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Special Educational Needs (SEN) Information Report

Sarum Academy

'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 in 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 [Magna Learning Partnership - Home](#)

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 SEND does the school provide for?

At Sarum Academy we believe that our students' individual needs are a whole school responsibility. All teachers are teachers of students with Special Educational Needs & Disabilities (SEND) who, supported by the SEND team, make a valuable contribution to successful inclusion for all. Sarum Academy is an inclusive mainstream environment which provides for students who may have needs in areas defined by the Special Educational Needs Code of Practice 2015:

- ❖ Communication and Interaction needs
- ❖ Cognition and Learning needs
- ❖ Social, Emotional and Mental Health needs
- ❖ Physical, sensory and medical needs

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

Our special educational needs & disabilities co-ordinator and team

Our lead SENDCO is Mr Mineur. He has 3 years of experience in this role and has worked as an English teacher and literacy lead for over 2 decades. He is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in September 2023. He is working towards achieving the National Professional Qualification in Special Educational Needs & Disabilities.

Miss Rock is a newly appointed SENCO who is undertaking her NPQSENCO this year. Previously she has supported the SEN team by managing a nurture-group style provision. Before this she has been a head of year and a curriculum team leader for RE and has worked at Sarum Academy for over 20 years.

Mrs Steggel is an experienced practitioner with Batchelor of Arts in Education. She worked in primary school settings earlier in her career and has been at Sarum Academy for nearly 10 years. Sarah is a Level 5 Accredited Practitioner Status in Dyslexia Literacy, Support and Intervention. She is also a qualified ELSA, Head of Year 7 and oversees the transition of students from primary schools up to Sarum Academy. She is an Assistant SENCo.

Ms Press works part-time supporting the SEN team with administration of key tasks including referrals, liaising with external agencies and scheduling meetings.

Class/subject teachers

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

This year, our most experienced teachers will each be undertaking action research around classroom adaptations for students within one of the 4 key areas of need. This work will filter through to wider classroom practice and our support of newer teachers.

Teaching assistants (TAs)

We have a team of 13 TAs, including one further higher-level teaching assistant (HLTA) who are trained to deliver SEND provision.

We have 4 trained ELSAs across the SEND team and our pastoral team. We also have 2 staff currently training to be Thrive practitioners.

Our teaching assistants also receive regular external or inhouse training so they can deliver a range of interventions such as ReadWriteInc, paired reading, pre-teaching, Lego Therapy and more personalised supports such as check-ins, and support with spelling, I.T. and handwriting.

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 SEND and to support their families. These include:

Speech and language therapists

Educational psychologists

GPs or paediatricians

School nurses

Mental Health Support Team (MHST)

Specialist SEN Service (SSEs) from Wiltshire Council

Wiltshire Council's MISA team (Mainstream Inclusion Support Advisory)

Wiltshire Council's SEMH Inclusion Advisory Team

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 SEND?

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:

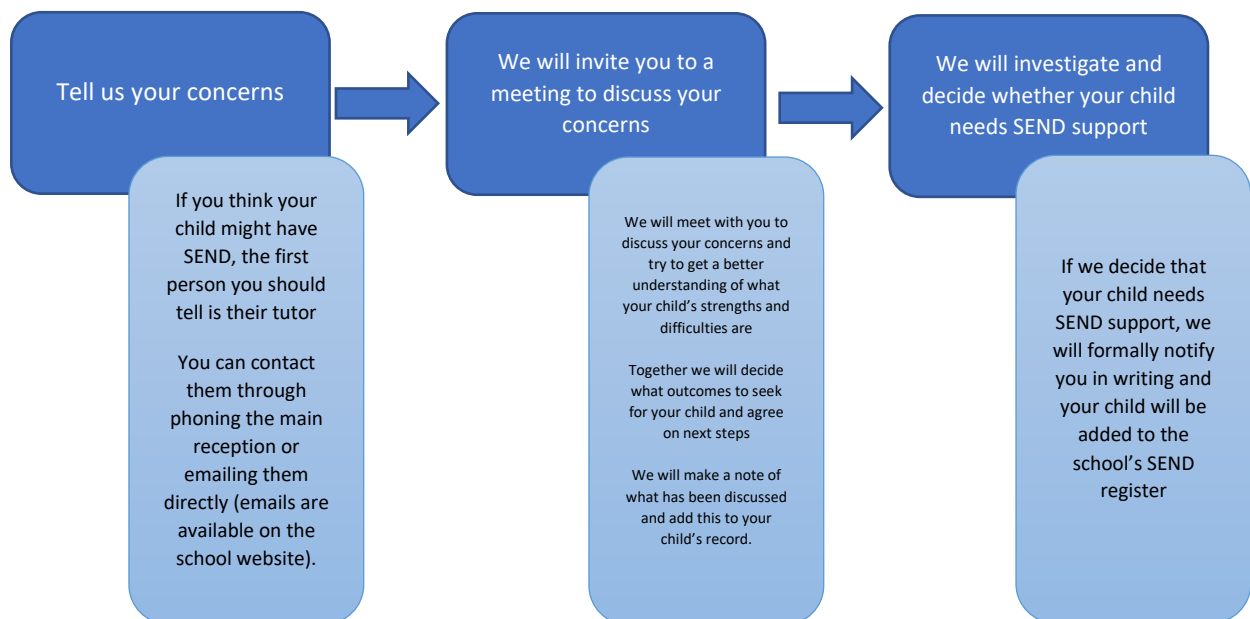
- Exact assessment from GL assessments
- Sensory Audits
- Handwriting assessment

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 SEND support?

All of our teachers are aware of SEND 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 support to try to fill it. Students who don't have SEND 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's, and will contact you to discuss the possibility that your child has SEND.

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.

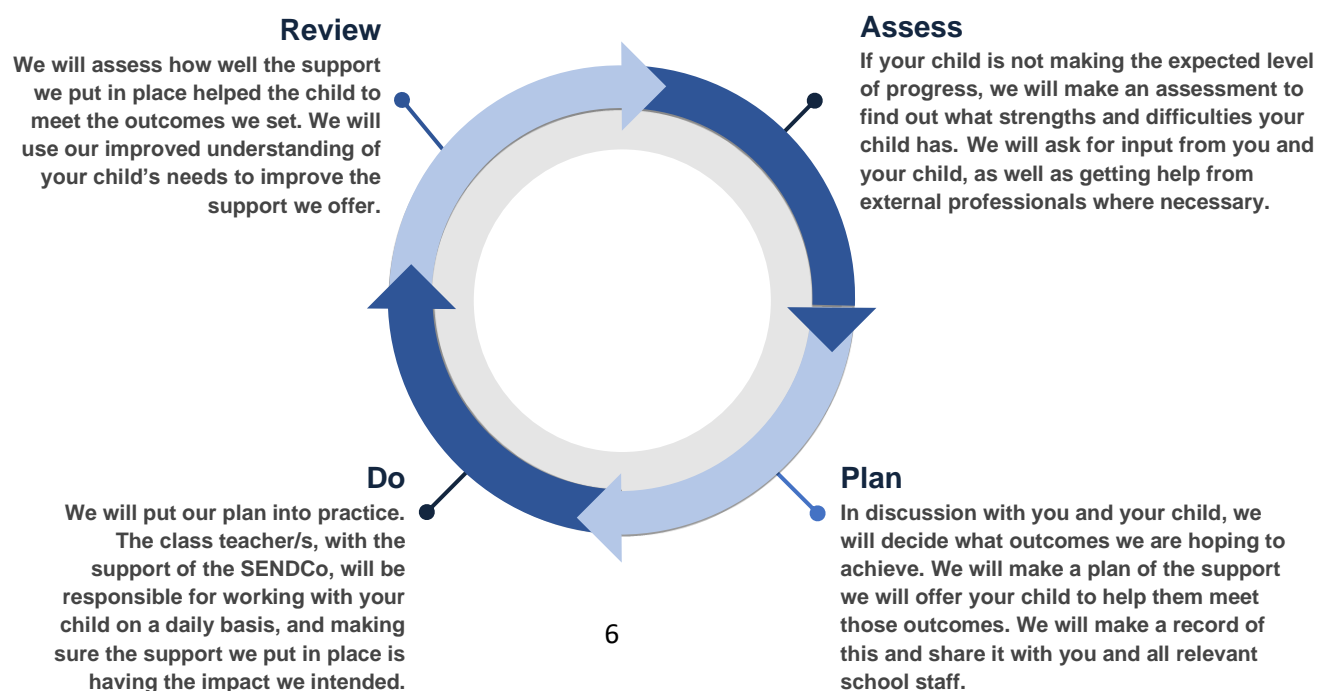
Based on all of this information, the SENDCo will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a programme of suitable interventions and support 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 identify appropriate provisions and supports for your child. The leads of these provisions will set appropriate outcomes around your child's needs and start work towards achieving them. They will also have a "pupil passport" written which will outline the main adaptations they will need in the classroom.

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 SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

If a student gets to the point where no further additional support is required, they will move to from our SEND Support register to our SEND Monitoring register. Students on our SEND Monitoring register will retain their Pupil Passport, informing staff what everyday adaptations are needed in the classroom. Their progress will also be additionally monitored by the SEND team in order to identify any re-emerging needs. Should the child need to return to the SEND Support Register, you will be informed in writing and the graduated response process will recommence.

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

All students will receive two reports on their progress annually. Students with an EHCP and those on the SEND support register will also have a termly review meeting with either their tutor or a member of the SEND team. These meetings aim to:

- Share the progress of recent or current interventions.
- 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 SEND 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 tutor in the first instance.

There are a number of opportunities during the school year for staff and parents/carers to meet to discuss and get more information about their child's education. These are listed below:

- ❖ Parents information evening (for students joining in year 7)
- ❖ Open evenings
- ❖ Open days and tours
- ❖ Parents evenings
- ❖ Year 9 Options evening
- ❖ Post-16 Information evening
- ❖ Annual reviews
- ❖ SEND Support reviews
- ❖ Individual meetings with staff can also be arranged.

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 two 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 'one 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:

- Adapting teacher delivery, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Adapting teaching resources. For example, targeting verbal questions at carefully chosen students, changing fonts, adding additional challenge to some tasks, asking a student to focus on questions or tasks that are more pertinent to them.
- Providing adaptive physical resources in all classrooms. This includes ensuring adaptive resources such as coloured paper, standing desks, coloured overlays and writing slops are available.
- Teaching assistants may support students on a 1-to-1 basis when there are gaps identify in knowledge or skill that can be swiftly addressed. Or in order to progress with a planned intervention.
- Teaching assistants will support students in small groups when a group of students in the class have similar needs, and thus the TA can offer some live adaptations to support their progress.

Please see the appendix for an overview of support we provide as a school.

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/attachments/download.asp?file=12&type=pdf>

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 intervention-centred goals three times a year
- Reviewing individual interventions every 6-8 weeks (depending on the intervention)
- Monitoring by the SENDCo and SEND team
- Using provision maps 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
- Sustained access to a range of interventions

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 approximately £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 SEND?

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

All students are encouraged to go on our school trips.

All students are encouraged to take part in sports days, careers events, work experience, etc.

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 tutor or the trip / activity lead 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 SEND 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/academy-information/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;

- Speech and Language therapy

- Community paediatrician services
- Hearing, Visual and Physical Impairment Services
- Specialist SEN service
- Education Welfare Officer
- Social Services
- 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,
- wheelchair friendly corridors,
- perching stools.
- There are some adjustable height tables

An accessibility plan is in place and can be found here

<https://www.sarumacademy.org/attachments/download.asp?file=12&type=pdf>

15. How will the school support my child's social and emotional 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 the school. This provides continuity of care and support and enables the tutor to build up a strong rapport with parents and carers. There are additional members of staff who provide additional pastoral support; heads of year, our pastoral team, SENDCos, Teaching Assistants, and our Child Protection staff. 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.

Beyond this, additional support offered includes:

- ❖ Adult led Mentoring
- ❖ The Student Development Team
- ❖ Counselling
- ❖ Emotional literacy interventions (ELSA and Thrive)
- ❖ Social Communication groups

- ❖ Lunch Club (aimed at students who are socially vulnerable for a variety of reasons)
- ❖ Referrals to the Mental Health Support Team CAMHS where appropriate

In terms of behaviour, we have a 'zero tolerance' approach to bullying. You can read more details on this in our behaviour policy - [Behaviour for Learning Policy](#)

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

Between schools

When your child begins our school, the SENDCo of the primary school meets with our SENDCo to discuss the needs of the incoming students near the end of the summer term prior to your child starting with us.

All students with historic SEND needs or SEND Support status will have a pupil passport written about them based on information from primary school.

Many SEND students who are moving up to Sarum Academy will benefit from additional transition visits, typically in small groups to allow them to get orientated on the school site and familiarise themselves with key adults.

If your child is moving on from our school, we will work with you to ensure all information is shared with your child's new setting. This is to ensure that their new school can have provision in place for when your child arrives.

Between years

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

- Aim for a student to retain the same tutor year on year.
- Ensure their pupil passport (outlining the core adaptations needed in the classroom) is republished and shared with all new teachers.
- Ensure students can review their timetables for the new academic year before they leave for the summer holiday.
- Many SEND students are invited in before the start of the new academic year to "walk through their new timetable" in order to rehearse key rooms and meet key new adults.
- A simplified and visual timetable is available upon request.

Between phases (Year 9 to Year 10)

Sarum Academy hold parents evening before the summer and directly after the summer, where parents can easily get hold of their child's tutor or a member of the SEND team.

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 SEND?

Mike Mineur is not only our SENDCo but also our Designated Teacher. Working along members of our pastoral team (including Kate Towers-Warner, who has a specific role around supporting our CLA and PCLA students) we make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND 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 SEND support plans or EHC plans are consistent and complement one another. Mike Mineur (the designated teacher) can be contacted via mike.mineur@sarumacademy.org / 01722 323431

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

Please find the link to our Complaints Procedure here - [Complaints Procedure](#)

Complaints about SEN provision in our school should be made to the SENDCO 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: Sarah Bonner (PA to the Headteacher)

Email/telephone number: sarah.bonner@sarumacademy.org / 01722 323431

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 SEND, 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 \(family-action.org.uk\)](#)

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. Appendix – Ordinarily Available Provision/Whole school provision map

Universal	Targeted	Specialist
Provision for All Learners	Additional To / Different From (SEND Support)	Pupils with an EHCP and/or on the EHCP pathway
<ul style="list-style-type: none"> • High quality teaching • Adaptive Teaching • Accessible presentations • Appropriate 'Do Now' activities • Flexible Teaching • Flexible/Adjusted Seating • Scaffolded tasks (e.g. writing frames for extended writing, use of Knowledge Organiser/Sentence Builders) • Pre-Learning & Post-Learning • Targeted questioning • Robust modelling • Use of concrete manipulatives • Explicit vocabulary teaching • Encouragement and meaningful praise • Use of IT & Assistive Technology (including individual laptops) • Pastoral Support through established year teams and pastoral links • School nurse drop-in sessions • CIAG (Careers Information Advice & Guidance) • Enrichment (Activities & After School Clubs) • Visual support – Dual Coding • Brain breaks • Social Stories • Guided Reading 	<ul style="list-style-type: none"> • Read, Write, Inc. intervention • Maths Mentoring • SALT interventions • Handwriting intervention (Speed Up!) • Computer Use (including touch typing) intervention • Social Communication interventions (Learn & Grow) • Comic Strip Conversations • ELSA (Emotional Literacy Support Assistance) Support • Emotional Based School Avoidance (EBSA) Support • Access to The Hub • Individual Health Care Plans – liaison with Health/Medical teams • Exam Access Arrangements • Individual Visual Timetable • Movement Breaks • Now & Next Boards • Lego Therapy • Paired Reading • Uniform adjustments. • Dyslexia intervention • TA Daily Check-Ins • Football Coaching 	<ul style="list-style-type: none"> • TA support in lessons. • TA support during transition and unstructured times. • TA mentoring. • Life Skills & Personal Safety interventions • Flexible learning spaces. • Hearing Support (SSENS Specialist Teacher) • Before school 1:1 pre-teaching for core subjects. • Enhanced Provision (EP). • Alternative to GCSE Provision (i.e. functional skills, AQA unit awards and external alternative provisions). • Personalised timetables • Bespoke curriculum • Precision Teaching • Daily Home School Communication Log • Private SALT therapist

<ul style="list-style-type: none"> • Paired Reading • IDL Literacy (Reading & Dyslexia intervention) • Supportive Aids (e.g. fidget tools, sensory chews) • Adapted/personalised equipment/physical manipulatives for subjects, as required (e.g. wobble cushions, Therabands, writing slopes, adapted ruler, ear defenders). • Access to Social Space (staff-supported) at The Hub during break and lunch times. • Pupil Passports 	<ul style="list-style-type: none"> • Forest School • Disabled Toilet Access • Thrive interventions • Outreach Mentor • Enhanced Transition Support • Work Experience Support 	
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21. Glossary

Access arrangements – special arrangements to allow students with SEND 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 SEND 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 SEND

Graduated approach – an approach to providing SEND 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 SEND in the local area

Outcome – target for improvement for students with SEND. 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 SEND

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

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