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SEN Information Report

Enabling a world of freedom, opportunity and fulfilment

History of Policy Changes:

Date	Page	Change	Origin of Change
September 2022		Updates	

Sarum Academy Information Report

To be read in conjunction with the SEN Policy

Introduction

Sarum Academy has a fully inclusive ethos and we embrace the needs of all students. The Academy has a whole school approach to Special Educational Needs and Disabilities (SEND) and we believe in creating opportunities which allow students with SEND to overcome barriers in their learning and go on to lead fulfilling lives.

Sarum Academy firmly believes that all students, regardless of ability, background or ethnicity, have the right to participate in, and enjoy, all aspects of school life and have the opportunity to achieve their full potential.

If you would like any further information, we would encourage you to contact the Academy. The Director of Learning Needs can be contacted via the main office or via email at kate.milford@sarumacademy.org

The following information is published as required by the *Special Educational Needs and Disability Code of Practice 0-25 years (June 2014)* and *The Special Educational Needs and Disability Regulations 2014*

Section 1

1.1 What types of SEND does Sarum Academy support?

Sarum Academy has experience in supporting a wide range of Special Educational Needs including:

- Cognition and Learning difficulties including Moderate Learning Difficulties
- Speech, Language and Communication difficulties
- Autism Spectrum Disorders
- Specific learning difficulties such as Dyslexia, Dyspraxia and Dyscalculia
- Physical difficulties and medical needs
- Behavioural and Emotional difficulties
- Sensory difficulties including Hearing Impairment and Visual Impairment
- Social, Emotional and Mental Health difficulties

1.2 How will Sarum Academy identify and assess students and young people with Special Educational Needs and how do I contact the Director of Learning Needs?

Sarum Academy is committed to the early identification of a special educational need. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected level of progress, the Director of Learning Needs will decide whether additional and / or different provision is necessary. If you are concerned you need to speak to your child's tutor, subject teacher or contact the Director of Learning Needs.

Parents or Carers can raise a concern with the Director of Learning Needs at any time: Mrs Milford (Director of Learning Needs) kate.milford@sarumacademy.org or telephone 01722 323431.

Prior to transfer to Sarum Academy the Transition Lead will visit the primary schools and gather information from the teachers who know your child best. We use assessments such as KS2 results, any reading and spelling tests, the teacher's own assessments and any outside agency reports that may be available. On transfer to

Sarum Academy we carry out our own assessments including reading assessments and some subject specific assessments. Throughout your child's time at Sarum Academy their progress will be monitored and recorded and if necessary additional reading and spelling assessments will be completed.

Staff who have concerns about a student can refer him/her to the Director of Learning Needs or Assistant SENDCo.

Students can speak to any member of staff if they have concerns or questions.

Sarum Academy recognises that not all needs fall under the umbrella of SEND and as a result we work closely with the Heads of Year and Pastoral team in order to best support the students.

If a student is transferring to Sarum Academy Sixth Form from a different School/Academy we would appreciate any documentation which can support your child's learning. This can be discussed with Mr Gale (Director of Sixth Form) harry.gale@sarumacademy.org. Sarum Academy will contact all previous schools if the student is not transferring from our own Year 11 cohort. "For students transferring from another school during KS3 or KS4 we ask that documentation and information is sent to Kate Milford, The Director of Learning Needs kate.milford@sarumacademy.org.

Information regarding students with SEND transferring from Year 11 to Sarum Academy Sixth Form is shared with the Sixth Form team; this includes information regarding any Access Arrangements for exams as well as any specific information related to teaching strategies and specialist equipment. Sixth Form students are moving towards adulthood and therefore should be taking more responsibility for their own learning. All Sixth Form students are able to request access to study skills support. Students who have an Education, Health and Care Plan will continue to have their progress closely monitored and annual reviews will be held.

1.3 How will staff support my child?

The most effective support for all students, including those with special educational needs, is Quality First Teaching. As a fully inclusive school, we place great emphasis on ensuring that the quality of teaching being delivered meets the needs of all our students.

We know that some children require additional support and this is provided in the classroom or through additional interventions that are accessed according to individual student needs.

1.4 What support will there be for my child's overall wellbeing?

Supervised transitions at both ends of the school journey
Enhanced transition plans for students with complex needs
The opportunity to participate in a range of enrichment activities, house events and trips.
Buddy/peer support
Identified key worker
ELSA support either one to one or within small groups
Wellbeing Wednesday within tutor groups.
Year group briefings focus on wellbeing and keeping safe.
Extended learning days – Year 7 focus on internet safety/mindfulness
Access to mentors
Wellbeing assessment on Classcharts so that students can flag to staff if they are feeling unhappy or need someone to talk to.

All students, including Sixth Form students, have access to a Tutor, a Head of Year, A Head of House, the Safeguarding Lead and the Head of Student Development and Wellbeing.

Students will have access to a safe haven or quieter place for study or unstructured times. Students have access to the ELSA rooms or Hub during break and lunch times which is supervised by the SEND Team. A meet and greet for students who may feel anxious or need support with entering the building is also offered.

We have qualified first aiders in the Academy and a School Nurse who offers drop-in sessions. We have a school counsellor who also provides support for students' wellbeing, this is done through a referral process, both of these services run drop in sessions during lunch times. The Bridge Project offer a drop in session, they facilitate small group interventions focusing on areas such as self-esteem or anger management as well as providing one to one mentoring sessions when needed.

The Academy employs an experienced Safeguarding Lead, who has responsibility for the safeguarding and well-being of students.

1.5 What are the arrangements for consulting parents and involving them in their child's education?

The Code of Practice 2014 has set out the expectation that parents are involved when there is a suggestion that their child may have a SEND and that parents are involved in discussing the provision and reviewing their child's progress three times a year. This may happen at Parent Teacher Consultation Evenings or in separate meetings hosted by a member of the SEND team who knows your child well. You are encouraged to contact the Learning Support Team if you would like to come in and talk about your child or you can contact us directly via the Classcharts app.

If we feel that your child is in need of SEND support, we will contact you to discuss this. The Director of Learning Needs will discuss the type of intervention which might be appropriate to support your child's learning. If it is felt that your child needs to be placed onto the SEND support list, a learner profile will then be created, outlining the current need, identifying the most effective strategies to support your child and we also ask for the students' views on how they feel they are best supported in the classroom. This will be reviewed with yourself, your child and a teacher who knows your child well.

Parents of students with an Education, Health and Care Plan are invited to attend an annual review meeting with the Director of Learning Needs or Assistant SENDCO. During this meeting parental views will be heard and recorded in line with the SEND Code of Practice and this documentation will be sent home to parents following the meeting.

If your child is not currently on the SEND support list and you are concerned, you are encouraged to contact Mrs Milford the Director of Learning Needs on kate.milford@sarumacademy.org or telephone 01722 323431

If a student is in the Sixth Form, there are Parent Teacher Consultation Evenings during the year and progress review meetings. If a student has an Education, Health and Care Plan, an Annual Review will also be held. If you are concerned about support for your child please contact your child's subject teacher, Sixth Form Pastoral Support, or Mr Gale, Head of Sixth Form: harry.gale@sarumacademy.org. All of the named staff can be contacted by telephone on 01722 323431 or via the Classcharts app.

1.6 What are the arrangements for consulting young people and involving them in their education?

Students are involved in every stage of the assessment, planning and reviewing provision and are central in decision making. Students are asked what works and what does not work and there is a focus on future aspirations to make sure that as far as possible the provision at Sarum Academy not only meets their individual needs but is preparing them for adulthood.

Students with an Education, Health and Care Plan are invited to attend an annual review meeting with the Director of Learning Needs or Assistant SENDCO. During this meeting their views will be heard and recorded in line with the SEND Code of Practice and this documentation will be sent home following the meeting.

If a student is in the Sixth Form it is expected that they will actively seek advice or support if they need it either through their subject teacher, Tutor, Sixth Form Pastoral Support or the Head of Sixth Form.

1.7 What are the practical arrangements for assessing and reviewing progress towards outcomes?

When we hold meetings at Sarum Academy we will focus on what is working and what is not working. We will discuss areas that are important to the student and their family and/or other supportive people as well as aspirations for the future. At these meetings the agreed outcomes are recorded, identifying the appropriate action everyone will take to work towards achieving these outcomes. At the following meeting the progress towards these outcomes will be reviewed and if achieved, other outcomes may be agreed or there may be no further action. If the outcome/s have not yet been achieved, this will be discussed and the outcome will remain in place if it is still appropriate. After each meeting, the information discussed will be forwarded to you. This will ensure that the Academy and home can work together to best support your child.

Parents of Year 11 students with an Education, Health and Care Plan are invited to attend three mentor meetings with a member of the Leadership Team throughout Year 11. This is to discuss progress towards their target grades, attendance at revision sessions and their Post 16 choices.

Parents can make contact with the Director of Learning Needs or Assistant SENDCO on an ad-hoc basis to discuss specific issues or areas of concern.

1.8 What are the arrangements for supporting students and young people in moving between phases of education and preparing for adulthood?

Also See 1.2 (Identification of Special Educational Needs)

In preparing for the transition between Primary School (Key Stage 2) and Sarum Academy (Key Stage 3) meetings are held at the primary school to which the Director of Learning Needs member of the SEND Team or the Transition Lead are invited. This is for all Year 6 students, but particularly if it is felt that the child may find the transition difficult. Strategies will be discussed with the Year 6 student and parent to ensure the student feels fully prepared for the transition. Additional visits to Sarum Academy can be arranged with the Learning Support Department by contacting Mrs Milford (Director of Learning Needs) kate.milford@sarumacademy.org. Mrs Milford can be contacted via the main Academy office on 01722 323431. Very often the primary school will arrange these visits as part of our transition process.

Additional needs and possible provision for students with learning needs such as

SpLD (Dyslexia) or literacy difficulties can be discussed with Mrs Milford (Director of Learning Needs) kate.milford@sarumacademy.org. Mrs Milford can be contacted via the main Academy office on 01722 323431.

Moving between different phases of education including transitioning from one academic year to the next can sometimes be difficult, these can be planned for and supported through the meeting cycle.

Support will also be available for students moving between Year 9 and Year 10. The students will begin their GCSE courses at the start of Year 10 so they will go through the process of choosing their options in Year 9.

Option interviews will be undertaken and discussions will take place regarding the most appropriate courses for each student. The choices will also be discussed with the parent and the Director of Learning Needs or Assistant SENDCo if needed. To support our students through their option choices, we operate a pathway system for Key Stage four options. This ensures that personalised learning can take place. We offer WJEC courses in a range of subjects for students who may find GCSE courses difficult.

Due to a focus on the future from earlier years in the school the transition and planning for what happens after Year 11 should be a continual process and will involve careers interviews, visits to colleges or other providers and regular monitoring through meetings. The Academy can provide professional careers support for all students but in particular for SEND students. This will focus on the type of courses that are appropriate for the student and support with the completion of application forms. The SEND Team can support with visits to colleges and other providers and they can assist in the transition process to ensure that it is successful. If your child has an Education, Health and Care Plan they will also have a SEND Lead Worker assigned to them by Wiltshire Local Authority who will be working with you and your child to make sure that the transition is as smooth as possible. Where necessary the SEND Lead Worker will continue to work with you whilst your child is at their next phase of education.

1.9 What is the approach to teaching students and young people with SEND?

First and foremost the subject teacher is responsible for ensuring they provide the highest quality of Teaching and Learning to all students, including those with a Special Educational Need in a way which meets their needs. The expectation is that all SEND students will be able to access the curriculum through the use of differentiated work, differentiated teaching styles, modified equipment and the support of a teaching Assistant. There is a firm belief in inclusion at Sarum Academy and this is reflected in the training of Teachers and Teaching Assistants. There is an expectation that Quality First Teaching is the first response to meeting the needs of all students and that all students are fully entitled to a broad and balanced differentiated curriculum.

The Director of Learning Needs advises teaching and informs staff of individual needs via a Learner Profile which provides the most effective strategies to use with each individual student. These are updated throughout the year to reflect changes to diagnosis, successful strategies to use within the classroom and any changes to provision.

There is some setting by ability in core subjects so that students who are working significantly below the level expected for their age can be taught in classes where the teaching and support is focused to allow them to make progress.

1.10 How are adaptations made to the curriculum and the learning environment of students and young people with SEND?

Adaptions are made by differentiating the lesson – this may be all or some of the following such as: adapting language, delivering a course more suited to SEND learners such as the WJEC qualifications, differentiating resources to meet the learners needs, giving a choices of tasks, grouping students, questioning, writing down the main tasks or breaking the task down into smaller manageable chunks. Being sensitive to specific needs and creating opportunities to ensure student success is an integral part of our teaching and ethos.

Teaching Assistants are trained in a variety of types of SEND and are available in identified lessons to ensure that a child is able to fully participate and be successful in the lesson, as well as developing the student's independent skills and enhancing their progress.

Coloured exercise books will be used for learners with a diagnosis of Dyslexia or those who present with Dyslexic tendencies. Any resources used within lessons are expected to be printed using the students preferred colour paper. We also ensure that all exam papers are printed on the preferred colour paper, reducing the visual stress which some students experience when using white paper.

At Sarum Academy we provide one to one reading interventions, The IDL online reading and spelling intervention specifically designed for students with dyslexia or dyslexic tendencies, social skills, social stories, home Learning support, numeracy support through the IDL Maths intervention programme or through one to one support with a TA.

We also offer SEND Mentoring on a one to one basis and Emotional Literacy Support through our fully trained ELSA. These interventions may be short, medium or long term. The exact nature and length of the provision will depend on what is appropriate for a student at a specific time; this will be discussed with you.

You will be informed in a letter about any intervention that your child is undertaking and you will also be notified regarding the progress your child has made on their chosen intervention.

1.11 What is the expertise and training of staff to support students and young people with SEND?

Specialist support from the Learning Support Team is provided when a student with SEND or a significant need requires support to achieve their potential in their lessons. The support varies from child-to-child and will be put together through discussion with you using a range of information from subject teachers and outside agencies if appropriate. A range of specialist interventions are also available to support students with SEND. We will seek support from external professionals if it is needed.

The Learning Support Department team

The team is led by Mrs Milford BEd (Hons), Director of Learning Needs, and Mrs Steggel who is the Assistant SENCo and also one of the Academy ELSAs.

There are nine full time and two part-time Teaching Assistants. They are all highly experienced and have the expertise to organise and implement the numerous interventions which we provide to the students at Sarum Academy. All of the Teaching Assistants meet with the Director of Learning Needs on a weekly basis to discuss the progress of the students with SEND. All TAs work with specific students to offer targeted support during the tutor time programme.

1.12 How is the effectiveness of provision evaluated?

The progress students make towards their outcomes is measured through subject assessments and reading and spelling tests. Progress towards other outcomes, social skills or specific interventions is evaluated on completion of the intervention. Once the intervention has been completed you will receive a letter detailing the progress that was made and also our recommendations for how we intend to move forward following the intervention. If your child has an Education, Health and Care plan, the outcomes and provision within the plan will be discussed during the annual review meeting and adjustments can be made if this is felt necessary. If your child has an My Support Plan, the outcomes will be discussed and reviewed at the planning meetings.

Every year the GCSE results are analysed in order to ascertain whether changes need to be made the following year when supporting students at Key Stage 4 (Years - 10 and 11) and Key Stage 5. In 2022 the outcomes for SEND were above the national average as were the outcomes in 2021 and 2020.

Sarum Academy has access to an Educational Psychologist who is based at Wiltshire Council. The Psychologist works closely with us to make recommendations for certain types of provision and to monitor the progress of the students they review. In addition, we are regularly visited by other outside agencies such as Social and Communication specialists and Literacy and Autism teachers from Springfield South School which is a specialist ASD provision.

We work closely with the Speech and Language Therapist to ensure that specific strategies are in place for students who require it. The school nurse supports students within the Academy once a week and she is available to attend meetings when it is necessary. The Bridge Project are based at Sarum Academy and they are able to mentor students on a one to one basis as well as running interventions groups.

We work closely with a range of Advisory Teachers from the local authority who observe our practice on a termly basis to ensure that we are providing the highest quality of support for our SEND students with a range of needs such as visual or hearing impairments.

We are in the process of completing the Dyslexia Friendly Award which will formally recognise the support that we offer for students with a diagnosis of Dyslexia or those who have Dyslexic tendencies. We are hoping to undertake our verification visit this year and expect to be identified as a Dyslexia Friendly School by July 2023.

1.13 How are students with SEND able to engage in the same activities as students who do not have SEND?

Sarum Academy is a fully inclusive school. All students are empowered to participate in all activities available; this may require adjustments in terms of technology, equipment or staffing but we will look to eliminate any barriers to participation

1.14 What is the support available for improving emotional and social development including pastoral support arrangements for listening to the views of students and young people with SEND and measures to prevent bullying?

Every student belongs to a Tutor Group; tutors stay with their tutor group as students move through the Academy. Each child will also be allocated to a House and each House is led by a House Leader and Deputy House Leader. Your child's tutor will get to know you and your child well over the years at Sarum Academy. Each year group will also have a Head of Year who is responsible for the progress of students as well as monitoring their attendance and overall wellbeing. In addition to this, there is a Head of Student Development and Wellbeing and a safeguarding officer. There are

Student Leadership Teams within the Academy who focus on a range of issues as well as the LGBTQ+ or the Restorative Practice group who are available for students who may require additional support.

There is an SEND Mentor who will work with identified students weekly on a one to one basis to discuss specific areas of need or to have a regular 'check in'..

Students who may be in need of a safe and secure base during unstructured times such as before school, break and lunch times and after school are invited to come to the Hub at break and lunch time. Academy staff are always on duty at these times and will be there to supervise any activities which may be being undertaken. During break and lunch times, teaching staff will be present in the dining hall. Some staff will eat their lunch with the students as we feel it is important to share this experience and feel that it provides an excellent opportunity to build a positive ethos at the Academy.

There are two qualified Emotional Literacy Support Assistants (ELSA) Mrs Steggel and Mrs Leyland and they work with individual students on issues including anger management, anxiety, self -esteem and bereavement. Parents will be contacted directly by Mrs Milford (Director of Learning Needs),Mrs Steggel (Assistant SENDCo) or Mrs Leyland (ELSA) if it is felt that your child would benefit from this support and parental input is strongly encouraged.

The Anti-Bullying Policy can be found in the policy section on the Sarum Academy website.

The E-Safety (including cyber-bullying) Policy can be found in the policy section on the Sarum Academy website.

The Child Protection Policy and the Safeguarding Policy can both be found in the policy section on the Sarum Academy website.

1.15 How does Sarum Academy involve other bodies, including Health and Social care bodies, Local Authority Support Services and voluntary sector organisations, in meeting students and young people's SEND and supporting their families?

Any involvement of outside agencies is made in consultation with parents and through the referral processes accepted by the various agencies. In some circumstances it may be decided that an Early Support Assessment (ESA) is needed where agency involvement may be necessary to support the needs of the child and their family. We may ask parents to discuss concerns with their GP especially when it is felt that a referral to the Child and Adolescent Mental Health Services (CAMHS) is appropriate or in circumstances where further investigation into Social and Communication issues or Autism is necessary. We regularly hold meetings at the Academy involving outside agencies and feel that collaborative working is essential if we are to provide the appropriate support for a student and their family.

1.16 What are the arrangements for handling complaints from parents of students with SEND about provision made at the Academy?

Any parent/carer dissatisfied with any aspect of SEND provision should first seek to discuss it with Mrs Milford (Director of Learning Needs) by letter, email, phone or in person (kate.milford@sarumacademy.org or 01722 323431). If concerns remain, you must consult the complaints policy in the policy section on the website.

Section 2

2.1 What is the additional support for learning that is available to students with Special Educational Needs?

There is a wide range of additional support including:

- Teaching Assistant support in class
- Targeted research based interventions for literacy
- Numeracy support intervention and one to one support
- Home Learning support
- Emotional Literacy Support
- SEND Mentor
- Speech and language strategies
- Social skills groups
- Anger management groups
- Social Stories
- One-to-one sessions for study support
- Quiet space for all social times.
- Meet and Greet

Interventions will be provided by specialist staff from the SEND Team as well as other trained staff in the Academy. We will monitor and if necessary, adjust the level of support at times of anxiety such as holidays, tests, exams and times of transition, e.g. into Year 7, the start of the Year 10 GCSE courses and transition into post 16. Students will receive support when choosing their key stage four options from subject staff as well as the SEND team.

2.2 How are equipment and facilities secured to support students and young people with SEND?

Through discussion with parents (or the student themselves if in the Sixth Form) Sarum Academy will use their best endeavours to secure appropriate equipment to support students and young people with SEND. Sarum Academy has a limited supply of small specialist equipment which is distributed according to the needs of the students and includes items such as coloured overlays, coloured exercise books, lap tops, iPads, reading slopes, reading pens and pen grips. Larger and more specialist equipment is generally secured through outside agencies or via the Local Authority.

Sarum Academy moved into a new building in 2013 which meets all Building Regulations in respect of disability access. This includes a lift.

2.3 How are the schools resources allocated and matched to children's special educational needs?

The Notional SEN funding is an identified amount of money within a school's overall funding that is to contribute to the special educational provision of children with SEND.. Support is planned according to student need and it takes into account the provision outlined in the Education, Health and Care Plan.

We use resources in a range of different ways for students who are working significantly below age related expectations.

2.4 How is the decision made about how much support my child will receive?

This is dependent on the provision which is outlined within the Education, Health and Care plan.

Prior attainment and baseline testing helps us to understand the needs of the child. Teaching Assistant support is prioritised for students who require additional support beyond what can be offered by the teacher alone.

2.5 What are the contact details for support services for the parents of students with special educational needs?

Some of the useful sites and contact details are listed here:

The SEND Code of Practice 0-25 years June 2014 lists the following: Contact a

Family: www.cafamily.orh.uk

National Network or Parent Carer Forums: www.nnpfc.org.uk

Students' Education Advisory Service: (CEAS) www.gov.uk/studentss-education-advosiry-service

Family Information Service www.daycaretrust.org.uk/nafis

National Parent Partnership Network <http://tinyurl.com/IASS-guidance>

Patient Advice and Liaison Service: <http://tinyurl.com/PALservice> Autism Education

Trust www.autismeducationtrust.org.uk Bullying Guidance [http://tinyurl.com/DfE-](http://tinyurl.com/DfE-Bullying-Guidance)

www.thecommunicationtrust.org.uk Dyslexia

SpLD Trust www.thedyslexia-spldtrust.org.uk

I CAN (Students' communication charity) <http://www.ican.org.uk>

MindEd www.minded.org.uk

National Sensory Impairment Partnership www.natsip.prg.uk

Specifically for post 16

Disabled Students Allowance (DSA) <http://tinyurl.com/SFE-DSA> Others:

Wiltshire Local Authority works closely with the Wiltshire Parent Carer Council:

http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

Wiltshire Parent Partnership Services:

<http://www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership>

This website includes many useful links to other places and a great deal of information and support guidance

2.6 Wiltshire Local Authority is required to publish a Local Offer and this will be published on the Wiltshire Council website.

The requirement for Wiltshire Local Authority providing information falls under the Students and Families Act 2014, the SEND Code of Practice 0-25 June 2014 and the SEND Regulations 2014. The Local Offer includes information about provision expected to be available across education, health and social care for students who have SEND or are disabled, including those who do not have Education, Health and Care Plans.

Section 3

Additional questions that *Sarum Academy* parents wanted an answer to as part of the consultation process.

3.1 Does Sarum Academy have a Parent Support Group?

Sarum Academy has a Stakeholder group which consists of parents and staff from the Academy.

3.2 Is there a safe haven for my child?

Students have access to the Hub room at break and lunch time. This area is supervised by Academy staff and they are also available to discuss any issues or concerns during these times.

The Sarum Academy SEND Team Learning Support Department has a designated space which is situated on the first floor away from the other school areas. This area is available to SEND students if it is appropriate. The SEND room also has a quiet area for intervention work or for when students need to time to discuss particular issues with a member of staff. The room is used for small group teaching.

There are two designated ELSA room where individual meetings take place.

3.3 How will you help me to support my child's learning?

- Parents are informed of specialist interventions and support programmes
- Classcharts Homework online service
- Home Learning Club, 5 times a week after school
- The annual SEND report and the sharing of information
- Director of Learning Needs/Assistant SENDCo is always available to contact throughout the year

Section 4

Additional questions to contribute to Wiltshire Local Authority's Local Offer

4.1 What training do staff receive on supporting students with SEND? How is this evaluated / updated?

All teaching staff receive SEND training on an annual basis and regular updates on key SEND students. During 2021/2022 teaching staff received training on differentiation and how to support students with ASD. Staff are also provided with information on how to best support learners with visual or hearing impairments within their classroom. There was extensive support and information provided on how to support students who may find reading challenging. There was also training on how to support students with Dyslexia or Dyslexic tendencies in the classroom and staff receive regular updates on Keeping Children Safe in Education and how to support students who may be experiencing difficulties with their mental well-being.

The SEND Team works closely with external professionals and receive regular training from the SSENs advisory teachers for Cognition and Learning, Down Syndrome and Speech and Language Needs.

Newly Qualified Teachers receive SEND and differentiation training as part of their induction programme.

There is SEND training planned throughout the 2022/2023 year for both teaching staff and Teaching Assistants and this will include supporting students with Down Syndrome in a mainstream setting, best practice when working with students with ASD and how to effectively support students with Dyslexia. .

4.2 What percentage of the school has SEND needs?

According to the January Census 2021, 147 of our students are on the SEND list.

4.3 How many students with statements were in each year group last year?

Year 7	2021	2022	13
Year 8	2021-2022		8
Year 9	2021-2022		7
Year 10	2021-2022		7
Year 11	2021-2022		5
Year 12	2021-2022		0
Year 13	2021-2022		2

4.4 How accessible is the school environment?

The building at Sarum Academy makes it accessible to all students. The path leading up to the Academy is newly paved and therefore accessible to wheelchairs. There are disabled parking spaces available very close to the main entrance. The new building has wide doors, many of which are automated doors and work on a card system, disabled toilets on each level and a lift which students are able to use with agreement from staff and parents. There is also space at the top of the Performance Hall for wheel chairs to be based so that all areas of the Academy can be accessed. There are no steps leading into classrooms, again meaning that no areas are out of bound. The dining hall is located on the ground floor and the outside seating area is also flat. The outside space in between the School areas is flat and there is also seating for students in these areas. There is good signage around the Academy and both corridors and classrooms are well-lit.

4.5 Can my child's school dinner requirements be accommodated if they have a special diet?

Yes, we can accommodate any student's dietary requirements as long as we are made aware of this so we can plan on a daily basis. Sarum Academy's catering is supplied by an award winning company called The Catering Academy. If you would like to find out more information about the company, please visit their website at www.catering-academy.co.uk.

At the end of 2014, new legislation (the EU Food Information for Consumers Regulation 1169/2011) was introduced that will require food businesses to provide allergy information on food sold unpackaged, in for example catering outlets, deli counters, bakeries, Schools and sandwich bars. There will also be changes to existing legislation on labelling allergenic ingredients in pre-packed foods. Guidance is being developed to help businesses meet these new requirements and this page will be updated as this progresses. More information about the new European Legislation can be found on the European Commission website.

4.6 What social / out of school opportunities are there?

There are a large number of enrichment activities for all year groups – the timetable is produced at the start of term 1 and will include all of the clubs available for that term. There are subject-specific clubs as well as Science and Homework club. As the enrichment timetable changes in respect of PE / games, a revised copy will be issued to you at the beginning of each term. If a student is unsure it is always a good idea to ask their tutor. The enrichment programme will also be displayed on the Academy website.

All students are encouraged to take part in all activities they are interested in and it is a basic expectation that they will attend at least one enrichment opportunity per week. There are Activities Days in July when all students will participate in a range of activities both on-site and off-site and a Teaching Assistant will be there to support when needed. Extra planning can be arranged with any students who may need more detailed information, social stories. or visual aids.

There are also student leadership opportunities for all students including students with SEND. The Academy has a School Council, Peer Mentoring, Academy Ambassadors, Restorative Practice Ambassadors, and the Ethos Group and we strongly encourage SEND students to be actively involved in these groups.

4.7 How will the Academy keep me informed about issues / problems with my child?

If there is an SEND concern, then the Director of Learning Needs will contact you to discuss this in more detail. The Tutor or Head of Year tends to be involved in wider

school issues and would contact you about specific issues not related to SEND.

4.8 How will I know what the Academy's expectations are for my child's progress?

Four progress reports are sent home each academic year. These will inform you of your child's level of progress towards their individual target levels or grades.

If your child has is placed on the SEND Support list, there will be three points of contact per academic year. We will set outcomes which will be agreed with the Director of Learning Needs or a member of the SEND Team, the Parent and the child and these outcomes will help to prepare your child for the next stage of their education. We will review your child's progress towards their outcomes and identify how we can support your child further if necessary.

4.9 Who should I talk to if I have a concern about my child in the Academy?

Initially if there is a concern related to an aspect of Special Educational Needs please contact Mrs Milford, Director of Learning Needs (kate.milford@sarumacademy.org) 01722 323431 or Mrs Steggel, Assistant SENDCo (sarah.steggel@sarumacademy.org) 01722 323431. We can then re-direct your call to the Subject Teacher or Head of Year if appropriate.

4.10 How will my child's voice be heard?

All students with SEND will contribute to meetings and be involved in discussion about the type of provision that would be most suitable.

If your child has a Learner Profile, they are asked for their views on how they feel they learn best at the start of the year and on each occasion that the profile is updated throughout the year.

There are many opportunities to be involved in decisions related to Sarum Academy. There is a dynamic Student Leadership Team who meet regularly and feedback to staff and we welcome students with SEND to apply for this. We also have an Ethos Group, Academy Ambassadors, and Restorative Practice Ambassadors and we strongly encourage students with SEND to be an active part of this.

4.11 What are the opening times?

Tutor time starts at 8.30am, with the first lesson beginning at 9.10am. The final lesson finishes at 3.00pm., Your child is welcome to remain on the school site once the Academy day has finished and attend enrichment opportunities, including Home Work Club.

Academy Day

8.30am	Morning Registration – Preparation for
9.10am	Period 1
10.10am	Period 2
11.10	Break
11.30am	Period 3
12.30pm	Period 4
1.30pm	Lunch
2pm	Period 5
3.00pm	End of core day
3.00pm	Enrichment

4.12 What are the facilities like? What do you have? What kind of lessons will I have?

Sarum Academy has a new building which includes the usual range of specialist classrooms in Science, Technology and ICT. There are classrooms with inbuilt computers in the desks which can be used for ICT and non ICT lessons. There is a multi-gym, a sports hall and a gymnasium. There are extensive playing fields, a 3G pitch and hard court areas for outdoor PE lessons. There are whiteboards in every classroom. The Art rooms have views across the fields and one of these rooms has a balcony to provide students with an opportunity to develop their artistic skills further. There are numerous iPads which can be used during lessons. The hair salon is used in lessons and there is a Design Technology workshop. The Food Technology rooms are fully functional kitchens with all new equipment. Whole Academy assemblies take place in the Performance Hall.

In terms of lessons, your child will access a broad and balanced curriculum. They will study, English, Maths and Science, French as well as IT, Geography, History, RE, PSHE, PE, Technology, Food Technology, Music and Art. As your child approaches Year 10, they will select their GCSE options but they will still be required to study English, Mathematics, Science, RE, PSHCE and PE.

4.13 How can your child get to the Academy? This would include directions of where it is and what transport arrangements would we need e.g. taxi, bus, etc.

This would all depend on where you live. There are a number of buses which serve the school. If you would like your child to use this service, you must contact Wiltshire Council. They will provide your child with a bus pass that must be shown to the driver each time they get onto the bus. Sarum Academy Staff will be there to greet your child when they arrive at the Academy in the morning and they will also register your child as they get onto the bus to go home. There are two Sarum Academy minibuses who collect from Harnham and Amesbury and you will need to contact the Academy directly if you would like to secure a place for your child. You can do this by contacting Mr Smith on matthew.smith@sarumacademy.org or 01722 323431. Students travel to the Academy in variety of ways including, taxi, walking, cycling and public bus.

4.14 Is there a uniform and what is it like?

Sarum Academy does have a uniform and it is listed below.

Academy Uniform - Years 7-11

Main Uniform

- White shirt long or short sleeved.
- Plain navy blue blazer with Sarum Academy logo*. Blazers and badges* can be purchased separately. Navy blue blazers can be purchased from other retailers other than Skoolkit. The badge is available from Skoolkit and is 'iron-on'.
- Academy tie in House Colours*.
- Navy blue trousers (plain fabric – uniform style - not denim, cords or jeans style).
- Navy blue skirt, no shorter than 3cm above the knee. The skirt can be pleated or straight but must not cling to the body. The material must not be denim or jersey.

Optional

- Plain navy blue V-necked jumper with embroidered Sarum Academy logo*.
- In order to conform to religious requirements, girls may wear a plain navy blue headscarf.

General

- Plain navy blue or black socks or plain navy blue or black tights.
- Plain black, low-heeled school shoes. No trainers, trainer like shoes or boots are permitted in the Academy.
- Jewellery must be discreet. Earrings should be stud only, no hoops. Other body piercings/temporary tattoos should not be visible.
- Haircuts of hairstyles should not be extreme i.e. not shaved or bright colours.
- Nail varnish, acrylics or any form of nail art are not allowed. Shellac nail colour is not permitted and students will be required to remove it within 24 hours.
- Makeup should be discreet.

*These items are only available through Sarum Academy uniform suppliers Skoolkit www.skoolkit.co.uk.

PE Uniform

The PE Kit can be purchased online from Trutex.

PE Kit:

- Sector polo top (House Colour) – Compulsory item.
- Mid-Layer top for outdoor wear (Navy/House Name) – Compulsory item.
- Sector panel shorts/skort (Navy) or Pro Track Pants (Navy) – Compulsory item(s).
- Navy sports socks.
- Trainers with soles that do not leave marks (not fashion trainers).
- Leggings (Navy) – Can be worn under skorts but not as an alternative.

Academy Uniform - Years 12 and 13

A dress code appropriate to a professional and academic working environment is required and should reflect the beginning of a transition to adult working life.

Main Uniform – Years 12 – 13

- Should dress modestly and appropriately.
- Are encouraged to wear either polo shirts with a collar, or a shirt, however smart t-shirts are acceptable. Vests are not permitted. Shoulders should not be visible.
- Smart trousers or jeans are permitted; this does not include ripped and distressed jeans.
- Shorts are not appropriate.
- Leggings may be worn under skirts, but not as a substitute for trousers.
- Cropped tops, sun tops, shorts or beach wear are not appropriate.
- No sportswear outside practical PE, apart from those on the elite football course who will wear a specific uniform on a daily basis.
- For reasons of health and safety flip-flop style shoes or sandals are not appropriate.

Items of value

- Items of value (expensive mobile phones, jewellery, iPods, significant amounts of money, etc.) should not be brought into the Academy as we cannot accept liability for loss of valuables.

4.15 What do they do about bullying? How is bullying dealt with?

Bullying is treated extremely seriously and is dealt with by your Head of Year or Safeguarding lead. Parents will be informed. Please see the Anti-Bullying Policy on the Sarum Academy website.

4.16 Could I meet students who go to the Academy and speak to them about what the Academy is really like?

We always enjoy meeting students who would like to come to the Academy. The best way to arrange a visit is to contact the Academy office on 01722 323431 and make sure you say that you would like to meet students as part of a tour.

4.17 What do the Parents with children at Sarum Academy think?

'We left the building on Monday evening beaming with pride in how well he's doing, not only academically, but also how well he's coping with day to day school life'

'I didn't expect J to be making this much progress and I would like to say thanks to the staff for this, I am very proud of him'

'The team, the children, the school, have been brilliant and I'm equally as impressed with our choice as I am proud of B'

'I would like to thank you and your colleagues for making C's first year at Sarum such a huge success. It is very hard to convey how impressed and reassured we have felt throughout. This time last year was a time of great anxiety - had we made the correct decision to stay in mainstream.yes we definitely did! THANK YOU!

'Our child has never ever asked to go on a trip with school before but they are asking to go on two next year, they are transformed! ...thank you'

'We're massively impressed with the support X has had - any time she has felt anxious or overwhelmed, it has been dealt with brilliantly, and all the teachers / TAs seem to understand them so well already'

'We wanted to send an email to thank you for another year of support, it really is much appreciated and an email can't really show the gratitude we feel but we wanted you to know anyway!'

4.18 What does the Local Authority and external providers say about our provision?

Following an inspection visit by the Local Authority, the following comments were made:

Sarum Academy demonstrates good practice through:

- Its focus on teaching and learning and achievement
- Its rigorous and regular monitoring of student's progress
- Its close liaison with alternative providers
- The detailed knowledge staff have and the quality of their relationships with both vulnerable students and those with challenging behaviour.
- 'I feel that you are very good at holistically looking at the needs of all the young people you have, and considering and putting into place the best and most appropriate support for each young person.
- 'I am genuinely really impressed by the extent of preparation and by the clearly strong instincts you and your team have'

'The team around X should feel enormously proud of the progress they have been enabled to make since first joining Sarum Academy at the start of Year 7. It's a delight to see the progress that X has made.