



SPARKEN HILL
ACADEMY

SEND Information Report

2026-27

Document Control

Version	Date	Prepared by	Reviewed / approved by	Next review	Comments
—	2025-26	—	Governing Body	September 2026	SEND Information Report 2025-26
1.0	September 2026	Mr R.Lilley	Trust Board – 08 October 2026	September 2027	Annual update for 2026-27: phase SENCO model, Trust Board terminology, national context, updated provision, training and accessibility

Report owner	SENCO team, with the Principal
Approved by	Trust Board
Review cycle	Annually, as required by the SEND Regulations 2014
Statutory basis	Children and Families Act 2014 (section 69); Special Educational Needs and Disability Regulations 2014 (regulation 51 and Schedule 1); SEND Code of Practice: 0 to 25 years (2015); Equality Act 2010
Related documents	SEND Policy; Inclusion Strategy 2026-27; Accessibility Plan 2026-2029; Child Protection Policy 2026-27; Relationships and Behaviour Regulation Policy; Mental Health and Wellbeing Policy; Supporting Pupils with Medical Conditions Policy; Complaints Policy

Every school must publish information about how it supports children with special educational needs and disabilities (SEND), and update it every year. This report explains how Sparken Hill Academy identifies, supports and reviews the progress of children with SEND, and how parents and carers can be involved. It should be read alongside our SEND Policy and the Nottinghamshire SEND Local Offer.

Around one in five of our pupils receive SEND support or have an Education, Health and Care (EHC) plan. We believe every child deserves to thrive academically, socially and emotionally, and supporting children with SEND is at the heart of everything we do.

National changes to SEND

The government consulted on reforms to the SEND system in 2026 ("Putting Children and Young People First"). The consultation closed on 18 May 2026 and the government's response is still awaited. We will update this report and our SEND Policy when any changes are confirmed, and will keep parents informed.

1. The kinds of special educational needs we provide for

Sparken Hill Academy is an inclusive mainstream primary academy for children aged 3 to 11. We support children with a wide range of needs who can access a mainstream curriculum with adapted teaching and additional support. We provide for:

Area of need	Examples of how we support it
Communication and interaction	Visual timetables and prompts, pre-teaching of vocabulary, language and speech interventions, the NELI language programme in Reception, and advice from speech and language therapists.
Cognition and learning	Adaptive teaching, precision teaching, phonics keep-up and catch-up, reading and spelling interventions, and alternative ways of recording.
Social, emotional and mental health	Our emotional health pathway (section 3g), nurture provision, the Community Team, and structured support at break and lunchtime.
Sensory and/or physical needs	A fully accessible building, sensory room, specialist equipment and assistive technology, and advice from occupational therapists, physiotherapists and sensory support services.

2. How we identify children with SEND

If you are worried about any part of your child's learning or development, please speak to your child's class teacher first. Teachers are usually available at the end of the school day and are happy to arrange a longer meeting if needed. The class teacher may ask the SENCO for your child's phase to become involved.

We identify needs as early as possible. Concerns may come from parents, from staff who work with the child, or from our regular checks on progress. They may be about learning, communication, behaviour, emotional wellbeing or physical development. Staff review every child's progress each term in pupil progress meetings led by the Senior Leadership Team, where teachers can raise concerns with the phase SENCO.

We follow the graduated approach set out in the SEND Code of Practice, a cycle of four steps:

Step	What happens
Assess	The teacher and SENCO gather information from parents, the child, classroom observations and assessments, and from outside specialists where needed.
Plan	We agree with parents and the child the outcomes we are aiming for and the support that will help, recorded in a Learning Plan.
Do	The class teacher remains responsible for the child's learning every day, supported by teaching assistants and any interventions.
Review	Progress is reviewed at least termly with parents, and the plan is changed as needed.

3. Our approach to supporting children with SEND

3a. How we evaluate our SEND provision

Each phase SENCO keeps a provision map using TES Provision Map, which records the support each child receives and its impact. SENCOs check progress every term through pupils' work, assessment information and the outcomes in each child's Learning Plan. Interventions that are not making enough difference are changed. The SENCO team reports on the quality of SEND provision to the Senior Leadership Team and the Trust Board.

3b. How we check your child's progress and how you can help at home

We have high expectations of every child. Class teachers check progress every day and act quickly if a child is falling behind or moving ahead. Progress is shared with all parents at termly parents' evenings. Parents of children receiving SEN support are also invited to a termly review meeting to discuss progress towards their child's targets and to agree new ones, together with ideas for supporting learning at home. For children with the most significant needs we also keep in regular contact through conversations at the end of the day or a home-school communication book. Children with an EHC plan also have an annual review.

3c. How we teach children with SEND

Our aim is for every child to learn the same ambitious curriculum as their classmates. We do this through high-quality teaching that is adapted to children's needs rather than made easier. Adaptations include visual prompts, breaking tasks into smaller steps, pre-teaching key vocabulary, small-group teaching, alternative ways of recording, and additional adult support.

We also offer a range of evidence-based interventions for children who need extra help. For children with significant or complex needs, we follow advice from specialists such as speech and language therapists, occupational therapists and educational psychologists.

3d. How we adapt the curriculum and learning environment

Every class teacher is responsible for meeting the needs of every child in their class. Teachers know each child's strengths and difficulties and plan for them: for example, personalised spelling resources for a child with literacy difficulties, or visual supports alongside spoken instructions for a child with language processing difficulties. Where a child is working below the level of their classmates, teachers revisit earlier learning to close gaps. We encourage independence by matching independent tasks carefully to each child.

3e. How we decide what support your child needs

When a need is first identified, the class teacher, phase SENCO and parents meet to agree the outcomes we want for the child and the support needed to achieve them. The child's views are always sought. School staff are usually best placed to advise, but we ask outside agencies for guidance where needed.

Where a child needs more support than the school can provide from its own budget, we may apply to Nottinghamshire County Council for additional funding through the Inclusive Mainstream Fund. Applications are considered by a multi-agency panel. If a child's needs are complex and long-term, we may, with parents, request an Education, Health and Care (EHC) needs assessment. Support is always reviewed and adapted as the child's needs change.

3f. How children with SEND take part in activities beyond the classroom

All children, including those with SEND, can take part in clubs, trips, residential visits and school events. We visit venues beforehand and complete a risk assessment for every trip, identifying any child who needs extra support and how it will be provided. One of our two

minibuses has a wheelchair lift. Where a child finds it hard to manage their behaviour, we may invite a parent to join a trip so that the child can take part safely.

3g. How we support children's wellbeing

Pastoral support

Children with SEND may face social and emotional challenges. All children learn about feelings, friendships and wellbeing through our PSHE curriculum. For children who need more help, we offer a tiered emotional health pathway, which may include:

- Emotional Literacy Support Assistant (ELSA) sessions and Lego therapy;
- therapeutic support such as play therapy (Bright Start);
- our sensory room and nurture provision;
- time with the animals on our school farm, and Take 5 mindfulness;
- support from the Healthy Families Team and consultation with, or referral to, CAMHS.

We use assessment tools such as the Strengths and Difficulties Questionnaire (SDQ), the Boxall Profile, B Squared, and emotional literacy assessments to track children's wellbeing and the impact of support.

Friendships and play

Children who find social interaction difficult receive structured support at break and lunchtime, where adult Play Leaders and trained pupil Play Leaders help them to play and make friends.

Sharing worries

Children can share a worry in whichever way suits them: with a trusted adult, through the worry boxes in every corridor, through our Worry Line, or, in Key Stage 2, by scanning a QR code on their iPad. Every worry is followed up.

Anti-bullying

Bullying is never accepted. Children are taught the difference between bullying and one-off unkindness, and anti-bullying is a regular theme in assemblies and whole-school events. Staff watch carefully for signs of bullying. Every incident of bullying or prejudice is recorded and followed up, with support for everyone involved and particular attention to the needs of children with SEND.

4. Our SENCOs

We have a Special Educational Needs Co-ordinator (SENCO) for each phase of the school, so that every child has a SENCO who knows their year group well.

Phase	SENCO
Foundation Stage (Nursery and Reception)	Miss Poppy Thompson
Key Stage 1 (Years 1 and 2)	Miss Jordan Mercer
Lower Key Stage 2 (Years 3 and 4)	Mrs Jessica Parker and Mrs Jodie Reay
Upper Key Stage 2 (Years 5 and 6)	Mrs Mercedes O'Malley

All SENCOs can be contacted through the school office on **01909 534060** or by email at **senco@sparkenhill.com**.

5. Staff training and expertise

5a. Training

All newly appointed SENCOs must hold, or be working towards, the National Professional Qualification (NPQ) for SENCOs, which replaced the National Award for SEN Co-ordination from September 2024. Mrs Parker and Miss Reay have completed the National Award, and our remaining phase SENCOs are enrolled on the NPQ. Our Principal holds an Advanced Graduate Diploma in Special Educational Needs.

All staff receive regular training so they can meet a wide range of needs. Several members of staff are trained in safe physical intervention through Team Teach, with annual refresher training.

Training during 2025-26 included:

- introduction of TES Provision Map;
- B Squared assessment;
- advanced autism training;
- the whole-word reading approach, precision teaching and evidence-based reading and spelling interventions;
- attachment and trauma-informed practice;
- the Funfit physical development programme;
- annual paediatric first aid and physical intervention updates.

Training planned for 2026-27 includes:

- adaptive teaching within the White Rose Maths and NCCE computing curricula;
- early language support through the NELI and OxEEd programmes in the Foundation Stage;
- training linked to our distributed SENCO model and the use of Learning Plans;
- annual paediatric first aid and Team Teach refresher training;
- further SEND courses for individual staff as needs arise.

5b. Specialist services

We work closely with a wide range of specialist services, including the School Nursing Service, Speech and Language Therapy, Physiotherapy, Occupational Therapy, Educational Psychology and social care. Several children receive speech and language therapy, educational psychology, occupational therapy and play therapy on site. We hold multi-agency meetings to co-ordinate support for children with complex needs.

6. Equipment, facilities and accessibility

Our school building opened in 2011 and was designed to be fully accessible. Our Accessibility Plan 2026-2029 sets out how we will continue to improve access to the curriculum, the building and information for disabled pupils, as required by the Equality Act 2010.

Physical environment

- Full access to all indoor and outdoor areas for pupils with mobility or visual impairments.
 - A passenger lift between floors, and ramps at every classroom door that opens onto a playground.
 - Accessible toilets, including a hygiene room with a height-adjustable changing bed.
 - A dedicated sensory room.
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Assistive technology and access arrangements

We have invested in aids and assistive technology to help pupils access learning. Every Key Stage 2 pupil has an iPad with built-in accessibility features. For the Key Stage 2 national tests, we apply for access arrangements such as enlarged papers, extra time or a reader where pupils are eligible.

Transport

The school has two minibuses. One has a wheelchair lift, so every child can take part in trips and visits.

7. Working with parents and carers

Class teachers work closely with parents to understand each child, and involve the parents of children with SEND in planning and reviewing support. We share regular feedback on progress and on the support in place. We may ask parents to support interventions with activities at home. Formal review meetings are held each term, but we always welcome informal conversations in between.

8. Listening to children

We involve children in decisions about their own learning. Where appropriate to their age and understanding, children help to set their targets and identify what helps them, are invited to review meetings, and have their views recorded in their Learning Plan. Children also share their views through pupil voice surveys and the School Council.

9. Concerns and complaints

If you have a concern, please raise it early with your child's class teacher. If the teacher cannot resolve it, you can speak to your child's phase SENCO or a member of the Senior Leadership Team. Most concerns are resolved quickly by talking together. If your concern is not resolved, our Complaints Policy is available on the school website.

Parents can also get free, impartial advice from Nottinghamshire's SEND Information, Advice and Support Service (SENDIASS). If you disagree with a decision about an EHC needs assessment or plan, the local authority must tell you about mediation and your right to appeal to the SEND Tribunal.

10. How the Trust Board oversees SEND

The Trust Board is responsible for making sure the school meets the needs of children with SEND. A named SEND Trustee Mrs Sue Sparks meets the SENCO team regularly to check that pupils with SEND, including children who are looked after by the local authority, make good progress. Our Designated Teacher for looked-after and previously looked-after children is Mrs Clare Middleton.

The school works with health services, social care, local authority support services and voluntary organisations to meet the needs of children with SEND and support their families.

11. Other sources of support

Our SENCOs attend local partnership meetings and can suggest services and support groups that may help your family.

- **Our Community Team** supports families with a wide range of issues, including parenting courses, wellbeing sessions, attendance and behaviour. You can ask at reception, find the team in the playground each morning, or text Karen, our Senior Family Support Worker, on 07540 686381.
- **Nottinghamshire SEND Local Offer** has information about education, health and care services across the county: www.nottinghamshire.sendlocaloffer.org.uk
- **Sparken Hill Academy's own Local Offer entry** is on Notts Help Yourself, and is linked from the SEND page of our website.
- **Nottinghamshire SENDIASS** offers free, impartial advice to parents of children with SEND. 12. Starting school and moving on

Joining Sparken Hill

We welcome visits from families before a child starts, at any age. We talk with parents and with the child's previous setting, and gather information from pre-schools, early years services, health visitors or previous schools, so that we understand the child's needs before they arrive. Staggered starts and extra visits can be arranged where they would help.

Moving between classes

Every summer, children visit their new class and meet their new teacher. Children who need more time get extra transition visits and support to prepare for the change. Meetings between parents, the new teacher and the SENCO can be arranged to answer any questions.

Moving to secondary school

Transition planning for Year 6 pupils with SEND starts in the spring term, and earlier where needed. We share information with the secondary school, arrange extra visits and, where appropriate, invite secondary staff to review meetings. For children with an EHC plan, the Year 5 annual review considers the choice of secondary school.

13. Further information

Our SEND Policy is available on the school website. We warmly welcome visits from prospective families. Please contact the school office to arrange an appointment.

Address	Sparken Hill Academy, Sparken Hill, Worksop, Nottinghamshire S80 1AW
Telephone	01909 534060
Email	office@sparkenhill.com (general) or senco@sparkenhill.com (SEND)

This report is reviewed every year. The next review is due in September 2027.

Approval

Signed (Principal)		Date:
Signed (Chair of the Trust Board)		Date: