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Special Educational Needs (SEN) Information Report

'Empowering a Future Generation'

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works Sarum Academy

If you want to know more about our arrangements for SEND, read our MLP Trust SEND policy.

You can find it on our website [SEND Policy — Sarum Academy](#).

Note: If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Sarum Academy provides for students with a range of needs. Please see the following list as an example of the needs we cater for:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties (e.g. Downs Syndrome)
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs & disabilities co-ordinator, or SENDCO

Our SENDCO is Mike Mineur

They have 2 years experience in this role and have worked as school literacy lead, Curriculum Team Leader for English, Pupil Premium Lead and Senior Leader. They are a qualified teacher and are a parent to a child with SEND. He achieved the National Award in Special Education Needs Co-ordination in August 2023.

They are allocated the majority of the school week and to manage SEN provision.

Assistant SENDCOs

Our assistant SENDCOs are Sarah Steggel and Deborah Rock.

Sarah has over 15 years experience working as a TA, HLTA, ELSA and Assistant SENCO. She oversaw the school's successful bid to be a Dyslexic Friendly School and is currently studying for her Level 5 Dyslexia: Literacy Support Qualification. Deborah has been teaching at Sarum for over 15 years and has been head of Religious Education and a Head of Year during that time, including supporting with primary school transitions. She has also taught specialist SEN groups.

Both Deborah and Sarah will enrol on the NPQ for SENCOs in the immediate future.

Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SEND team to meet the needs of students who have SEN.

In the last 2-3 years classroom staff have received specific training in:

- Dyslexic friendly classrooms
- Supporting students with ADHD
- Supporting students with ASD
- Adapting the curriculum to support literacy needs

Teaching assistants (TAs)

We have a team of 16 TAs, including 1 higher-level teaching assistant (HLTA) who are trained to deliver SEN provision.

We have a number of teaching assistants who are trained (or are training) to deliver interventions such as ELSA (3 TAs), Speech and Language Therapy (4 TAs), Lego therapy (1 TA), and WJEC Entry Level Pathway Qualification as an alternative to GCSE content (various).

In the last academic year, TAs have been trained in ELSA, Speech and Language Therapy, Lego Therapy and a range of strategies to support students with SEMH challenges.

TAs have also had input from a Down's Syndrome Advisory teacher, Wiltshire Educational Psychologists, and other external training providers. These have focussed on specific students as well as approaches to supporting students with ADHD, ASD, and how to scaffold work to best support and challenge students.

External agencies and experts

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

Speech and language therapists

Educational psychologists

Occupational therapists

GPs or paediatricians

School nurses

Child and adolescent mental health services (CAMHS)

Education welfare officers

Social services and other local authority (LA) -provided support services

Voluntary sector organisations

3. What should I do if I think my child has SEN?

At Sarum Academy, each student is assessed to ascertain the following when they arrive either at a natural transition point between educational phase, or through an in-year transfer:

- Levels of attainment in key subjects – this will build on information from previous settings and key stages, where appropriate.
- Reading age / ability
- Spelling age / ability
- Any evidence that the student may have a disability will also be considered and reasonable adjustments will be made in order to accommodate these.
- Any evidence to support concerns around SEMH reasonable adjustments will be made to accommodate and support these.

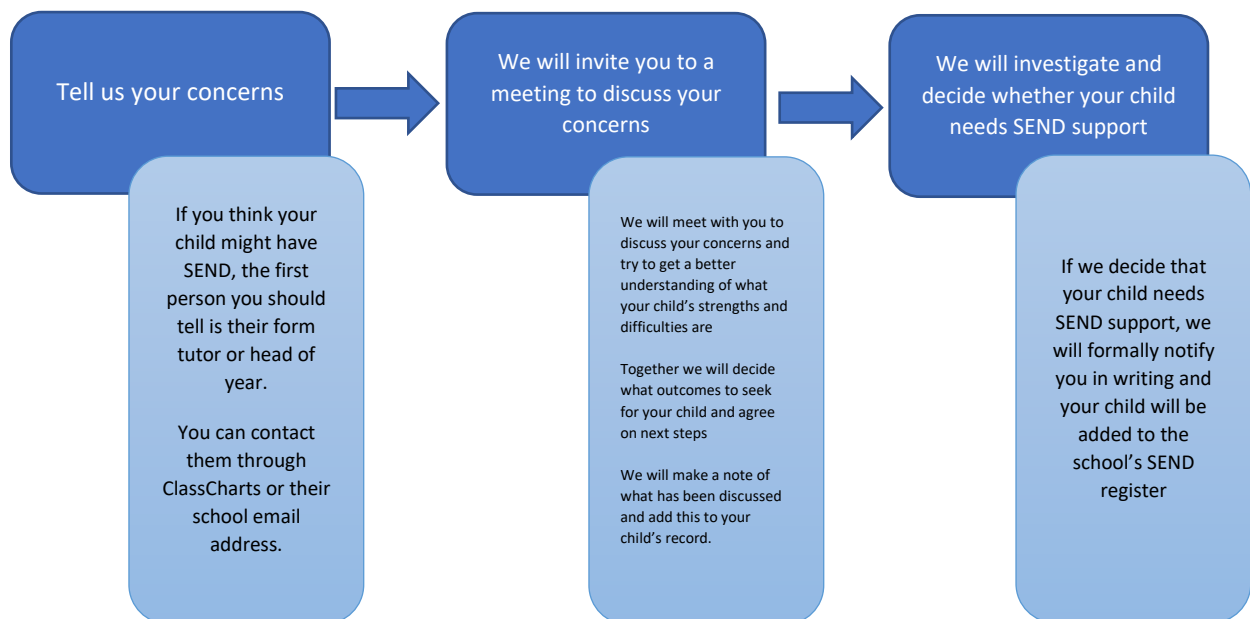
- If a child arrives at Sarum Academy and further information is required as to ascertain starting points or to further investigate potential SEND, the following may be used:
- SDQ assessment
- Boxall profile
- Dyslexia Screener
- SNAP Profiles - SPLD (Specific Learning Difficulties) and Behaviour
- Sensory Audits
- Bradford online tool kit
- Handwriting assessment
- Phonics screening check

All formal assessments sit along and will be used in conjunction with teacher assessments. Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap despite interventions

This may include progress in areas other than attainment, for example, wider development or social needs.

If you think your child may have SEND, it is important that you let us know, too, so that we can assess and find out whether this is the case. Please follow the steps outlined below:



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra tuition to try to fill it. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo will observe the student in the classroom and at social times (e.g. break/lunch) to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

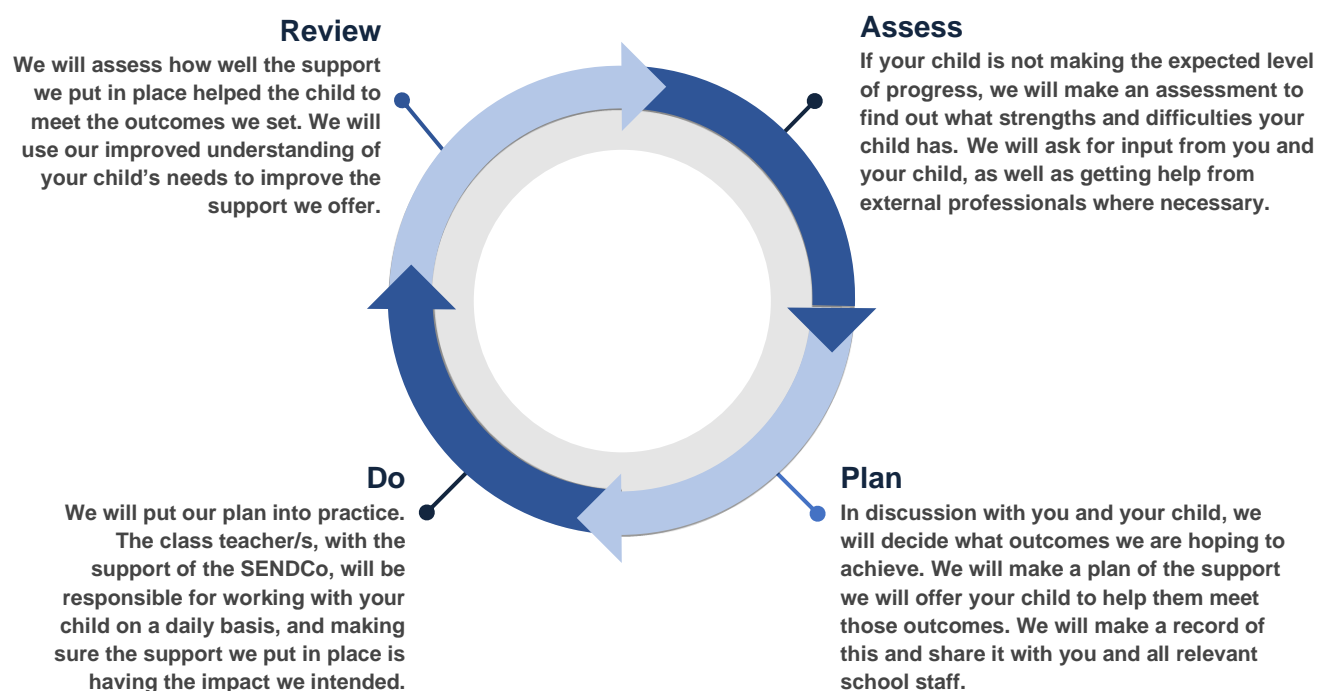
Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a Pupil Passport for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Throughout the year your child's form tutor, Head of Year or member of the SEND team will liaise with you a minimum of 3 times. These can be through parents evenings, phone consultations, detailed email communication, or arranged face to face meetings. At these points we will:

Set clear outcomes for your child's progress

Review progress towards those outcomes

Discuss the support we will put in place to help your child make that progress

Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's form tutor in the first instance.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

Attend meetings to discuss their progress and outcomes

Prepare a presentation, written statement, video, drawing, etc.

Discuss their views with a member of staff who can act as a representative during the meeting

Complete a survey

8. How will the school adapt its teaching and/or environment for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt (or differentiate) how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Teaching assistants will support students on a 1-to-1 or 2-to-1 basis when directed to by the teacher or SENDCO. This is most common for extended assessments or for students who are working significantly outside of the cognitive range of the rest of the class.

Teaching assistants will support students in small groups when directed to by the teacher or SENDCO. This is most common for extended assessments or for students who will benefit from significantly adapted learning strategies compared to the majority of the class.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Dysregulation plans Sensory support Uniform adaptations Lego Therapy
	Speech and language difficulties	Speech and Language Therapy Lego Therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Learning support Assistive technology as required Adaptive equipment as required Additional scaffolds (such as pre-written sheets) Resources on coloured paper or in dyslexic friendly fonts
	Moderate learning difficulties	Learning support
	Severe learning difficulties	Learning support Bespoke curriculum content
Social, emotional and mental health	ADHD, ADD	Visual timetables Social stories Dysregulation plans Time-out plans Daily / regular check-ins from key staff ELSA
	Adverse childhood experiences and/or mental health issues	Dysregulation plans Time-out plans Daily / regular check-ins from key staff ELSA

Sensory and/or physical	Hearing impairment	Use of assistive technologies
	Visual impairment	Limiting classroom displays Adaptive equipment as required
	Multi-sensory impairment	Adaptive equipment as required
	Physical impairment	Adaptive equipment as required
	Sensory processing needs	Sensory diet Sensory aids Access to quiet space Dysregulation plan

Most of our students follow a traditional curriculum. A small number of learners have a more personalised timetable to match their individual needs and abilities. This may include option choices, additional literacy, social skills groups, number of qualifications studied and/or offsite provision.

These interventions are part of our contribution to Wiltshire County Council's local offer. [Wiltshire's local offer can be found here.](#)

In order to ensure that all students can access the broad and balanced curriculum and activities offered throughout the school, our accessibility plan provides further details. This can be accessed here <https://www.sarumacademy.org/accessibility-plan>

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term

- Reviewing the impact of interventions after typically 6 weeks (though this will vary slightly)

- Using student questionnaires

- Monitoring by the SENDCo and SEND team

- Using Provision Maps and Pupil Passports to measure progress

- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from Wiltshire local authority.

11. How will the school make sure my child is included in activities alongside students who don't have SEN?

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, including our residential trips to the Isle of Wight and Pencil.

All students are encouraged to take part in sports days and our wider co-curricular offer of sports and special interest groups.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. We encourage you to speak to your child's form tutor or Head of Year to discuss reasonable adjustments to activities.

12. How does the school make sure the admissions process is fair for students with SEN or a disability?

Children who have an Education Health and Care Plan (EHCP) are placed in schools through the arrangements set out in the SEN code of practice and not through any admission criteria.

All admissions to Sarum Academy for students who have an EHCP are handled by Central SEND Services at Wiltshire Council. Their contact number is 01225 718095.

Children who may need additional learning help but do not have an EHCP, must follow the usual process when applying for a school place and the normal admission criteria will apply. Sarum Academy have the following admission criteria <https://www.sarumacademy.org/admissions>

13. What specialist services and expertise are available at or are accessed by the school?

As a school we can access a range of services including Educational Psychologist, outreach Services such as Wiltshire Families First, Speech and Language therapy, Occupational Therapy, Hearing , Visual and Physical Impairment Services, Specialist SEN service, Education Welfare Officer, Social Services and Child and Mental Health Services (CAMHS).

These services are contacted when necessary according to your child's needs. If you believe that your child needs specialist equipment, please contact the SENDCo.

14. How accessible is the school environment?

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding and risk assessments are in place and adhered to by staff and visitors. We have a range of different facilities to help disabled students throughout our school including;

- A lift
- Accessible toilets throughout the building
- A disabled shower-room / toilet
- Wheel chair friendly corridors
- Adjustable desks available in some rooms
- Sarum Academy is a modern school building. All classrooms (except 2) are within a single building with well placed stairwells, broad corridors and well ventilated spaces throughout. All classrooms are within a few metres of toilets (both accessible and standard).

An accessibility plan is in place and can be found <https://www.sarumacademy.org/accessibility-plan>

15. How will the school support my child's overall wellbeing?

At Sarum Academy we pride ourselves on providing a high level of pastoral care and guidance to our students. On joining, students are assigned to a house and given a form tutor who will stay with them during their time at school. This provides continuity of care and support and enables the tutor to build up a strong rapport with the parents and carers. There are additional members of staff who provide additional pastoral support; their Head of Year, school counsellors (from the Bridge as well as other external agencies), SENDCo and Assistant SENDCos, Teaching Assistants (including ELSAs), Pastoral Support Assistants, Head of Student Welfare and the wider Safeguarding team We also work well with external agencies such as the Education Welfare Service, The Education Psychology Service, the Hearing, Visual and Physical Impairment services and the Child and Adolescent Mental Health Service (CAMHS) to ensure holistic support for our students.

In terms of behaviour, we have a 'zero tolerance' approach to bullying. We prevent bullying in the school by <https://www.sarumacademy.org/antibullying-policy>

16. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help students with SEN be prepared for a new school year we:

Publish their timetables before the start of the new school year

Offer students a “walk through” of the timetable during teacher training days before the term starts

Offering training to new staff around specific needs and specific students

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. This information will be shared with your child’s new setting to ensure that their new school can have provision in place for when your child arrives.

Between phases

The SENDCo of the primary school meets with our SENDCo / Assistant SENDCo to discuss the needs of the incoming students near the end of the summer term.

Where appropriate, we arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community.

Some students are invited to Sarum for additional “induction visits” with others from their primary school to allow them to get used to the building and make a few strong connections to key support staff.

Moving to adulthood

We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

17. What support is in place for looked-after and previously looked-after children with SEN?

Mike Mineur is both the school SENDCo and Designated Teacher. He works with all stakeholders (the student, social care team, carers, etc.) to make sure that all teachers understand how a looked-after or previously looked-after student’s circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another. Mike Mineur (the designated teacher) can be contacted via email:

mike.mineur@sarumacademy.org

18. What should I do if I have a complaint about my child's SEN support?

<https://www.sarumacademy.org/complaints-procedure>

Complaints about SEN provision in our school should be made to the SENDCo and Head Teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

Name: Mike Mineur (SENDCo) **Email:** mike.mineur@sarumacademy.org

Name: Richard Clarke (Acting Head) **Email:** richard.clarke@sarumacademy.org

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

Admission

Exclusion

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. In Wiltshire, this is through the Global Mediation service.

The Global Mediation service's SEN Case Manager can be contacted on 0800 064 4488. This service is free of charge and confidential. For further information, see their [Simple Guide to Mediation leaflet](#) (opens new window) or visit their [website](#) (opens new window).

19. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Wiltshire's local offer. Wiltshire local authority publishes information about the local offer on their website:

[Wiltshire SEND Support for 0 to 25 - Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Wiltshire SENDIASS - Family Action \(family-action.org.uk\)](http://family-action.org.uk)

Local charities that offer information and support to families of children with SEN are:

[Carer Support Wiltshire](#)

[Community Foundation](#)

[Wiltshire Music Connect](#)

[Seeds4Success](#)

[SWAPP – Support in Wiltshire: Autism Parent Programme](#)

[Time Out for Parents](#)

[Wiltshire Parent Carer Council](#)

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

20. Glossary

Access arrangements – special arrangements to allow students with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a student’s EHC plan

Area of need – the 4 areas of need describe different types of needs a student with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a student’s needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student

Intervention – a short-term, targeted approach to teaching a student with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area

Outcome – target for improvement for students with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability

SENDCo – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports students with SEN

SEN support – special educational provision that meets the needs of students with SEN

Transition – when a student moves between years, phases, schools or institutions or life stages