

SEND Information Report 2025-2026

Name of Academy:	Winterstoke Hundred Academy
Name of SENCO:	Dr Georgie Ford
Contact details of SENCO	Tel: 01934 313290 Email: Georgie.ford@clf.uk

The types of SEND supported

Winterstoke Hundred Academy is a mainstream 11-18 academy in Weston-Super-Mare. All students are valued as individuals, and we provide a happy and safe environment to maximise students' abilities, ambitions and academic potential.

Our Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction (C & I), for example, Autistic Spectrum Condition, Speech and Language difficulties
- Cognition and learning (C & L), for example, Moderate learning difficulties, Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties (SEMH) , for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, Visual Impairments, Hearing Impairments, processing difficulties, medical conditions

As noted in the SEND code of practice, teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our universal provision for students with additional needs. This will be adapted according to need and our aim is to develop the independence and resilience of all learners including those with additional needs.

Identifying students with SEND and assessing their needs

We identify students with SEND through:

- Information from partner primary schools, the local authority and/or parents/carers upon transition to the school.
- A diagnostic screener identifying a special educational need i.e. NGRT, dyslexia screening, EXACT profiling and WEBWMS (SEMH).
- Discussion(s) with a parent or carer.
- Assessment reports from outside agencies including Occupational Therapist, Educational Psychologist, Speech and Language or Paediatricians.
- Discussion(s) with students themselves.
- Identification through tracking student attainment and progress; and the graduated approach including all members of the academy community. Teachers at WHA are trained in the Assess, Plan, Do, Review cycle.
- Internal inclusion meetings with key team members in school.
- Parent and pupil voice.

How does the school make provision for SEND students (with or without an ECHP)?

Provision is planned according to individual needs and can include:

- Consultation and discussion with other staff at Student Support Meetings or through staff feedback reports requested prior to meetings/as part of an assessment.
- Meetings with parents/carers, the student and other professionals as appropriate.
- Establishing a SEND Student Passport as a method of communication.
- Reviewing the impact of provision in meeting with parents/carers, the student and those involved in delivering the support.
- Provision is delivered by:
 - All class teachers who offer 'quality first teaching' via planning for learning.
 - The SENCO.
 - The Student Support Team which is made up of teaching assistants, higher-level teaching assistants and a learning mentor.
 - School-funded external professionals including Educational Psychologist and Advisory Teachers.
- Curriculum provision may be adapted for students with SEND, as a result of consultation with parents/carers and other professionals. This could include:
 - Adapted resources, supported through Quality First Teaching

- Modified curriculum e.g. withdrawal from some subjects to focus on additional SEN support (e.g. Additional literacy and numeracy)
- Additional literacy and phonics intervention where required.

What additional support for learning is available to students with SEND?

The Learning Support Team provide in-class support and are trained to deliver interventions such as:

- Literacy Interventions (Lexia, That Reading Thing)
- Numeracy Interventions (Teacher led)
- Social and Emotional Learning/Enrichment activities including Library Club.
- Handwriting and touch-typing
- Assistive technology and exams access arrangements
- Low arousal mornings with support in breakfast club (7.50-8.20am)
- Reflective space available for identified students.
- Social thinking skills/Life Skills (Talkabout, Autistic & OK)
- ELSA (Emotional Literacy Support Assistant)
- Bristol Bears programme (Bright Sparks and Bear in Mind)
- Learning Mentor (usually one term)
- Key adult check ins

Intervention will be in groups or 1:1 depending on the intervention and needs of the student. Some students and classes may have access to additional adult support to support learning and access to the curriculum.

What support is available for improving the emotional and social development of pupils with SEND?

We provide support for students to improve their emotional and social development in the following ways:

- Students are encouraged to meet with their key worker and share concerns they may have.
- Students with SEND are also encouraged to be part of Duke of Edinburgh and after school clubs to promote teamwork/building friendships etc.
- Students can self-refer to Off the Record – part of our Local Offer if they require support.
- Inclusion and difference are celebrated through specific assemblies and dedicated PSHE sessions, as well as raising awareness through national awareness events. The AAP / SENDCO is the Mental Health Lead.
- WHA is currently accessing support from the Mental Health Support Team, through the work of Education Mental Health Practitioners.
- WHA have access to a school counsellor and school nurse; referrals are made by SENCO/SEND Team/DSL and HOY's; the referral will then be directed to the appropriate person. Students can also refer to the school nurse.

Who will be co-ordinating the support for my child at school?

The SENCO oversees the support of SEND students, working alongside the Year Leaders, Key Workers and co-ordinators who monitor and co-ordinate on a day- to-day basis and can be contacted by parents/carers with any questions or concerns.

Consulting and involving students and parents/carers

Parents/carers are consulted through review meetings to discuss their child's educational progress and planned provision. These meetings will establish targets and be part of an ongoing process of evaluation and review of students' progress towards those targets. WHA will also hold parental engagement forums once per term to collaborate and engage with parents. Parents will be notified by letter from the school about dates of these each academic year via classcharts.

Parents should not hesitate to get in contact with us at the school or particularly in the SEN department if they have any concerns or questions. We will always aim to respond as quickly as possible. We also advise parents to make the most of any opportunity to engage with staff at the school, for example at school Parents' Evenings.

WHA benefits from external support from a range of agencies, including:

- Educational Psychologists through the Cabot Learning Federation
- Child and Adolescent Mental Health Services (CAMHS)
- Health agencies such as Community Paediatrics.

How will SEND students be consulted about, and involved in, their education?

Students will also be consulted through review meetings (with their parents/carers) to discuss their progress and provision.

High need SEND students will have a Pupil Passport which they will write with their Key Worker or parent/carer outlining their needs and the support teachers/other staff can give them.

They will meet their Key Worker regularly as part of an ongoing consultation and review of their progress and provision.

SEND students will also be invited to provide their unique voice through termly questionnaires.

What are the arrangements made by the governing body relating to the treatment of complaints from parents of SEND students concerning the provision made at the school?

Complaints about SEND provision in our school should be made initially to the person responsible. For example, the class teacher, tutor, or SENDCO in the first instance.

If you are not satisfied that your concerns have been addressed informally, please refer to the Complaints Policy on the school website

How does the Academy Council involve other bodies, including health and social services, local authority support agencies and voluntary organisations, in (a) meeting the needs of SEND students, and (b) supporting the families of such students?

Referral and involvement of other bodies will be agreed through parent/carer meetings with the school based on identified needs of both students and their families. This support will be integrated as part of a SEND Support Plan or Pastoral Support Plan.

Where appropriate, the Child Protection Designated Safeguarding Lead can work with families to access this provision.

Please provide contact details of all support services for the parents of SEND students?

Additional Information There are also websites that offer support which are run by national charities. Examples are:

The British Dyslexia Association.- <http://www.bdadyslexia.org.uk/>

- The National Autistic Society- <http://www.autism.org.uk/>
- The Dyspraxia Foundation- <http://www.dyspraxiafoundation.org.uk/>
- The ADHD Foundation- <http://www.adhdfoundation.org.uk/>
- The Social Communication Trust <http://www.thecommunicationtrust.org.uk/>
- Anna Freud National Centre for Children and Families leading mental health charity. <https://www.annafreud.org/>

What are the school's arrangements for supporting SEND students in transferring between phases of education or in preparing for adulthood and independent living?

Moving Schools: Year 6 to 7

Students with Education, Health and Care Plans will already be known to the academy as the Local Authority will have consulted the academy about the placement.

In addition to the Academy's transition programme for all students, the SENDCo is in contact with each primary school to ensure that all transition needs are met. Any vulnerable learners will be offered an enhanced transition package, which will include visits to their Primary setting, additional visits to WHA, additional induction mornings or afternoons, and priority on the Academy's Summer School. Learning Support have a special transition booklet for students and parent and carers. We recognise that there are children who find yearly transition tricky. We recognise that parental involvement is important, and we encourage input at any point in this process.

Moving into Key Stage 4 (Years 10 and 11)

WHA has a 2-year KS4 teaching curriculum.

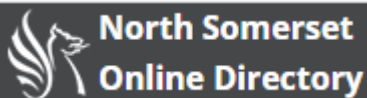
Parents in Year 9 are invited to an options evening to discuss curriculum choices for Years 10 and 11. For students with SEND, the SENDCo will be available for additional guidance.

Moving to Post-16 Education

Throughout Years 7-11 students take part in a PSHE programme which include personal, social and health education as well as careers education. Students have access to any career events and fairs held within the academy or externally. All students are supported to attend these events. Some students with a high level of special educational need may benefit from a more personalised approach to preparing them for adulthood and benefit from an individualised programme of life skills.

In preparation for Post-16 transition, each student meets with the Academy's Careers Advisor, Nigel Halliday (nigel.halliday@clf.uk) to plan out their options. These meetings can be supported by key workers and /or parents. For students with EHCPs, the SENDCo and Learning Support Team work closely with the Local Authority Team, Post-16 providers and parents to plan out the young person's transition to another setting. Visits to post-16 provisions will be organised and are supported if necessary. The Academy staff will meet with the student, parents and the next provision to carefully plan the young person's transition. The Academy will also offer ongoing advice and guidance following the transition process.

Where is the local authority's local offer published?



<https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0>

Date of report:	Sept 2025	Date of Review:	23/09/2026
------------------------	-----------	------------------------	------------