Sparken Hill Academy

SEND Information Report (Local Offer) 2026–27

Excellence and Enjoyment in Education for Everyone.

Document control

Document	SEND Information Report – Sparken Hill Academy's contribution to the Nottinghamshire SEND Local Offer
Statutory basis	Children and Families Act 2014 (s.69); SEND Regulations 2014 (Reg. 51 and Schedule 1); SEND Code of Practice: 0 to 25 years (paras 6.79–6.83)
Author	Mr R.Lilley, Principal
Version	2026–27 v1.0 (replaces version dated 9 September 2025)
Date updated	1 October 2026
Approved by	Board of Trustees – date to be confirmed
Next review	September 2027, or sooner if provision changes
Published	School website (SEND page); linked to Nottinghamshire SEND Local Offer

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

Sparken Hill Academy is an inclusive mainstream standalone primary academy for pupils aged 3–11, catering for pupils with a wide range of needs who are able to access a mainstream curriculum with differentiation and support. We make provision across all four broad areas of need described in the SEND Code of Practice:

- Communication and Interaction (including speech, language and communication needs and autism)
- Cognition and Learning (including moderate and specific learning difficulties such as dyslexia)
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

In September 2026, 100 pupils (19.3% of the 517 on roll) were identified as having special educational needs.

Sparklers, our specialist provision for children in Reception to Year 3, has been awarded Enhanced Provision Unit (EPU) status by Nottinghamshire County Council as a Communication and Interaction provision serving Bassetlaw ("where every child shines"). It offers up to eight places for children whose needs require a highly structured, small-group setting alongside planned time in their mainstream class.

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 involve the SENCO for your child's phase in the consultation process.

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

Given the critical importance of early identification, staff monitor pupil progress through termly assessments and regular pupil progress meetings led by the senior leadership team. Class teachers use these meetings to discuss relevant issues with their phase SENCO. Following assessment, the class teacher (with SENCO guidance and oversight) determines appropriate provision to support the pupil. This may include classroom-based strategies such as adapted teaching; where pupils need help beyond this, additional agreed interventions are put in place. Pupils with more complex needs may be referred to external agencies for specialist advice and support, and where needs are significant and long-term the school may request an Education, Health and Care (EHC) needs assessment from the local authority.

The SENCO team maintains a record of all pupils requiring additional support so that progress can be monitored and provision co-ordinated across the academy.

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

The SENCO team maintains a provision map (using TES Provision Map) recording pupils who require additional support, the provision in place and each pupil's learning plan. Termly progress reviews analyse attainment and assessment outcomes to judge how effective interventions have been, and provision is adjusted where it is not having the intended impact.

The SENCO team and senior leaders carry out regular SEND monitoring, including case sampling, lesson visits and reviews of pupils' work, and report on the quality and impact of SEND provision to the Board of Trustees.

3b 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 staff hold high expectations for every pupil. Progress is monitored continuously through daily classroom observation by class teachers and teaching assistants, who are best placed to notice when progress is slowing or exceeding what was expected. For pupils with the most complex needs, regular communication with families is established through formal review meetings, informal discussions at the end of the school day, or home-school communication such as logs or Class Dojo.

Pupil progress information is shared with parents at termly parents' evenings. Parents are formally invited to termly SEN Support Review Meetings, where they receive detailed updates on their child's progress towards previously agreed targets and new targets are agreed together.

3c What is the school's approach to teaching pupils with special educational needs?

Our commitment is simple: *"If a child doesn't learn the way we teach, we teach the way a child learns."*

The Academy's objective is to ensure all pupils receive equitable access to appropriate educational opportunities through inclusive practice, under our mission statement 'Excellence and Enjoyment in Education for Everyone.' We prioritise high-quality classroom teaching that is adapted to meet the diverse learning needs of all pupils. Classroom strategies may include alternative ways of recording work, visual supports, small-group teaching and individualised approaches. Our intention is to enable learning through an 'enabling curriculum'.

Sparken Hill Academy offers an extensive range of interventions for pupils requiring additional support. For pupils with significant or complex needs, the school works with specialist professionals, including Speech and Language Therapists, Occupational Therapists and Educational Psychologists. Children in Sparklers, our Communication and Interaction EPU, are taught in a calm, highly structured small-group environment with a curriculum built around communication, regulation and independence, and are supported to spend planned time learning alongside their mainstream peers.

3d How will the curriculum and learning be matched to my child/young person's needs?

All class teachers are responsible for meeting the needs of every pupil in their class through adapted planning. When pupils have SEND, class teachers know each pupil's strengths and areas for development and make appropriate adaptations. For instance, pupils with literacy difficulties may receive individualised spelling resources, while those with language processing differences may benefit from visual supports and timetables that complement spoken instructions.

When pupils are working below their peers, class teachers adjust their teaching to close gaps through targeted instruction, including revisiting learning from previous year groups. Sparken Hill Academy is committed to fostering independence in all pupils, which is supported by matching learning tasks to individual pupils' strengths wherever possible.

3e How are decisions made about the type and amount of support my child/young person will receive?

Once a pupil's needs have been identified, a meeting is held involving the phase SENCO, relevant teaching staff and parents/carers. Together we agree the outcomes we want for the pupil and the provision and support needed to achieve them. School staff usually have the expertise to recommend appropriate support; however, external agencies may be consulted when specialist guidance is needed. Parents and pupils are fully involved throughout this process.

For pupils with the most complex needs, additional funding may be applied for when warranted. In Nottinghamshire, this is through "Additional Family Needs" (AFN) funding or "High Level Needs" (HLN) funding. Applications are reviewed by a multi-agency panel, which considers whether the complexity and severity of needs meet the funding thresholds. Following a funding decision, support is reviewed and adjusted as needed. Where a pupil's needs require it, the school will work with parents to request an EHC needs assessment. For pupils with Social, Emotional and Mental Health (SEMH) needs, the Academy consults with Bassetlaw Primary Behaviour Partnership (BPBP Ltd), which is based within the Academy and is a key delivery partner.

3f How will my child/young person be included in activities outside the classroom, including school trips?

Pre-visits are carried out for all educational visits as standard. Risk assessments are completed as part of these pre-visits, identifying any pupils who need individual support measures, and are overseen by our Educational Visits Coordinator, who is also one of our SENCOs. The Academy owns two 17-seater minibuses, one of which is adapted with wheelchair access to ensure inclusive participation.

Where pupils have SEMH needs, parental accompaniment may sometimes be suggested to help the child enjoy and benefit from the visit.

3g What support will there be for my child/young person's overall well-being?

Pastoral support

Sparken Hill Academy recognises that pupils with SEND may face a range of social and emotional challenges. A whole-school approach to social and emotional wellbeing is delivered through structured Personal, Social, Health and Economic (PSHE) education. For pupils who need more, the school provides specialist interventions including the "Bright Start" Therapeutic Play Therapy service. A range of assessment tools is used to monitor pupils' self-esteem and confidence, including the Strengths and Difficulties Questionnaire (SDQ), the Boxall Profile, Performance Indicators for Value Added Target Setting (PIVATs) and Emotional Literacy assessments. The Academy also employs two Emotional Literacy Support Assistants (ELSAs).

Peer relationships

All pupils are supported to develop positive peer relationships. For pupils who find this difficult, structured arrangements are in place at playtimes and lunchtimes, where social skills are actively supported by adults and trained pupil Playleaders.

Anti-bullying

We take a clear stance on bullying, and all pupils are taught the difference between bullying and isolated acts of unkindness. A programme of assemblies and whole-school initiatives raises anti-bullying awareness, and class teachers monitor pupil behaviour closely to identify any signs of bullying.

When bullying is suspected, individual support is put in place for both the pupil affected and the pupil responsible, tailored to the needs of everyone 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?

Sparken Hill Academy has a distributed SENCO team, with a SENCO for each phase of the school so that every family has a named contact who knows their child's stage of education well:

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

All SENCOs can be contacted through the school office:

Telephone: 01909 534060

Email: office@sparkenhill.com

Address: Sparken Hill Academy, Sparken Hill, Worksop, Nottinghamshire S80 1AW

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

Members of our SENCO team hold the National Award for SEN Co-ordination, and newly appointed SENCOs are supported to complete the National Professional Qualification (NPQ) for SENCOs within the statutory timeframe. 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 importance of ongoing training, and a range of SEND training is arranged each year.

Training completed in 2025–26 included:

- CRB (annually)
- First Aid (annually)
- B Squared
- Autism training
- 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

Training planned for 2026–27 includes:

- CRB (annually)
- First Aid (annually)
- [Insert further SEND training planned for 2026–27]

A range of SEND CPD courses is also offered for staff to book onto as and when needed.

5b What specialist services and expertise are available or accessed by the setting/school?

The school works with a wide range of services. We have close links with health professionals, for example Speech and Language Therapy, Physiotherapy and Occupational Therapy, and we work closely with social care teams. Some of our pupils access Speech and Language Therapy, Educational Psychology, Occupational Therapy and play therapy on site.

We regularly organise multi-agency meetings. We are a key partner of Bassetlaw Primary Behaviour Partnership Ltd (BPBP Ltd), and our Principal, Mr Lilley, is Director/Chair of this organisation. Our Sparklers EPU brings specialist Communication and Interaction expertise into the school and works with families and schools across Bassetlaw.

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

Accessibility and inclusion

In line with the Equality Act 2010, the Principal and Board of Trustees have adopted an Accessibility Plan (2026–2029) setting out how we will continue to improve access to the curriculum, the premises and information for disabled pupils.

Physical environment

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

Equipment and resources

We provide additional aids and resources to help pupils access learning fully. These include curriculum access aids (for example, height-adjustable desks and chairs where needed). We also apply for access arrangements in national tests where appropriate, such as enlarged print, additional time or a reader where permitted.

Transport

Sparken Hill Academy operates an adapted minibus with a wheelchair access ramp so that transport is inclusive for all pupils.

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?

Teaching staff work with parents to build a full understanding of each child's needs and actively involve parents of pupils with SEND in planning support. We provide regular reports on pupil progress discussions and proposed provision, and parents are kept up to date about their child's progress and how it is being monitored.

Working together with parents is essential, and we suggest activities that support learning at home alongside classroom practice. Formal review meetings take place termly to review progress and agree next targets, and ongoing communication between school and families is standard practice.

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

We want pupils to be actively involved in their own learning. Pupils are consulted when targets are set and encouraged to say what helps them learn, as far as they are able. Pupils are invited to take part in their review meetings, and their views are sought to inform discussions and shape future targets wherever 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 raise concerns promptly, starting with their child's class teacher. If the matter needs further attention, parents can speak to the SENCO for their child's phase or a senior member of staff. In most cases, discussion leads to an agreed solution.

If concerns remain unresolved, parents may use the school's formal Complaints Policy, which is available on the Academy's website.

Free, impartial and confidential advice is available from Ask Us Nottinghamshire, the local SEND Information, Advice and Support Service (0800 121 7772; askusnotts.org.uk). For matters relating to EHC needs assessments or EHC plans, parents can also use the local authority's disagreement resolution and mediation arrangements and have a right of appeal to the First-tier Tribunal (SEND).

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

Academy Trustees (Governors) are responsible for ensuring the quality of provision across the school. There is a designated Trustee for SEND, who meets regularly with the SENCO team to ensure that all pupils, including those who are looked after, make progress. Trustees receive regular reports on SEND provision, including the work of external agencies and partners such as BPBP Ltd and the Sparklers EPU.

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

The SENCO team attends regular meetings that keep them informed about services and groups to which parents can be signposted, depending on their child's needs. Parents can also use Nottinghamshire's SEND Local Offer, part of the Notts Help Yourself website, which contains information about services available: www.nottshelpyourself.org.uk/send

The school has its own Community Team, led by our Senior Family Worker, who provide support to all parents. Community Team staff are available at the beginning and end of each day, and mobile numbers are provided so parents can contact them directly. They

have a wide knowledge of the support available, and teachers often arrange meetings for parents with them once needs are recognised.

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

i) Join the school/setting?

We encourage pre-admission visits from parents/carers and prospective pupils of all ages. We know that moving to a new school can be daunting, and visits help to ease worries and answer questions about provision directly. The school will also consult with parents and previous settings or 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)?

The school arranges transition days where pupils visit their new classes and teachers. Extended transition can be arranged where needed, and meetings with new teachers, parents and the child can be held to ease any worries or concerns.

Transition arrangements for Year 6 pupils with SEND begin with both local secondary schools in the spring term, and extended transition is sometimes arranged earlier if needed. If we are told that a child joining us may have special educational needs, we gather information from the pre-school, early years support service, previous school or health visitor to prepare for a smooth transition.

iii) Prepare for adulthood and independent living?

Although our pupils are aged 3–11, preparing for adulthood begins in the earliest years. We help children with SEND to develop independence, communication, self-care and positive relationships, and to take part in their community, so that they are well prepared for the next stage of their education and for later life. Pupils' aspirations are discussed as part of their review meetings.

13 Where can I access further information?

The following documents are available on the school website: the SEND Policy, the Accessibility Plan 2026–2029, the Complaints Policy and this SEND Information Report. Further information about services in Nottinghamshire is available on the SEND Local Offer at www.nottshelpyourself.org.uk/send. We welcome visits to our school by prospective parents and families – please contact the school office to arrange a visit.

SEN Information last updated: 1 October 2026