

SEN information for parents/carers

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

SEND at Nova Primary School

Nova Primary School is a mainstream setting with a deeply embedded commitment to inclusive education. We are dedicated 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 Disabilities (SEND). Our approach is outcome-focused and rooted in strong partnerships with families, pupils, and external agencies to secure meaningful progress and sustained wellbeing. Pupils with SEND are actively included in all aspects of school life, supported through a culture that celebrates diversity, equity and belonging.

The SEND Team



Kelly Clarke

Inclusion Lead/ SENCO



Janet Green

Lead Learning Mentor



Carley Hill

ELSA Practitioner

The SEN team are eager to work in partnership with you, and we welcome you to reach out to them at admin@nova.tila.schools

For more detailed information on how we support children with Special Educational Needs and/or Disabilities (SEND) at Nova Primary School, please refer to our SEND and Inclusion Policy.

If you would like to offer any feedback, you may also like to refer to our **Feedback Leaflet or Complaints Policy**.

How parents/carers are involved in their child's education

At Nova Primary School, we deeply value the partnerships we build with parents and carers. Families hold essential knowledge about their child's strengths, needs, and lived experiences. By working together, we ensure that every child with SEND feels safe, supported, and is empowered to thrive in our inclusive school community.

When we begin to identify potential SEND needs, we'll talk with you to understand whether similar behaviours are seen at home. Your insights are vital, and we welcome ongoing communication so we can work together to support your child. Equally, if you have concerns from home, we encourage you to reach out to us.

Parent/ carer consultations with your child's teachers take place twice a year and offer a chance to reflect on their learning progress. If you'd like to discuss concerns in more detail, we're happy to arrange a follow-up meeting.

For children identified with SEND, we may suggest adding them to our SEND register if they require support beyond what is ordinarily available. This will always be done with your agreement, and your child will remain on the register unless removed following discussion with you.

Children on the SEND register will usually have an individual education plan, called a Pupil Passport. These outline some learning targets, agreed with you and your child, to be worked on in school and at home. Targets are set by the end of September and reviewed twice during the year—once in Term 2 or 3, and again in Term 4 or 5. At the end of the year, a final review is held, and targets are passed on to the next teacher during transition.

At Nova Primary School, you can expect clear, compassionate communication from all staff throughout your child's learning journey. We are committed to working in partnership with you, so your child can flourish throughout their primary education and into adulthood. Our SENDCo, Teachers, Lead Learning Mentor, Deputy Head Teacher and Headteacher are always happy to meet with you. To arrange a conversation, please email: admin@nova.tila.school

How Pupils are Involved in their Education

At Nova Primary School, pupil involvement in identifying Special Educational Needs and/or Disabilities (SEND) sits at the heart of our inclusive practice. We believe that children's voices - whether expressed verbally, through behaviour, or via structured tools - are essential to understanding their lived experience. We take a holistic approach to assessment, looking beyond academic performance to include social, emotional, sensory, and physical development. This ensures that identification is rooted in relational understanding, not just data.

We support all four broad areas of need as outlined in the *SEND Code of Practice (2015)*:

- **Communication and Interaction:** This may involve difficulties with speech, language, and social communication. Pupils might find it hard to express themselves, understand others, or navigate social situations.
- **Cognition and Learning:** Pupils may learn at a slower pace or struggle with specific areas such as literacy or numeracy. This includes a range of needs, from moderate learning difficulties to more complex profiles.
- **Social, Emotional and Mental Health (SEMH):** Pupils may experience emotional distress, anxiety, or difficulties with regulation and relationships. These needs often affect behaviour and engagement with learning.
- **Sensory and Physical:** This includes visual or hearing impairments, physical disabilities, or sensory processing differences that impact access to the curriculum or the school environment.

Our SEN provision is shaped by the needs of our current cohorts. At present, we support a high level of need within Communication and Interaction and SEMH. Our offer reflects what children within these areas benefit from most - whether that's structured interventions, adapted environments, or relational support. We remain responsive and reflective, adapting our practice to meet emerging needs and ensuring that provision is meaningful, inclusive, and effective.

Pupil voice is embedded throughout the Assess–Plan–Do–Review cycle. During assessment, pupils share what helps or hinders their learning and how they feel about school. In the planning phase, they co-design

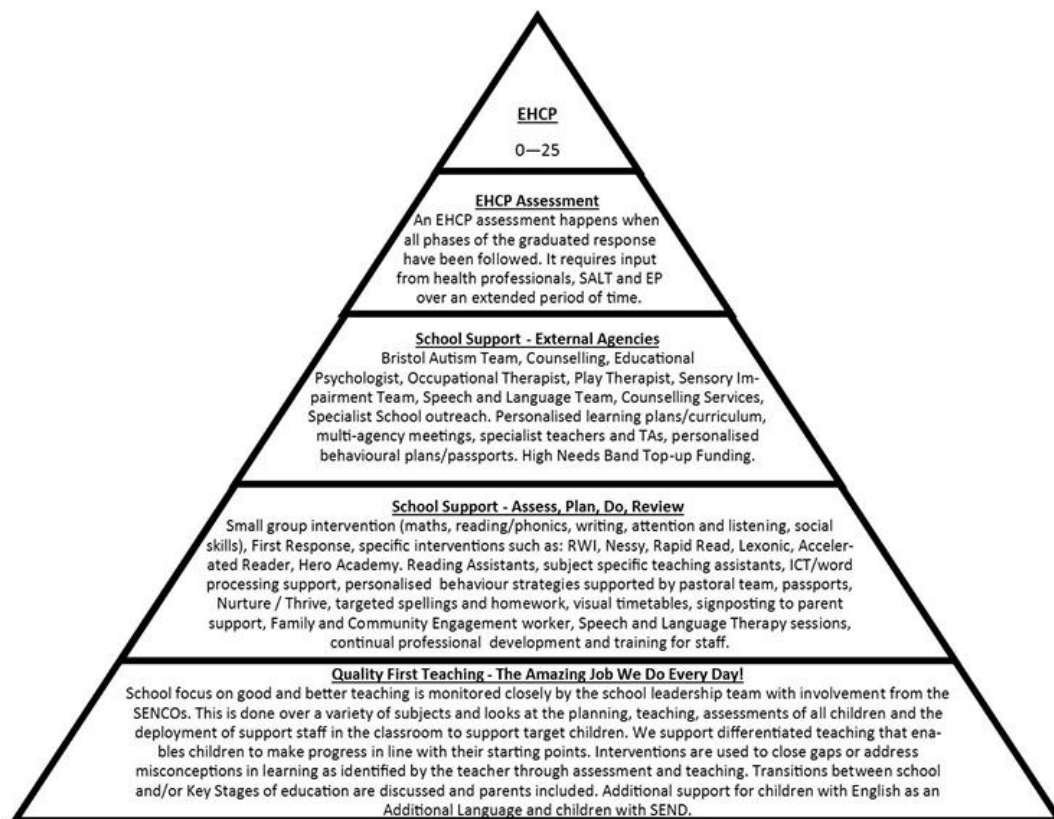
strategies and contribute to setting personalised outcomes. During implementation, pupils engage with agreed support and are kept informed about what’s happening and why. In the review stage, their reflections shape the next steps, ensuring the cycle remains dynamic, empowering, and centred on the child.

At Nova Primary, we recognise that children and young people are experts in their own lives. Their voices shape not only individual support plans, but our whole-school approach to inclusion. We are committed to fostering a culture where every child feels seen, heard, and valued - and where SEND identification and support are grounded in trust, collaboration, and relational safety.

The Graduated Approach at Nova Primary School

At Nova Primary School, we follow the Graduated Approach as outlined in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015). The Code states that “a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

The Graduated Approach consists of a four-part cycle - Assess, Plan, Do, Review – which guides how we identify and respond to each child’s needs. Support is carefully tailored and refined over time, always centred around the child and their lived experience. The process is continuous and collaborative, with regular reviews and adjustments made in partnership with the child and their family to ensure that provision remains responsive and that each child is supported to make progress and achieve meaningful outcomes.



Assess

At Nova Primary School, we identify pupils' needs as early as possible through robust and responsive systems that ensure every child receives the support they need to thrive. When a child is identified as potentially requiring SEND support, the class teacher - working closely with the SENDCo - builds a comprehensive understanding of the pupil's needs using a range of strategies, including:

- **Pupil Voice:** Listening to pupils' experiences and concerns helps tailor support to their individual needs.
- **Teacher–Parent Collaboration:** Ongoing communication with parents provides valuable insight into the child's development and any challenges they may face.
- **Observations:** Daily classroom interactions help identify emerging needs. In addition, the Senior Leadership Team (SLT) conducts learning walks every three weeks to monitor teaching and learning.
- **Assessment Data:** Both formal and informal assessments are used to highlight strengths and areas for development. Pupil Progress Meetings are held three times a year to review attainment, set targets, and plan appropriate strategies and provisions.
- **Book Looks:** Reviewing pupil work offers evidence of progress, effort, and understanding across the curriculum.
- **Behaviour Monitoring:** Behaviour patterns may indicate underlying needs or barriers to learning and are tracked closely.
- **Attendance Tracking:** Persistent absence or lateness can signal wider issues affecting engagement and access to learning.
- **Diagnostic Assessments:** Used to explore specific learning difficulties or developmental concerns and inform targeted support strategies, such as:
 - Wellcomm Toolkit: Speech and language development
 - Speech Link / Language Link: Speech sound and comprehension development
 - Boxall Profile: Emotional and behavioural development
 - SDQ (Strengths and Difficulties Questionnaire): Emotional and behavioural development
 - Little Wandle Letters and Sounds Phonics Screening Check: Phonics knowledge and decoding skills
 - PM Reading Benchmarks: Reading fluency and comprehension
 - Mastering Number: Number sense and fluency
 - NFER: Standardised assessments in reading, maths, and spelling
 - SATs (Standard Assessment Tests): National curriculum assessments in Year 2 and Year 6
 - Dyslexia Screeners: Identification of potential characteristics of dyslexia
 - Teacher-made quizzes: Informal tools to spot misconceptions and guide responsive teaching

Where appropriate, Nova Primary School seeks input from external professionals - such as Educational Psychologists, Speech and Language Therapists, CAMHS (Child and Adolescent Mental Health Services), Occupational Therapists, and other education, health, or social care specialists - to gain deeper insight into a pupil's needs. The SENDCo oversees all referrals and ensures that recommendations from these professionals are integrated into planning and provision.

Plan

Once SEND support is agreed, parents and carers are formally notified and actively involved in shaping the

provision. Support is carefully matched to the child's individual profile and delivered by staff with the appropriate skills and expertise. All adults working with the pupil are made aware of their needs, targets, and strategies for support, which are documented in an individual education plan known as a Pupil Passport.

Targets within the Pupil Passport are specific, measurable, achievable, relevant and time-bound (SMART), and reviewed three times per academic year. They are updated in response to progress, changing needs, and pupil voice - ensuring that support remains relevant, responsive, and firmly centred on the child.

Pupil Passports and interventions are monitored by the SENCO for fidelity and impact. Staff receive ongoing professional development to ensure that SEND provision remains high quality, inclusive, and grounded in evidence-based practice.

Do

The class teacher remains responsible for the child's daily learning and ensures that high-quality, adaptive teaching meets their needs. Where additional support is provided—such as small group or one-to-one sessions—the teacher oversees progress and works closely with teaching assistants or specialist staff to link interventions back to classroom learning. The SENDCo supports teachers with assessment, problem-solving, and embedding strategies that work. We use a range of targeted interventions to address specific areas of need, and these are monitored for impact.

We quality assure our SEND provision through rigorous monitoring of pupil progress data, classroom observations, and feedback from families and pupils. This process is supported by strategic oversight from our SEND governor, ensuring accountability and continuous improvement.

Review

Assessment outcomes are reviewed regularly to ensure support remains targeted, responsive, and inclusive, with adjustments made as needed to meet each pupil's evolving needs. Assessment is structured across the academic year to provide a clear and consistent picture of pupil progress:

- Point-in-time Assessments: Terms 1, 3, and 5 – to capture current attainment and inform immediate next steps
- Standardised Assessments: Terms 2, 4, and 6 – to benchmark progress against national expectations
- Pupil Progress Meetings: Terms 2 and 4 – to review attainment, evaluate interventions, and plan future provision
- Pupil Passport Reviews: Terms 1, 3, and 5 – to update individual targets and ensure personalised support remains effective

The SENDCo and class teacher work together to revise plans based on the child's progress and development. Reviews are carried out in partnership with families and pupils, ensuring their voices shape next steps. If a child has an Education, Health and Care Plan (EHCP), this is reviewed annually with input from the school, family, and Local Authority.

Preparing pupils for adulthood

Preparing for adulthood begins early at Nova Primary, where we nurture high aspirations for every child with Special Educational Needs and/or Disabilities (SEND). We believe that all children should be supported to develop independence, confidence, and the skills they need to thrive - both in learning and in life.

Through tailored teaching and inclusive practice, we help pupils build essential learning behaviours such as resilience, focus, and self-advocacy. Alongside this, we support the development of key life skills including communication, self-care, and decision-making. We also place strong emphasis on harnessing each child's strengths and interests, using them as a foundation for motivation, engagement, and long-term success. These elements are embedded across the curriculum and daily routines, ensuring every child is prepared for the next stage of their education and beyond.

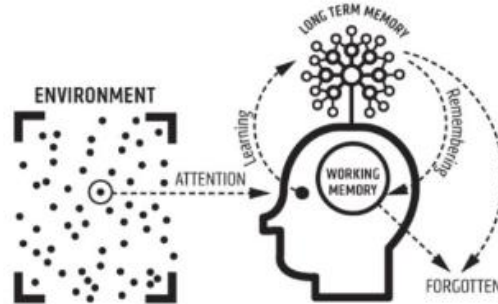
Transitions at Nova Primary are thoughtfully planned and carefully supported to ensure children feel safe, informed, and ready for change. Whether moving between year groups, joining our school, or preparing for a new setting, we recognise that transitions can be emotionally significant - especially for children with SEND. We work closely with families, staff, and receiving schools to share key information, celebrate each child's strengths, and tailor support to individual needs. The aim is to equip every child with the confidence, clarity, and sense of possibility they need to navigate their next steps with security and self-belief.

Teaching and learning for pupils with SEND

At Nova Primary School, every child is entitled to a broad and balanced curriculum that promotes meaningful progress, celebrates success, and reflects their individual strengths and needs. Our inclusive and aspirational approach ensures that all pupils—including those with SEND—can participate fully and thrive. Our curriculum is shaped by the LEARN framework:

- Learning Journey – Each term begins with a broad enquiry question and culminates in a purposeful celebration of learning
- Engaging – Enriched through experiences, challenges, themed days, and educational visits
- Authentic – Rooted in real-life relevance, supported by visitors, experts, and Curriculum Characters
- Rigorous – Aligned with the National Curriculum, with clear progression in skills, knowledge, and vocabulary
- Nova Curriculum – Embeds spiritual, moral, social, and cultural development, underpinned by our values of trust, friendship, discovery, and success

At Nova Primary School, we build lasting learning - deep understanding, transferable skills, and secure knowledge that pupils retain and apply over time. We draw on insights from cognitive science, including Rosenshine's Principles of Instruction, to shape high-quality teaching that meets the needs of every learner.



Our pedagogical approach includes:

- Daily Review – Reinforcing prior learning to strengthen recall
- Questioning – Promoting active retrieval and checking understanding
- Sequencing Concepts – Presenting new material in manageable steps to avoid cognitive overload
- Modelling – Making abstract ideas concrete through demonstration and guided thinking
- Guided Practice – Scaffolding new skills with structured support
- Independent Practice – Consolidating learning through application
- Regular Checks for Understanding – Identifying and addressing misconceptions early
- Recap and Review Cycles – Embedding spaced retrieval to deepen long-term memory

These strategies are embedded across the curriculum to ensure that learning is not only accessible but enduring—empowering pupils to build on what they know and apply it with confidence.

To meet the needs of children with SEN, we adapt both our curriculum and learning environments. Our **Accessibility Plan**, available on the school website, outlines how we adapt the learning environment in line with the Equality Act 2010, ensuring all pupils can access and benefit from a high-quality education.

Adaptive teaching involves adjusting instruction and materials in response to pupils' needs, drawing on the EEF's five principles for high-quality teaching:

- Explicit Instruction – Clear modelling, step-by-step guidance, and visual supports such as Wigit symbols and timetables
- Cognitive Strategies – Retrieval practice, pre-teaching vocabulary, and structured reflection
- Scaffolding – Sequenced learning supported by grouping, 1:1 support, and strategic TA deployment
- Flexible Grouping – Responsive groupings that promote collaboration and tailored support
- Technology Use – Tools like laptops, Clicker, and overlays to reduce barriers and personalise access

We prioritise communication-friendly environments, using visual supports, simplified language, consistent routines, and accessible displays to help all children understand, express themselves, and engage confidently. Wigit and Clicker are used across the school to reduce barriers and promote independence.

Our dyslexia-friendly classrooms support all learners through clear routines, visual timetables, simplified language, and multisensory approaches. Tasks are broken into manageable steps, and repetition is built in to support retention and application. Our aim is to reduce barriers, build self-esteem, and ensure every child can thrive.

Where children experience gaps in learning, we respond swiftly with tailored, evidence-based interventions. These address areas such as phonics, speech and language, social communication, emotional wellbeing, and sensory regulation. Support may include small-group programmes, mentoring, and personalised strategies delivered by trained staff. For a full list of current interventions, please see our **Intervention Overview** on the school website.

Teaching Assistants (TAs) play a vital role in inclusive practice. They are deployed strategically to maximise impact—working alongside teachers to deliver targeted interventions, scaffold learning, and promote independence. TAs support pupils in small groups, 1:1 sessions, and within the classroom, always focused on access, confidence, and progress.

Nova Primary School offers a curriculum that is inclusive, aspirational, and rooted in evidence-based practice. Through the LEARN framework and adaptive teaching, we ensure that every child—regardless of ability—can access rich learning experiences, build lasting knowledge, and grow in confidence. By removing barriers and celebrating individual strengths, we create a nurturing environment where all pupils are empowered to thrive.

Social and emotional development for pupils with SEND

At Nova, we take a whole-school, trauma-informed approach to supporting children’s social, emotional and mental health. Staff are trained to recognise emotional needs, respond with empathy, and create safe, predictable environments where pupils feel understood and valued. We recognise that some children—particularly those with SEND—may face increased vulnerability, including challenges with emotional regulation, anxiety, or peer relationships.

Our provision includes proactive approaches woven into everyday routines. At Nova, we prioritise the mental health and wellbeing of pupils, families, and staff. Our SMILE initiative—inspired by the NHS 5 Steps to Wellbeing—encourages everyone to socialise, move, take interest, learn, and engage with kindness.

We embed the Zones of Regulation across the school day to help children recognise and name their emotions, understand how feelings affect behaviour, and learn strategies to manage their responses. Staff model emotional language, co-regulation, and respectful problem-solving to build a shared language of wellbeing and support every child to feel safe and ready to learn.

DOTS Mindfulness is used across EYFS to Year 3 to help younger children develop emotional awareness, attention, and self-regulation. Through simple, accessible practices woven into daily routines, children learn to pause, notice their feelings, and build calm, connected habits that support wellbeing.

Targeted support is also available. Our trained Emotional Literacy Support Assistant (ELSA) offers tailored sessions to help children manage emotions, build self-esteem, navigate friendships, and cope with change. They can also offer Sand Tray Therapy, Drawing and Talking and Bereavement counselling.

Peer Mediation is part of our relational approach to conflict resolution. Selected pupils are trained to support their peers in resolving low-level disagreements through guided conversations. This helps children develop empathy, active listening, and problem-solving skills, while promoting a culture of respect, accountability, and inclusion.

We are committed to preventing bullying and promoting respectful relationships. Nova's **Anti-bullying Policy** is clear, proactive, and inclusive—especially for pupils with SEND who may be more vulnerable to peer conflict. Staff respond promptly and restoratively to concerns, and pupils are taught how to recognise, report, and challenge unkind behaviour.

Reflective and restorative conversations are used across the school to help children understand the impact of their actions, repair relationships, and rebuild trust. These approaches support emotional growth, reduce repeated incidents, and foster a culture of empathy and accountability.

We work closely with external professionals to strengthen our SEMH provision. Their expertise helps us tailor support, build staff confidence, and ensure our approaches are evidence-informed, inclusive, and responsive to the emotional needs of our pupils

Staff expertise in SEND

At Nova Primary, we actively invest in staff development to ensure all children receive high-quality, inclusive teaching. All staff engage in targeted continuous professional development that responds directly to whole-school priorities and the evolving needs of our pupils. This includes training in trauma-informed practice, neurodiversity, emotional regulation, sensory processing differences, and de-escalation strategies. Staff are equipped to recognise and respond to signs of distress with empathy and skill, using approaches that prioritise safety, connection, and emotional wellbeing.

We build whole-school expertise through programmes such as Making Sense of Autism from the Autism Education Trust (AET), fostering shared understanding, inclusive strategies, and respectful communication. Emotion coaching is embedded across the school, helping children identify, express, and regulate their feelings in a supportive environment.

Instructional coaching supports reflective practice—teachers work with trained coaches to refine strategies, strengthen routines, and embed inclusive approaches that benefit all learners. Staff also engage in mentoring, peer observation, and specialist training through the Bristol Inclusion Service, AET, and national providers such as the Education Endowment Foundation (EEF).

We work closely with external professionals, including Educational Psychologists, Speech and Language Therapists, and advisory teachers, to co-develop strategies, build confidence, and ensure our provision is responsive, evidence-informed, and emotionally attuned.

Working with external professionals

When additional expertise is needed, we work with a range of external agencies across Bristol to support pupils with SEND. These include but are not limited to:

- **Bristol Educational Psychology Service** – offering assessment and advice to support learning, wellbeing, and access to education
- **Bristol Inclusion Service** – providing specialist guidance on inclusive teaching, SEND provision, and whole-school approaches
- **Bristol Autism Team** – supporting staff and families with strategies tailored to autistic pupils, including communication, sensory needs, and transitions
- **Vision Support Service** – helping children with visual impairments access learning through adapted resources, specialist teaching, and environmental adjustments
- **Teacher of the Deaf** – providing targeted support for pupils with hearing loss, including communication strategies, equipment advice, and curriculum access
- **North Star Outreach** – offering specialist input for pupils with social, emotional and mental health (SEMH) needs, including behaviour support and staff training
- **Speech and Language Therapy (Sirona Care & Health)** – delivering assessment and intervention for speech, language, and communication needs
- **Occupational Therapy** – supporting pupils with physical, sensory, and motor coordination needs to access learning and manage everyday tasks
- **CAMHS (Child and Adolescent Mental Health Services)** – offering assessment and therapeutic support for emotional wellbeing, anxiety, trauma, and mental health needs
- **School Nursing Team** – advising on medical needs, care plans, and health-related adjustments to ensure safe access to school life

These partnerships help us ensure that every child receives the right support at the right time, in a way that is joined-up, child-centred, and responsive.

We also signpost families to wider support networks across the city to help families feel informed, empowered, and connected to the right support at the right time. These include:

- [Bristol City Council Local Offer](#) – a comprehensive guide to services, support, and entitlements for children and young people with SEND
- [Bristol Parent Carers](#) – a parent-led organisation offering peer support, events, and advocacy for families of children and young people with SEND
- [FLORA \(Families, Local Offer, Resources and Advice\)](#) – Bristol’s early help service for families seeking advice, signposting, or short-term support
- [SEND & You](#) – an independent charity offering free, confidential, and impartial information, advice, and support to children and young people with SEND and their families.

At Nova Primary, we are proud of our inclusive approach and committed to ensuring that every child feels seen, supported, and empowered to succeed. We believe that strong relationships, clear communication, and joined-up support are key to helping children thrive. By working closely with families, staff, and external professionals, we create a learning environment where all children—including those with SEND—can flourish socially, emotionally, and academically. If you have any questions about your child’s learning journey or the support available, please don’t hesitate to get in touch. We are here to listen, collaborate, and celebrate every step forward.



Trust in Learning
Trust in Success

