

**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 pupils 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 can raise concern with the Director of Learning Needs at any time:  
Mrs Milford (Director of Learning Needs) [kate.milford@sarumacademy.org](mailto:kate.milford@sarumacademy.org) or telephone 01722 323431.

Prior to transfer to Sarum Academy the Director of Learning Needs or a member of the SEN team 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 and spelling tests, Cognitive Abilities Tests and some subject specific assessments. Throughout your child's time at Sarum Academy their progress will be monitored and recorded on a termly basis and if necessary reading and spelling tests will also be completed..

If a pupil 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 Jones (Deputy Director of Sixth Form) [gareth.jones@sarumacademy.org](mailto:gareth.jones@sarumacademy.org). Sarum Academy will contact all previous schools if the pupil is not transferring from our own Year 11 cohort.

Information regarding pupils with SEN 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 pupils are moving towards adulthood and therefore should be taking more responsibility for their own learning. All Sixth Form pupils are able to request access to study skills support. Pupils who have an Education, Health and Care Plan will continue to have their progress closely monitored and annual reviews will be held.

### **1.3 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 SEN 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 SEN 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.

If we feel that your child is in need of SEN 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 SEN support list, an action plan will then be created. This will be reviewed with yourself, your child and a teacher who knows your child well. There will be three meetings each year to discuss your child's progress.

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

If a pupil is in the Sixth Form there are Parent Teacher Consultation Evenings during the year and progress review meetings. If a pupil 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 teacher or Mr Jones, Head of Sixth Form: [gareth.jones@sarumacademy.org](mailto:gareth.jones@sarumacademy.org). All of the named staff can be contacted by telephone on 01722 323431.

### **1.4 What are the arrangements for consulting young people and involving them in their education?**

Pupils are involved in every stage of the assessment, planning and reviewing provision and are central in decision making. Pupils 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.

If a pupil 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 or the Head of Sixth Form.

### **1.5 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 pupil and their family and/or other supportive people as well as aspirations for the future. At these meetings the agreed outcomes are recorded and an action plan drawn up to identify 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. After each meeting, the information discussed will be forwarded to you. This will ensure that the Academy and home can work together to support your child.

### **1.6 What are the arrangements for supporting pupils 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 or a member of the SEN Team are invited. This is for all Year 6 pupil's but particularly if it is felt that the child may find the transition difficult. Strategies will be discussed with the Year 6 pupil and parent to ensure the pupil feels fully prepared for the transition. Specific visits to Sarum Academy can be arranged with the Learning Support Department by contacting Mrs Milford (Director of Learning Needs) [kate.milford@sarumacademy.org](mailto:kate.milford@sarumacademy.org). Mrs Milford can also be contacted via the main Academy office on 01722 323431. Very often the primary school will arrange these visits as part of our transfer liaison process.

Additional needs and possible provision for pupils with learning needs such as SpLD (Dyslexia) or literacy difficulties can be discussed with Mrs Milford (Director of Learning Needs) [kate.milford@sarumacademy.org](mailto:kate.milford@sarumacademy.org). Mrs Milford can be contacted via the main reception on 01722 323431.

In moving between phases of education including transitioning from one academic year to the next there are sometimes trigger points for anxiety; these can be planned for and supported through the meeting cycle.

Support will also be available for pupils moving between Year 8 and Year 9. The pupils will begin their GCSE courses at the start of Year 9 so they will go through the process of choosing their options in Year 8.

Option interviews will be undertaken and discussions will take place regarding the most appropriate courses for each pupil. The choices will also be discussed with the parent. To support our pupils through their option choices, we operate a pathway system for key stage four options. This ensures that personalised learning can take place.

Due to a focus on the future from earlier years in the school the transition and planning for what happens after Y11 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 pupils but in particular for SEN pupils. This will focus on the type of courses that are appropriate for the pupil and support with the completion of application forms. If your child has a Statement of Special Educational Needs or 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.

### **1.7 What is the approach to teaching pupils and young people with SEN?**

First and foremost the subject teacher is responsible for ensuring they provide the highest quality of Teaching and Learning to all pupils, including those with a Special Educational Need in a way which meets their needs. The expectation is that all SEN pupils will be able to access the curriculum through the use of differentiated work, differentiated teaching styles 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 pupils and that all pupils are fully entitled to a broad and balanced differentiated curriculum.

### **1.8 How are adaptations made to the curriculum and the learning environment of pupils and young people with SEN?**

Adaptions are made by differentiating the lesson – this may be all or some of the following such as: adapting language, differentiating resources to meet the learners needs, giving a choices of tasks, grouping pupils, 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 pupil success is an integral part of our teaching and ethos

Teaching Assistants are trained in a variety of types of SEN and are available in identified lessons to ensure that a child is able to fully participate in the lesson and to develop independent skills and enhance progress.

At Sarum Academy we provide Catch Up Literacy, social skills, social stories, dyslexia support, numeracy support, Emotional Literacy Support through our fully trained ELSA and Lexia, an online programme which focuses on a range of literacy skills including vowel sounds and comprehension.. 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 pupil 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.

### **1.9 What is the expertise and training of staff to support pupils and young people with SEN?**

Specialist support from the Learning Support Team is provided when a pupil with

SEN 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 pupils with SEN.

### **The Learning Support Department team**

Mrs Milford BEd (Hons), Director of Learning Needs (SENCO).

There are three full time and four 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 pupils 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 pupils with SEN.

#### **1.10 How is the effectiveness of provision evaluated?**

The progress pupils make towards their outcomes is measured termly through subject assessments and reading and spelling tests. Lexia records all progress automatically and we are able to track your child's progress through this alongside any additional testing that we may complete. 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.

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 pupils they review. In addition we are regularly visited by other outside agencies such as Social and Communication specialists and Literacy and Autism teachers from Rowdeford School which is an outstanding ASD School.

We work closely with the Speech and Language Therapist to ensure that specific strategies are in place for pupils who require it. We are also part of the Thrive Project which provides us to access to a CAMHS worker for two full days a week. The school nurse supports pupils within the Academy once a week and she is available to attend meetings when it is necessary.

Every year the GCSE results are analysed in order to ascertain whether changes need to be made the following year when supporting pupils at Key Stage 4 (Years 9, 10 and 11) and Key Stage 5.

#### **1.11 How are pupils with SEN able to engage in the same activities as pupils who do not have SEN?**

Sarum Academy is a fully inclusive school. All pupils are empowered to participate in all activities available; this may require adjustments in terms of technology, equipment or staffing.

**1.12 What is the support available for improving emotional and social development including pastoral support arrangements for listening to the views of pupils and young people with SEN and measures to prevent bullying?**

Every pupil belongs to a Tutor Group; tutors stay with their tutor group as pupils move through the Academy. Each child will also be allocated to a 'School' and each school is led by a School 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 Pastoral Leader who is responsible for the progress of pupils as well as monitoring their attendance and providing pastoral care.

Pupils 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 their School. 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. The staff will eat their lunch with the pupils 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.

The SEN Team has a qualified Emotional Literacy Support Assistant (ELSA) and she works with individual pupils on issues including anger management, anxiety, self-esteem and bereavement. Parents will be contacted directly by Mrs Milford (Director of Learning Needs) 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 can be found in the policy section on the Sarum Academy website.

The Safeguarding Policy can be found in the policy section on the Sarum Academy website.

**1.13 How does Sarum Academy involve other bodies, including Health and Social care bodies, Local Authority Support Services and voluntary sector organisations, in meeting pupils and young people's SEN 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 a Common Assessment Framework (CAF) 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 pupil and their

family.

#### **1.14 What are the arrangements for handling complaints from parents of pupils with SEN about provision made at the Academy?**

Any parent/carer dissatisfied with any aspect of SEN 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](mailto: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 pupils with Special Educational Needs?**

There is a wide range of additional support including:

- Teaching Assistant support in class
- Targeted research based interventions for literacy (Catch Up Literacy)
- Numeracy support
- Lexia
- Emotional Literacy Support
- Speech and language strategies
- Social skills groups
- Anger management groups
- Social Stories
- One-to-one sessions for study support

Interventions will be provided by specialist staff from Learning Support Department 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 9 GCSE courses and transition into post 16. Pupils will receive support when choosing their key stage four options from subject staff as well as the Learning Support Department.

#### **2.2 How are equipment and facilities secured to support pupils and young people with SEN?**

Through discussion with parents (or the pupil themselves if in the Sixth Form) Sarum Academy will use their best endeavours to secure appropriate equipment to support pupils and young people with SEN. Sarum Academy has a limited supply of small specialist equipment which is distributed according to the needs of the pupils and includes items such as coloured overlays, note books, lap tops, netbooks and pen grips. Larger and more specialist equipment is generally secured through outside agencies or 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 What are the contact details for support services for the parents of pupils 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](http://www.cafamily.orh.uk)

National Network or Parent Carer Forums: [www.nnpfc.org.uk](http://www.nnpfc.org.uk)

Pupils' Education Advisory Service: (CEAS) [www.gov.uk/pupilss-education-advosiry-service](http://www.gov.uk/pupilss-education-advosiry-service)

Family Information Service [www.daycaretrust.org.uk/nafis](http://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](http://www.autismeducationtrust.org.uk)

Bullying Guidance <http://tinyurl.com/DfE-Bullying-Guidance>

Communication Trust [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

Dyslexia SpLD Trust [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

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

MindEd [www.minded.org.uk](http://www.minded.org.uk)

National Sensory Impairment Partnership [www.natsip.prg.uk](http://www.natsip.prg.uk)

Specifically for post 16

Disabled Pupils 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](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.

### **2.4 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 Pupils 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 pupils who have SEN 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?**

Pupils have access to their year group area each 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 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 SEN pupils if it is appropriate. The SEN room also has a quiet area for intervention work or for when pupils need time to discuss particular issues with a member of staff. The room is also used as a classroom and is used for small group teaching.

## **Section 4**

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

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

All teaching staff receive SEN training on an annual basis. During 2015/2016 teaching staff received training on differentiation, behaviour management, behaviour strategies for challenging pupils led by the Educational Psychologist and regular updates on SEN pupils.

Newly Qualified Teachers received SEN and differentiation training as part of their induction programme.

There is SEN training planned throughout the 2016/2017 year for both teaching staff and Teaching Assistants.

#### **4.2 What support will there be for my child's overall wellbeing?**

All pupils including Sixth Form pupils have access to a Tutor, and a Pastoral Leader. Pupils will have access to a safe haven or quieter place for study or unstructured times. They can receive support from their Tutor, School Leader or Pastoral Leader and your child can access their year group area before the day starts, during break and lunch times and at the end of the day.

We have qualified first aiders in the Academy and a School Nurse who offers drop-in sessions. We also have access to counselling services through a referral process and the Thrive project also provide support for pupils' wellbeing, both of these services run drop in sessions during lunch times.

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

#### **4.3 What percentage of the school has SEND needs?**

According to the January Census 2017, 73 of our pupils are on the SEN list.

#### **4.4 How many pupils with statements were in each year group last year?**

Year 7	2016 2017	1
Year 8	2016-2017	4
Year 9	2016-2017	0
Year 10	2016-2017	1
Year 11	2016-2017	3
Year 12	2016-2017	2
Year 13	2016-2017	1

#### **4.5 How accessible is the setting environment?**

The new building at Sarum Academy makes it accessible to all pupils. 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, disabled toilets on each level and a lift which pupils 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 pupils in these areas.

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

Yes we can accommodate any pupil'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 winning catering 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](http://www.catering-academy.co.uk).

At the end of 2014, new legislation (the EU Food Information for Consumers Regulation 1169/2011) will be 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.

#### **4.7 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 each term in respect of PE / games, a revised copy will be issued to you at the beginning of each term. If a pupil is unsure it is always a good

idea to ask their tutor.

All pupils 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 pupils will participate in a range of activities both on-site and off-site and a Teaching Assistant will be there to support. There are also pupil leadership opportunities for all pupils including pupils with SEN. The Academy has a School Council, Peer Mentoring and the Ethos Group and we strongly encourage SEN pupils to be actively involved in these groups.

Extra planning can be arranged with any pupils who may need more detailed information, social stories and possibly photographs.

#### **4.8 How will the Academy keep me informed about issues / problems with my child?**

If there is an SEN concern then the Director of Learning Needs will contact you to discuss this in more detail. The Pastoral Leader tends to be involved in wider school issues and would contact you about specific issues not related to SEN.

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

One annual report and two 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 SEN Support list, there will be three meetings per academic year. During the first meeting we will set outcomes which will be agreed with the Director of Learning Needs, the Parent and the child. These outcomes will help to prepare your child for the next stage of their education. The following two meetings will be to review your child's progress towards their outcomes and to identify how we can support your child further if necessary.

#### **4.10 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](mailto:kate.milford@sarumacademy.org)) 01722 323431. Mrs Milford can re-direct your call to the Subject Teacher or Pastoral Leader if appropriate.

#### **4.11 How will my child's voice be heard?**

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

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

#### **4.12 What are the opening times?**

Registration starts at 8.30am, with the first lesson beginning at 8.40am. The final lesson finishes at 3.00pm. However, you are welcome to remain on the school site once the Academy day has finished and attend enrichment opportunities, including Home Work Club.

**Academy Day 2016/2017**

8.30am	<b>Morning Registration – Preparation for Learning</b>
8.40am	<b>Period 1</b>
9.40am	<b>Period 2</b>
10.40am	Break
11.00am	<b>Period 3</b>
12 noon	<b>Period 4</b>
1.00pm	<b>Lunch</b>
1.35pm	<b>Period 5</b>
2.35pm	<b>Prep</b>
3.00pm	<b>End of core day</b>
3.00pm	<b>Enrichment</b>

**4.13 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 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 pupils with an opportunity to develop their artistic skills further. Each school area has numerous ipads which can be used by the staff during lessons. There are

Mac computers in each of the Year group areas and pupils are able to access these at break and lunch times. The hair salon is used in lessons and there is a mechanics workshop which is also used for key stage five lessons. 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 as well as Geography, History, RE, PSHE, PE, Technology, Music and . As your child approaches Year 9 , they will select their GCSE options but they will still be required to study English, Mathematics, Science, RE, PSHCE and PE.

**4.14 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. Pupils travel to the Academy in variety of ways including, taxi, walking, cycling and public bus.

#### **4.15 Is there a uniform and what is it like?**

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

##### **Academy Uniform List Years 7-11**

**Important note: As September 2017 is a transition year to a new uniform Year 11 pupils are permitted to wear Sarum Academy polo shirts\* and jumpers\*.**

##### **Main Uniform**

- White shirt long or short sleeved
- Plain navy blue blazer with Sarum Academy logo\* - *Blazers and badges\* can be purchased separately. Blazers can be purchased from other retailers other than Skoolkit*
- Academy tie in House Colours\*
- Navy blue trousers (plain fabric – uniform style - not denim, cords or jeans style)
- Navy blue skirt straight or pencil style

##### **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, boots or 'dolly shoes')
- Jewellery must be discrete. 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
- Makeup should be discrete

##### **PE Uniform Summer**

- Sarum Academy short sleeved sports shirt with embroidered logo\*
- Sarum Academy plain navy blue shorts
- Black or navy blue sports leggings (not just normal leggings or tights) for girls.  
*These must be worn with Sarum Academy PE shorts over the top*

### **Winter**

- Sarum Academy long sleeved reversible sports shirt\*
- Sarum Academy navy blue tracksuit trousers with purple stripe\*
- Black or navy blue sports leggings (not just normal leggings or tights) for girls.  
*These must be worn with Sarum Academy PE shorts over the top*
- Navy blue or black long sleeved sports base layer (for extra warmth if required)

### **General PE Uniform**

- Long navy blue socks
- Trainers with soles that do not leave marks (not fashion trainers)

\*These are only available through Sarum Academy uniform official suppliers Skoolkit  
[www.skoolkit.co.uk](http://www.skoolkit.co.uk)

### **Academy Uniform List 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

### **Boys**

- Boys should dress modestly and appropriately.
- Boys 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.
- No sportswear outside practical PE, apart from those on the elite football course who will wear SFC uniform on a daily basis.
- For reasons of health and safety flip-flop style shoes or sandals are not appropriate.

### **Girls**

- Girls should dress modestly and appropriately.
- Skirts, smart trousers or jeans are permitted; this does not include ripped and distressed items.
- Leggings may be worn under skirts, but not 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 SFC 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.

#### **4.16 What do they do about bullying? How is bullying dealt with?**

Bullying is treated extremely seriously and is dealt with by your Pastoral Leader. Parents will be informed. Please see the Anti-bullying on the Sarum Academy website.

#### **4.17 Could I meet pupils who go to the Academy and speak to them about what the Academy is really like?**

We always enjoy meeting pupils 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 pupils as part of a tour

#### **4.18 What do the Parents with children at Sarum Academy think?**

“I cannot fault anything at the Academy....C has bloomed this academic year.”

S “has come a longer way here [at Sarum Academy] than at other schools”.

“He’s doing things this year that I’d never dreamt of him last year.”

‘I would like to thank you for all the support you have given us over the year’

#### **4.19 What does the Local Authority say about out 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 pupil’s progress
- Its close liaison with alternative providers
- The detailed knowledge staff have and the quality of their relationships with both vulnerable pupils and those with challenging behaviour.