

Name of School: Green Top School

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA's Local Offer site located under Education (Schools). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).

Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.

<p>Brief description of the school (age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</p>
<p>Green Top is a large mainstream Primary Academy with the XP Trust which caters for children between the ages of 3 and 11 in Thorne on the outskirts of Doncaster. There are over 440 pupils on role. Our core ethos and values are: 'Inspiring all Children to Enjoy and Achieve'</p> <p>Our Values As staff members and children of the school we challenge ourselves against these values:</p> <p>Inspire We want our children to feel part of the learning process, ensuring our curriculum is active, fun and vibrant. We want to learn in an atmosphere where everyone is listened to, their views appreciated and valued</p> <p>Challenge We challenge all members of the school to do their best at all times, trying our hardest and consistently setting higher goals. We believe having the highest of expectations allows our children to direct their learning and take ownership of their progress</p> <p>Collaborate We believe in the importance of working with and as part of a learning community to ensure we achieve as individuals and collectively. We care about each other and offer care and guidance to make sure everyone feels happy and knows who to turn to</p> <p>Achieve We will strive to support all children to achieve. Achieve academically, socially and emotionally. We believe that every achievement should be praised, shared and celebrated</p>

<p>How we identify if your child may need additional help and/or has special educational needs (SEN)</p>
<ul style="list-style-type: none">• The school has a rigorous tracking system for all children which clearly identifies the progress being made and highlights where specific needs may need to be addressed.• Pupil progress meetings take place where target groups are identified and provision is planned.• Dyslexia Screening tests are in place and used effectively to identify difficulties a child may be experiencing and guidance for next steps for provision to support them. There are also procedures in place within school to identify significant areas of weakness in reading within the FFT reading programme to enable needs of SEN pupils to be met appropriately.• The GL Assessment toolkit is available to further assess children in maths, English and emotional literacy.• Provision mapping is in place which identifies all provision in place for SEN, vulnerable groups, EAL etc. The provision map is regularly updated.• In addition to the 'in-school' identification process, outside agencies such as Occupational Therapy, ASCETS and the Educational Psychology service support the school in identification of need and ongoing monitoring and review.
<p>How we involve parents and carers in meeting the needs of their child and in whole school developments</p>
<ul style="list-style-type: none">• The role of the parents in SEN policies and procedures is vital. Regular contact is kept, both formally through reviews and Parent Consultation Evenings and informally at the beginning and end of the school day.• Parents are informed when a concern has been raised and are invited to come into school to discuss next steps.• Parental consent is always sought prior to any assessments or provision being put in place.• The SENCO is available, by appointment, when emergency enquiries can be accommodated.• Parents are encouraged to take a full part in their children's education, by being involved with school and other agencies.• Parents are informed how to obtain independent advice on SEN issues relating to their child as the need arises.
<p>How we will involve your child in the planning and review of their support</p>
<ul style="list-style-type: none">• Children are involved in the SEN support plan process, contributing their opinions and feelings through a 'One-Page Profile' in discussion with staff.• Children's thoughts and feelings are shared at review meetings with parents.• Children's aspirations and feelings are taken into account when considering future needs for support.
<p>How we match the curriculum, teaching and learning approaches if your child has SEN</p>
<ul style="list-style-type: none">• At Green Top, we believe very strongly that all children should have access to a mixed ability, collaborative learning in the classroom.• Where necessary, additional support will be provided to address specific

targets for individual children – this could take place in the classroom with the class teacher in the form of ‘red box’ work to address misconceptions or to pre-teach new concepts, or it could take the form of intervention sessions delivered alongside classroom learning either in class or in our dedicated Learning Hub. The Learning Hub is staffed full time by a dedicated team of Teaching Assistants overseen by the SENCO. A range of interventions are provided by the Learning Hub staff from Social and Emotional support to core learning interventions, as well as life skills, sensory circuit and mindfulness.

How we provide additional support if your child has learning needs

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- low level, short term intervention programmes
- class support where needed
- guided group work in the Learning Hub
- further differentiation of resources
- individual target setting
- ‘Red Box’ misconception and pre-teaching techniques
- booster intervention groups
- emotional care, friendship and support intervention groups
- sensory circuit
- mindfulness meditation sessions
- Regular review of progress and targets through the Assess, Plan, Do, Review process
- Referrals to outside agencies for further advice

How we provide additional support if your child has social and communication needs

Each child’s needs are assessed independently with any support specifically tailored to their needs. This support may include:

- Differentiated curriculum planning
- Ensuring Care Plans include social communication and interaction objectives
- Incorporating targets from other agencies for example ASCETS if they are involved at this stage with termly reviews
- Establish close home/school links
- Incorporate advice and strategies from the Educational Psychologist

How we provide additional support if your child has physical, sensory and/or medical needs

Each child's needs are assessed independently with any support specifically tailored to their needs. This support may include:

- Care plans are completed in consultation with parents and carers and any outside agencies and shared with the relevant staff within school
- Involvement of medical professionals in the delivery of specific support (for example physiotherapy)
- On the advice of outside agencies, specialist equipment can be provided to meet the needs of the child, for example cutlery, writing equipment, sit and move cushions.
- Outside agencies can be accommodated in school to deliver specialised treatments.
- Close and regular liaison with outside agencies such as the Hearing Impaired team ensure that children's needs are being met in school.
- If your child needs medication, this can be administered in school by a designated member of staff, but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member
- All support staff have regular first aid training, including training for epipens and asthma.
- Staff are trained to adapt the curriculum as required to ensure regular sensory breaks to meet the individual needs of a child.
- The school takes steps to ensure that any 'reasonable adjustments' in line with the SEN Code of Conduct are made to support a child.
- Sensory Circuit is delivered every morning in the Learning Hub.

How we provide help to support your child's emotional health and well being

- The school employs an Emotional Wellbeing Coordinator and an Emotional Well-being Assistant to support children with their emotional health and well-being.
- In addition to this there are two further teaching assistants in the Learning Hub who are also fully trained in ELSA to support children with their emotional literacy.
- The school is an advocate for the 'Roots of Empathy' approach and children in reception currently receive weekly sessions to develop their empathy.
- Daily feelings circles held every morning in class involve encouraging every child to share how they are feeling, with any concerns raised in circles being dealt with swiftly.
- The school uses the Restorative Practice approach to conflict resolution, allowing children to be fully involved in dealing with any issues or concerns they may have, facilitated by a member of staff if necessary.
- Praise and reward are fundamental to the ethos of the school with

achievements being celebrated in class and whole school.

How we promote developing independence

In school children are given numerous opportunities to develop their independence. These may include:

- Choosing how they learn: classrooms are immersive and there is a range of options when it comes to how and where a child can sit themselves to learn. Children can choose to sit on the floor, at a desk, on a sofa, at the front or at the back of class – whatever suits their learning style.
- Children work collaboratively with their peers, leading learning circles, coaching each other and critiquing each other's work.
- The concept of 'crew' is being developed in year 5 and 6 to give pupils even more responsibility for their learning and learning attitudes by pulling together as a team approach.
- Children are encouraged to develop their learning independently through their home-learning tasks, which offer a range of activities and allow for different learning styles.
- Some children have 'life skills' lessons, developing their ability to look after themselves through making food, personal hygiene lessons and gardening.

How we measure and review your child's progress against their targets and longer term outcomes

- Children's progress is measured every term and with SEN targets being reviewed by class teachers, the child, the SENCo and parents/carers.
- Where targets are completed, adjustments are quickly made to ensure consistent progress. This shows a child's journey through the academic year.
- For children with an Education Health Care Plan, targets will be formally reviewed annually and reported back to the Local Authority, in addition to the termly review meetings.
- Where necessary, outside agencies are involved in the target setting and review process

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

- Green Top has an immersive environment approach to learning, where every classroom offers a variety of options to cater for different learning styles and needs – from traditional tables and chairs to sofas.
- Children are actively involved in the development of their immersive environment.
- All classrooms have a 'safe place', an area a child can go to as needed.
- All steps are made to meet the physical needs of children, with reasonable adjustments being made as required.
- Specialist equipment is provided to support the individual needs of child as advised by outside agencies.

How we include children with SEND in the life of our school
<ul style="list-style-type: none">● All children are encouraged to take part in the extensive extra-curricular opportunities offered by the school.● The school council consists of a wide-range of children. They are elected onto the council by their class. No child is excluded from nomination for school council.● Trips and activities are open to all children and individual needs are catered for accordingly.● Risk assessments are carried out and procedures/staffing are put in place to enable all children to participate.● All children in Year 6 are encouraged to take on additional duties to support the wider life of the school – such as being playground leaders etc●
<p>How we ensure that all our staff are trained and supported to meet a wide range of children's needs</p> <p><i>(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)</i></p>
<p>An ongoing programme of CPD for all staff ensures that there is a level of expertise across the school to meet a wide range of children's needs, for example:</p> <ul style="list-style-type: none">● Whole school autism awareness training led by the Specialist Autism service (ASCETS)● Involvement of the BOSS (Behaviour Outreach Service) team for specific training on behaviour management techniques for teacher and support staff● ELSA training for emotional literacy support.● Team Teach training.● SENCO attends the Doncaster SENCO network meetings for ongoing information and development of the role.● Termly SEN focused CPD for teaching staff
External support and expertise we can call upon to help us to meet children's needs
<p>Referrals and follow up with other agencies are carried out as required e.g. Educational Psychology, Speech and Language Therapy, Support services for Visual and Hearing Impairment, Autism Social Communication Education Training Service (ASCETS), CAMHS (Child and Adolescent Mental Health Service), School Nursing Team, Occupational Therapy, Physiotherapy, Early Help Services, Social Care and the BOSS (Behaviour Outreach Service for Schools) team.</p> <p>In addition to this, there is the Parent Partnership Service and SaidSend that can help and support parents with children with SEND.</p> <p>Effective working links will also be maintained with:</p> <p>Educational Psychology Service: Contact number: 01302 737291 or email psychology@doncaster.gov.uk</p> <p>The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or</p>

737211 or email sen@doncaster.gov.uk

Parent Partnership Service: Contact number 01302 736920 or email parent.partnership@doncaster.gov.uk

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737242
CiCEducationService@doncaster.gov.uk

Children with Disabilities Team: Contact number: 01302 735885 or email dcr@doncaster.gov.uk

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emtas@doncaster.gov.uk

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on <http://www.doncaster.gov.uk/services/schools/local-offer-sen> or by contacting the Family Information Service:

Freephone: 0800 138 4568, operates Monday to Friday 9am to 5pm, outside of these hours there is an answer phone service

Telephone: 01302 862136

Email: fis@doncaster.gov.uk - all queries will be responded to within three working days.

Web: www.doncaster.gov.uk/fis

How we prepare children to join our school

- A pre-admissions meeting will take place to enable school staff to gain information about children with a special educational need. No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school)
- Children and families are invited into school and are welcome to tour round the school.
- Children are given a prospectus written by our children to answer any questions the child may have.
- In FS1 a home visit will be offered to see the child in their home environment.
- Previous schools and settings will be contacted to ensure that provision

continues to best meet the needs of the child.

How we prepare children to move on from our school

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will discuss transition needs of all pupils with Education Health and Care Plans at their Annual Reviews.
- During the year in which pupils leave, transition meetings for all pupils as well as for vulnerable pupils will be held and arrangements discussed (this may include additional visits to the normal one arranged for all pupils)
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Bespoke transition arrangements can be made where required with local schools to ensure a smooth transfer to other schools.

How we deploy our resources to meet the needs of children with SEND

- The SEN budget is allocated each financial year.
- The money is used to provide additional support or resources dependent on the child's individual needs

Contacts for more information

Executive Head: Mr N Butler
Head of School: Mrs C Salter
Chair of Governing Body: Mr M Dewsnap
Address: Middlebrook Lane, Thorne, Doncaster, DN8 5LB
Telephone: 01302 813181
Email: office@greentopschool.co.uk
Website: www.greentopschool.co.uk
SENCO: Mrs L Gutteridge email: sen@greentopschool.co.uk

Please include a direct web link to the following:

- SEND Policy – <http://www.greentopschool.co.uk/sen-policy/>

- SEN Information Report – <http://www.greentopschool.co.uk/sen-information-report/>
- Accessibility Plan : <http://www.greentopschool.co.uk/accessibility-policy/>

Please note:

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Please return this proforma to Natalie Pendleton, Families Information Service, by email to fis@doncaster.gov.uk

If you have any queries, please contact Helen Barre on 01302 73753, Darren Dickinson 01302 735978.

Thank you.