

Annual SEND Information Report 2024/25

Green Fold School



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Last reviewed on:	July 2024	
Next review due by:	September 2026	

Foreword:

Legislation, statutory requirements and statutory guidance

This Annual SEND Information Report is reflective of the Special Educational Needs and Disability code of practice 0-25 (DFE, 2015) and demonstrates Green Fold School's practice in accordance with the Children and Families Act (2014) and the Equality Act (2010). Links to the relevant legislation can be found below.

[What maintained schools must or should publish online - GOV.UK](#)

[The Special Educational Needs and Disability Regulations 2014](#)

For further information, this report should be read in conjunction with:

- Green Fold Behaviour Policy and Statement of Behaviour Principles
- Green Fold Communication Policy
- Green Fold Intimate Care Policies
- Green Fold Medication Policy
- Green Fold Transition Policy
- Green Fold Curriculum Intent, Implementation and Impact
- Green Fold Attendance Policy
- The Orchards Federation Accessibility Plan
- The Orchards Federation Equality Policy

The report is written in a question and answer format to make it as accessible as possible to all stake holders including families.

Green fold School Annual SEND Information 2024/25

1. What kinds of special educational needs does the school make provision for and how are the arrangements for admissions?

Green Fold is a special school for children with complex and significant Special Educational Needs and Disabilities (SEND) offering inclusive education for pupils aged 4–11 years. All of our pupils have complex significant medical, physical, and/or sensory needs including Autism, PMLD, and SLD as well as significant communication difficulties and other

associated co-occurring conditions. All children attending the school have an Education, Health and Care Plan (EHCP).

Green Fold School is a local authority maintained special school and as such our admissions are led by Bolton Local Authority SEND team guidelines, our catchment area covers all areas of Bolton.

An [Education, Health and Care Plan](#) (EHCP) is required for all children and young people who are enrolled to a special school or resourced provision. All children who attend Green Fold School have Green Fold School named in their EHCP.

Parents who require information on the Bolton Council Admissions Policy for young people with complex SEND are asked to contact the Special Educational Needs Inclusion and Statutory Assessment Team who will give advice.

You can access their website on the link below or contact the team by telephone on 01204 338612.

[Special schools – SEND Local Offer](#)

We are committed to providing:

- Specialist education tailored to each pupil's individual needs.
- Access to a wide range of facilities and resources designed to support learning, independence, and wellbeing.
- An inclusive environment where every child is valued and encouraged to achieve their potential.

Our highly skilled staff work closely with families, external professionals, and partner services to ensure that pupils receive the right support to thrive both educationally and socially

2. How does the school evaluate the effectiveness of its provision for all pupils?

Internal Quality Assurance of the Quality of Teaching and Learning

At Green Fold, all pupils have significant and complex special educational need and disabilities, and the school is committed to ensuring high-quality teaching and learning. A structured programme is in place to monitor, review, and improve provision. This includes:

- Classroom observations and learning walks carried out by senior leaders or through peer-to-peer supportive guidance.

- Ongoing assessment of each pupil's progress to ensure learning is appropriately paced and challenging using SEND specific frameworks.
- Monitoring of planning and workbook sampling to check that work is well matched to pupils' individual needs.
- Regular meetings with parents/carers to discuss progress towards Individual Learning Plan (ILP) targets, alongside annual reviews of EHCP short-term targets and support.
- Regular meetings and reviews with the Multi-Disciplinary Team for those children with allocated therapists (for example Speech and Language therapists, physiotherapists and occupational therapists)
- Regular Governor Classroom Visits

Green Fold ensures that its provision removes barriers to learning and promotes a positive, inclusive ethos for all pupils.

External Quality Assurance

We welcome external quality assurance from awarding bodies. Our current accreditations and recognitions in 2024/25 include:

- Ofsted Outstanding
- Communication Friendly Setting status
- Healthy Schools Award
- Eco-Schools Award
- Gold Sports award
- National Autistic Society Advanced Accreditation
- School of Sanctuary Award
- Educate Awards Most Inspirational Primary School

3. How will both the school and parents/carers know how the pupil is doing and how will the school support parents/carers to support their child's learning?

Green Fold places a strong emphasis on partnership with parents and carers to ensure that each child receives the best possible support. Communication is regular, open, and supportive, and includes:

- Weekly updates on pupils' day-to-day achievements shared via home–school diaries or the online Class Dojo messenger.
- Termly meetings with class teachers to review progress against Individual Learning Plan (ILP) targets.
- Annual reviews of EHCP targets (every six months for pupils under five), attended by parents/carers, class teachers, members of the Senior Leadership Team, and other professionals as appropriate. These meetings allow for a full discussion of the child's needs, progress, and support.

Parents and carers are also supported through:

- Personalised advice and guidance from staff on strategies that can be used at home from all professionals supporting their child – for example Speech and Language Advice and Strategies.
- Half termly parent events where parents/carers are invited into school and class to join their child's learning experience
- Half termly parent workshops, designed to build knowledge, confidence, and practical skills for supporting children's development and delivered by external and internal qualified trainers – including Speech and Language, Occupational Therapy and our own specialised team
- Access to our Children & Families Officer who is able to sign post to other services through Bolton Local Offer and Early Help Service as needed for example the Paediatric Learning Disabilities Team, Integrated Transport Unit and Short Break Care
- Regular school updates shared via the Class Dojo page, Facebook, Instagram and X (formerly known as Twitter).

We practice an open door policy - class teachers, therapists and senior leaders are all available via class Do Jo to enable parents to make direct contact whenever the need arises.

4. What is the school's approach to teaching pupils with special educational needs?

All pupils attending Green Fold have an Education, Health and Care Plan (EHCP). The school's provision is therefore designed around the four areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (SEMH)

- Physical and Sensory Needs

As all of our pupils on entry have significant communication needs we consider Communication to be at the heart of our curriculum (See Green Fold Curriculum Intent, Implementation and Impact).

To ensure that every child's needs are met effectively:

- Pupils are grouped by their learner group and key stage, enabling them to work in classrooms where the approach best complements their individual needs by both enabling environments and SEND pedagogy. For example, in our Autism classrooms the environment is low arousal and our team deliver learning through strategies such as Attention Autism. In our PMLD Classrooms the rooms are equipped with bespoke equipment such as tracking hoists and specialised seating and our team deliver learning through strategies such as Positive Eye.
- Teaching is consistently of high quality and differentiated to support the diverse needs of all learners. Staff are trained in SEND specific pedagogies to meet the needs of pupils.
- Provision is personalised to promote support, development, and progression for every pupil and in collaboration with parents and the multi-disciplinary team.

5. How does the school effectively meet the needs of individual pupils and provide a curriculum that matches their requirements?

At Green Fold, pupils' individual needs are met through carefully considered placement within one of three learner groups:

- Roots classes – pre-formal learners
- Branches classes – semi-formal learners
- Leaves classes – formal learners

This structure ensures that every pupil is supported in an environment that matches their learning style. Each class is designed to:

- Promote engagement, independence, and positive role modelling
- Provide a personalised curriculum that challenges pupils at all levels of learning
- Enable teachers to work collaboratively, with regular meetings to evaluate and further develop provision

School Sites and Specialist Provision

Green Fold School is situated across four sites, each tailored to meet specific pupil needs:

- Seedlings and Saplings sites – For EYFS and KS1 pupils, offering a structured learning environment alongside access to continuous provision.
- Lower site – For KS2 pupils who benefit from a structured environment and inclusive learning opportunities.
- Upper site – For pupils with greater physical needs, providing access to specialist provision and resources.

This multi-site structure allows the school to ensure that all pupils, regardless of their stage or level of need, have access to the most suitable environment for their growth and development.

6. How are the school's resources allocated and matched to pupil's needs?

Green Fold ensures that all pupils' needs are met to the best of the school's ability within the funding available.

Resources are allocated carefully to ensure equity and impact. The school budget is allocated on a need's basis, guided by each pupil's EHCP band category. The greatest spend is on staffing and training of staff to ensure children always have access to a skilled and personalised team. Class sizes are small typically between 6 and 8 children and no greater than 10. Each class has a qualified teacher and a higher-level teaching assistant qualified at TA3 or TA4 level, classes are then supported by additional teaching assistants.

Pupils with the most complex needs receive the highest level of support, as detailed in their EHCP.

Our Learning Environments are continually evaluated to ensure the resources meet the needs of the children. All buildings have a Sensory Room, access to quiet rooms or designated quiet spaces, a sensory swing, classrooms with access to smaller kitchenettes to reduce transitions for our children and well-equipped playgrounds and halls. Each classroom has seating or equipment to meet the needs of the learners including for Zooma Rockers and Acheeva Workstations, tracking hoists for those children who are non-ambulant as well as equipment to support our Total Communication Approach (please see our Communication Policy).

This approach ensures that funding is used effectively to maximise opportunities, support progress, and promote independence for all pupils.

7. How is the decision made about what type and how much support a pupil will receive?

The type and quantity of support that each pupil receives is determined by the provision outlined in their Education, Health and Care Plan (EHCP), as set by the Local Authority (LA). Support levels are reviewed annually during the statutory EHCP review process. Where the school feels that the existing allocation of support is insufficient to meet a pupil's needs, a request may be made to the LA for a reassessment of provision. This ensures that support remains responsive and proportionate to the pupil's individual needs.

8. How does the school ensure that all pupils can participate in additional activities inside and outside of school?

At Green Fold, we are committed to removing barriers to learning and ensuring that all pupils are included in every aspect of school life.

- The curriculum is continually adapted, developed, and enhanced to meet the needs of all learners.
- All pupils are encouraged and supported to take part in school trips, with residential opportunities offered in both Key Stage 1 and Key Stage 2.
- Prior to any off-site activity, a comprehensive risk assessment is carried out to ensure the health, safety, and wellbeing of pupils.
- All sites and venues are visited in advance by school staff to assess suitability for pupils with specific needs or disabilities, and arrangements are made to ensure activities are accessible.
- The school owns two accessible minibuses, enabling pupils with additional needs to take part in a wide range of off-site activities.

To further enrich learning, Green Fold also provides:

- After-school opportunities are communicated to families regularly
- Opportunities to learn from specialist visitors invited into school, which enhances the curriculum and broadens pupil experiences.

9. How does the school support pupil overall wellbeing? What is the pastoral, medical and social support available in school?

Green Fold is an inclusive school that welcomes and celebrates diversity. We are committed to promoting high self-esteem and wellbeing for all pupils, fostering a caring and positive environment where every child feels valued. The class teacher has overall responsibility for the pastoral and social care of every child within their class and is the first point of contact for parents/carers. Where further support is needed, the class teacher will liaise with SLT or

the Children and Families Team, who can offer additional guidance and support. This may involve working with external agencies, including Health Services, Social Care, and the Behaviour Support Team. Medical support is provided by our school nurse and trained members of staff. Parents/carers may also contact the Senior Leadership Team or the school nurse for further advice.

A range of key resources is available on the school website, and families are signposted to additional sources of support where appropriate.

10. How does the school manage the administration of medicines?

Green Fold has a clear policy for the administration and management of medicines to ensure the safety and wellbeing of all pupils. Only prescribed medication or labelled short-term pain relief may be administered on the school site or during any off-site activities linked to school.

Parents/carers must deliver medication directly to school and complete the necessary paperwork with a trained member of staff. This process is monitored by a member of the Senior Leadership Team (SLT). On a day-to-day basis, a team of trained staff administers medication in line with school procedures.

Pupils with additional medical needs are supported by specifically trained staff members. Staff receive regular training and updates on medical conditions and the administration of medicines, ensuring they are confident and prepared to respond to medical situations. This structured approach ensures that pupils' medical needs are managed safely and effectively, allowing them to access the curriculum and wider school life without unnecessary barrier.

11. What training have staff supporting pupils had or currently having?

Green Fold continually provides opportunities for all staff to develop/ refresh their skills in order to support all pupils, examples of this are:

- Team Teach
- Moving and Handling
- Dysphasia training
- Communication training (signing/ PECS/symbol support/ Total communication/ AAC)
- Rebound Therapy
- Attention Autism
- Understanding Autism (The Autism Education Trust)
- Sensory Integration
- Sign a long
- ELKLAN

- Positive Eye
- In-house CPD and sharing of professional knowledge

As there are a large proportion of pupils with medical needs there are a number for staff who have been trained to:

- Administer prescribed medication orally.
- Administer rescue medication and use of a VNS device.
- Administer prescribed controlled drugs
- Provide support through nasal tube feeding, gastrostomy tube feeding.
- Administer prescribed medication through gastrostomy tube/ nasal tube.
- Administer inhalers.
- Administer oxygen.
- Provide support through non-AGP when required.
- First aid trained.

There are also a number of staff who are able to deliver additional programmes due to training, such as:

- Hydrotherapy
- Rebound for pupils with Autism/ PMLD
- Sensory integration
- Attention Autism
- MOVE
- Signalong tutor
- Team Teach Tutor
- Outdoor explorers

12. What specialist support services and expertise are available or accessed by the school?

Green Fold works closely with a wide range of professionals and services to ensure that pupils and their families are fully supported across all aspects of their education, health, and wellbeing. This includes:

- Our multidisciplinary team including speech and language therapists, occupational therapists, physiotherapist, orthotist, HI and VI teacher and special school nurse

- Local authority Early Help/ Local Offer support for example Paediatric Learning Disabilities Team, Integrated Transport Unit (ITU) and the Children With Disabilities Social Work Team

Health Services

A paediatric special school nurse works alongside medically trained staff to oversee pupils' health needs. Pupils regularly receive input from physiotherapists, occupational therapists, and orthotics services. The school also hosts regular clinics for key healthcare professionals, including the community paediatrician, epilepsy nurse, dietician, and ophthalmologist. Other health agencies accessed by pupils include CAMHS, the Learning Disabilities Team, and the Continuing Care Team.

Speech and Language Therapy (SALT)

Pupils' communication needs are regularly monitored and assessed by SALT. Each child has access to the universal SALT offer. Some pupils also have an individual communication programme, designed by SALT and delivered daily by class teams. SALT provide regular advice, support, and staff training, including dysphasia training and assessments to meet pupils' needs.

Sensory Support Services

Pupils with visual or hearing impairments receive input from specialist VI/HI teachers, who monitor progress and assess needs. VI/HI teachers also provide programmes, resources, and advice to support learning within the classroom.

Social Care and Family Support

Many pupils and families receive support from social care and affiliated agencies to ensure their wider needs are met. This may include input from the Learning Disabilities Social Work Team, interpreters, short break care providers, and the Family Support Team.

Green Fold recognises the importance of sharing information, good practice, and maintaining a consistent approach with all agencies to safeguard the needs of pupils and provide the best possible outcomes.

13. What support is there for behaviour, avoiding exclusion and increasing attendance?

We refer to our pupils displaying dysregulated behaviour as **distressed behaviour**. We do not use the term challenging behaviour. We recognise our pupils do not intend to challenge us – they are displaying their emotions through physical means.

We understand that when children with SEND have unmet needs or are experiencing communication difficulties distressed behaviours may occur and that these behaviours stem from unmet needs or communication difficulties - rather than deliberate choice or intent to disrupt or cause upset or harm.

We focus on a positive, consistent, and individualised approach to positive behaviour support for all of our pupils, key elements include:

- Understanding the reasons why our may children display distressed behaviours
- Supporting our pupils to develop the skills needed to communicate their needs safely and appropriately using their preferred communication systems.
- making reasonable adjustments for SEND including ensuring our pupils are taught within appropriate enabling environments
- providing appropriate support and de-escalation strategies for our staff
- ensuring a safe environment
- fostering positive relationships with parents
- promoting self-esteem and responsibility in pupils.
- Ensuring small class sizes with high levels of appropriately trained staff and supervision
- Working in close partnership with our pupils, their parents and carers, and other professionals working with them including for example occupational therapy, speech and language therapy (SALT), special school nursing and the Early Help Teams such as Paediatric Learning Disabilities Team (PLDT) and Children With Disabilities Social Work team (CWDSW).

Our aim is to create a calm, respectful learning environment by understanding the root causes of behaviour and implementing appropriate support.

Behaviour is successful when pupils are calm and regulated and able to engage in the routines of the day as appropriate to their age and stage of development taking into account their individual special educational needs and disabilities.

At Green Fold, staff are trained to use positive behaviour strategies to support pupils and promote a safe, nurturing environment. Where recurrent distressed behaviours occur, staff work together to create an individualised Behaviour Support Plan, which includes positive handling strategies tailored to the pupil's needs.

The school is committed to supporting all pupils and will seek advice and input from external agencies and the Local Authority where necessary, with the aim of avoiding exclusion.

The Children and Families Team works closely with parents and carers to help overcome barriers that may prevent a child from attending school, and to support families in improving pupil attendance. This proactive and collaborative approach ensures that pupils'

behaviour and attendance are managed in a way that promotes inclusion and maximises learning opportunities.

Further information on our approach to positive behaviour support can be found in our Behaviour Policy and Statement of Behaviour Principles.

14. How accessible is the school environment?

Green Fold is committed to removing physical barriers and ensuring that all pupils can access their learning in a safe and inclusive environment.

- Wheelchair accessibility: All sites are fully wheelchair accessible, including accessible bathrooms.
- Specialist facilities: A number of classrooms and adjoining bathrooms are fitted with hoist tracking systems, and mobile hoists are available in other areas.
- Purpose-built classrooms are available for learners with Autism, designed to meet their specific needs. Specialist classrooms are also provided for pupils with visual impairments.
- Accessible equipment: A wide range of equipment is available to enhance learning and ensure that pupils can engage fully with the curriculum.
- Adapted classroom environments: Each classroom is arranged to reflect the needs of the pupils within the group, ensuring accessibility and independence.
- Health and safety: All fire exits across the sites are fully accessible for wheelchair users.

This commitment to accessibility ensures that pupils are able to participate fully in both the academic and social life of the school.

15. What is the school doing to ensure that pupils are as fully involved as possible?

Green Fold values and promotes pupil voice across all aspects of school life. A Total Communication environment is in place, enabling pupils to communicate to the best of their ability using a variety of methods. Pupils are actively encouraged to share their opinions, thoughts, and ideas about their learning and school experiences. Feedback from pupils is taken seriously and influences decisions made by teachers and the wider school community. This approach ensures that pupils feel listened to, respected, and empowered to contribute to the development of their school.

16. How are parent/carer's concerns or complaints about the SEN provision provided by the school addressed?

Green Fold promotes an open and supportive relationship with parents and families. For minor concerns, parents/carers are encouraged to speak directly with their child's class teacher or a member of the Senior Leadership Team (SLT). If parents/carers wish to make a formal complaint, they are advised to follow the school's complaints procedure, which is available on request and published on the school website.

This approach ensures that concerns are dealt with quickly, fairly, and transparently.

17. How does the school seek to signpost organisations and services who can provide additional support to parents/carers/ pupils?

The Children and Families team hold information on a range of services available to parents/carers such as targeted support and respite care. If necessary, a multi-agency meeting can be arranged to discuss specific issues. The Green Fold Parents Group also offers an opportunity for information sharing. The school regularly shares information and guidance on the school dojo page and Green Fold School website and Facebook page. The Local Authority offer is also linked and available on the school website.

18. How will the school prepare and support pupils during induction and transition?

Green Fold recognises that effective transition is key to supporting pupils' learning, wellbeing, and confidence.

New starters: All new pupils receive a comprehensive induction, during which staff meet with parents/carers and staff from previous settings. Families are encouraged to visit the school prior to starting, allowing pupils to become familiar with the environment.

Internal transitions: When pupils move between classes, current staff liaise closely with future staff to ensure that information is shared and support is consistent.

Transition to high school: For pupils moving on to secondary provision, the school facilitates:

- Sharing of information with the new setting
- Meetings between staff to plan a smooth handover
- Purposeful visits for pupils to their chosen high school

This structured approach helps ensure that pupils feel supported, secure, and prepared during every stage of transition.

Further details can be found in the school's Transition Policy.

19. Are the Governors involved and what are their responsibilities?

Green Fold has strong systems in place to ensure effective oversight of provision and resources. A termly School Effectiveness Committee meets to review and evaluate key areas of the school's work. Senior leaders report on progress, priorities, and developments. The

overall aim of governance and financial planning is to ensure that all pupils receive the support they need in order to make progress and achieve their potential

20. Who can I contact for further information?

If you have a concern or would like advice, please get in touch using the routes below:

First point of contact: Your child's class teacher to share and discuss any concerns.

Additional support: The Children and Families Team, who can offer advice and practical support.

Policies and guidance: Please refer to the school website to view relevant policies.

You can arrange an appointment with Mrs Walker (Headteacher) by emailing office@theorchards.bolton.sch.uk

This graduated approach ensures queries are addressed quickly and by the most appropriate member of staff.

Further information linked to our approach to SEND can be found within our:

- Green Fold Behaviour Policy and Statement of Behaviour Principles
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