

Sparken Hill Academy SEN Report

1. What kinds 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 mainstream 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?

For any concerns regarding your child's educational experience, we recommend initially contacting your child's class teacher. Class teachers are accessible at the end of the school day and will schedule appointments to accommodate extended discussions as needed. When appropriate, the class teacher will engage our Special Educational Needs Coordinators (SENCOs) in the consultation process.

Sparken Hill Academy prioritises early identification of children with SEND within our educational environment. Initial identification typically occurs through concerns raised by parents or observations made by school staff working directly with pupils. These concerns may encompass various aspects including the pupil's general wellbeing, emotional or behavioural presentation, academic progress relative to their peer cohort, or characteristics aligned with recognised SEND indicators.

Given the critical importance of early identification, our staff conduct monitoring of pupil progress through termly assessments via regular pupil progress meetings facilitated by the senior leadership team. Class teachers utilise these meetings as opportunities to discuss relevant issues with one of our SENCOs. Following assessment, the class teacher (with SENCO guidance and oversight) determines appropriate provision to support the pupil. Based on the individual's needs assessment, interventions may include classroom-based support strategies such as differentiated instruction. For pupils requiring additional assistance beyond classroom accommodations, additional agreed interventions may be implemented. Pupils with more complex needs may be referred to external agencies for specialised consultation and support services.

The SENCO maintains a comprehensive record of pupils requiring additional support to effectively monitor their progress and coordinate provision planning across the academy.

Sparken Hill Academy SEN Report

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

The SENCO (s) maintains a comprehensive provision map documenting pupils who require additional support and conducts termly progress evaluations through systematic analysis of academic performance and assessment outcomes to assess the efficacy of implemented interventions.

- 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 personnel maintain raised expectations for every pupil. Progress monitoring occurs continuously through daily classroom observation by class teachers and teaching assistants, who are optimally positioned to identify instances where academic progress may be declining or exceeding anticipated levels. For pupils with the most complex requirements, regular communication with families is established through various channels, including formal review meetings, informal discussions at the conclusion of the school day, or correspondence via home-school communication methods such as logs or Class Dojo.

Pupil progress information is communicated to parents during termly parents' evenings. Parents are formally invited to participate in termly SEN Support Review Meetings, where they receive detailed updates regarding their child's advancement toward previously established objectives. Additionally, new educational targets are formulated and implemented during these sessions.

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

The Academy's objective is to ensure all pupils receive equitable access to appropriate educational opportunities through inclusive pedagogical practices under the mission statement "Excellence and Enjoyment in Education for Everyone". We prioritize the delivery of high-quality classroom instruction that is systematically adapted to accommodate the diverse learning requirements of all pupils. Classroom-based strategies may encompass alternative methods of work documentation, visual learning supports, small group instruction, and individualized teaching approaches. Our intention is to enable learning through an 'enabling curriculum'.

Sparken Hill Academy maintains an extensive portfolio of intervention programs designed to assist pupils requiring additional support. For pupils presenting with significant or complex educational needs, the school collaborates with specialist professionals, including Speech and Language Therapists, Occupational Therapists, and Educational Psychologists, to ensure comprehensive support provision.

Sparken Hill Academy SEN Report

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

All class teachers assume responsibility for addressing the educational requirements of every pupil within their classroom through differentiated / adapted planning. When pupils present with SEND, class teachers maintain comprehensive awareness of each pupil's academic strengths and areas requiring development, implementing appropriate adaptations accordingly. For instance, pupils experiencing literacy challenges may receive individualized spelling resources, while those with language processing differences may benefit from visual supports / timetables that complement auditory instruction.

When pupils demonstrate attainment levels below their peer cohort, class teachers modify pedagogical approaches to address knowledge gaps through targeted instruction, including the revisiting of learning objectives from previous academic years. Sparken Hill Academy commits to fostering independence among all pupils, which is facilitated by ensuring that learning tasks are aligned with individual pupil strengths to the greatest extent possible.

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

Upon identification of a pupil's educational needs, a consultation is conducted involving the SENCO, relevant teaching staff, and parents/guardians. During this meeting, we establish desired learning outcomes for the pupil and determine the appropriate provision and support mechanisms necessary to achieve these objectives. School personnel typically possess the expertise to recommend appropriate support interventions; however, external agency consultation may be sought when specialized guidance is required. Full consultation with parents and pupils is maintained throughout this process.

For pupils presenting with the most complex educational requirements, additional funding may be pursued through formal application procedures when warranted. In Nottinghamshire, this is facilitated by applying for "Additional Family Needs" (AFN) funding or "High Level Needs" (HLN). These applications undergo comprehensive review by a multi-agency panel, which evaluates whether the complexity and severity of identified needs meet established funding thresholds. Following funding determination, support provision is systematically reviewed and modified as necessary to ensure continued alignment with the pupil's educational requirements. For pupils exhibiting Social Emotional Mental Health (SEMH) needs, the Academy consults with Bassetlaw Primary Behaviour Partnership (BPBP Ltd). This organisation is based within the Academy and is a key delivery partner.

Sparken Hill Academy SEN Report

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

Pre-visit preliminary assessments are conducted for all educational activities and visits as standard protocol. Comprehensive risk assessments are completed during these preliminary visits, with specific documentation identifying pupils requiring individualised support measures. The Academy owns two 17 seater minibuses (one of which includes a modified minibus equipped with wheelchair accessibility features to ensure inclusive participation).

In circumstances where pupils may experience SEMH needs, parental accompaniment may sometimes be recommended to optimise the educational experience and ensure appropriate supervision throughout the visit.

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

Pastoral Support Framework

Sparken Hill Academy recognises that pupils with SEND may encounter diverse social and emotional challenges. A comprehensive whole-school approach to social and emotional wellbeing is implemented through structured Personal, Social, Health and Economic (PSHE) education. Recognising the complexity of social and emotional factors affecting certain pupils, the school provides specialized intervention programs including "Bright Start" Therapeutic Play Therapy service. Additionally, a comprehensive suite of assessment instruments is utilized to monitor and evaluate pupil self-esteem and confidence levels, including Strengths and Difficulties Questionnaire (SDQ), Boxhall Profile, Performance Indicators for Value Added Target Setting (PIVATs), and Emotional Literacy assessments. The Academy also employs two Emotional Literacy Support Assistants (ELSA).

Peer Relationship Development

All pupils receive support in developing meaningful peer relationships. For pupils experiencing difficulties in this area, structured arrangements are implemented during playtimes and lunchtimes, where social interaction skills are actively facilitated through both adult supervision and trained pupil Playleaders.

Anti-Bullying Protocols

We maintain an explicit stance regarding bullying behaviours, with all pupils receiving education to differentiate between bullying incidents and isolated acts of unkindness. A comprehensive program of assemblies and whole-school initiatives addresses anti-bullying awareness, while class teachers maintain vigilant monitoring of pupil behaviour to identify potential bullying indicators. When bullying is suspected, individualised support interventions are implemented for both affected parties and perpetrators, with measures tailored to address the specific needs of all pupils involved.

Sparken Hill Academy SEN Report

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 and Mrs Jodie Reay are SENCOs within Sparken Hill
Both can be contacted through the school office.

jreay@sparkenhill.com or jparker@sparkenhill.com

01909 534060

office@sparkenhill.com

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

Both SENCOs have the national qualification for SENCO qualification. Our principal holds an Advanced Graduate Diploma in Special Educational Needs. Staff attend courses to support specific needs, and we have staff who hold CRB (Coping with Risky Behaviours) qualifications. We recognise the need to provide opportunities for staff training and a range of training courses have been arranged regarding SEND. Training for last academic year 2024-2025 included:

- CRB (annually)
- First Aid (annually)
- Interoception training
- Autism strategies and Demand Avoidance including Pathological Demand Avoidance
- Dyslexia Training

Training has also been arranged for the academic year 2025-2026 which includes:

- CRB (annually)
- First Aid (annually)
- B Squared
- Autism Training as part of the PINS project
- Whole Word Reading Approach
- Lexia training
- Clicker Training
- Precision Teaching
- Reading and Spelling
- Attachment and Trauma Training
- "Be the One" training run by Tracey Campbell
- A range of SEND CPD courses have also been offered to staff to book onto as/when necessary.

Sparken Hill Academy SEN Report

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, 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. We are also a key partner with Bassetlaw Primary Behaviour Partnership Ltd (BPBP Ltd) and our Principal, Mr Lilley, is Director / Chair of this organisation.

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

Accessibility and Inclusion Framework

In accordance with legislative requirements, the Principal and governing body have implemented a comprehensive Accessibility Plan and Disability Equality Scheme to ensure complete accessibility across the institution's premises, established in 2011.

Physical Environment Infrastructure

Sparken Hill Academy provides universal access to all internal and external areas for pupils with mobility or visual impairments. Specialised accessible toilet and bathroom facilities have been installed, incorporating height-adjustable changing beds and a dedicated sensory room. Classroom entrances opening onto playground areas are wheelchair accessible and there is lift access facilitating movement between different floor levels throughout the building.

Assistive Technology Provision

We have procured supplementary aids and resources to enhance pupil access to comprehensive learning opportunities. These provisions include curriculum accessibility aids (e.g., height adjustable desks / chairs where needed) and we apply for additional examination support where appropriate to enable full access to national tests. Applications are submitted on behalf of pupils with specific requirements to secure appropriate adjustments, including enlarged print materials, extended time allocations, or reader assistance where permitted.

Transport Services

Sparken Hill Academy operates a purpose-adapted minibus equipped with wheelchair accessibility ramp to ensure inclusive transportation provision for all pupils.

Sparken Hill Academy SEN Report

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

Teaching staff collaborate with parents to develop comprehensive understanding of each child's individual needs and actively engage parents of pupils with SEND to facilitate coordinated support strategies. We provide regular progress reports detailing pupil progress discussions and proposed provision. Parents receive systematic updates regarding their child's developmental progress and the monitoring frameworks under which assessments are conducted.

Parental collaboration is essential to reinforce educational outcomes through home-based support activities that complement classroom practice. Formal review meetings are scheduled on a termly basis to evaluate progress and establish subsequent educational targets. However, ongoing communication between school and families is maintained as standard practice to ensure continuous support and information sharing.

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

We endeavour to ensure positive pupil engagement in their educational journey. Pupils are consulted during target-setting processes and encouraged to identify their individual learning requirements to the fullest extent possible. Additionally, pupils are invited to participate in their review meetings, with their perspectives actively sought to inform discussions and guide the establishment of future educational targets where feasible and appropriate.

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

Sparken Hill Academy encourages parents to address concerns or worries promptly through initial consultation with the relevant class teacher. Should the matter require further attention, parents are directed to engage with a senior member of staff. In the majority of instances, collaborative discussion facilitates the identification of appropriate solutions to address identified issues.

However, should concerns remain unresolved following consultation with designated personnel, parents may access the formal complaints procedure, which is available through the Academy's official website for comprehensive guidance on escalation processes.

Sparken Hill Academy SEN Report

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 the needs of pupils with special educational needs and supporting the families of such pupils?

Academy Trustees (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 "Community Team" who provide quality support to all parents. Staff from the Community Team are readily available at the beginning and end of each day and mobile numbers are available to facilitate contact 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.

Sparken Hill Academy SEN Report

- 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) Prepare 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.

SEN Information last updated

Sep 9, 2025