



SEND Information Report 2020 – 2021

Special Educational Needs and Disabilities (SEND) at The Carlton Junior Academy

We believe in 'achievement for all' and this is reflected in our inclusive ethos and genuine drive to remove barriers so that all children achieve their full potential and foster a life-long love of learning.

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

What kinds of special educational needs does The Carlton Junior Academy make provision for?



Within our academy community, we have pupils with a wide variety of special education needs and disabilities such as Autism, ADHD, hearing loss, sight loss, Speech, Language and Communication difficulties, Dyslexia, Dyscalculia and Developmental Co-ordination Disorder. Some pupils have a clear diagnosis and others do not but all pupils receive the support they require to make good progress and do not require an EHC plan to access support. All children are welcome to attend The Carlton Junior Academy and if a child has a Special Educational Need or Disability, we will endeavour to acquire the skills and knowledge to support the child and their family to the best of our ability, making reasonable adjustments that are supported by the Local Authority and local agencies.

2. How does The Carlton Junior Academy know if pupils need extra help and what should I do if I think that my child may have special educational needs?

We adopt the legal definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child is not regarded as having learning difficulties solely because their home language is different from the language in which he/she will be taught.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo and outside agencies when appropriate, will ensure that those pupils requiring different or additional support are identified at the earliest opportunity.



We adopt a graduated approach to this process based on Quality 1st Teaching. A child will receive 'School Support' when they require a level of intervention or adaption to basic teaching approaches in order to maintain rates of progress, which may also be slower than peers and minimise gaps with their non-SEND peers, which are beyond the provision for the majority of the class. At this stage, provision is funded by the academy.

Further to this, pupils may be supported through 'SEND Support' when a greater level or more specialised/ bespoke programmes are required. Progress gaps with peers may be more profound due to slower rates of progress, even with clear learning support. Provision is more likely to be maintained with additional funding applied for by the SENDCo from the 'Additional Family Needs' funding stream. At this level, intervention strategies are bespoke to the child's specific needs and the provision pathway may be supported by outside agencies.

Should a parent/carer have concerns about their child in relation to SEND, they may either contact the class teacher, who will discuss concerns and possible strategies with the SENDCo Mrs Clarke and/or the Head teacher Mrs Wood (0115 9110402) directly. We would then devise a strategy of support/monitoring in partnership with the parent/carer and the child.



Mrs Clarke



Mrs Wood

a) How does The Carlton Junior Academy evaluate the effectiveness of its provision for pupils with special educational needs?

In order to ensure the best outcomes for SEND pupils, the academy undertakes a programme of monitoring and evaluation.

Monitoring will focus on:

- Attainment of age related expectations.
- Progress from baseline assessment data.
- Quality of teaching.
- Record keeping
- Appropriate Target Setting.
- Relationships with parent/carers and their involvement in provision.
- Involvement of the child in learning pathway.
- Effectiveness of intervention.

Monitoring will inform future planning for improvement and CPD for staff.

Successful provision aims to:

- Narrow the attainment gap between pupils with SEND and their peers.
- Prevent the attainment gap widening.
- Equal or improve upon the pupil's previous rate of progress.
- Ensure that a child enjoys full curricular access.
- Show an improvement in a child's social/life skills.
- Show improvement in a pupil's behaviour/attendance.



Monitoring will take place at least termly through a variety of pathways such as: lesson observations, work/planning/record keeping scrutiny, pupil interviews, learning walks, target monitoring and governor visits. The SENDCo will undertake monitoring of SEND pupils and report to Head teacher and Governors at least annually.

This information is collated and published by the Governing Body on an annual basis in accordance with section 69 of the Children and Families Act 2014. The evidence collected informs our development and improvement planning.

The SENDCo encourages feedback from staff, parents/carers and pupils throughout the year in the form of questionnaires and feedback at parents' evenings. At least one Carlton Cabinet member is chosen to represent the voice of SEND pupils.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice 2014 supported by the Assessment Leader, Pupil Premium (PP) Leader, SENDCo and Subject Leaders. Teachers have a termly data discussion with the Assessment and PP Leaders (also Governor for SEND, Beth Hunter). At the meeting, the impact of intervention is monitored, possible barriers to progress are highlighted and pupils' pathways are agreed. The level of need is also considered e.g. SEN support. The impact of shorter intervention programmes including support for social and emotional needs and the acquisition of life-skills, are reviewed more regularly, at least every half term and will not be continued unless there is clear impact.

We enlist Schools & Families Specialist Services to moderate assessment for individual pupils and work closely with our feeder and family of schools to ensure consistency in assessment judgements.

b) How will both The Carlton Junior Academy and I know how my child/young person is doing and how will they help me to support their learning?



Instead of the shorter Parents' Evening consultations, we offer parents of children with SEND termly meetings with the teacher which last around 45 minutes to 1 hour. There are opportunities for the pupils to share their success and offer opinions about further areas for development and strategies for support. Parents/Carers are given support with understanding the progress and attainment expectations for their child. There are opportunities to discuss and clarify any barriers to learning both inside and outside the academy and to make valuable contributions to future targets and strategies for support. The aim is to develop a shared vision of achievement for the pupil with a clear framework to scaffold success. The Parent/Carer is given a copy of the 'Achievement for All Target Sheet' at the end of each meeting, which details the child's primary need, attainment data, targets and an outline of support agreed for the next term. The academy completes a target evidence book with the pupil to share at future meetings.

Alongside the ongoing dialogue, an end of year report is also provided giving detailed information about progress and attainment.

Discussions with the teacher, around progress and attainment can be facilitated at any point should a Parent/Carer have queries or require information.

c) What is The Carlton Junior Academy's approach to teaching pupils with special educational needs?

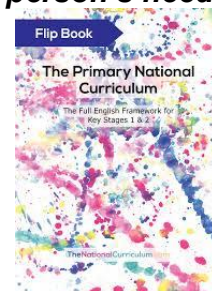
Pupils identified as having SEND are, as far as is practical, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum at their level and are integrated into all



aspects of the academy. The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs.



d) How will the curriculum and learning be matched to my child/young person's needs?



Our learning journey is based on the Key Stage 2 National Curriculum. The academy provides a broad and balanced curriculum for all children, delivered through a quality first teaching strategy. Teaching is based on carefully planned sequences of lessons which build knowledge and skills. Carefully considered assessment strategies support meaningful feedback for children so that they have a secure understanding of their strengths and steps for development. DfE National Curriculum assessment strategies and Pre-key stage standards are used to assess children.

Teachers consider the three principles for inclusion when planning sequences of learning:

- Setting suitable learning challenges which build on prior knowledge and experience.
- Responding to pupils' diverse learning needs to secure longer term memory and recall.
- Using assessment to identify gaps in knowledge and understanding, and to overcoming potential barriers to learning for individuals and groups of pupils.

The Headteacher oversees the policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the academy.

Ensuring each child can access a broad and balanced curriculum, is the responsibility of every teacher, supported by the Curriculum Leaders and SENDCo. The curriculum is reviewed annually and adjusted by the Curriculum Leaders with the SENDCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

e) How are decisions made about the type and amount of support my child/young person will receive?

The SENDCo, in collaboration with the class teacher, TA, pupil, parents/carers and where appropriate outside agencies, will decide the actions required to help the pupil progress. Based on the results of previous assessments of ability and attainment the actions might be:

- Full-time education in classes, with additional help and support from class teacher/TA through a differentiated curriculum.
- Deployment of a TA to work with the pupil 1:1 or in small groups.
- Provision of alternative learning materials/special equipment including ICT or sensory equipment.



- Bespoke programmes of work implemented by the teacher.
- Staff development/training to undertake more effective strategies such as 'Talk to Learn' speech and language training.
- Access to Local Authority (LA) support services for advice on strategies, equipment, staff training, carrying out specific assessments and report to parents/carers.
- Programmes of work advised by outside agencies to support whole child development such as Occupational Therapy and Speech and Language Therapy.

f) How will my child/young person be included in activities outside the classroom, including school trips?

When planning for activities outside the classroom, teachers will give due thought to the needs of pupils with SEND. Venues for visits are carefully chosen to ensure that all pupils, including those with physical disabilities, can attend. A risk assessment will be undertaken and reasonable adjustments made in relation to transport arrangements, toileting facilities, medical/sensory needs and other access arrangements. There will be a pre-visit made by teaching staff/SENDCo to ensure arrangements will meet the needs of the young person and parent/carers will be consulted.

g) What support will there be for my child/young person's overall well-being?

As part of the target setting process during the termly 'Structured Conversations' with parents/carers, there will be up to 3 SMART (Small, Measurable, Achievable, Relevant and Time limited) targets agreed. These will encompass not only academic expectations but take into account the needs of the 'whole child' and reflect the identified barriers to learning, including social and emotional aspects.

Examples of targets:

Academic Progress Goal

Specific to the pupil's gaps in knowledge and understanding and reflecting differentiated curriculum where possible e.g. to be able to read 5 key words (listed) when reading at home and at the academy. These will reflect curriculum targets where appropriate.

Long term goals

An action towards a long term goal which can be achieved over a term but considering the future of the child such as aspirations for work, school placements, academic achievement, sporting or social achievements e.g. 'investigate becoming a Police Officer', 'investigate my next school so that I don't worry about getting lost,' 'achieve brown belt at Karate'.

Wider Outcomes

This includes the need for life skills such as social and emotional development, relationships, communication needs, attendance, participation in wider life of the academy and the community. e.g. 'to be able to join a club after school,' 'to be able to use managing emotions strategies A, B and C,' 'to be able to cross a road safely without an adult,' 'to become a school councillor.'

Children's mental health and wellbeing is at the core of our provision, especially in recent times. Resources from the Educational Psychologist and Therapeutic teacher are shared and used with children that are struggling to manage their emotions.

4. Who is the special educational needs coordinator (SENDCo) and what are their contact details.



Mrs Clarke – r.clarke@thecarltoninfantacademy.org.uk
[0115 9110402](tel:01159110402)

Rachel Clarke completed her SENCo training in November 2017.

She is a Specialist Leader of Education, specialising in SEND. She supports other SENDCos through Trust and The Redhill Teaching School Alliance and runs various training sessions for newly qualified teachers, students and a network for Trust and Teaching School members.

5. a) What training have staff had in supporting special educational needs had and what is planned?



Training completed recently by the SENDCo and staff at the academy:

Becoming an attachment Aware and Trauma Informed School

Attends SEND Networks

DSL Safeguarding Lead Training

Demand Avoidance Training

Autism Education Trust Training

Selective Mutism Training

Intensive Interaction Training

Understanding ADHD Training

Therapeutic Play Training

Sensory Processing Training

Comic Strips and Social Stories Training

Emotion Coaching Training

Engagement Model Training

Anxiety Curve Training

Zones of Regulation Training

Stages of Confident Speaking Training

Controlling Risky Behaviours Training

Executive Functioning Training



Bespoke training programmes are also implemented for Teaching Assistants to support their work with children who have social, emotional and behavioural needs through the Gedling Area Partnership.

Bespoke medical training to support children with diabetes, allergies, serious bowel and toileting issues, and epilepsy.

Sarah Lawson (Teaching Assistant) is our Dyslexia Champion.

Georgina Tait and Magda Alexanderek are our Mental Health First-Aiders.

b) What specialist services and expertise are available or accessed by The Carlton Junior Academy?

The academy recognises and values the importance of 'working together'.

The SENDCo attends the family of schools' Springboard meetings three times a year to request support for specific pupils from outside agencies. The SENDCo is also able to make emergency/additional requests outside Springboard although the outside agencies apply their own criteria for access to support.

We have numerous partnerships such as:

School Nursing and Paediatrics, Education Psychologist, Cognition and Learning Team, Speech and Language Team, Communication and Interaction Team, Specialist Teachers for Deaf and Visually Impaired Learners, PSED Team, CAMHs, Early Support Team, Children's Centre Services, Flexible Short Breaks, MASH, Family SENDCo, Redhill Teaching Alliance, Achievement for All, Nottinghamshire and Nottingham LAC Teams and Women's Aid, Gedling Area Partnership.

Sharon Wood (HT) represents The Carlton Academy Family of schools on the Gedling Area Partnership. The partnership is responsible for developing provision for pupils with severe social, emotional and mental health needs. Sharon Wood is also a member of the Gedling Operation Group which steers provision for individual pupils who are likely to be excluded.

6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is The Carlton Junior Academy?

The academy is on a challenging site at the top of a steep hill with a number of steps leading to the entrance. However, there is slope access and improvements to the building have been made to make it more wheel chair friendly. We have disabled toilet facilities and a shower room. There is a sun shelter in the playground. We have accommodated a number of physically disabled pupils in the past and endeavour to make appropriate adjustments and arrangements.

Advice and funding to support pupils with physical needs is gained from the Local Authority. Please visit our website to view our Accessibility Plan and Equality and Diversity Policy.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

See Question 3b,e and g

8. What are the arrangements for consulting young people with SEND and involving them in their education?



Children are invited to attend the termly structured conversation with their parent/carer. They are asked to share their completed target work and given the opportunity to talk about their learning experiences. The child will be asked to contribute their ideas and opinions about barriers to learning and how best to support teaching and learning strategies.

Pupils are also asked to contribute to pupil voice questionnaires and are represented by the Carlton Cabinet.

9. What do I do if I have a concern or complaint about the SEND provision made by The Carlton Junior Academy?

In the first instance, it is important to contact the SENDCo as she has overall responsibility for provision of the pupils with SEND. Mrs Clarke is always willing to listen and support issues, making amendments where possible to ensure the very best outcomes for pupils and their families. Should a resolution not be found, the Head teacher Mrs Wood can be contacted through the office.

If no resolution is found after following this pathway, it is recommended that parents/carers follow the complaints procedures, set out in the policy available directly from the office or website.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The governing body has appointed a SEND Governor, Beth Hunter who works closely with the SENDCo, to support her role and relationships with outside agencies. The SENDCo summarises her work with outside agencies and reports key information to this governor.



Mrs Hunter

11. How does The Carlton Junior Academy seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

Teachers and the SENDCo have both formal and informal meetings with parents/carers on a regular basis. We have an open door policy which encourages parents/carers to talk to the SENDCo or class teacher about issues arising both at the academy and in the home. As far as is reasonable, we seek to support families at home and sign post to supporting agencies such as Flexible Short Breaks, NORSACA, Ask Us Notts, Children's Centre, Specialist Supporting Families Services etc.



We also signpost to the Nottinghamshire Local Offer website.

12. How will The Carlton Junior Academy prepare my child/young person to:

i) Join the school?

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

iii) Prepare for adulthood and independent living?

We have very strong links with our feeder schools, The Carlton Academy and The Carlton Infant Academy. All schools attend the SENDCo Family meetings so we all have a good working knowledge of pupils in our family who may move between schools. The Carlton Infant and Junior Academies share the same SENDCo.

We have a sound transition plan for pupils both leaving and joining our academy which involves hand-over meetings between professionals and parents/carers to ensure barriers to learning are clear and understood and that successful approaches to remove/reduce barriers continue. There are opportunities to tailor transition plans for individual pupil needs which may involve a number of extra visits, creating photograph books, introducing a buddy system, short-term TA support, opportunities to discuss worries and ask questions.

13. Where can I access further information?

By contacting the SENDCo, Mrs Clarke or the Headteacher Mrs Wood 0115 9110402 or accessing the SEND policy on our website: <https://www.thecarltonjunioracademy.org.uk/wp-content/uploads/2019/11/SEN-Policy-2019.pdf>

Our Local Offer can also be viewed on this page.

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=hFBsykUTdys&newdirectorchannel=9>

On our display boards in and around the academy.

In our termly newsletters.

This report will be reviewed in February 2022.