



SPARKEN HILL
ACADEMY

Special Educational Needs and Disability Policy

Adopted: November 2014
Reviewed Annually
Review date: September 2026

Contents:

Mission Statement.....	03
1. Aims and objectives.....	03
2. Responsibility for the coordination of SEND provision	03
3. Arrangements for coordinating SEND provision.....	04
4. Admission arrangements	04
5. Specialist SEND provision	04
6. Facilities for pupils with SEND.....	04
7. Allocation of resources for pupils with SEND	05
8. Identification of pupils' needs	05
9. Access to the curriculum, information and associated services.....	07
10. Inclusion of pupils with SEND.....	08
11. Evaluating the success of provision	08
12. Complaints procedure.....	09
13. In service training (CPD).....	09
14. Links to support services	09
15. Working in partnership with parents	09
16. Links with other schools.....	10
17. Links with other agencies and voluntary organisations.....	10
 Appendix 1 – Pupil premium Expenditure	 11

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Mission statement

Everyone at Sparken Hill Academy is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. The Special Needs and Disability policy supports the ethos that all pupils are respected and seen to have potential for improvement. Through effective teaching and learning, together we can enable the fulfilment of that potential. We aim for success for all.

1. Aims and Objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims and objectives are

- **Identify the needs of pupils who have SEND as early as possible.**
This is done by gathering information from parents, education, health and care services if possible before the pupil starts school.
- **Provide appropriate provision to overcome all barriers to learning** using intervention and resources effectively. SENCO and teachers will monitor that targets are being met and all pupils' needs are being catered for.
- **Use a variety of teaching styles**, and cater for different learning styles to allow children with SEND to access the National Curriculum.
- **Monitor the progress of all pupils** to help identify pupils with SEND. Continuous monitoring by their teachers will support pupils with SEND reach their potential
- **Work with parents** to gain a good understanding of their child and involve the parents of children with SEND so that we can work together to support our children. School will report back on pupil's progress and provisions used.

- **Work with the support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupils regularly talk with their teachers discussing their progress with encouragement to make decisions.
- **Ensure vulnerable pupils** i.e. pupils who are looked after, have free school dinners, Gypsy Roma Traveller pupils who are under social care or have health issues or persistent absentees receive the support needed to achieve.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the education and co-ordinating the day to day provision for children with SEND is the SENCO
- The SENCO liaises with professionals from beyond the school setting and seeks their advice for assessment and programmes of work.
 1. Educational Psychologists
 2. Bassetlaw Primary Behaviour Partnership (BPBP Ltd) and Nottinghamshire SEMH Team
 3. School and Family Support Service
 4. Medical Officers
 5. Speech Therapists
 6. Physiotherapists
 7. Hearing Impairment Services
 8. Visual Impairment services
 9. Social services

3. Arrangements for coordinating SEND provision

The SENCOs holds details of all SEND Support records including provision maps, IEPs, assessments, minutes from meetings and records for individual pupils.

To ensure all staff members have complete up to date information they can access on the staff IT system

- Sparken Hill Academy SEND Policy;
- A copy of the whole school SEND list.
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including targets set and copies of their pupil passports, assessments, personal behaviour plans or provision maps.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Nottinghamshire's SEND Local Offer. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Their web site is www.nottinghamshire.sendlocaloffer.org.uk

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

If the school is alerted to the fact a child may be identified as having Special Educational Needs, we will endeavour to collect relevant information from such sources as the pre-school, early years support service, previous school or health visitor to prepare for a smooth transition to the school.

5. Specialist SEND provision

Sparken Hill Academy has a number of pupils being monitored for, and with an identified SEN or disability. The kinds of needs that are seen in our school are learning, behavioural, emotional, social, physical and medical problems. We are committed to whole school inclusion and in implementing this policy we believe pupils will be helped to overcome these difficulties.

6. Facilities for pupils with SEND

Access to the school environment

In line with the 2002 SENDA and the 2006 DDA the Principal and governors of the school ensure that an Accessibility Plan and a Disability Equality Scheme are in place to ensure full accessibility to the school site.

Physical Environment Sparken Hill Academy has easy access to all areas, both inside and outside, for children with mobility or visual problems. There are accessible toilets and bathroom facilities which include a height-adjustable changing bed and a sensory room. Ramps have been installed where classroom doors open into the playground and there is a lift between different floors.

Assistive Technology School has purchased additional aids and resources which help pupils to access all learning opportunities. All pupils within KS2 have access to an individual iPad.

Increased access to the curriculum and assistance during examinations Application is made for pupils with specific needs to receive support with e.g. increased size of print, additional time or readers if allowed.

School transport School has 2 minibusses (one of which has been modified for wheelchair access.)

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to the school's budget which equates to £6,000 per annum. Some pupils with SEND may access additional funding. This additional funding, called AFN (Additional Family Need), might be from a budget that is devolved to and moderated by the Worksop Family of Schools. (The Family of Schools comprises of two secondary schools and its sixteen feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. This funding is called HLN (High Level Need). This additional funding allows for the provision of 1-1 support or equipment for pupils who are recognised as having exceptional needs across the whole county.

Sparken Hill Academy uses its delegated budget to employ TAs and a core offer of 15 hours is given to every class. It also pays for 1-1 tuition. Money is also delegated to the school to support children with emotional and behavioural difficulties. A specialist behaviour TA works in the school. School pays for the counselling work from Think Children and Play Therapy. A Family support team provide support to families and are responsible for attendance.

Sparken Hill Academy receives high levels of Pupil Premium. A synopsis of this expenditure is given in appendix 1. Cost benefit analysis is undertaken regularly to ascertain the effectiveness of any expenditure related to SEND / PP.

8. Identification of pupils needs

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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A graduated approach:

Quality First Teaching

- a) All pupils are assessed every half term and the progress and attainment is looked at very closely. Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties the child's class teacher will carry out assessments that could help understand the difficulties. These could be BPVS, Quest, DST Portfolio, Boxall Profile or an Emotional Literacy Assessment It can then be determined which level of provision the child will need going forward.
- c) Parents will be informed of their child's development and the circumstances under which they are being monitored. They will be asked to work with their children at home to support the work being done in school.
- d) The child is formally recorded by the school as being under observation and at Sparken Hill Academy the term Class Support is used .This does not place the child on the school's SEND list. It is recorded by the school as an aid to further progression and for future reference.
- e) Pupil review meetings (PRM) are used to monitor and assess the progress being made by the child.
- f) If all the support and interventions provided do not reflect progress being made to "close the gap" the class teacher will approach the SENCO with all the evidence of what has been done already. The SENCO will then decide on what next steps to take.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

Assess Plan Do Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of

those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff is already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Where the SEND is relating to SEMH, a Boxall Profile and / or Emotional Literacy Assessment will be administered to assess levels of operation.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process for an EHCP which is usually requested by a parent with the support from school. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP by parents and school will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

Parents Teachers SENCO Social Care Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:
0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting.

The development and implementation of a relevant, challenging differentiated curriculum is at the heart of provision within Sparken Hill Academy Primary. In order for this to be fully effective, the curriculum is formulated through extensive consultation with all stakeholders including children and is enhanced through:-

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, assessments and medical reports
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.

- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Provision maps are used by year groups or key stages, due to the size of the school. Discussion takes place regularly at team meetings to monitor the progress of pupils and key stage leaders liaise termly with the SENCO to discuss actions needing implementing for specific pupils.

10. Inclusion of pupils with SEND

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Director of Curriculum together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will always try to ensure pupils with SEND are able to go on school trips. They will be named on any risk assessment. All pupils have the same access to extra –curricular activities.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

The school is a new build and as such meets all DDA requirements. We are aware that our outside play provision requires inclusive play and are in the process of planning to remediate this aspect of work with DDA friendly resources and large play equipment.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

The success of the policy will result in the needs of all children with SEND being met by:

- Having the systems in place to identify children with SEND as early as possible.
- Making use of good practice in planning for, teaching and assessing children with SEND.
- Regularly reviewing of the child's progress against targets set.
- Providing additional intervention if progress is not adequate.
- Receiving appropriate funding to support the child's needs at family and LEA levels.
- Children with ASC starting the new school year on a Monday, rather than mid week if appropriate.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice
Monitoring the success of the policy will take place through:

- on-going teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the IEP reviews
- more age-appropriate scores on standardised testing
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress
- successful requests for additional funding

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Director of Inclusion and information is gathered from different sources. At Sparken Hill Academy we use child and parent surveys, teacher and staff surveys and feedback from parents' evenings and review meeting. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Principal, who will be able to advise on formal procedures for complaint. Our complaints procedure can be found in the Policies section of the school website:

<https://primarysite-prod-sorted.s3.amazonaws.com/sparkenhill-academy/UploadedDocument/d6e22062-af17-4798-9c0e-0f523aa2b3a0/complaints-policy.pdf>

13. In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates the following training programmes:

Within school there is an on-going programme of INSET training for all members of staff. Staff also attend courses run by the LEA and Medical Services. The school governors are also informed of courses on disability and SEN issues and are invited to attend.

The SENCO regularly attends courses on SEND issues run by the LEA. She also attends school INSET sessions about other areas of the curriculum so that she is aware of current practices in these areas and any future developments which may affect children with SEND. She attends the family SENCO training sessions which are run by the Educational Psychologist and the Annual SENCO conference.

The TAs employed by the school also attend courses run by the LEA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

The SENCO leads INSET sessions for the school staff on specific SEND issues, ensuring that training opportunities are matched to school development priorities.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. See section 17

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO. The health services respond quickly to any request for help and other services can be contacted via the Springboard meetings. The family support team work closely with services which support families.

15. Working in partnerships with parents

Sparken Hill Academy believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents of children with SEND are kept informed of the provision that is being made for their children. Parents receive a copy of the child's IEP each term and are invited to review progress towards the targets at a Parent's Evenings, CAF meetings or at termly review meetings. Written reports are provided. If a parent has a particular concern about their child and/or the provision being made for their child they can arrange to see the class teacher.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor Mrs Sparks may be contacted at any time in relation to SEND matters (ssparks@sparkenhill.com)

16. Links with other schools

The school is a member of the Worksop Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Transition arrangements are in place between every move of year groups. Written documentation is passed to the next teacher and contains details of any SEND needs of each pupil, if appropriate.

Pupils in Year 5 attend events arranged by the local secondary schools and the SENCOs are invited to annual statement reviews from year 5. Meetings are arranged in Year 6 and programmes of moving up are in place. Additional transition is arranged for specific pupils if it is felt deemed to be necessary.

17. Links with other agencies and voluntary organisations

Sparken Hill Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Bassetlaw Primary Behaviour Partnership (BPBP Ltd) and Nottinghamshire SEMH Team
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Signed  _____ *[Name]* **(Principal)**

Date 23.07.25

Signed _____ *Mrs J Parker* **(SENCo)**

Date 23.07.25

Signed _____ *Mrs S Sparks* **(SEN Governor)**

Date 23.07.25

This policy will be reviewed annually.