Wicklea Academy
October 2026

Parents/Carers Questions and Answers regarding SEND Provision

Welcome to our SEND Information Report which is part of the school's commitment to the Bristol Local Offer for all children and young people with Special Educational Needs and Disabilities (SEND). Wicklea Academy works hard to ensure that the school is as inclusive as possible, meeting the needs of all pupils in a mainstream setting wherever possible using the SEND Code of Practice and the Bristol Ordinarily Available Provision documents as our guiding principles.

We hope that this report will help you to understand how we support pupils with special educational needs and disabilities and the key part that parental involvement has within this process.

As part of the wider CLF Trust, we endeavour to ensure that our provision for pupils engages them in all activities as well as providing support that is 'additional to and different from' that provided within the ordinarily adapted curriculum; to better respond to the four broad 'areas of need' as set out in the SEND Code of Practice.

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs.

1. How does the education setting know if children need extra help and what should I do if I think my child may have a special educational need/ disability (SEND)?
Wicklea Academy uses a range of indicators to help identify children with special educational needs/ disability. The Children and Families Act (2014) states that: *'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in*

learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

As a result of this, Wicklea uses:

- Daily assessment for learning through questioning, observing and marking.
- Discussions with staff, the child (where appropriate), parents/carers and external agency support.
- Deciding whether the child is at risk of not meeting age related expectations through regular and rigorous data collection.
- Early identification through the use of cause for concern forms as well as careful observation and monitoring by the class teacher.
- Teacher's use the Graduated Approach to escalate any concerns they have regarding individual children to the Special Educational Needs Co-ordinator- Mrs Lucas.

On starting at Wicklea Academy we will talk with parents and carers about their child in order to plan effectively to meet their needs. As parents are the first educators of their child their knowledge is essential. Wicklea Academy liaise thoroughly with any previous setting so that we can use the information already gained to plan effective transition and ongoing support.

The progress of all pupils is assessed and monitored regularly so that when a pupil is not making expected progress, the need for additional support can quickly be identified. School will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having impact.

We take great care to establish whether progress is affected because a pupil has attendance issues, has English as an additional language (EAL) or a hearing or visual difficulty.

We also work with specialist services who provide further expertise in finding out the type and range of a pupil's needs.

If you are concerned about your child having a SEND, contact your child's class teacher or Mrs Lucas via the school office to share your concerns.

2. How will the setting support my child?

Wicklea Academy will support your child using their best endeavors and according to the child's individual needs. This could be through personalised targets, intervention programmes, emotional support, additional adult support, adaptations to the daily routines, acting on advice from external agencies or making the curriculum and setting more accessible.

All of our staff are experienced, reflective practitioners who are open to advice and are keen to develop their practice in order to ensure the best possible provision for all of our children including those with SEND.

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need which could include closing gaps in their learning or providing additional support and intervention.
- Informing the school's SENDCo and other members of staff working with your child about the support in place so that there is a shared understanding and commitment to achieving the best possible progress and outcomes.
- Writing individual support plans/learning passports and sharing these with parents at least three times a year. Valuing the contribution and views shared by parents and involving them in planning future provision and support.
- To plan and resource learning opportunities that remove barriers, identifying a clear set of outcomes that include stretch and developmental targets that take into account the child's and parents' aspirations.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo is responsible for:

- Overseeing the day-to-day operation and effective implementation of the school's SEND Policy.
- Coordinating all the provision for children with SEND to ensure all children get a consistent, high-quality response to meeting their needs in school.
- Providing professional guidance to colleagues so they can help children with SEND achieve the best possible outcomes.

- Liaising with all other people who may be providing support and guidance with your child's learning such as, Speech and Language Therapy, Educational Psychology, Occupational Therapy, Primary Mental Health Specialists, Bristol Autism Team etc.
- Updating the school's SEND register, reviewing and monitoring record keeping, sharing key information with the school's Academy Councillors and seniorleadership team.
- Organising, delivering and resourcing staff training.
- Advising on the deployment of the school's delegated budget and other resources to meet pupil needs effectively.
- Talking to parents and pupils to ensure that the provision and support in place for all SEND children is effective and builds positive relationships between all those involved.
- Managing the effective transition for pupils with SEND coming into and out of the school.
- Attending Local Authority Briefings and Cluster meetings with other SENDCo's to keep up to date with any legislative changes in SEND.

The SEND Academy Councillor is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- To support and challenge the Principal and SENDCo with regards to SEND within the school.

3. How will the curriculum be matched to my child's needs?

At Wicklea Academy all lessons are planned to consider the needs of all children within the classroom. Where needed,we provide scaffolded work or personalised planning to enable your child to succeed and progress in their learning.

If a child is identified as having a SEND need, we will provide support that is 'additional to and different from' that already in place to overcome barriers to their learning, adopting the graduated approach of Assess, Plan, Do, Review.

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and any assessments or observations that have taken place.

Plan – this stage identifies the barriers for learning, intended outcomes and details additional support that will be provided to help overcome the

barriers. Decisions will be recorded on the child's Learning Support Plan and will be used for continual monitoring and review purposes.
Do – providing the support, extra assistance for learning – as set out in the plan and agreed with the child, parent and school.
Review – measuring impact of support provided and consideration as to whether changes to that support need to be made. All of those involved – child, parent/carer, teacher, SENDCo and external agencies contribute to this review. This stage then informs the next cycle of support and provision.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet their child's class teacher to review short-term targets and to discuss the progress their child has made each long term (3 times a year). The SENDCo can also be invited to these meetings by either the class teacher or the parents if they feel their knowledge and expertise would be useful. Parents are also encouraged to share any concerns or questions as they arise with the class teacher or SENDCo rather than waiting for a scheduled meeting if they wish.

Meetings may also be held at different times throughout the year if an external agency has been involved and a report needs to be shared, the family wish to apply for an Education, Health, Care Plan (EHCP) or an Annual Review takes place.

- Your child's progress and attainment will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked by the Principal and SENDCo at least four times a year. Through parent meetings and end of year reports, teachers will make clear the attainment achieved against age related expectations and the level of progress made.
- Pupils with a SEND Learning Support Plan will have more detailed targets which may also include recommendations from external agencies. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education, health and care needs.
- Regular book scrutiny and lesson observations will be carried out by the SENDCo and other members of the Senior Leadership Team to

ensure that the needs of all children are met and that the quality of teaching and learning is high.

5. What support will there be for my child's overall wellbeing

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find it difficult we may also offer:

- Social awareness games and activities
- Lunchtime or play time support from an adult or peer group
- Lego play sessions
- Access external agencies and professionals to gain greater advice and guidance.
- Provide training for staff to facilitate further interventions
- Pastoral interventions such as Hamish and Milo, Drawing and Talking or Play Therapy.
- Support from the school's Family Link Worker – Mrs A

6. What specialist services and expertise are available at or accessed by the educational setting?

Once the school has identified the needs of SEND pupils, the SENDCo and Principal decide what resources/training and support is needed.

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- English and Maths small group support delivered by teachers and teaching assistants.
- Specific interventions such as Unlocking Letters and Sounds, Number Stacks and support from our trained MeLSAs.
- ICT support
- Precision Teaching – a targeted 1:1 intervention to support closing gaps in literacy and maths.
- Target readers – those children that are listened to by an adult more frequently
- Pre and post teaching opportunities to prepare a child for new learning or consolidate and embed previous learning.
- Family Link Worker – supporting pupils with mental health concerns through a variety of interventions including Hamish and Milo, Drawing and Talking therapy and ELSA.

Wicklea Academy has a strong, collaborative relationship with many outside agencies. Where needed, Wicklea will make referrals to:

- NHS Occupational Therapists
- NHS Physiotherapists
- NHS Speech and Language Therapists
- Bristol Autism Team
- Educational Psychology team
- School Nurse
- Community Paediatricians
- Sensory Support Service
- Primary Mental Health Specialists
- Bristol Hospital Education
- Alternative Learning Provision such as Lansdown Academy
- Play Therapists

7. What training have the staff supporting children with SEN and disabilities had?

Mrs Lucas (SENDCo) has completed The National Award for SENDCO's at Bath Spa University. Staff are trained to meet the specific needs of the children they are working with. Our school staff undertake regular training in the area of SEND at least 6 times a year as part of staff meetings but this is also supplemented with additional training as part of INSET days and when specific needs are identified. Training is tailored to meet the needs of individuals, groups of children or cohort needs. This helps to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.

The SENDCo regularly attends SENDCo network meetings, works collaboratively with the other SENDCo's across the CLF Trust and annually attends the SENDCo Conference delivered by Bristol City Council SEND Team.

Wicklea Academy is committed to ensuring that staff have the training needed to support children with SEND effectively. Collectively we have staff trained in:

- ASD
- ADHD
- Sensory Processing Difficulties
- Attachment
- Trauma Informed Practice
- Contextual Safeguarding
- Epilepsy
- Diabetes
- Precision Teaching
- Dyslexia
- Bereavement
- The effective use of Social Stories
- Speech and Language support including Colour Coded Sentences and LegoPlay
- Reading and phonics programmes including Unlocking Letters and Sounds
- Positive handling and de-escalation strategies
- Cerebral Palsy
- Safeguarding and Child Protection
- Sensory circuits and movement breaks
- The 5 Point Scale

8. How will my child be included in activities outside the classroom including school trips?

At Wicklea Academy we believe all learners are entitled to the same access to extra-curricular activities and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity.

We encourage the use of specialist equipment to improve independence and provide adult assistance where required. All day trips are completely accessible to everyone and have been chosen with this in mind. Sometimes during residential trips alternative activities are provided or shorter stays to

meet the needs of the children. Transport for trips for wheelchair users is arranged on an individual basis.

9. How accessible is the education setting?

Our school building is completely accessible with appropriate toilet facilities and a lift to reach the first floor. There is accessible parking and an evac-chair is available in case of fire. We regularly review the access to our setting to ensure that it is as accessible as it can be.

Wicklea Academy has an up-to-date accessibility plan which is considered each year and whenever there is building work. Any necessary amendments are made and approved by the Principal and shared with the Academy Council.

10. How will the education setting prepare and support my child to join the setting, transfer to a new setting?

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these run as smoothly as possible.

Wicklea Academy staff attend all transition meetings when a child needs to change educational setting. Usually this will be the SENDCo but sometimes the class teacher or a known teaching assistant is more appropriate. We encourage additional visits, transition books, observations and multi-agency communications. Parental involvement in this process is incredibly useful, therefore we are happy to liaise more frequently at this time.

11. How are the education setting's resources allocated and matched to children's special educational needs?

Wicklea Academy's resources are allocated each year, very careful consideration is made about the needs of each child and provision that would be best placed to be delivered as a year group, class, small group or individually. Due to the overview the SENDCo has of all of the children across the school, our interventions are well matched to meet all of the children's

needs. Allocated resources are evaluated continuously for impact and changes are made when needed.

12. How is the decision made about what type and how much support my child will receive?

As above and where children have more complex needs, external agency advice is sought and acted upon. Every term the school SENDCo meets with the Principal to discuss provision in place for SEND children across the whole school and evidence presented for the choices that have been made. This is also reflected in the regular monitoring of assessment data to check that impact of interventions is being made. Our SEND Academy Councillor may also review and/or challenge the level of support an individual or group of learners may receive at their termly meetings with the SENDCo.

13. How are parents involved in the education setting? How can I be involved?

At Wicklea Academy, we value the importance of building positive relationships with parents and families within our school community. Where a pupil is identified as having a SEND, parents are encouraged and welcomed to be part of the assessment and review process. Parents are also encouraged to liaise with teachers and teaching assistants as much as they feel is necessary to ensure high quality support for their child.

The SENDCo and Family Link Worker arrange regular coffee mornings, we want parents to feel a part of the school community, providing an informal opportunity to ask questions and speak to key adults. The school also host class workalongs and parent information sessions about key eventssuch as transition and camps.

14. Who can I contact for further information?

Mrs Lucas is our SENDCo and can be contacted through the school office on 0117 903 0480.