



SEND Information Report

September 2024 - 2025



1. What kind of special educational needs does the school/setting make provision for?

Sparken Hill Academy is an inclusive mainstream standalone primary academy catering for pupils with a wide range of needs who are able to access a mainstream curriculum with differentiation and support.

2. (For maintained schools & maintained nurseries only). How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENCO. Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.

Early identification is paramount, and therefore staff working in school monitor the children's progress carefully on a termly basis through regular pupil progress meeting which are led by the senior leadership team. Class teachers have the opportunity to discuss issues raised at the pupil progress meeting with the SENCO.

The class teacher would look at what provision might be necessary to support the child. Depending on the level of the child's needs, the decision might be made to offer class based support approaches, for example differentiation for the pupil. For some pupils, in addition to the class based support approaches, out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCO keeps a list of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

3a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The SENCO keeps a list of pupils requiring additional support in the form of a provision map and monitors the progress of the pupils termly by looking at level of work and results of assessment in order to monitor the effectiveness of the provision provided.

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, regular contact with families takes place, for example through review meetings, informal conversation at the end of the school day or sometimes in home-school books. Information about pupil progress is shared with parents at parents' evenings which are held termly. Parents are invited to attend a termly SEN Support Review Meeting and are informed of their child's progress against the targets that have been set at the previous meeting. New targets will also be set.

c) What is the school's approach to teaching pupils with special educational needs?

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc.

The school has a wide range of intervention programmes available to support children who require support. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists and Occupational Therapists or Educational Psychologist.

d) How will the curriculum and learning be matched to my child/young person's needs?

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information.

Where learners are working at an attainment level below that of their peer group class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners.

e) How are decisions made about the type and amount of support my child/young person will receive?

When children's needs are initially identified a discussion takes place between the SENCO, teachers and, parents. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupils needs to meet those outcomes will be discussed. School staff are usually best placed to advise on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advice on this. Parents and pupils will be fully consulted.

For those with the most complex needs and where necessary, additional funding can be requested via an application. These applications are reviewed by a multi-agency panel who then determine whether the complexity of needs meets the threshold for this funding. Support and provision will then be reviewed and adapted as necessary to meet the needs of the child.

f) How will my child/young person be included in activities outside the classroom, including school trips?

Pre-visits are always made to the site of any activity or trip. A risk assessment is carried out and pupils who need specific support are named on this. The school mini bus has been adjusted with a lift to enable wheelchair access. If pupils struggle to control their behaviour, sometimes it is better if parents are invited on the visit with their child.

g) What support will there be for my child/young person's over all well-being?

PASTORAL

We recognise that pupils with SEND can experience a range of social and emotional issues. We have a whole school focus on social and emotional wellbeing through our PHSE teaching. We recognise that for some pupils, social and emotional factors can be complex and we offer a range of interventions including Think Children and Therapeutic Play Therapy. We also have available a range of assessment tools to support us in tracking and monitoring pupil's self - esteem and confidence e.g. SDQ, Boxhall, PIVATs and Emotional Literacy.

FRIENDSHIPS

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult there are arrangements at play and lunchtime where play skills are actively encouraged by adult and pupil Playleaders.

BULLYING

The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCo) and what are their contact details.

Mrs Jessica Parker is the Director of Inclusion for FS and KS1

Miss Jodie Reay is the Director of Inclusion for KS2

Both can be contacted through the school office.

01909 534060

office@sparkenhill.com

5a) What training have staff supporting special educational needs had and what is planned?

The Director of Inclusion is currently studying for the national qualification for SENCO. Our Principal holds an Advanced Graduate Diploma in Special Educational Needs. Our Lead Behaviour Professional holds the qualification of NPLSBA Staff attend courses to support specific needs and we have staff who hold Handling qualifications. We recognise the need to provide opportunities for staff training and a range of training courses have been arranged regarding SEND. Training for the academic year 2023-2024 included:

- MAPA (annually)
- First Aid (annually)
- Interoception training
- Autism strategies and Demand Avoidance
- Dyslexia Training

Training has also been arranged for the academic year 2024-2025 which includes:

- MAPA (annually)
- First Aid (annually)
- B Squared
- Autism Training
- Whole Word Reading Approach
- Precision Teaching
- Reading and Spelling
- Attachment and Trauma Training
- Funfit Training
- A range of SEND CPD courses have also been offered to staff to book onto as/when necessary.

b) What specialist services and expertise are available or accessed by the setting/school?

The school works with a wide of services. We have close links with health professionals, for example, School Nurse, Speech and Language Therapy, Physiotherapy and occupational Therapy. We work closely with social care teams. Some of our pupils access SALT, Educational Psychologist, OT and play therapy on site. We regularly organise multi agency meetings.

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

In line with the legislation that was current at the time, the Head teacher and governors of the school put in place an Accessibility Plan and a Disability Equality Scheme to ensure full accessibility to the new school site established in 2011.

Physical Environment

Sparken Hill Academy has easy access to all areas, both inside and outside, for children with mobility or visual problems. There are special 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. Increased access to the curriculum and assistance during examinations Applications are 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 a mini bus which has been modified to provide wheelchair access.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

Teachers will work with parents to try 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 pupils progress and provisions used. 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. A formal meeting will take place once a term to discuss progress and next steps, however regular contact is expected.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

The school attempts to ensure all children are involved in their education. Pupils are consulted on setting their targets and identifying their own areas of need as much as possible. They are also invited to their review meetings and their views are gained to help inform these meetings and set next steps where possible and appropriate.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

As a school we encourage parents to address any worries or concerns promptly initially with the class teacher, and then if they are unable to help, with a senior member of staff. In the vast majority of cases we find that by talking things through we are able to

find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found on the school web site.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting of needs of pupils with special educational needs and supporting the families of such pupils?

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENCO take place to ensure that all pupils including those who are looked after make progress.

11. How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

The SENCO attends regular meetings which provide a knowledge of services/groups that can be signposted parents to that relevant for their child's needs. Parents can also access Nottinghamshire's local offer website containing information about services available. This can be found at <http://nottinghamshire.sendlocaloffer.org.uk>

The school has its own Family Support Team who provide quality support to all parents. They can be contacted directly by parents. They have a wide knowledge of support available and teachers often arrange meetings for parents with them after needs are recognised.

12. How will the school/setting prepare my child/young person to:

i. Join the school/setting?

We encourage pre-admissions visits from both parents / carers and prospective pupils. This is open to pupils of all ages. We are aware that a potential move to a new school can be daunting and any visits can allay any worries and answer directly, any questions about provision. The school will also consult with parents and previous teachers to gain a clear understanding of the child's needs.

ii. Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?

The school arranges transition days where pupils visit their new classes and teachers. Extended transition arrangements can be made where necessary. Meetings with new teachers, parents and child can be arranged to alleviate any worries or concerns. There are transition arrangements made in Year 6 for pupils with SEND with both local secondary schools starting in the spring term but extended transition is sometimes arranged earlier if needed. 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.

iii. Preparing for adulthood and independent living?

N/A

13. Where can I access further information?

The School SEND policy is available to read on the website. We welcome visits to our school by prospective parents and families.