if you have any questions or concerns.

Last updated: December 2024

Who are the best people to talk to in Nova Primary School if I think my child may have a special educational need or disability (SEND)?

Class teacher

Responsible for:

Being the initial point of contact for any parent who is concerned about their child's progress or well-being in school. The teacher can be made available to talk about concerns and meet with parents to discuss additional SEND support if needed.

Checking on the progress of your child and identifying, planning and delivering any additional help necessary. This could include specific targeted work, possibly with additional support and may involve liaison with the Special Educational Needs and Disability Coordinator (SENDCo).

Making individual education plans (Pupil Plans) where considered necessary. These will be written and agreed in liaison with parents and pupils and reviewed a minimum of three times a year.

Ensuring that all staff and volunteers working with your child are able to deliver appropriate learning opportunities to achieve the best possible progress.

Ensuring that the school's SEND Policy is followed within their classroom and for any child with SEND

Inclusion Leader (SENDCo)

Responsible for:



Coordinating the support for children with SEND by liaising with Class Teachers, Teaching Assistants and Learning Support Assistants in planning appropriate interventions to support your child.

Developing the school's SEND Policy to ensure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting where appropriate
- involved in reviewing your child's progress

Liaising with external agencies who may be able to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.

Updating the school's SEND register, ensuring that the SEND needs of pupils in this school are recorded and your child's progress assessed and reviewed as required.

Providing support for Teachers, Teaching Assistants and Learning Support Assistants in the school so they can help children with SEND achieve the best progress possible.

Reporting to the Governing Body on progress made by pupils with SEND and to keep them updated with issues regarding pupils with SEND.

Lead Learning Mentor/Learning Mentor

Responsible for:

Working with and supporting children so that they are ready to engage with their learning e.g. providing daily check-ins, working in groups with children, providing 1:1 therapy sessions or ELSA sessions

Liaising with parents and appropriate school staff who are involved in your child's learning.



Headteacher

Responsible for:



The day to day management of all aspects of the school which includes support for children with SEND.

Managing the Inclusion Leader, Class Teachers and all support staff ensuring that your child's needs are met.

Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.

Governors

Responsible for:

Ensuring that the necessary support is made for any child who has SEND.

Liaising with the Inclusion Leader and Headteacher to ensure that the school is meeting its statutory duties for SEND provision.

Ensuring the school adheres to the [SEND Code of Practice 0-25 2014](#) and that SEND provision is monitored regularly

Local Authority SEND team

Responsible for:

Supporting School staff, children and parents in the Local Authority.

Ensuring they adhere to their duties of securing provision set out for children in Education, Health and Care Plans as outlined in the [Children and families act 2014](#)

Parents can contact Bristol SEND team to find out further information on the Bristol Local Offer [here](#).

What kinds of SEND do we provide for?

Nova Primary caters for **all** four of the broad areas of needs as described in the SEND code of practice. However, as with every school, our cohorts dictate how specialist we are within those four areas.

We currently cater for a high level of need within the communication and interaction as well as a high level of Social, Emotional and Mental Health needs. For this reason, our school's provision offer reflects what children within these areas benefit from.

Communication and Interaction Needs

Children who have a communication and interaction difficulty can regularly display a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. It is quite a broad area of need and children tend to display very individual needs within this area.



Children and young people with Autism are likely to have particular difficulties with social interaction and this will continue as they develop and experience new social situations. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others

Some of what we offer for Communication and Interaction needs:

- Wellcomm assessment for all children in EYFS to identify early signs of need
- Daily Attention Autism sessions
- Time to Talk program for EYFS/KS1 children
- Socially Speaking Program for KS2 children
- Lego Therapy
- Private Speech and Language Therapist providing at least 1 day of support and/or assessment a term
- Termly consultations with Bristol Autism Team and Sirona Speech and Language Service

Social, Emotional and Mental Health needs:

Parent quote: "Really great school, with really good mental health support".

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression,

self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit hyperactive disorder (ADHD), attachment disorder or may display with a demand avoidant profile

Some of what we offer for Social, Emotional and Mental Health needs:

- An unapologetically trauma informed approach to supporting children with kindness, recognition, appreciation and unconditional positive regard
- A Lead Learning Mentor and Learning Mentor dedicated to supporting the Social, Emotional and Mental Health needs of the children at Nova Primary School
- A "Zones of Regulation" whole school approach to supporting children's wellbeing
- Two trained Emotional Literacy Support Assistants (ELSA) who can deliver evidence based 1:1 or small group interventions to help develop useful strategies to support children's wellbeing
- A dedicated Nova [wellbeing website](#) which includes details of our "Smile at Nova Primary School" initiative grounded in NHS' 5 steps to wellbeing
- Mindfulness teaching for children in KS1
- Termly consultation to our Primary Mental Health Specialist
- Regular contact with North Star Outreach support service



We have a number of skilled staff members who are trained to support children with these needs and to deliver small group or 1:1 interventions that are evidence-based as being impactful in supporting these children to make progress towards outcomes.

For Cognition and Learning, some of what we offer includes:

- Dyslexia Friendly classrooms
- Appropriately differentiated and challenged learning for individuals
- 1:1 daily reading and phonics interventions
- Small group or 1:1 interventions to work on misconceptions or target areas

For Physical and/or Sensory, some of what we offer includes:

- A purposefully designed sensory room which includes a ball pit and tactile wall mounted sensory items
- A large catalogue of sensory equipment, including weighted lap blankets and tactile fidget toys
- Staff skilled at providing appropriate sensory breaks for children

- The ability and space to deliver Occupational Therapy or Physiotherapy exercises and regimes following an OT or Physiotherapy referral

As a school, we can access the below support to advise us on how to further adapt our provision to meet children's needs. This is either provided for by the Local Authority or purchased by the school:

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| ○ Bristol Autism Team | ○ Education Welfare team |
| ○ Educational Psychologist | ○ Occupational Therapist |
| ○ Private Speech and Language Therapist | ○ Physiotherapist |
| ○ Sirona NHS Speech and language Therapist | ○ Paediatrician |
| ○ Teachers for the deaf | ○ Family Support Workers |
| ○ Teachers for the visually impaired | ○ Primary Mental Health Specialists |
| ○ Sensory support service | ○ Children and adolescent Mental health Services |
| ○ North Star Outreach Service | ○ School Nurse Services |

How do we identify children with individual Special education needs and/or disabilities (SEND)?

In line with the [SEND Code of Practice 0-25 2014](#) 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

The SEND policy will outline in more detail how we identify children with SEND.

[SEND and YOU](#) delivers the 'SENDIAS' (Special Educational Needs & Disability Information Advice & Support) service for three local authorities; Bristol, North Somerset and South Gloucestershire. You can contact them for independent advice on the needs of your child by visiting their website [here](#).

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

Parent quote: "My child is very happy at this school. The teachers are amazing and always happy to talk to me if I have any concerns".

We are a child and family centred school so we aim to involve you as much as possible regarding the support for your child.

When we are at the early stages of identifying SEND, 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. Equally, we welcome contact from you about concerns they have within the home so that we can work together to support your child.

Parent consultations occur twice a year and these can be a good time to reflect upon the progress your child is making, alongside their teacher. If you are concerned about their progress please ask to discuss this further in a meeting following parent consultations.

For children who are identified as having SEND, we may feel it necessary that they are on our school's SEND register if they require additional support that is above and beyond what is available to their peers. This will never be done without your agreement and permission. A child will remain on the SEND register unless removed following discussion with you throughout their time within educational settings.

If a child is on the SEND register, we would likely have an individual education plan for them which we call "Pupil Plans". We establish some targets, usually about 3, alongside you and your child that will be worked on at home and in school.

As part of the Pupil Plan, we also gather your child's views: what they enjoy, what they find challenging, what helps them and what doesn't help them.

If your child has a Pupil Plan, targets will be set with their new teacher by the end of September. These are then reviewed at the end of term 2 or beginning of term 3. Following this review it will be decided whether to continue the plan, whether to set new targets or whether current targets need their provision to be changed in order to make more accelerated progress. If the plan was continued, this will then be reviewed for the second time at the end of Term 4 or beginning of Term 5. The same process will take place as before.

At the end of the year, if your child has a Pupil Plan, the current teacher will meet with you and your child to complete a final review. Some new targets will be suggested at this time if that is required and then these will be handed over to your child's new teacher during a transition meeting that the old and new teachers have with one another before the end of the Summer.

The cycle then begins again in September utilising the suggested targets from the previous teacher and changing them where necessary.

You are always more than welcome to reach out to your child's Class Teacher, the Inclusion Leader, one of our Learning Mentors or the Headteacher at any point to request

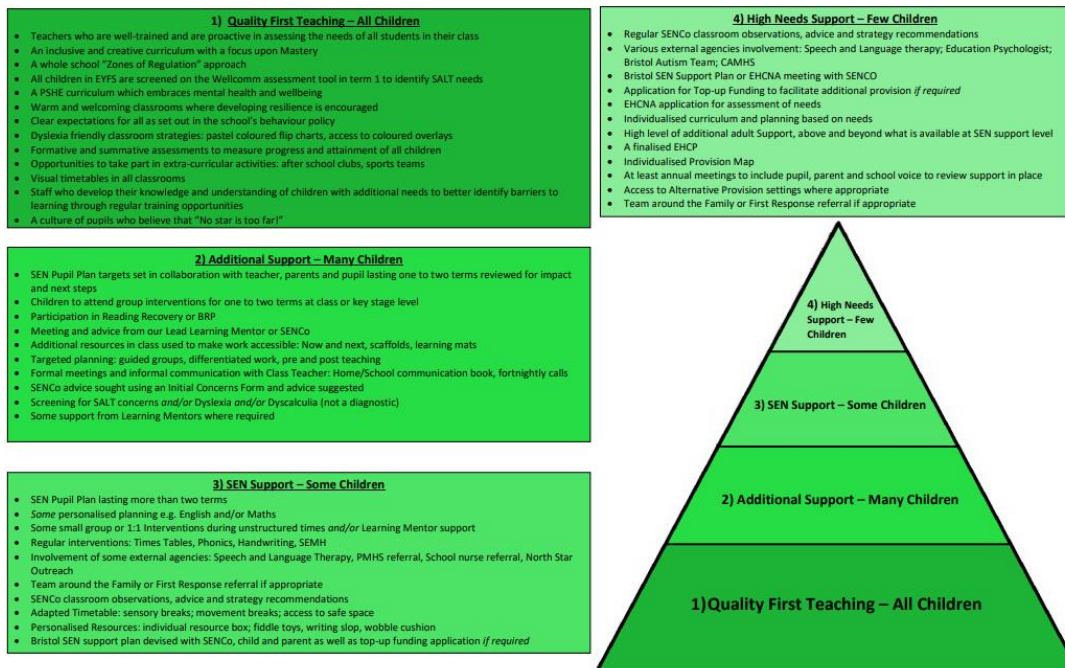
a meeting to discuss about the provision and support for your child, should you wish to. Please email admin@novaprimarieschool.co.uk

How do we adapt the curriculum so we meet SEND?

Parent quote: "I really appreciate the work and effort that gets put into my children's school work. Teachers are kind and speak highly of my children. They have both needed a little extra support and this is always met with learning techniques to suit them".

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. Differentiation isn't necessarily always the adaption of work, but can be where we offer scaffolded support with may be things like word mats, access to physical manipulatives to support Mathematics understanding, written or visual instructions to access the task or a simplified version of the class text. We make or source resources as needed.

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.



Click the above image to see our graduated response document

Our interventions include but are not limited to: Little Wandle Phonics, 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 SEND. Some of the training staff have received most recently includes: Team Teach and positive handling training, Emotional Literacy Support Assistant training, Autism Awareness, bespoke Speech and Language training, Emotion Coaching from Educational Psychologists.

We are a dyslexia friendly school and use consistent visual timetables in all classrooms, coloured teaching screens and offer coloured overlays for those who may need it 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.

We have an extensive Learning Support Team who are employed to support some children at our school with their needs. They are an invaluable resource and spend a lot of time working alongside the Inclusion Leader, Learning Mentors and outside professionals.



What extra-curricular activities are available for children with SEND?

All children are included and in everything that Nova Primary school has to offer, including activities such as after school clubs, school trips and school plays.

Our Recent July 2022 OFSTED report stated that “Nova Primary is an inclusive school. Leaders want the best for all pupils and understand the needs of the community they serve. Leaders ensure that a caring and nurturing ethos underpins all aspects of the school’s work.”

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 SEND a meeting would be arranged between the nursery, class teacher and SENDCO 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 SEND, including providing them with additional resources such as social stories.

All in-year transition, whether the child has SEND or not, is supported with extra visits to new classes and new teachers. All classes are provided with a social story to read over the summer holidays and a video from their new class teacher. 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 as well as a more personalised video from the Class teacher including a tour of the classroom.

When children leave Nova Primary, we liaise with secondary school staff to ensure all relevant SEND 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 SEND or EHCP's and how to tailor their transitions.

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 SEND. 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.

Further information on [Bristol's Local Offer](#) and how funding works can be found on their website.

What is an EHCP?

We may 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 discussion as to whether a child's needs are so significant that they would require this additional support and provision.

You have the right to request an EHC needs assessment at any point yourself directly to the Local Authority.

Further information on [Bristol's Local Offer](#) and how EHCP's work can be found on their website.

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, Ms Clarke is our Special Education Needs and Disabilities Co-ordinator, Janet Green is our Lead Learning Mentor and Mrs Hill is our Learning Mentor. They will follow up with any concerns that you have and your views will be taken into account.

We also provide some signposting for support on our school's [Wellbeing webpage](#).

There are a number of parent support groups within Bristol who are also here to help.

[Bristol Parents Carers Forum](#)

[SEND and YOU](#)

There are also some fantastic parenting courses that you could access to support you with understanding your child's needs such as courses provided by the [Bristol Autism Team](#), courses provided for by [Families in Focus](#) and a wealth of further support on the [Bristol City Council Local Offer](#) website.

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.