

Special Educational Needs (SEND) Information Report 2025-26

Key Information

Principal: Homeira Zakary
SENDCo: Richard Stevenson
Assistant SENDCo: Kayleigh Taylor
SEND Governor: Laura Yates
Link to Local Offer: [SEND Local Offer – Warwickshire County Council](#)

Inclusion at United Learning

At United Learning, we are ambitious for all pupils. To achieve this ambition, we are committed to developing inclusive practices that ensure every child receives the support they need. It is driven by three trust-wide frameworks: high quality inclusive teaching; inclusion-led leadership at all levels; inclusive community approaches. By embedding inclusive practice across every layer of school life, we ensure that all children regardless of need are supported to succeed, feel a sense of belonging, and thrive in every aspect of their education.

Working with Families

We understand what a huge decision it is to choose a school which will enable your child to thrive. We strive to make sure that our families feel included and supported in all decisions made about their child.

This policy has been created alongside our Parent SEND champions.

Parent voice is important to us at George Eliot and we take this regularly. To support our families in decision making and to find out more about what our school offers, we have Parent Champions who you can reach out to via email to arrange an informal chat.

Parent Champions

Mr Ian Wheeler and Mrs Becky Wheeler (parent of a Year 11 SEND pupil)- beck.s.wheeler@gmail.com
Mrs Louise Calvert (parent of a Year 10 pupil)- loumcalvert@gmail.com
Mrs Sarah Ross (parent of year 9 and 8 SEND pupils)- s.ross@live.com
Miss Stephanie Lawns (parent of a Year 7 SEND pupil)- littlemisssteph@hotmail.co.uk
Miss Kirsty Hayes (parent of year 7 and 8 SEND pupil)- kirstyoliviapoppy@gmail.com

Context

What is the range of SEND supported within the school based on the current population of pupils with SEND?

As of September 2025, George Eliot Academy has 817 pupils on roll, of which 15 have an Education, Health and Care Plan (EHCP) and 165 access SEND Support (K). The most common type of need is ASD.

Admissions Arrangements

How do pupils with SEND get a place at George Eliot Academy?

Admissions Policy: [Admissions Policy 2025.26.pdf](#)

- *Pupils with an EHCP must be allocated a place via consultation and from the Warwickshire Local Authority*
- *If your child is in Year 5 or Year 6, your preferred secondary school will be discussed at their annual review. The SENDCo at George Eliot Academy may be invited to attend your child's annual review at Year 5 and/or Year 6 to understand more about your child's needs and how they could be supported.*

- Pupils with special educational needs **without an EHCP** will apply via Warwickshire admissions.
- Pupils with an EHCP will apply during their Annual Review process and transfer phase during year 6, with guidance from the Warwickshire Local Authority SEND team.

No pupil will be refused admission to George Eliot based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Where Warwickshire Local Authority proposes to name George Eliot in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the pupil's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

George Eliot welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

Identification

How are special educational needs identified at George Eliot Academy?

The SEND Code of Practice (2014) states: 'A pupil has SEN 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**. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'

Upon entry to George Eliot Academy (or on referral from a parent or staff member), we assess each student's skills, building on information from previous settings and key stages where appropriate. At the same time, George Eliot Academy will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Only medical professionals will make formal diagnosis of any SEN in all areas of need – screening tools, assessments and observations will be used to support referrals where necessary, but staff at school should not indicate traits or offer any potential diagnoses.

What assessments are used at George Eliot Academy to identify SEN?

Assessments may include:

- Standardised test results
- MidYIS scores
- Reading and numeracy ages (NGRT)
- Reading and comprehension skills (YARC)
- Dyslexia screening (Rapid dyslexia screening)
- Working memory (Lucid Recall)
- Strengths and Difficulties Questionnaire (SDQ)
- Input from external professionals (e.g. educational psychologists, speech and language therapists, CAMHS)
- Assessments by class teachers identifying students with:
 - Significantly slower progress compared to their peers
 - Failure to match or exceed previous progress
 - Failure to bridge the attainment gap with peers.

What would not constitute SEN?

Drawing on guidance from the SEND Code of Practice (2014):

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.
- Low attainment or slow progress do not necessarily mean that a student has SEN. In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.
- Difficulties related solely to limitations in English as an additional language are not SEN.
- Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to young people having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a student's short-term needs in order to prevent problems escalating.
- The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools [Mental health and behaviour in schools](#)

What should I do if I am concerned that my child has SEN?

- Parents know their children best and it is important that we listen and understand when parents express concerns about their child's development.
- In the first instance, parents should email the SENCO: Richard.stevenson@georgeeliotacademy.org.uk
- The first response to such concerns should be high quality teaching targeted at the child's areas of weakness. Where progress continues to be less than expected the subject teacher, working with the SENCO, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) George Eliot Academy will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

Reviewing Progress

What are the school's arrangements for assessing and reviewing pupils' progress towards outcomes?

Assess Plan Do Review Cycle

Assess

- The SENCO will carry out a clear analysis of the student's needs, in partnership with other staff within the Academy.
- The views of parents, the student and, if relevant, advice from external support services will also be recorded.

Plan

- All teachers and support staff who work with the student will be made aware of the student's needs, the support provided and any teaching strategies that are required. This information will be recorded on a 'pupil passport' (Individual Education Plan).
- Parents will be fully aware of the planned support and will receive a copy of their child's pupil passport.
- George Eliot Academy ensures that all students have access to a broad and balanced curriculum. Subject Leaders make sure that their schemes of learning are adapted for students with SEN (with guidance from the SENCO, as required).

- Individual teachers (under the guidance of Subject Leaders, where necessary) will plan lessons to address potential areas of difficulty and to remove barriers to student achievement.

Do

- The student's teachers remain responsible for working with the child on a daily basis.
- Where the student has interventions that involve group or one-to-one teaching away from the main class, the SENCo will monitor the impact of this support and how the learning can be linked to classroom teaching.
- See also our 'Interventions Offer' below.

Review

- After 12 weeks (or on the date agreed), the impact of the support will be evaluated against student progress.
- A review will take place through a discussion (either on the phone, online via Teams or in-person) with parents, the student and the student's Key Worker (or SENCo / Assistant SENCo)
- Progress will be evaluated alongside the views of the student and their parents.
- The Key Worker (or SENCo / Assistant SENCo) will revise the support in light of the student's progress, deciding on any changes to the support in agreement with the parent and student.
- A record of the action and support agreed through the discussion will be shared with all appropriate school staff.
- The student's pupil passport will be updated and a copy will be given to the student's parents.
- Where a student continues to make less than expected progress, despite support and interventions, the SENCo will involve specialists (e.g. educational psychologist, speech and language therapist, CAMHS, specialist teachers, occupational therapist). The student's parents will always be involved in any decision to involve specialists.
- Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months.

Whole school evaluation of SEND provision

- George Eliot Academy makes data on the levels and types of need within the school available to the local authority collected through School Census.
- The SENCo has an important role to play with the headteacher in working with the governing body to determine and evaluate the strategic development of SEN policy and provision in the school.
- George Eliot Academy works closely with the trust's (United Learning) regional SEND Adviser to bi-annually audit provision and access further support and advice as required.

Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the young person, the young person has not made expected progress, the school or parents can request an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of the graduated approach.

High Quality Inclusive Teaching

Ambition for All: We are ambitious for pupils from all starting points, ensuring they are well-prepared for further education, employment, or higher-level apprenticeships.

Accessible Curriculum: We ensure all learners access a well-sequenced curriculum that builds knowledge and skills effectively.

Equity in Assessment: All pupils are given the exam access arrangements they need to access assessments

and demonstrate their abilities fairly.

Support for your child

In year 7 we have introduced a SEND form group. The group is made up of pupils who are on the SEND register for a variety of medical and educational reasons, and who we feel would benefit from a smaller, more nurturing environment.

We have high expectations for all our pupils, and offer the same curriculum to all. We run additional Literacy and Numeracy lessons throughout all year groups and teach Direct Instruction Literacy and Numeracy in lower school for targeted individuals. We believe boosting their Literacy and Numeracy skills will improve performance across all their subject areas. Other interventions include: super charged literacy, catch up literacy, Drawing and Talking, Talk about for Teenagers, reading groups and self-esteem and anger management support.

Mrs K Taylor, our Assistant SEND Lead, has a huge amount of experience in working with Autistic pupils. She undertakes check-in and check-outs, as well as carrying out sensory diets.

Throughout the rest of the school, we aim to provide all pupils with the level of support that they need. Our team of Progress Coaches provide in class support and interventions where possible. Should your child need more support, we also have the support of an Educational Psychologist, to advise and suggest support strategies.

Lunch passes are provided for pupils who really struggle with the noise and bustle of the canteen; pupils are able to come and sit in the Learning Support department to eat and chat with other pupils and with our Progress Coaches.

Every child on the SEND register has a Learning Support Plan which contains information about their strengths, weaknesses and strategies that can be used with them in the classroom. This profile is discussed with and then released to staff at the beginning of each year, and then updated regularly.

We also have a varied and exciting programme of after school clubs, which all pupils are encouraged to attend, whatever their ability.

Mentally Healthy School

George Eliot Academy's Senior Mental Health Lead is: Marie Adams (Staff)/ Sarah Sharkey (Pupils)

At The George Eliot School we have a well-established system of pastoral care. Your child's form tutor, who will see them every day, will be the first person your child can turn to if needed, as well as the Pastoral Leaders who are assigned to each year group. All pupils have access to the School Counsellor, Mrs Sharkey. If we feel your child needs extra support, we can have them assessed by our Educational Psychologist.

Behaviour Support

The SEND Code of Practice (2014) states that, '*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.*'

Reasonable Adjustments

At George Eliot Academy, we make reasonable adjustments for managing behaviour which is related to a pupils' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These reasonable adjustments are tailored to the individual pupil and consider the advice of professionals as required. These adjustments may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. *George Eliot Academy* is committed to providing early intervention to

support pupil behaviour and to ensure that pupils are supported in improving their behaviour (*for more information please see our Behaviour Policy*).

Behaviour Policy: [Behaviour policy 25.26](#)

Transition

Primary School Transition

During year 6, we will liaise with your child's primary school, speaking with the SENDCo, with teachers and with your child. By the time your child arrives at George Eliot, we aim to have gathered as much information about them as possible, ensuring a smooth and, hopefully, less anxious start to year 7. We hold Transition Days at the end of year 6 where they can come and experience life at The George Eliot and become confident of our routines and expectations. This means that the usual anxieties about starting secondary school are hugely reduced.

Post 16 Transition

- Personalised career advice for students (parents invited to join careers meetings, if required)
- School shares information before the young person takes up their post 16 place
- For students with EHC plans, discussions about post-16 options will be part of the preparing for adulthood focus of EHC plan reviews, which must be included as part of the review from Year 9 (age 13-14)

Staff Expertise

What training do staff undertake at George Eliot Academy to support pupils with SEND?

Available to all staff:

- ✓ September INSET: whole school SEND systems, student transition & access arrangements
- ✓ De-escalation and disruption free learning: supporting students with SEND
- ✓ Weekly year group meetings updating on key students
- ✓ Tailored SEND briefings (as needed in response to key themes or challenges)
- ✓ SEND monthly drop-ins led by the SENCo
- ✓ Solution focused sessions facilitated by the Educational Psychologist and / or SENCo for identified students / areas of need.

Pastoral & SEND Teams:

- ✓ Emotion Coaching and Zones of Regulation
- ✓ EBSA pathway
- ✓ Trauma informed approach to supporting behaviour
- ✓ Resiliency Plans
- ✓ Exam reader pens training
- ✓ Cognitive behavioural therapy training
- ✓ Precision teaching
- ✓ Neuro diverse conditions (Creative Education)
- ✓ Review and Preview (R&P) meetings with LSAs

Subject Leaders:

- ✓ Subject specific curriculum adaptations for students with SEND (scheduled departmental sessions with SENCo for collaborative planning).

- ✓ SENCo and Subject Leaders joint learning walks, book looks and SEND student voice.

Communication and Complaints Process

- Complaints Policy: [Complaints Policy Autumn 2025.pdf](#)
- **Stage 1 - Informal 'Listen and respond'**
- *It is to be hoped that most concerns can be expressed and resolved on an informal basis. The LGB encourage those that have concerns to raise them with the appropriate person at the school (e.g., your child's class teacher) and to work constructively with that person towards resolving them. Most concerns can be dealt with without resorting to the formal stages of the complaint procedure. We recognise that the sooner concerns are raised the easier it is for an appropriate resolution to be found. Please see the following details of school contacts;*
- Pastoral concerns: Ms L Havard
- Academic Concerns: Ms H Jenkins
- *If the nature of your concern is broader you may contact: Mrs H Zakary*
- *Complaints should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 3 of the procedure.*
- *The member of staff will acknowledge the complaint as soon as possible, normally within 3 working days of receipt. They will try to identify areas of agreement and clarify any misunderstandings that might have occurred. They may make a written record of your concern or complaint, the date on Complaints Page 7 of 16 which it was received, and then try to resolve the matter themselves or refer you to the appropriate person. Most matters can be resolved satisfactorily within 15 working days. If the issue remains unresolved a request may be made for a formal resolution at stage 2.*

Accessibility Plan

Schools need to carry out accessibility planning for disabled pupils (as directed in the Equality Act 2010). This plan must be reviewed at least every three years.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

A link to the Accessibility Plan can be found here: [Accessibility Plan - Autumn 2025.pdf](#)

Exam Access Arrangements

[Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

At George Eliot Academy we ensure that students who require extra support in their exams receive this. This is based on diagnostic testing as well as collating evidence of a history of need and a student's normal way of working.

Reader/ Computer Reader A reader is an adult who reads the instructions of the question paper and the questions to the student. This may involve reading the whole paper or only some words. A computer reader is software which accurately reads out text; it is allowed in papers that test reading. When might this be needed? If a student has a reading age below 9 years and / or when a student benefits from having the text read aloud to them. Example <i>A student with dyslexia is allowed a laptop with computer reading software (a computer reader) in all subjects, including those testing reading, as this has reflected his normal way of working within the centre since Year 7.</i>	Scribe A scribe is an adult who writes or types a student's dictated answers to the questions. When might this be needed? If a student has an impairment that has a substantial and long-term adverse effect on their writing; or a student cannot write or type independently, or at sufficient speed to record their answers even with extra time allowed. A scribe is <u>not</u> to be given for poor handwriting or poor spelling. Example <i>A student has been diagnosed with an autistic spectrum condition. The pupil has persistent and significant difficulties when concentrating and is totally unable to write in any detail. His verbal recall is very good. He can answer multiple choice questions but has a complete block when writing detailed answers.</i>	Extra Time Up to 25% extra time may be given in addition to the total length of the examination. When might this be needed? Where a student has a current Education, Health and Care Plan or where a student has complex needs which have a substantial and <u>long term</u> adverse effect on his/her speed of working. Example <i>A candidate has Asperger's Syndrome. He has persistent and significant difficulties with his handwriting which is poor but not illegible. He is unable to complete mock English, Geography and Religious Studies papers within the time allowed. This is having a substantial and adverse effect in those GCSE subjects with extended writing.</i>	
Supervised rest breaks The timing of the exam can be paused and re-started (as many times as necessary) when the student is ready to continue. During the supervised rest break the student must not have access to the question paper/answer booklet. When might this be needed? If a student has persistent difficulty concentrating (due to social, emotional or mental health needs) and/ or a poor working memory and / or suffers from fatigue due to a Specific Learning Difficulty or medical condition. Example <i>A student with ADHD has persistent difficulty concentrating and poor working memory. Rest breaks and the use of a prompter (who shows him where on a page he has been working) are reasonable adjustments.</i>	Prompter A prompter can keep a student focused on the need to answer a question and then move on to answering the next question. When might this be needed? If a student has a substantial and long-term impairment resulting in persistent distractibility or significant difficulty in concentrating. Example <i>A student with Asperger's syndrome has no sense of time. The prompter sees that the student is doing nothing. She says "Jake, focus on the question, there are 15 minutes left".</i> <i>A student with ADHD works for a few minutes then looks out of the window. As he is taking his examination under separate invigilation, the prompter can call out his name to bring his attention back to the question paper.</i>	Read aloud / reader pen Read aloud is where a student is permitted to read the examination questions and their answer out loud (by themselves). A reader pen can be scanned over text and will read this aloud. When might this be needed? A student who persistently struggles to understand what they have read might benefit from read aloud. A reading pen might help students who wish to work independently who need a reader for accuracy rather than comprehension. Example <i>A student was found to be mildly dyslexic in Year 7. The student has always read aloud in internal school tests.</i>	
Links to other Useful Policies - SEND Policy: GEA SEND Policy.pdf - Safeguarding Policy: ULT Safeguarding Policy			