

Special Educational Needs and Disabilities (SEND) Information Report

Academic Year 2025-2026
Sparken Hill Academy

1. The Range of Special Educational Needs Provision

Sparken Hill Academy is an inclusive mainstream primary academy serving pupils aged 3-11 years. We provide comprehensive support for children presenting with a diverse range of special educational needs who are able to access a mainstream curriculum with appropriate differentiation and targeted support. Our provision encompasses all four broad areas of need as identified in the SEND Code of Practice: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical needs.

2. Identifying and Supporting Pupils with Special Educational Needs

Should you have concerns regarding any aspect of your child's educational experience, we recommend that your initial point of contact be your child's class teacher. Class teachers are typically available at the conclusion of the school day and are pleased to arrange extended consultations should the matter require more detailed discussion. Where appropriate, the class teacher may request the involvement of the Academy's Director of Inclusion (Special Educational Needs Co-ordinator).

Children with SEND are identified at the earliest possible opportunity within our setting. Initial identification typically occurs through parental concerns or observations made by school staff working directly with the child. These concerns may relate to the pupil's general wellbeing, their emotional or behavioural presentation, their academic progress relative to their peer group, or alignment with recognised characteristics of specific forms of SEND.

Early identification is paramount. Consequently, all staff monitor children's progress meticulously on a termly basis through structured pupil progress meetings led by the Senior Leadership Team. Class teachers have the opportunity to discuss emerging concerns at these meetings with the Director of Inclusion.

The class teacher will evaluate what provision may be necessary to support the child. Depending on the complexity of the child's needs, support may take several forms: class-based approaches such as differentiation; targeted out-of-class interventions in addition to quality first teaching; or for pupils with the most significant needs, referral to external specialist agencies for further assessment and guidance. The Director of Inclusion maintains a comprehensive provision map of pupils requiring additional support to monitor progress and plan provision strategically across the Academy.

3a. Evaluating the Effectiveness of SEND Provision

The Director of Inclusion maintains a detailed provision map and monitors pupil progress on a termly basis through analysis of pupil work samples and assessment outcomes. This systematic approach ensures that the effectiveness of interventions and support strategies is continuously evaluated and provision is adapted accordingly to meet evolving needs.

3b. Monitoring Your Child's Progress and Supporting Learning at Home

All staff at Sparken Hill Academy maintain high expectations for every learner. Progress is monitored on a daily basis by class teachers, who are well-positioned to identify where progress is either below or exceeding expected levels. For learners with the most significant needs, regular communication with families is established through termly review meetings, informal conversations at the conclusion of the school day, or through home-school communication books where appropriate.

Information regarding pupil progress is shared with parents during termly parent consultation evenings. Parents are invited to attend termly SEN Support Review Meetings where they are informed of their child's progress against previously established targets. New targets are collaboratively established at these meetings to ensure continued progress.

3c. Our Approach to Teaching Pupils with Special Educational Needs

Our fundamental aim is to ensure that all children are provided with opportunities to access appropriate learning in an inclusive manner. We prioritise the delivery of high-quality first teaching which is differentiated to meet the needs of all learners. Class-based approaches encompass alternative recording methods, visual prompts, small group instruction, and individualised teaching where appropriate.

The Academy offers a comprehensive range of evidence-based intervention programmes to support children requiring additional assistance. For pupils with significant or complex needs, we seek guidance from specialist professionals including Speech and Language Therapists, Occupational Therapists, and Educational Psychologists to ensure provision is appropriately tailored.

3d. Matching the Curriculum to Individual Needs

All class teachers assume responsibility for meeting the needs of every learner in their class through appropriate differentiation of learning. Where pupils have SEND, class teachers are cognisant of the pupil's areas of strength and difficulty, and make systematic efforts to accommodate these. For example, learners experiencing literacy difficulties may be provided with personalised spelling resources, whilst those with language processing differences may receive visual supports to complement auditory information.

Where learners are working at an attainment level below that of their chronological peer group, class teachers adapt teaching to ensure that gaps in knowledge are addressed, for example by revisiting learning objectives from previous year groups. We aim to foster independence in all learners, and this is promoted by ensuring that independent work tasks are matched appropriately to individual strengths and needs.

3e. Determining the Type and Level of Support

When children's needs are initially identified, consultation takes place between the Director of Inclusion, class teachers, and parents. During this meeting, desired outcomes for the pupil are discussed and the provision or support required to achieve those outcomes is determined. School staff are typically best positioned to advise on the nature of support required; however, where appropriate, the Academy seeks guidance from external agencies. Parents and pupils are fully consulted throughout this process.

For pupils with the most complex needs, applications for additional funding may be submitted where necessary. These applications are reviewed by a multi-agency panel who determine whether the complexity of needs meets the threshold for this funding. Support and provision are subsequently reviewed and adapted as necessary to meet the evolving needs of the child.

3f. Inclusion in Activities Beyond the Classroom

Pre-visits are conducted for all educational visits and activities. Comprehensive risk assessments are completed, with pupils requiring specific support identified and provision detailed. The Academy's minibus has been adapted with lift equipment to facilitate wheelchair access. Where pupils experience difficulties with behaviour regulation, parental accompaniment on visits may be invited to ensure full and safe participation.

3g. Supporting Overall Wellbeing

Pastoral Support

We recognise that pupils with SEND may experience a range of social and emotional challenges. The Academy maintains a comprehensive whole-school focus on social and emotional wellbeing through our Personal, Social, Health and Economic (PSHE) education curriculum. For pupils whose social and emotional needs are more complex, we offer targeted interventions including therapeutic approaches such as Think Children and Play Therapy. We employ a range of assessment tools to support systematic tracking and monitoring of pupils' self-esteem and confidence, including the Strengths and Difficulties Questionnaire (SDQ), Boxall Profile, PIVATs, and Emotional Literacy assessments.

Developing Positive Peer Relationships

All children are supported in developing positive relationships with their peers. For pupils who find social interaction particularly challenging, structured support is provided

during break and lunch periods, where play skills are actively encouraged by both adult Play Leaders and trained pupil Play Leaders.

Anti-Bullying

The Academy maintains a clear position on bullying behaviour. All pupils are taught to distinguish bullying from isolated incidents of unkindness. A programme of assemblies and whole-school events focused on anti-bullying education is delivered, and class teachers remain vigilant in monitoring children's behaviour for indicators of bullying. Where bullying is suspected, individualised support measures are implemented for both those affected and those exhibiting concerning behaviours, taking into account the needs of all pupils involved.

4. The Academy's Special Educational Needs Co-ordinators

SENCO

- Mrs Jessica Parker
- Miss Jodie Reay

Both Directors of Inclusion may be contacted through the school office:

Telephone: 01909 534060

Email: senco@sparkenhill.com

5a. Staff Training and Professional Development

The Directors of Inclusion are currently undertaking the National Award for Special Educational Needs Co-ordination. Our Principal holds an Advanced Graduate Diploma in Special Educational Needs. Staff participate in targeted training to support specific needs, and several team members hold qualifications in safe physical intervention techniques.

We recognise the critical importance of providing ongoing professional development opportunities for staff. Training during the academic year 2024-2025 included:

- Management of Actual or Potential Aggression (MAPA) ; annual update
- Paediatric First Aid ; annual update
- Interoception training
- Autism strategies and understanding demand avoidance
- Dyslexia awareness and intervention strategies

Training scheduled for the academic year 2025-2026 includes:

- Introduction of TES Provision Map
- Management of Actual or Potential Aggression (MAPA) ; annual update
- Paediatric First Aid; annual update
- B Squared assessment system training
- Advanced autism training
- Whole Word Reading Approach methodology
- Precision Teaching techniques

- Evidence-based approaches to reading and spelling intervention
- Attachment and Trauma-informed practice
- Funfit physical development programme
- A comprehensive range of SEND-focused continuing professional development courses are also available for staff to access as required

5b. Specialist Services and External Expertise

The Academy collaborates with an extensive range of specialist services and external agencies. We maintain well-established partnerships with health professionals including the School Nursing Service, Speech and Language Therapy, Physiotherapy, and Occupational Therapy. We work closely with social care teams where appropriate. Several of our pupils access Speech and Language Therapy, Educational Psychology, Occupational Therapy, and Play Therapy services on-site. We regularly organise multi-agency meetings to ensure coordinated support for pupils with complex needs.

6. Equipment, Facilities and Accessibility

In accordance with accessibility legislation current at the time of construction, the Principal and Governors implemented a comprehensive Accessibility Plan and Disability Equality Scheme to ensure full accessibility when the current school site was established in 2011.

Physical Environment

Sparken Hill Academy provides comprehensive accessibility to all areas, both internal and external, for pupils with mobility or visual impairments. Specialist facilities include accessible toilets and bathroom provision featuring a height-adjustable changing bed and a dedicated sensory room. Ramps have been installed at all classroom doors that open onto playground areas, and a passenger lift provides access between different floor levels.

Assistive Technology

The Academy has invested in a range of additional aids and assistive technology resources to support pupils in accessing all learning opportunities. Applications are made for pupils with specific needs to receive examination access arrangements such as enlarged print, additional time allowance, or reader support where permissible under examination regulations.

School Transport

The Academy has two minibuses. One has been adapted with lift equipment to provide full wheelchair accessibility.

7. Parental Consultation and Involvement

Class teachers collaborate closely with parents to develop a comprehensive understanding of each child and actively involve parents of children with SEND to ensure coordinated support. The Academy provides regular feedback on pupil progress

and the provision implemented. Parents are informed of their child's development and the circumstances under which progress is being monitored. Parents are requested to support school-based interventions through complementary activities at home. Formal review meetings are scheduled each term to discuss progress and establish next steps; however, regular informal communication is encouraged and expected.

8. Pupil Consultation and Voice

The Academy endeavours to ensure that all children are meaningfully involved in their education. Pupils are consulted in the process of establishing their learning targets and identifying their own areas of need wherever developmentally appropriate. They are invited to participate in review meetings, and their views are actively sought to inform these meetings and guide future provision planning where suitable and age-appropriate.

9. Concerns and Complaints Procedure

The Academy encourages parents to raise any concerns or queries promptly, initially with the class teacher. Should the class teacher be unable to resolve the matter satisfactorily, parents are invited to consult with a member of the Senior Leadership Team. In the vast majority of cases, collaborative discussion enables the identification of appropriate solutions. However, should concerns remain unresolved following these consultations, our formal complaints procedure is available on the Academy website.

10. Governing Body Oversight and Multi-Agency Working

The Governing Body holds responsibility for ensuring the quality of provision across the Academy. A designated SEND Governor has been appointed, and regular meetings between the SEND Governor and the Directors of Inclusion take place to ensure that all pupils, including those who are looked after by the local authority, make appropriate progress. The Governing Body works collaboratively with external organisations and services including health professionals, social care, local authority support services, and voluntary organisations to meet the needs of pupils with SEND and support their families effectively.

11. Signposting to Additional Support Services

The Directors of Inclusion attend regular partnership meetings which provide current knowledge of services and support groups that can be recommended to parents based on their child's specific needs. Parents may also access Nottinghamshire's Local Offer website, which contains comprehensive information about services available throughout the county. This resource can be accessed at:

<http://nottinghamshire.sendlocaloffer.org.uk>

The Academy employs a dedicated Family Support Team who provide high-quality support to all parents. Parents may contact the Family Support Team directly. The team possesses extensive knowledge of available support services, and class teachers frequently arrange consultations between parents and the Family Support Team following identification of specific needs.

12. Transition and Preparation

i. Joining Sparken Hill Academy

The Academy actively encourages pre-admission visits from both parents/carers and prospective pupils. This opportunity is extended to pupils of all ages. We recognise that transitioning to a new educational setting can be challenging, and pre-admission visits serve to alleviate concerns and provide opportunities for direct responses to questions regarding provision. The Academy also consults with parents and previous educational settings to develop a comprehensive understanding of the child's needs prior to admission.

ii. Transition Between Educational Phases

The Academy organises transition sessions during which pupils visit their new classes and meet their future teachers. Extended transition arrangements can be implemented where necessary to support individual needs. Meetings involving new teachers, parents, and pupils can be arranged to address any concerns or questions prior to transition.

Transition arrangements for Year 6 pupils with SEND transferring to local secondary schools commence during the Spring Term, with extended transition programmes arranged earlier where appropriate. Where the Academy is notified that an incoming child may have Special Educational Needs, we endeavour to gather relevant information from sources including pre-school settings, early years support services, previous schools, or health visitors to facilitate a smooth transition.

iii. Preparation for Adulthood and Independent Living

Not applicable to primary phase education.

13. Further Information and Visiting the Academy

The Academy's SEND Policy is available for review on our website. We warmly welcome visits from prospective parents and families. Please contact the school office to arrange an appointment.

Contact Information:

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This report will be reviewed annually and updated as necessary.