



SEND SELF EVALUATION 19-2020

INTENT	Evidence
The SENDCo constructs a curriculum that is inclusive for all learners wherever possible, regardless of their disability or need. All staff will make reasonable adjustments so that children with SEND can access the curriculum.	Children with SEND are included in the curriculum through targeted questioning and sensory adaptations. Assessment tools such as B squared are used to be even more bespoke for individual learners. Continual professional development for staff supported by external agencies.
Lessons are thoughtfully planned towards all learners being able to make progress over a sequence of lessons. Appropriate differentiation is apparent.	Children with SEND are being included in planning and can be seen in the classroom accessing taught lessons. Work scrutinies show how individual needs are catered for.
The SENDCo has high aspirations for all learners to make progress during their time at The Carlton Infant Academy and The Carlton Junior Academy.	Children with additional needs are prioritised for interventions. Topic based learning includes all learners. Progress reviews flag up any children not making expected or better progress. Case studies are then created and acted on.
IMPLEMENTATION	
Adaptations are made in the classroom and individual lessons so that all learners are able to achieve.	Visual timetables, first and then boards, signs and symbols and ear defenders are just some of the resources used to make learning accessible for children with SEND.
Communication with the SENDCo and class teachers is regular and purposeful.	The SEND register is checked every half term to ensure children have appropriate internal and external support. EHAF and AFA meetings every half term ensure staff can get strategies for a range of children and evaluate the effectiveness. Target children's parents are invited to special needs coffee mornings.
Classrooms reflect the different learning styles and needs so that all children can access displays, resources and working walls.	Learning walks show inclusion for all. Bespoke changes have been made to the learning environment. Sensory spaces and reflection rooms allow time for children to calm and refocus.
IMPACT	
Children with SEND make good progress.	Data shows children with SEND make good or better progress.
Children with SEND leave The Carlton Junior academy with a full transition package ready for their next setting.	Good transition arrangements with The Carlton Academy ensure that the children are prepared for year seven. Visits from the secondary staff and visits to the school take place in the summer term. The SENDCo works at The Carlton Infant Academy three days a week so can monitor transition arrangements for year two to year three.

BEHAVIOUR AND ATTITUDES	
Children with SEND are having less incidents of undesirable behaviour.	Children with SEND have personalised timetables and behaviour plans supported by external agencies.
PERSONAL DEVELOPMENT	
The curriculum supports learners to develop their character – including their resilience, confidence and independence.	Children with SEND working on their personal targets, showing a sense of pride when they achieve them.
LEADERSHIP AND MANAGEMENT	
The SENDCo has a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice	Through her SENDCo Award training the SENDCo has ensured that all staff buy into the vision for all children to be included at The Carlton Infant Academy and The Carlton Junior Academy. Shared values of inclusion and enjoyment underpin teaching.



The Carlton
Junior Academy

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<p>The SENDCo focuses on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time</p>	<p>Through her own training the SENDCo has trained other staff and lead whole school training. Staff report that they feel more confident in different areas of SEND such as Autism and Attachment. The SENDCo promotes the sharing of good practice and cascading training.</p>
<p>The SENDCo aims to ensure that all learners make progress over their time at The Carlton Junior Academy.</p>	<p>Where it is not possible for learners to follow the National Curriculum, children with SEND will have a personalised curriculum. Expectations of progress are as high for SEN children as non-SEN. Off rolling does not happen.</p>
<p>The SENDCo engages effectively and regularly with learners and others in their community, including parents/carers and external agencies spontaneously and in planned meetings.</p>	<p>The SENDCo has ensured that parents know how to access support from external agencies including training opportunities. The Local Offer is shared to signpost parents to resources and activities.</p>
<p>The SENDCo engages with staff and is aware and takes account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload</p>	<p>The SENDCo ensures staff feel confident with handling the different aspects of SEND in school and that they are communicating effectively with parents. They are following the graduated response and updating individual documents regularly.</p>

TARGETS – see action plan for implementation of targets

To ensure that children in the category of cognition and learning are in interventions that demonstrate progress is being made.

To ensure inclusion, continuity and best practice for all children with SEND.