



Green Top School

SEN Information Report

All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND). Within this information report, you will find information about the provision that we are proud to offer at Green Top School in order to support our children with SEND.

1. SEND Laws and Rules

- **The SEND Code of Practice**

This is the Government's SEND rulebook. You can find it here:

[Special educational needs and disability code of practice: 0 to 25 years](#)

- **Equality Act**

This 2010 law outlines our duties to make reasonable adjustments for those who have disabilities. It legally protects people from discrimination. Find out more here:

[Equality Act 2010: guidance - GOV.UK](#)

- **The Children and Families Act**

This law outlines our duties for children with SEND. You can find out more here:

[The Young Person's Guide to the Children and Families Act 2014](#)

This SEN information report must include information that has been cross-referenced to our trust SEND policy as well as our Accessibility Plan.

2. The Kinds of Special Educational Need and Disabilities that are provided for in school

A child has a Special Educational Need if they have a learning difficulty or disability that we need to make special provision for. This provision is 'additional to or different from' the provision that is generally provided for the majority of other children of the same age. This provision also goes beyond differentiated, high quality teaching.

Some key terms explained:

- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability** (that we need to make special provision for): something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different to what is typically provided.

There are **four broad categories of SEND** outlined in the Government's SEND Code of Practice.

1. Cognition and Learning (C&L), including:

- Learning difficulties;
- Dyslexia & dyscalculia;
- Focus, attention or memory difficulties.

2. Communication and Interaction (C&I), including:

- Autism / ASD;
- Social communication difficulties (other than autism);
- Speech & language difficulties

3. Social, Emotional Mental Health (SEMH), including:

- ADHD;
- Anxiety;
- Attachment disorder;

4. Physical / Sensory needs, including:

- Physical needs (e.g. cerebral palsy, dyspraxia);
- Deafness or hearing difficulty;
- Blind or visually impaired.

Some children may have more than one type of SEND.

Many children have difficulties that fit clearly into one of these areas, whereas other children have needs that span two or more areas of need. For some children, the precise nature of their need may not be initially clear or evident.

At Green Top School, we welcome children with all of the above types of SEND who have applied for a place via our normal admission process and we aim to support all of these pupils with their individual learning journey.

If a child has complex needs, we consider admissions on a case by case basis, through an Education Health and Care plan consultation. Please contact the school SENDCo if you require more information regarding this.

3. The name and contact details of the Special Educational Needs Coordinator (SENCO) and further contacts where parents and carers may have concerns

Green Top Contact Information

The SENDCo Lead at Green Top School is: Amy Faulding

The Assistant SENDCo at Green Top School is: Karen Cook

They are contactable via telephone on: 01405 813181

Or via email at: afaulding@greentopschool.org

The Role of the SEND Team at Green Top School

The SEND Team is responsible for ensuring that the needs of pupils with SEND are met.

The SEND Team:

- Oversee the day-to-day operation of the school's SEND policy
- Work with other settings and schools to successfully transition children with SEND into and out of the school.
- Support school staff to identify children with special educational needs.
- Coordinate the provision for children with SEND and ensure that adjustments and adaptations are made when required or where appropriate
- Identify the training needs of school staff and coordinate training sessions so that school staff are equipped with the necessary knowledge and skills to meet the needs of learners with SEND
- Ensure that the parents of children with SEND are informed about their child's provision and progress
- Are the key contact for external SEND support services and liaise with other providers, outside agencies and specialist professionals to ensure that children with SEND are supported
- Ensure that the school keeps records of all pupils with SEND

The Role of Teachers of SEND Pupils at Green Top School

Every teacher is a teacher of SEND and responsible for the teaching, learning and assessment of every child that they teach.

Class Teachers:

- Work alongside support staff and members of staff within their phase to plan support for children with SEND. This may include making reasonable adjustments, using additional resources or making adaptations to lessons so that they are accessible for all children.
- Review each child's progress and plan for their next steps
- Liaise and meet with the parents of children with SEND to discuss their provision and progress
- Follow advice from the school SEND Team and external support services or professionals.

Local Authority Contact Information

The government has listened to what parents say their experience of services is like and have put in place a number of things to bring about improvements. One of these is the 'Local Offer'. In 2012 the former Children's Minister Sarah Teather explained that:

"The current system is outdated and not fit for purpose. Thousands of families have had to battle for months, even years, with different agencies to get the specialist care their children need. It is unacceptable they are forced to go from pillar to post, facing agonising delays and bureaucracy to get support, therapy and equipment".

"It is a huge step forward to require health, education and care services work together. The reforms will give parents better information and a comprehensive package of support that meets their needs".

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The potential outcomes of the Local Offer are:

- To provide clarity and confidence for parents.

- To support earlier intervention.
- To reduce the need for assessment.
- To identify need and gaps in provision.
- To provide an evidence base for improving progress and securing better outcomes, at school and local level.

Contacts within Doncaster Local Authority can be found on the Local Office Website at:

[Local Offer - Special Educational Needs / Disabilities \(SEND\) - Homepage - City of Doncaster Council](#)

SENDIAS Contact Information

SENDIAS also provides information, advice and support to parents, carers, children and young people in relation to Special Educational Needs (SEN) and Disability and related health and social care issues. They can be contacted by:

Telephone: 01302 736920

Email: sendias@doncaster.gov.uk

4. Policies for identifying children and young people with SEND and assessing their needs

There are a number of policies in place which guide our provision for all pupils.

- Behaviour Policy
- SEND Policy
- Safeguarding Policy
- Accessibility Plan
- Pupil Premium Strategy
- Anti-bullying Policy

Identifying Children with SEND

First of all, we will assess children. This could involve a range of areas (e.g. reading, writing, maths, social skills, communication and language skills), using a number of different assessment tools. Sometimes our assessment of a child might be quick and sometimes, SEND only becomes apparent when assessments have been carried out over an extended period of time.

When we assess, we consider if:

- The child is meeting developmental milestones.
- The child is making less progress than their peers of the same age.
- The child is making less progress than they have done historically.
- The gap between the child and their peers of the same age is not closing, despite receiving additional support and help within their learning.

We may also:

- Use specific assessment tools e.g. GL Assessments, Boxall assessments.
- Ask outside agencies and external professionals to assess children and provide advice

When identifying children with SEND, we also meet with parents / carers to ensure that we have all relevant background information about the child and the details of any previous support that they have received or appointments that they have attended.

We will also consider a child's age (and, if they are a summer born child), their attendance, their first language and their life experiences to date.

5. Arrangements for consulting parents and carers of young people with SEND and involving them in their child's education

Parent involvement, engagement and support is vital to the success of all children.

What does this look like at Green Top School?

At Green Top School, we involve and inform all parents and carers by:

- Sharing school information regularly using a range of communication channels e.g. text messages, correspondence via email, ParentPay letters and also school website blog posts.
- Sending weekly newsletters summarising key school events and website blog posts.
- Inviting parents into regular celebration events e.g. Learning Legend awards and whole phase Celebrations of Learning and Presentation of Learnings.
- Inviting parents to participate in family learning sessions, coffee morning and afternoons and charity events.
- Inviting parents / carers to celebrate key national events e.g. Christmas and Summer Fayre's.
- Holding bi-annual parents evenings / student-led conferences to update parents / carers on their child's character growth and academic achievement.
- Sharing useful advice and information about how parents can support their children at home.

We consult with, and involve parents / carers of children with SEND by:

- Meeting with parents to obtain key parental knowledge and a thorough understanding of a child's strengths and difficulties as well as an overview of strategies that work well in the home and areas where further support or advice is required.
- Holding termly SEND reviews so that a child's progress towards their outcomes can be discussed, next steps identified and long term goals / outcomes agreed.
- Holding Annual Reviews of EHCPs where parents will be invited to have full participation in these reviews for their children.
- Coordinating meetings with specialist professionals or external services.
- Discuss any referrals to outside professionals to support a child if appropriate at that time- this is guided by the Graduated Approach for SEND.
- Providing access to information workshops and parenting programmes via signposting or facilitating e.g. ASCETS information sessions, Solihull Parenting Programmes, Your Place, Doncaster Parent's Voice and also Doncaster Autism Service.

6. Arrangements for consulting young people with SEND and involving them in their education

Pupil voice is actively sought and pupil involvement readily encouraged at Green Top School.

Consulting with, and involving children at Green Top School...

At Green Top School, we consult with, and involve all children by*:

- Seeking children's views through crew discussions and questionnaires.
- Meeting with School Council representatives regularly. They share the views, thoughts and opinions of their crew with school leaders and support with actioning any next steps identified in meetings.
- Supporting them to make pledges that they are accountable for.
- Supporting them to formulate their own targets

At Green Top School, we consult with, and involve children with SEND by*:

- Obtaining their 'pupil voice' which is included on their One Page Profile, SEND Support Plan or EHCP.
- Making them aware of their outcomes (targets).
- Supporting them to reflect on their pledges, learning, progress and outcomes.
- Inviting them to attend or contribute to their SEND termly reviews or Annual EHCP reviews, when appropriate. This is the opportunity to share their work and achievements with their family and the professionals.

**How we consult with, and involve children across school may vary depending on their age, stage of development and maturity.*

7. Approach to teaching children and young people with SEND. How adaptations are made to the curriculum and the learning environment of children and young people with SEND through Quality First Teaching; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

A child's special educational needs and/or disabilities are varied and not all SEND children need the same level of support.

Green Top follows a Graduated Approach for SEND and this aims to enhance the Quality First Teaching in each class and enable teaching staff to be proactive in taking early, short-term intervention. We match the level of support to the child's level of need. This is how we navigate our way through the graduated approach.

The levels of support that are offered for the children on the SEN register at Green Top are in three waves of support.

Wave 1- Quality first teaching for all students. A recognition that some children may need time-limited support in order to make good progress.

Wave 2- Quality first teaching for all students. Support and opportunities for children who need a little extra help in their learning journey with specific interventions to support in some areas of challenge.

Wave 3- Targeted support. Require increasingly individualised intervention programmes to accelerate progress and close the performance gaps between themselves and their peers.

8. How the school applies the Graduated Approach for SEND in school.

Wave 1

This is quality teaching lead by the class teacher. This includes:

- Well planned lessons that are adapted appropriately to engage all children.
- Resources and varied learning tasks that support all children to succeed.
- Opportunities for children to practice and use their learning in different situations.
- Teachers make assessments in order to support children moving their learning on, informing teachers what to teach next.
- Motivational behaviour and reward systems to encourage children.

Wave 2

This is for children who need extra support to catch up with their peers. It is often small group work, either in the classroom or in an intervention space. For example:

- Person centred plans such as One Page Profile
- Intervention groups for Maths, Writing, Reading and Phonics.
- Lego Therapy groups.
- Nurture groups.
- Friendship/social skills groups.
- Sensory Circuit and Daily Mile.
- TEACCH Boxes for all children with personalised tasks included to meet the outcomes of the pupils.
- Admittance to Lunch Club

Wave 3

This means personalised SEND interventions. For example:

- Person-centred plans such as One Page Profile
- 1:1 Speech and Language therapy work.
- Physiotherapy sessions supported by Learning Coaches.
- Tweaks to the child's environment (safe space, personalised visual timetables).
- Individual positive behaviour programme.
- Bespoke consideration to pupils sensory processing needs e.g. timetabled sensory breaks
- Additional Learning Coaches to support with individual check in's when needed or preparing pupils for the day ahead through the use of visual timetables.

The SENDCos keep a grid of the level of support that each child receives and this is called our SEND Provision Map.

9. Approach to teaching and learning children with SEND:

At Green Top, all class teachers plan lessons according to the specific needs of the children within their class and are responsible for ensuring that all children's needs are met.

- Inclusive approach
- Quality first teaching with appropriate differentiation and a range of teaching strategies
- Respond effectively to the diversity of needs of children
- Ensure that all children, regardless of need achieve their personal potential
- Climate of care
- Age appropriate classroom with a group of their peers
- Teaching and resources are adapted
- Personalised provision - Planned interventions and time-limited interventions
- Use of adult support e.g. learning coaches, speech and language champion, learning mentor
- Small group teaching
- Access arrangements for tests and examinations during our termly assessment weeks
- Where EHCPs identify specific support, this is provided and supported by teaching staff or learning

coaches

10. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents / carers and young people as part of this assessment and review

All of our SEND support fits into a four- part cycle called Assess, Plan, Do, Review (APDR). Each child's progress will be continually monitored by their class teacher and this will follow the 4 part cycle, with the support and liaison of SENDCo.

Assess: Identifying what the child's needs are.

Plan: Target setting and plan how to support the child in order to meet their targets.

Do: Everyone involved with the child following the plan that has been agreed in that cycle.

Review: How have the plans worked this term? Agree on the next steps...

Each cycle typically takes **one school term** and there are **three** cycles per year.

In line with the school's policy to follow the Graduated Approach for SEND, informal feedback is given to parents regularly and conversations are held between parents and school staff; whether that be the class teacher or the school SENDCo, feeding back on the impact of the interventions that have been put in place. The school truly values the open line of communication between our school staff and parents.

Additionally, parents are formally invited to attend their pupils SEN review meeting either face to face in school or over the telephone, depending on which wave of intervention their child is accessing, and this includes parents to be a part of reviewing their child's support plan.

The SENDCo regularly will also check that your child is making good progress with any individual outcomes and this involves lesson observations, book looks and discussions/reflections with the senior leadership team.

Specifically for those children who have an Educational Health Care Plan (EHCP), a formal review is held annually and this takes place with schools staff, parents and where appropriate, the child or young person present.

As a school, we aim to have regular conversations with our parents and carers and all families have access to;

- Student Led Conferences

- Coffee mornings and afternoons as opportunities for families to meet the SEND and Well-Being Team and to support one another in a SEND community.

- Meet the teacher sessions

- Appointments to meet class teacher, SENDCo or Head of School

11. Evaluating the effectiveness of the provision made for children and young people with SEND

The school budget, received from the Education Funding Agency and Doncaster Local Authority, includes money for supporting young people with SEND. The Head of School decides on the deployment of resources of Special Educational Needs and/or Disabilities, in consultation with the school governors and the SENDCo, on the basis of needs in school.

The SENDCo and the Senior Leadership Team discuss all the information they have about SEND in the school, including;

- The children receiving additional support already.
- The children needing additional support.
- The children who have been identified as not making much progress as would be expected, in comparison to their peers.

From this information, and the reviewing of the provision map that has been previously discussed, the team decides what resources, training and support is needed and the cost of each intervention is calculated and recorded in order for leaders to be able to monitor the impact and progress that they are having. When reviewing the provision of each child, changes may be made where needed to ensure that the child's needs are being met, therefore this may change how resources are deployed.

Throughout the year, the school SENDCo will also quality assure the provision across school using a number of different strategies such as classroom/environment walkthroughs, book looks and intervention observations. This audits how successfully we are meeting the needs of the children on our SEN register and shapes the next steps in order to develop our SEND culture at Green Top.

At the appropriate time, advice is also sought from multi-agency where the SENDCo requests involvement for professionals to come in and make observations, work with children, deliver training sessions to further upskill and develop staff. This is ever evolving each year as the level of needs for our children continue to change, allowing us to develop our provision in the most up to date way.

12. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

At Green Top School, we aim to be inclusive of all our children, respecting different educational and behavioural needs and we recognise that a range of different strategies for learning are necessary, adapting our teaching approaches based on the personal experiences of the children.

At our school we also;

- Ensure that the classroom environment is adapted for the needs of specific children.
- Adapt the curriculum and the delivery of lessons through which it is taught considering carefully the resources and equipment.
- Embrace a collaborative learning approach throughout our school culture and this is embedded into our everyday, classroom practice.
- Provide adapted teaching and differentiated support which may involve intervention groups.
- Ensure full participation in extra-curricular activities or school visits, unless this has been expressed as not appropriate by the carers or parents.*
- Ensure that all children are given the opportunity to complete appropriate, achievable jobs and responsibilities such as a stewardship role within their crew, depending on their strengths or interests.
- Ensure that children are encouraged to be part of breakfast and after- school clubs.
- Ensure that differences are respected and celebrated within our crew curriculum and any achievements are celebrated in our weekly, community crew meeting assemblies.

Our school endeavours to remove any barriers and work alongside parents and carers to ensure that all children are actively encouraged to participate in all areas of school life by making the necessary reasonable adjustments to support where needed.

**It is very rare that we have to make the hard decision for a child to not attend – in the very small number of occasions this is due to safety, wellbeing or both.*

13. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

We are incredibly proud to be a caring, nurturing and supportive school and we firmly believe that children need to feel happy, secure and safe in order to meet their potential. Additionally, we also recognise that some children have extra emotional and social needs that require further nurture and development.

If a child is exhibiting challenging behaviour within school, we try to find the causes and root of this behaviour and then adapt our provision so that we can alleviate the behaviour. This can look and be shaped very differently depending on the individual.

If needed, we work with parents to identify needs of the family as a whole. This may involve forming a team around the child (TAC). This means we can look at the bigger picture for the child and get even better progress. It can also help us to agree on any referrals where we would involve any outside agencies such as 'Early Help', or Counselling/Parenting programmes, in order to get extra support for both the child and also their family.

We also have:

- Daily crew circles where children can share thoughts and discuss feelings. All children in the circle are expected to develop empathy and their understanding that all children are equal but also, that all children are individuals too.
- Staff who offer pastoral support- this may be through daily check in's or planned weekly SEMH interventions.
- Weekly 1:1 sessions with our Learning Mentor over a period of 6 weeks..
- Lunch club pass- this is available for pupils each day which offers our children a quiet and safe space to come and check in with safe, consistent staff members.

14. How do we develop our SEND Expertise?

The role of a SENDCo is to support teaching staff in planning for children on the SEND register. In following the Special Education Needs and Disabilities Regulations (2014), the SENDCo is a qualified teacher and must also hold the Postgraduate Qualification in Special Educational Needs Coordination. The SENDCo at Green Top completed this postgraduate qualification in June 2024.

The SENDCo attends the Local Authority termly SENDCo Network meetings and attends any other relevant training and courses that are offered within that term in order to update the school and to lead our SEND development.

In terms of our whole staff CPD offer, staff are supported to improve the teaching and learning of our children, including those with SEND. Particularly focussing on the SEND provision, the whole staff training that has been delivered within the last 12 months has included;

- Changes to our SEND review meeting process.
- Behaviour Management in the active classroom- Delivered by Behaviour Outreach Support Service (BOSS).
- The purpose and implementation of TEACCH boxes.
- Sensory breaks v's Brain breaks
- Developing staff understanding of the SEND Broad Areas of need e.g. Social, Emotional and Mental Health and Speech, Language and Communication and supporting staff to implement recommended strategies such as, the importance use of visual prompts and visual timetables, 3 and 5 point emotion scales and body mapping to support children to understand how emotions can be felt.
- Restorative Practice refresher course.
- Lego Therapy training

- FFT phonics programme
- Lightning Squad interventions
- Times Table Rockstars

Often, the school may send individuals on training sessions if the SENDCo feels that it can support the level of need in certain year groups, depending on what the needs are. This year, that has included;

- Intensive Interaction training
- Visits to local specialist settings
- Speech and Language course
- Attention Autism training.
- Star Time training (Delivered by BOSS)
- Understanding Trauma (Delivered by BOSS)

Future training will focus on areas within the Broad Areas of Need of Cognition and Learning. Areas to be covered include;

- Precision teaching as an intervention to support English and Mathematics difficulties.
- English difficulties (including dyslexia).
- Mathematics difficulties (including Dyscalculia).
- Adaptive Teaching - ensuring that learning is adapted to be accessible for all learners within the classroom.

As well as the above, there is also a vision to continue to develop staff knowledge and practice this year through the delivery from external agencies. These training sessions include;

- Autism Essentials (ASCETS)
- Trauma Informed (BOSS)

Despite our school staff already holding a wealth of knowledge and experience in supporting our children with SEND, however we always strive to do our utmost best by our children to ensure that we are best meeting their individual needs and we will strive to improve through our reflections and access any necessary training.

15. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

At Green Top, we understand that for many children, either moving between schools or even between classes, this can be an incredibly anxious time for both children and their families. We try our best to ensure that this transition can be as smooth as possible by preparing children, where possible, for any changes and work with both the children and their families to put a plan in place.

If a child is joining us from another school;

- Invite the child and their parents/carers to visit our school and offer them a tour, including the classrooms that they will be in and potential class teacher.
- We will ensure that all records about the child from their previous school are passed on to Green Top as soon as possible.
- We will contact the previous school's SENDCo and request information such as any special arrangements or support that will need to be made to support the child. Where possible, a meeting between two SENDCo's will take place to ensure that a thorough handover is carried out.

If a child is moving to another school;

- We will ensure that all records are passed on for your child as soon as possible.
- We will contact their new SENDCo and personally discuss any special arrangements that need to be implemented prior to them starting, offering a meeting to discuss support plan outcomes and interventions where necessary.

When transitioning from year groups;

- Transition meetings/discussions begin to take place from May time, in the summer term.
- Class Handbooks are created by teachers detailing specific details of every pupil within their current class, including SEND pupils, and this is presented to new class teachers. This gives teachers the opportunity to ask any questions during the presentation so that nothing is missed, this includes safeguarding details, an academic focus, challenges and barriers and also their strengths.
- Children on the SEND register completed an 'All About Me Booklet' and they have the opportunity to talk through this booking with their new teacher prior to the Autumn Term.
- Children have the opportunity to be taught by their new teacher throughout the summer term.
- Meet the Teacher Event- before the summer, parents and children are invited to an informal drop in session in the hall to meet and say hello to their new teacher.
- Transition Week- On the last week of the Summer Term, children will have the opportunity to spend three full days completing crew building tasks with their new class teacher, and sometimes, new class. This is where new crew norms are embedded and the start of positive relationships are established.

When transitioning from Year 6;

- The SENDCo and the Year 6 teaching staff will discuss any specific needs for your child and liaise with teachers from your child's secondary setting.
- The SENDCo will meet regularly with the SENDCo or SEND Team from your child's secondary setting when passing on any documents or records and an overview document is made for each child.
- The SENDCo at Green Top will contact your child's secondary setting and organise for additional transition days as part of their transition package to ensure that children get to experience their new journey more than once prior to the transition week with the rest of their peers.
- A member of staff from your child's secondary setting may come to visit at Green Top or organise an online meeting to introduce themselves.
- If your child has an EHCP, the SENDCo from your preferred choice of school will be invited to the Year 5 and 6 Annual Review Meetings.
- Our crew sessions for Year 6 in the Summer Term involve this transition and offer support for children to further understand this process.

16. Arrangements for handling complaints from parents and carers of children and young people with SEND about the provision made at the school

Ultimately at Green Top, we hope that every child with SEND thrives, however if a parent has concerns or complaints, first of all, please speak to your class teacher, either of our SENDCo(s) or the Head Teacher.

If parents do have a complaint, then please do not hesitate to contact us at: office@greentopschool.org

In addition to this, further guidance can be found in the complaints policy available on the XP Trust website.

17. Arrangements for supporting children and young people who are looked after by the local authority and have SEND

- The SENDCo and the school's Emotional Well-Being Officer, Mrs Fitzpatrick work closely with both parents and external professionals to ensure that a child's needs are being met and the provision that they are accessing is appropriate.

-The SENDCo is involved in supporting Mrs Fitzpatrick with reviewing the provision and assessing the impact of any interventions that have been put in place. Mrs Fitzpatrick will discuss this during her weekly meetings and will debrief with the school's SENDCo to discuss next steps.

-The provision map for a LAC child with SEND supports the school SENDCo to appropriately allocate funding to the correct intervention in order to best meet the child's individual needs. If there is something that a child is requiring support with but staff do not have the expertise to support, the SENDCo will call upon multi-agency support whether that be to have their involvement or to support with the upskilling of our own staff, this will happen.