



SEND Information Report 2026 - 27

THIS INFORMATION REPORT SHOULD BE READ ALONGSIDE OUR SEND
POLICY, WHICH CAN BE FOUND HERE:

[HTTPS://WAYCROFTACADEMY.CLE.F.UK/POLICY/SEND-POLICY/](https://waycroftacademy.cle.f.uk/policy/send-policy/)



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Contacts

If you have any concerns regarding your child, please contact their class teacher in the first instance.

The school SENCO is Mrs Freya Winsley, who can be contacted through the school office on 0117 377 2198 or via email at info@wca.clf.uk

Mrs Winsley is a qualified teacher who has taught in Early Years, KS1 and KS2.

The role of the SENCO is to make sure that children and young people with special educational needs and/or disabilities (SEND) get the right support in a school or early-years setting through supporting the children, families and staff.

Mrs Winsley works closely with Mrs Naomi Trickey, who is the [Family Support Worker](#).

**Mrs Winsley
SENCO**



**Mrs Trickey Family
Support Worker**





What is SEND?

SEND stands for Special Educational Needs and Disabilities.

It is a term used to describe children and young people who need extra or different support to help them learn, access education or take part fully in school life.

There are four areas of needs:

Communication and Interaction Difficulties with understanding or using language and social communication. Speech and language difficulties Autism spectrum condition (ASC) Difficulty understanding social rules or conversations	Cognition and Learning Difficulties with learning, thinking, or processing information. Moderate, severe, or profound learning difficulties Specific learning difficulties (e.g. dyslexia, dyscalculia, dyspraxia) Problems with memory, attention, or organisation
Social, Emotional and Mental Health (SEMH) Difficulties with managing emotions, behaviour, or relationships. Anxiety or depression ADHD Challenging or withdrawn behaviour Difficulty forming or maintaining relationships	Sensory and/or Physical Needs Difficulties related to physical or sensory impairments. Visual impairment Hearing impairment Physical disability Sensory processing difficulties Medical conditions affecting access to learning



Identifying needs at Waycroft

The SEND Code of Practice 2014 guidance states, 'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'.

[The four broad areas](#) give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action school needs to take, **not** to fit a pupil into a category.

In our Academy, we identify the needs of pupils by considering the needs of the whole child, which will include other aspects, not just the special educational needs of the child or young person. Other factors may impact on progress and attainment such as the following:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman.

In the 2014 guidance, identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child's behaviour should be described as an underlying response to a specific or range of needs. In school, we will be able to recognise and identify this clearly as we will know the child well.



Support available

We provide a wide range of support for children with SEND, tailored to each child's needs and strengths. Support is planned using the graduated approach (Assess, Plan, Do, Review) to ensure every child gets the support they need to enjoy school and do their best.

Classroom support: adapted resources and teaching, visual supports, timetables, flexible seating, mixed ability pairs, adapted questioning, focus groups.

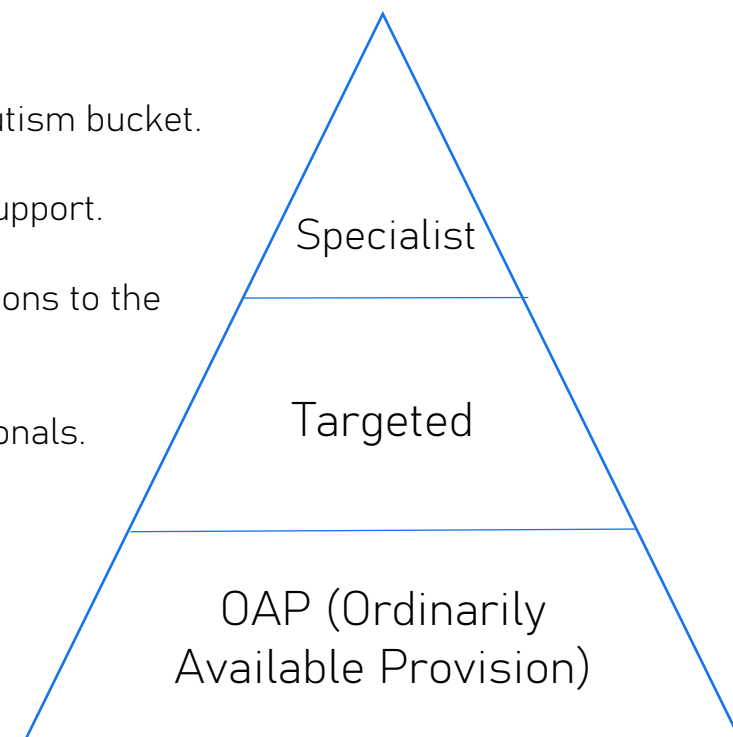
Interventions: Small group or 1:1, Speech and Language, sensory circuits, SEMH interventions, Autism bucket.

Pastoral support: Key adult, nurture groups, safe spaces, sensory/movement breaks, friendship support.

Reasonable adjustments: Extra time, adjustments to uniform, assistive technology, physical adaptations to the environment, adjusted start/finish times.

Mrs Winsley oversees this support and works closely with teachers, parents and outside professionals. Progress is reviewed regularly, and parents are involved in decisions.

If a child needs a higher level of support, the school may request an [Education, Health and Care Plan \(EHCP\)](#) to make sure the right help is provided by law.





How we monitor progress

At Waycroft, we carefully monitor the progress of children with SEND to make sure the support they receive is helping them succeed.

Teachers regularly check how your child is doing in lessons and track progress in learning, communication, behaviour and emotional wellbeing. The school uses a step-by-step approach called [Assess, Plan, Do, Review](#) where your child's needs are identified, support is put in place and progress is reviewed regularly.

The SENCo works with teachers to review your child's progress and adjust support if needed. This may include observations, assessments and feedback from support staff or outside professionals.

As a school, we work alongside parents to monitor progress through meetings, reviews, and reports; and your views are valued. We believe a collective approach is the best approach. If progress is slower than expected, the school will discuss next steps with you, which may include changing support or involving specialist services.

At Waycroft, children will either have a Learning Passport, a Personal Support plan or an EHCP if they are on the SEND register. This document is reviewed fortnightly by adults in the classroom to monitor progress. You will [meet with your child's class teacher](#) at least 3 times a year to discuss these targets.



Involving families and children

At Waycroft, we involve parents/carers and children with SEND by working in partnership and keeping communication open and clear.

Parents/carers are included in meetings, reviews and decisions about support, and their views are listened to and valued. Children are encouraged to share their own thoughts, feelings and goals in a way that suits their age and needs. By involving both parents/carers and children, we ensure that support is personalised, understood and focused on helping each child feel confident and successful at school.

You will be invited to a Parents Evening twice a year. In addition to this, as a parent/carer of a child on the SEN register, you will also have three meetings a year with your child's class teacher to discuss their targets, provision and progress.

When updating any plans or passports, we ensure we seek parent/carer views as well as the views of the child.



Training of staff

At Waycroft, we train staff to support children with SEND through a mix of ongoing professional development, shared expertise, and practical guidance.

Staff receive regular training led by the Mrs Winsley, senior leaders or external specialists on areas such as Autism, speech and language needs, behaviour support and inclusive teaching strategies. Teachers and teaching assistants are given clear guidance on how to adapt lessons, use support plans, and make reasonable adjustments in the classroom.

Mrs Winsley also provides day-to-day support, modelling strategies, offering advice and sharing resources. Some staff may attend specialist courses or workshops, and training is often updated in response to pupils' changing needs.

By keeping training continuous and relevant, we ensure staff feel confident, skilled and able to meet the needs of all children, including those with SEND.

Recent training for staff has involved; trauma informed training, Team Teach, Attention Autism and Dingley's Promise. Waycroft has also linked with Bristol Parent Carers to be a part of the [PINs project](#).



External services

At Waycroft, we can refer to a range of external agencies to support pupils' learning, wellbeing and additional needs. These agencies provide specialist advice, assessment and intervention when needs cannot be met by school support alone. Mrs Winsley and/or your child's class teacher will discuss with you if they feel your child would benefit from a referral to one of these agencies.

EP (Educational Psychologist) supports learning, behaviour, emotional wellbeing, and assessments for SEND and EHCPs.	SaLT (Speech and Language Therapist) supports speech, language, and communication needs.	OT (Occupational Therapist) helps with fine and gross motor skills, sensory processing, and daily living skills.
Physiotherapist supports pupils with physical needs or mobility difficulties.	CAMHS (Child and Adolescent Mental Health Services) and PMHS (Primary Mental Health) supports mental health and emotional wellbeing.	School Nurse supports medical needs, health care plans, and wellbeing.
Sensory Support Service specialist support for pupils with hearing or visual impairments.	Referrals for Autism/ADHD traits provide advice and assessment for children with Autistic and ADHD traits.	Social Care/Children's services supports safeguarding, family support, and care needs.



Inclusion

At Waycroft, we value every child and ensure that all pupils, including those with SEND, feel welcome, supported, and able to succeed. We adapt teaching, the curriculum and the environment so that learning is accessible to everyone. We provide appropriate support, make reasonable adjustments and promote positive relationships, respect and belonging. By working closely with families and professionals we help every child participate fully in school life and reach their potential.

Waycroft Academy, part of the Cabot Learning Federation (CLF), recognises, and celebrates diversity, including that which exists within our student and staff populations and the communities we serve. We are committed to advancing equal opportunities for all and eliminating discrimination on any basis, including disability, ethnicity, sex, gender reassignment, age (except pupils), marriage and civil partnership, pregnancy and maternity, sexual orientation, and religion or belief (defined as Protected Characteristics) so that equality, diversity and inclusion (EDI) underpin all we do. We have a commitment to the Equalities Act.

You can find more information through our Equality Information on our website: <https://waycroftacademy.clf.uk/policy/equality-diversity-and-inclusion-statement/>



Wellbeing

At Waycroft we recognise the importance of emotional wellbeing. We understand that the wellbeing of our children is affected by the wellbeing of the adults they interact with, therefore it is essential that we help protect and promote the emotional health and wellbeing of each and every member of our school community.

The Family Support Worker is Mrs Noami Trickey, who can be contacted through the school office on 0117 377 2198 or via email at info@wca.clf.uk

Mrs Trickey is available Monday – Thursday to support children and families. She runs a number of interventions each week including Hamish and Milo and Drawing and Talking therapies. She also links with our local School Nurse to hold drop-in sessions on site.





Transition support

At Waycroft, we understand that some of our children and young people may find transition to new year groups and schools difficult. We begin by planning early, working closely with families and other professionals, and putting tailored support in place to reduce anxiety and ensure continuity of provision.

Our SENCO and/or class teachers share clear and up-to-date information about the pupil's needs, strengths, and successful strategies with the receiving class teacher or secondary school. This may involve transition records, SEND support plans or EHCP documentation. The school can also arrange transition meetings involving parents, the SENCO, teachers and external professionals where appropriate.

For some pupils, we may organise additional visits, phased transitions or visual supports such as photo books, maps, and timetables to help pupils become familiar with new routines, environments, and staff.

Emotional support is equally vital. We provide opportunities to talk about worries, use social stories, and offer pastoral or key, trusted adult support.

Each year, class teachers and the SENCO create transition booklets for children to use over the summer holidays as a visual support for their transition. These can be found on our website: <https://waycroftacademy.clf.uk/content/key-information/send/>

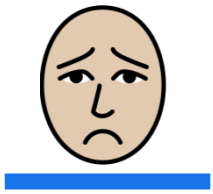


Accessibility arrangements

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

All pupils have access to school trips and visits around the local area, where necessary reasonable adjustments will be made. Visits are chosen that are accessible to all. Year 2, 4 and 6 pupils take part in a residential visit and all pupils are encouraged to attend. Parents are invited to discuss individual needs and access requirements with a member of staff.

You can find more information regarding accessibility via our Accessibility Plan on our website: <https://waycroftacademy.clf.uk/policy/accessibility-plan/>
There is also further information in point 16 of our SEN policy <https://waycroftacademy.clf.uk/policy/send-policy/>



Complaints

Waycroft Academy is committed to listening to you and working with you to resolve any concerns or complaints you may have about the academy.

In the first instance, please talk to your child's teacher/tutor if you have any concerns. They will be able to make sure they understand your concern in order to resolve it informally as soon as possible to avoid the need for you to make a formal complaint.

However, if the matter has not been resolved you may raise it formally. To make a complaint please put this in writing. If you would like help to do this, please talk to your academy reception staff, or administration team who will make arrangements for someone to get in touch with you to give you any help you need to create a written summary of your concerns.

Waycroft Academy will then review and/or investigate your complaint and this will include talking to you about it in further detail to find out what you would like to happen in order to resolve it.

You will receive a letter detailing the decision and what you should do if you are still not happy with it. If you need help reading the letter, or any communication from the academy, please speak to a member of the reception staff.

Our complaints policy can be found on the website: <https://waycroftacademy.clf.uk/policy/complaints-policy/>



The Local Offer

Bristol's SEND Local Offer website is a single place of information about services and support for children and young people from birth to 25 years old who have Special Educational Needs or Disabilities (SEND), and for their families and carers.

All councils must publish a Local Offer. They must tell you what support is available for families of children and young people with special educational needs or disabilities (SEND).

<https://www.bristol.gov.uk/bristol-local-offer>



Bristol Parent Carers

Bristol Parent Carers are a non-profit organisation based in Bristol, consisting of volunteer parent carers of children with special educational needs and disabilities (SEND). As a pan-disability charity, they provide information and support to all families, regardless of a child's type of need or diagnosis status.

Bristol Parent Carers work with local SEND services to ensure that the support and services they offer suits the needs of families. By working together they can help ensure families, children and young people get the right support, at the right time, and in the right way. They aim to empower families by keeping them informed of the full range of local support options available to them, so they can access the resources they need.

As parent carers themselves, they understand the importance of having a voice. That's why they are dedicated to listening to families and ensuring their thoughts and experiences are taken into consideration. By sharing your experiences with them, you have the opportunity to help shape services that truly meet the needs of families just like yours.

<https://www.bristolparentcarers.org.uk/>

PINS

Our school has been selected to take part in the Partnership for Inclusion and Neurodiversity Project (PINs) – a nationally funded project designed to help schools better support neurodivergent pupils. As part of this project, schools can access tailored support, including expert-led training and resources aimed at improving how we meet the needs of our neurodivergent children.



SEND and you

Bristol's independent SEND Information, Advice and Support Service (SENDIASS) is provided by SEND and You (SAY). For more information:

visit SAY's website

Go to <https://www.sendandyou.org.uk/> (opens new window)

call SAY on 0117 989 7725

email support@sendandyou.org.uk



First Response

Early help

If you're concerned about a child's safety or wellbeing, you can:

- make a referral to First Response
- phone First Response on 0117 903 6444

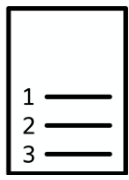


Flora

If you need information or advice about early support for your child's additional needs, contact
FLORA on:

0117 352 6020

flora@bristol.gov.uk



EHCPs

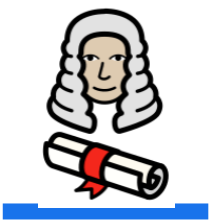
Education, Health and Care Plans (EHCPs)

Some children have a significant, long-term need that cannot be met by the support normally available in school and despite SEND support and interventions, the child is still not making progress. An EHCP is requested when a child needs more help than a school can provide on its own, and that help needs to be guaranteed by law.

If this is the case, your child's teacher and/or Mrs Winsley will meet with you about applying for an EHCNA (Education Health Care Needs Assessment).

This can be a long and taxing process; and at Waycroft, we aim to support you and your child during this time.

If you have a question about how to ask for an [EHC plan](#), you can discuss this with your child's teacher or Mrs Winsley, or phone the Local Authority on 0117 922 3700.



Legislation links

[Children and Families Act 2014](#)

This is the main law underpinning SEND provision. It introduced Education, Health and Care Plans (EHCPs) for children and young people aged 0–25 and strengthened the rights of children, young people, and parents.

[SEND Code of Practice \(2015\)](#)

Statutory guidance that explains how the law should be applied in practice. Schools, local authorities, and health services must have regard to it. It sets out:

The graduated approach: Assess, Plan, Do, Review

The four areas of SEND

Roles and responsibilities (including the SENCo)

[Equality Act 2010](#)

Protects pupils with disabilities from discrimination. Schools must make reasonable adjustments so disabled pupils are not disadvantaged and must not treat them less favourably.

[Education Act 1996](#)

Places a duty on schools to meet pupils' special educational needs and on local authorities to provide suitable education.



AI complaints

Guidance on using AI

When you bring a complaint to us, we need to understand your personal experience and how the issues have affected you. Simple, clear language that explains what happened will always be more helpful than complicated, formal writing.

Here are some suggestions to get the best results from AI tools when writing your complaint:

Keep your AI prompts focused on your experience and how it impacted on you. Consider using the following prompt: "Rewrite the text below as a clear, polite complaint. Use only the information I have provided. Do not add or invent new facts. Be concise and professional, but not too formal. Include a closing paragraph suggesting how I would like the complaint to be resolved."

Do not ask AI to add legal arguments, use formal legal language or reference laws to try and make your complaint sound more 'official'. AI will often add irrelevant or incorrect legal information, making the resolution of your complaint more difficult.

It is important to check any AI-generated text to make sure it reflects your own personal experience and contains accurate information.