

Special Educational Needs (SEN) Information Report 2024-25

Key Information

Principal: Mr Mark Dalton
 SENCo: Mrs Jennie Thompson/Miss Emma Wright
 Assistant SENCo: Ms C Smith
 SEND Governor: Pamela Hutchison
 Warwickshire Local Offer: [SEND Local Offer – Warwickshire County Council](#)

Vision



At Nuneaton Academy, we are dedicated to ensuring that all students, including those with learning difficulties, disabilities, or Special Educational Needs (SEN) (including those with an Education, Health and Care Plan), have equitable access to every aspect of the curriculum and our extra-curricular programme, as far as is reasonably possible. **We embrace the diverse needs and abilities of every student.** This respect extends to adapting our curriculum and activities to accommodate all learners, ensuring that every student feels valued and included.

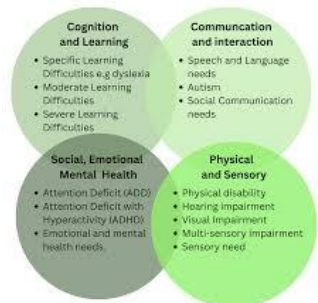
We foster an adaptive and flexible learning environment. Our commitment to responsiveness means that we promptly address the unique needs of students with SEN, making necessary adjustments in teaching strategies, resources, and assessment methods.

We show determination through hard work, continually striving to remove barriers to learning. Our resolute dedication to raising achievement involves careful curriculum planning and thoughtful assessment practices that consider the type and extent of each student’s difficulties, ensuring they receive the support needed to succeed.

Context

Which types of need are supported at Nuneaton Academy?

As of January 2026, Nuneaton Academy has 981 pupils on roll, of which 31 have an Education, Health and Care Plan (EHCP) and 241 have SEND Support (K). A team of 2 SENDCos, 1 assistant SENCO, 3 HLTAs and 2 full time and 3 x 0.6 teaching assistants.



Glossary

SEMH: Social Emotional Mental Health
C&L: Cognition and learning
C&I: Communication and interaction
S&P: Sensory and physical

	C&I	C&L	SEMH	S&P	EHCP	Boys	Girls	TOTAL
Year 7	25	15	12	2	3			54
Year 8	25	21	13	1	1			60
Year 9	16	21	20	2	11			59
Year 10	17	11	18	2	10			48
Year 11	16	15	18	2	6			51
TOTAL	99	83	81	9	31			272

Local and National Picture

	Nuneaton Academy 2025/6	Warwickshire Local Authority	National Statistics 2024/2025 (Secondary)
Students with an EHCP	3.2%	4.7%	5.3%

SEND Support	27.7%	X	14%
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Admissions

How do students with SEND get a place at Nuneaton Academy?

Please also refer to: Nuneaton Academy Admissions Policy

Students with an EHCP

- If your child is in Year 5 or Year 6, your preferred secondary school will be discussed at their annual review. The SENCo at Nuneaton 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.
- The SENCo at your child's primary school will specify your preferred secondary school as part of the annual review process in year 6, this will be sent to Warwickshire's Local Authority SEND team who confirm your admissions request has been approved via the release of an amended EHCP.
- If your child has an EHCP and is already at secondary school, you must discuss any requested change of placement via the statutory annual review process.

Students with special educational needs without an EHCP

- Follow the Local Authority admissions process to [make a school application](#)
- In year applications can be made at any time.
- The Admissions team at Nuneaton Academy can support and advise on the appropriate application pathway if you need support.

No student will be refused admission to Nuneaton Academy 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 Nuneaton Academy 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 student'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.

Nuneaton Academy will admit any child in whose EHCP it has been appropriately named. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the school will have regard to the relevant guidance issued by the Secretary of State to maintained schools.

Nuneaton Academy 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 Nuneaton Academy?

The SEND Code of Practice (2015) 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 Nuneaton 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, Nuneaton 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 Nuneaton 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)
- Boxall Profile / 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 (2015):

- 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 for their child's house (jennie.thompson@nuneatonacademy.org (Ignis/Ventus) or emma.wright@nuneatonacademy.org.uk (Aqua/Orbis) to discuss their concerns.
- 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) Nuneaton Academy will not delay in putting in place extra interventions designed to secure better progress, where required.

Warwickshire's Neurodevelopmental Assessment Pathway

Neurodevelopment is a term that refers to the brain's development of systems or networks. It influences an individual's performance or functioning. Our performance or functioning may include our ability to learn something new, our reading skills, our social skills, our memory skills or our attention or focussing skills.



What does neurodivergent mean?

Neurodivergent describes differences in learning from what is considered typical patterns of development. It is often used when describing a child, young person or adult who may have a particular way of learning. Often people with a diagnosis such as Autism, Attention Deficit Hyperactive Disorder or Developmental Language Disorder may describe themselves as neurodivergent.

When might a young person need a neurodevelopmental assessment?

Neurodevelopmental needs are common. Figures can vary but it is estimated that around 10% of the population have a neurodevelopmental need. Not all children and young people will however need an assessment. Children and young people do not need a diagnosis to access support. Settings must do all they can to meet the special educational needs of the children and young people who attend the setting.

Referring to a specialist assessment pathway should not be the first step in supporting a child/young person. An initial period of observations, information gathering and support should be put in place in line with a graduated response. Consideration should be given to a child or young person's needs both at home and in their setting.

Please carefully consider why you feel a request for a neurodevelopmental assessment is required. You should be able to clearly explain your reasons for the request, what support your child has accessed and what you (and the school) will continue to do to support your child whilst waiting for an assessment or undergoing the assessment process.

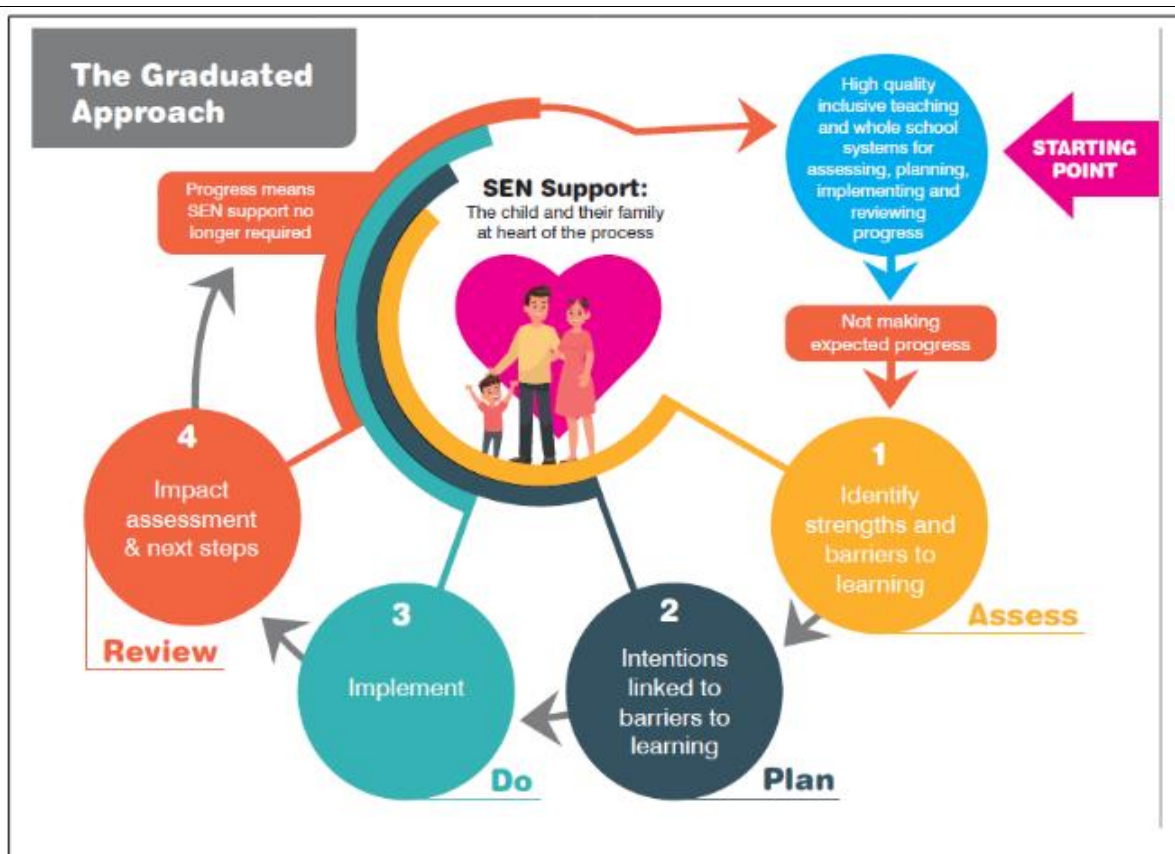
Getting Help

[Neurodevelopmental concerns – Warwickshire County Council](#)

Who can make a referral?

A parent, SENCo, health professional or other Local Authority professional, for example an Early Help Practitioner can make a referral.

The Graduated Approach



For more information on the Graduated Approach, please see the video: <https://youtu.be/Dm7w04UsrUk>

What are Nuneaton Academy's arrangements for assessing and reviewing students' progress towards outcomes?

Where a student is identified as having SEN, Nuneaton Academy will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. **This is known as the graduated approach.**

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.
- Nuneaton 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

- Nuneaton Academy makes data on the levels and types of need within the school available to the local authority collected through School Census.
- The SENCO works with the Vice Principal for Inclusion and with the Principal, in working with the governing body to determine and evaluate the strategic development of SEN policy and provision in the school.
- Nuneaton 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.

Interventions Offer at Nuneaton Academy

What additional support outside of the main classroom teaching can students and parents access?

- Wellbeing passe
- Non-verbal communication aids (bespoke to student's needs)
- Targeted literacy intervention
- Targeted numeracy intervention
- Cognitive behavioural therapy based interventions
- Zones of Regulation
- Access to Restore (providing bespoke support and respite for students)
- Any other interventions specified in EHC plans as agreed by the SENCo and Local Authority

Exam Access Arrangements

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

At Nuneaton 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.



<p>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.</p> <p>A computer reader is software which accurately reads out text; it is allowed in papers that test reading.</p> <p>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.</p> <p>Example 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.</p>	<p>Scribe A scribe is an adult who writes or types a student's dictated answers to the questions.</p> <p>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.</p> <p>Example 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.</p>	<p>Extra Time Up to 25% extra time may be given in addition to the total length of the examination.</p> <p>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.</p> <p>Example 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.</p>
<p>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.</p> <p>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.</p> <p>Example 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.</p>	<p>Prompter A prompter can keep a student focused on the need to answer a question and then move on to answering the next question.</p> <p>When might this be needed? If a student has a substantial and long-term impairment resulting in persistent distractibility or significant difficulty in concentrating.</p> <p>Example 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".</p> <p>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.</p>	<p>Read aloud / reader pen Read aloud is where a student is permitted to read the examination questions and their answer out loud (by themselves).</p> <p>A reader pen can be scanned over text and will read this aloud.</p> <p>When might this be needed? A student who persistently struggles to understand what they have read might benefit from read aloud.</p> <p>A reading pen might help students who wish to work independently who need a reader for accuracy rather than comprehension.</p> <p>Example A student was found to be mildly dyslexic in Year 7. The student has always read aloud in internal school tests.</p>

<p>Discrete provision Students sit their examination away from the classroom / examination hall in a private room.</p> <p>When might this be needed? If a student has specific social, emotional, mental health needs where their performance would be impacted by sitting in the main examination hall.</p> <p>Example A student suffers from acute anxiety and panic attacks. She has a letter from CAMHS supporting the arrangement of discrete provision.</p> <p>A student with ADHD causes a distraction to himself and others when seated in the classroom / examination hall.</p>	<p>Word processor Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled to any student where this is their normal way of working.</p> <p>When might this be needed? For a student whose quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand.</p> <p>Example A student does not have a learning difficulty but is a 'messy' writer. His handwriting is hard to decipher. He requests the use of a word processor.</p>	<p>Bilingual dictionary Available to <u>all</u> students who have English as an additional language.</p> <p>The EAL Co-ordinator should determine the needs of the individual. Not all students for whom English is an additional language will need to use a bilingual translation dictionary.</p> <p>Bilingual dictionary with 10% extra time Where a bilingual dictionary with 10% extra time is to be used, an online application must be processed using Access Arrangements Online. Very few bilingual dictionary users will need to have 10% extra time. The provision of 10% extra time reflects the candidate's usual way of working with the dictionary.</p>
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Belonging

How are students with SEND encouraged to take part in the wider school offer and learning opportunities?
At Nuneaton Academy, we foster a culture of developing the 'whole child', providing opportunities, which will inspire, excite and prepare students for the future.

Extra-Curricular Offer

Nuneaton Academy offers an array of clubs including sports, performing and creative arts, cooking, computing, and technology. The club timetable undergoes adjustments each term, ensuring students can access a variety of different experiences at lunchtime and after school. Recognising the unique needs of students with SEND, our staff provide support to plan their involvement in these extra-curricular activities, this can include the additional nurture offered in our lunchtime games and friendship club or learning support with homework club in the library. The Academy is committed to proactively addressing any potential barriers to ensure every student can fully engage and benefit from the diverse opportunities offered.

Charter and Rewards



The Academy vision is to personally develop all students, to produce responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. We are proud of our commitment to deliver outstanding Education with Character.

To support this vision, the Academy pledges to provide leadership, careers, social and cultural opportunities for all our students. The SENCo and staff endeavour to ensure that students with SEND are always represented and included in all aspects of leadership, as well as being recognised for their fantastic contributions to our Nuneaton Academy community.

Parent and Student Voice

How are students and families included in decision making?

- Annual online United Learning Survey for parents and students
- Regular pupil passport reviews
- Dedicated SEND student voice activities, at least termly

Transition

What additional support can students with SEND benefit from at key transition points?

Primary School Transition

- Nuneaton Academy's programme includes an additional transition days for Y6 students
- Targeted visits and planning with primary school SENCOs and Y5/6 teachers to ensure a smooth handover of key information
- Y6 parent information evening to meet key staff
- Y6 parents evening and meet your tutor event for students

KS3 to KS4 Transition

- Personalised student support to guide through the options process
- Options evening parental meeting with the SENCo
- Guided pathways which offer vocational options to support students with cognition and learning needs

Post 16 Transition

- Personalised career advice for students (parents invited to join careers meetings, if required)
- Post 16 transition support, this can include additional college visits and travel planning
- 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 ECH plan reviews, which must be included as part of the review from Year 9 (age 13-14)

Training

What training do staff undertake at Nuneaton Academy to support students 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
- ✓ Year group meetings updating on key students
- ✓ Tailored SEND briefings (as needed in response to key themes or challenges)
- ✓ 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
- ✓ Reducing Anxiety Management
- ✓ Exam reader pens training



- ✓ Cognitive behavioural therapy training
- ✓ Precision teaching
- ✓ Neuro diverse conditions
- ✓ Review and Preview (R&P) meetings with teaching assistants fortnightly

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.

Impartial Information and Advice

Warwickshire Information Advice and Support Services (SENDIAS)

Support families throughout Warwickshire with children and young people (0-25 years old) who have or may have a special educational need and disabilities (SEND). They provide free, confidential, and impartial information, advice, and guidance on a full range of education, health, and social care related issues in line with the [SEND Code of Practice](#) and SEND legislation.

SENDIAS can offer support with:

- arranging or attending meetings with school, the local authority, health/social services or other agencies
 - writing letters and reports
 - the council's processes for resolving disagreements and its complaints procedures
- [Home - Barnardo's Warwickshire](#)

Communication and Complaints Process

Stage 1

Nuneaton Academy aim to deal with all matters of concern raised by parents promptly, fairly, openly, and without prejudice. In the first instance, parents are encouraged to discuss their concerns with the SENCo. These concerns can be made in writing and emailed to jennie.thompson@nuneatonacademy.org.uk or emma.wright@nuneatonacademy.org.uk or you can arrange a call or an in-person meeting with the SENCo. **The SENCo will aim to resolve matters at Stage 1 within 15 working days.**

Stage 2

If parents are not satisfied with the response at Stage 1, the complaint can be escalated to formal Stage 2 procedures. Stage 2 complaints should be made to the Principal mark.dalton@nuneatonacademy.org.uk who will investigate and provide a formal response. **At Stage 2, the principal or Chair of Governors will acknowledge the complaint in writing within 10 working days (excluding those that fall in the school holidays) of receiving it. The written acknowledgment will, as far as possible, explain how the complaint will be investigated, the timescale for completing any necessary investigation and delivering a response.**

If a parent remains dissatisfied with the outcome at Stage 2, please see **Nuneaton Academy** for next steps.

Complaints about Warwickshire Local Authority

If your complaint is about the Local Authority, for example admissions, EHC assessment requests or reviews, contact SENDIAS [Home - Barnardo's Warwickshire](#)

Further Advice

Parents can also contact IPSEA, a charity in the field of SEND law in England. IPSEA provide free and independent legal advice and support to families of children and young people with SEND: <https://www.ipsea.org.uk/call-in-helpline>

IPSEA also provide lots of useful free guides and resources, including template letters to fit your situation: <https://www.ipsea.org.uk/template-letters>



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.

(Please note: this is a statutory requirement directed by the DfE: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan. OFSTED inspections may include a school's accessibility plan as part of their review. This plan must be reviewed at least every three years.)

Useful Policies

Parents may find it helpful to read further information about how Nuneaton Academy supports students with SEND in the following policies:

- SEND Policy
- Accessibility Plan
- Safeguarding Policy
- Behaviour Policy

All policies are available on the academy website: [Nuneaton Academy - Belong | Excel](#)

