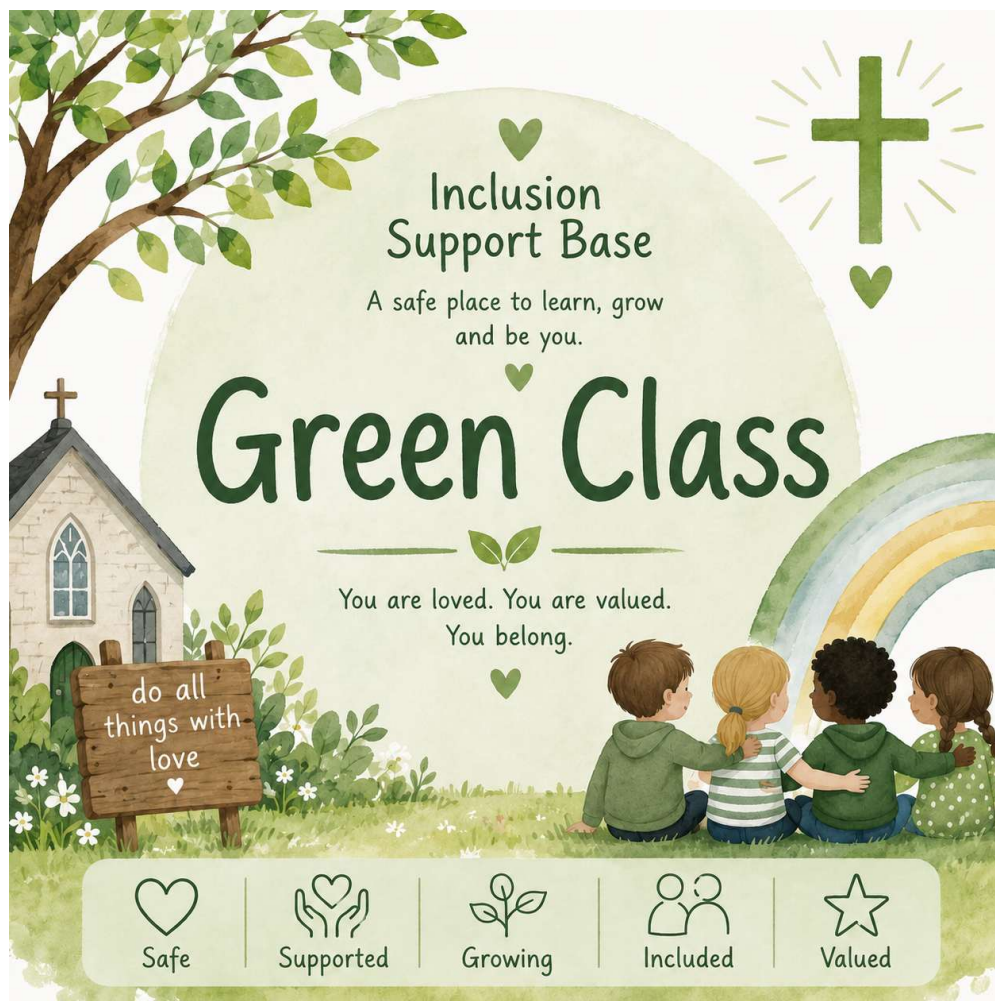




ST LAURENCE CHURCH
Infant School



Green Class

Vision and Information Statement
2026-2027

Vision for Green Class:

Inspired by our Christian vision, **Green Class** is a nurturing environment where every child is known, loved and supported to flourish. Through a love of learning, life and each other, we celebrate each child's unique strengths and provide personalised opportunities for them to grow in confidence, independence and wellbeing.

Rooted in our Christian values of kindness, patience, generosity, thankfulness, honesty, forgiveness and helpfulness, we are committed to helping every child thrive and achieve their full potential.

Who is Green Class for?

Green Class provides enhanced support for children whose needs require a more specialised approach than can be consistently delivered within the mainstream classroom.

Area of need:

All pupils accessing **Green Class** are identified on the SEND register. Pupils may present with needs across one or more of the four broad areas of need as outlined in the SEND Code of Practice (2015). The primary focus of the provision is to support pupils with significant and complex needs who require support that is above and beyond the ordinarily available provision and is at a targeted and specialist level.

Many pupils may experience additional needs relating to:



- Communication and Interaction

- Cognition and learning

- Social, emotional and mental health (SEMH)

- Sensory and/or physical needs



The design of the **Green Class** environment and its curriculum has been purposefully developed in collaboration with specialist external support agencies. This ensures that the provision offers a highly structured, low-arousal setting that enhances communication, interaction, and engagement. Targeted strategies, adapted resources, and consistent approaches are used to support pupils to develop functional communication skills, positive peer interactions, and confidence in learning.

Entry criteria:

Access to **Green Class** is carefully planned and agreed through a collaborative triage process involving Senior Leadership Team (SLT), the class teacher, the SENCo, and parents/carers. This ensures that placement within this alternative learning environment is appropriate, purposeful, and in the best interests of the pupil.

Pupils considered for placement within **Green Class** will typically meet the following criteria:

- Ongoing multi-agency involvement
- Require a specialist, bespoke timetable that differs from the mainstream classroom offer
- Children with an ECHP or SSPP (diagnosis not required).
- Children have complex interaction and communication needs, including autism and associated cognition and learning difficulties.

Placement decisions are reviewed regularly to ensure that the provision continues to meet the pupil's needs and supports progress towards agreed outcomes.

Exit Pathways:

Each pupil's next steps in education are individual and based on their progress, needs, and readiness. **Green Class** is not intended to be a long-term placement; rather, it is a targeted, time-limited provision designed to support pupils at key points in their educational journey.

We work closely with parents/carers and external agencies to ensure that pupils who are unable to initially access mainstream education are provided with an inclusive environment that is fit for purpose, while actively supporting progression towards their next appropriate educational placement.

Exit pathways are reviewed regularly and may include the following:

Pathway 1: Reintegration into Mainstream

Pupils may increasingly access the mainstream classroom with adapted support, where they are able to engage in curriculum content aligned to their interests and strengths. The intention of this pathway is to:

- Gradually increase time spent in mainstream lessons
- Reduce reliance on the **Green Class** Inclusion Support Base over time
- Promote inclusion, independence, and confidence within the wider school community

Pathway 2: Hybrid Model

Pupils will be educated within the **Green Class** alongside having access to the Mainstream Classroom

Pathway 3: Transition to Specialist Provision

Some pupils may transition from **Green Class** while awaiting a Local Authority-named provision, such as:

- A specialist resource base
- A special school placement

During this time, **Green Class** provides a supportive and appropriate interim environment while transition planning is undertaken in partnership with parents/carers, the Local Authority, and relevant professionals.

Our Learning community

Who supports us in school and external agencies:

All staff working within **Green Class** adhere to whole-school policies and procedures, ensuring consistency, safeguarding, and high standards of practice across the provision.

SENDCo/Lead Teacher

The SENDCo/Lead Teacher plays a central role in the leadership, development, and effectiveness of **Green Class**. Responsibilities include:

- Overseeing the quality and effectiveness of the Inclusion Support Base
- Ensuring that appropriate staff training is in place to meet the needs of pupils accessing the provision
- Overseeing the planning and development of The Green Class curriculum
- Reviewing assessment information and progress data to inform next steps and provision planning
- Liaising with class teachers across the school to ensure that high-quality teaching and learning remain at the core of the provision
- Working in partnership with parents and carers to support pupils effectively
- Coordinating involvement from external agencies and ensuring that professional advice is implemented consistently and effectively by staff

The SENDCo works closely with school leaders, teaching staff, and support staff to ensure that provision within **Green Class** remains responsive, inclusive, and aligned with statutory SEND guidance.

Class Lead

For each morning and afternoon session within **Green Class**, a designated Class Lead is identified to ensure consistency, structure, and high-quality delivery of provision.

The responsibilities of the Class Lead include:

- Planning the bespoke curriculum in the **Green Class**
- Liaising with the SENDCo/Lead Teacher to ensure that session planning, intent, and purpose are clearly understood
- Directing support staff in the set-up of activities while delivering targeted input to pupils
- Ensuring that all resources are prepared, readily available, and understood by all staff supporting the session
- Monitoring that support staff remain aligned to the timetable and are working with identified pupils on their targeted interventions
- Ensuring that assessment and observation logs are completed accurately for each activity
- Liaising with parents/carers daily

The Class Lead plays a key role in maintaining the smooth running of the provision and ensuring that planned support is delivered consistently and effectively.

Support Staff

Support staff within **Green Class** play a vital role in ensuring pupils are safe, supported, and able to engage meaningfully with learning. Their responsibilities include:

- Supporting the management and regulation of pupils to enable them to access activities safely and effectively
- Setting up activities in line with the structured timetable and session plans
- Working with identified pupils on their individual targets and tracking progress to inform assessment
- Recording pupils' access to and engagement with daily structured activities

- Supporting pupils with their daily access to school life, including eating and intimate care where required
- Working under the direction of the SENDCo/Teacher Lead and the designated Class Lead

Mainstream Class Teachers

Mainstream Class Teachers play a key role in ensuring that teaching and learning within **Green Class** remains purposeful, high quality, and aligned with whole-school expectations. Their responsibilities include:

- keep in regular contact with the Class Lead regarding the progress and attainment of children
- support the delivery of personalised targets
- Lead strategies/provision to promote successful engagement within the mainstream classroom

This collaborative approach supports continuous improvement and ensures that pupils accessing **Green Class** benefit from high-quality curriculum delivery.

External Agencies

St. Laurence Church Infant School works in close partnership with a range of external agencies to ensure that pupils accessing **Green Class** receive specialist advice and support aligned to their individual needs. Guidance from these professionals informs assessment, planning, and day-to-day practice within the provision.

External agencies involved may include:

- **LLSS** - Language Learning Strategic Support Team
- **CAT** - Communication and Autism Team
- **EP** - Educational Psychologist
- **SaLT** - Speech and Language Therapy (NHS)
- **SSOS** - Special School Outreach Service

- **PST** - Physical Support Team
- **OT** - Occupational Therapist
- **School Nurse**
- **Compass** - Mental Health Support Service
- Any other Local Authority services as required

The SENDCo is responsible for coordinating involvement with external agencies and ensuring that professional advice and recommendations are implemented effectively by staff working within **Green Class**.

Structure

Green Class follows a bespoke curriculum in consultation with the Specialist Services based on the principles of the Early Years Foundation Stage (EYFS) and the Sensory Curriculum. Learning is carefully planned to meet each child's individual developmental and academic needs, enabling them to experience success, develop confidence and make meaningful progress.

The curriculum incorporates a range of targeted interventions designed to support the development of:

- Communication and interaction skills
- Fine and gross motor development
- Emotional regulation and wellbeing
- Independence and life skills
- Early literacy and numeracy skills

Children also benefit from a personalised sensory diet throughout the day, ensuring they have regular opportunities to regulate, refocus and engage successfully in learning, while also linking directly to pupils' personalised targets.

Each day follows a carefully structured routine that balances learning, communication, play, movement and sensory regulation. Children are welcomed by familiar adults and begin the day with activities that help them feel settled, safe and ready to learn.

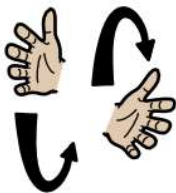
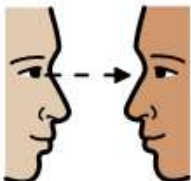
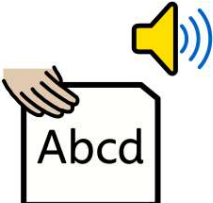
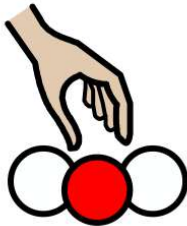
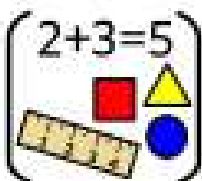
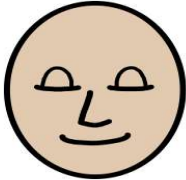
As part of our commitment to helping every child flourish, children will continue to access opportunities alongside their peers, including Collective Worship,

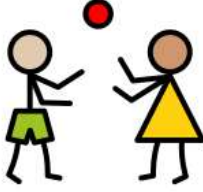
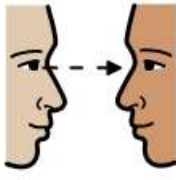
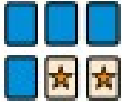
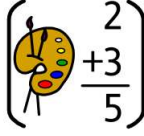
Physical Education, Forest School, Wellbeing Wednesday activities and whole-school events where appropriate. These experiences support children's personal development, emotional wellbeing, social skills and sense of belonging within our school family.

Green Class provides a personalised pathway that supports children to develop the skills and confidence needed to participate successfully in school life and access a broad range of learning experiences.

Pupils follow a clear **visual timetable** to support their understanding of the purpose and sequence of activities throughout the day. This is enhanced through consistent transition support, including the use of music, countdowns, symbols, and Makaton, to help build directional understanding, engagement, and sustained attention to task.

A structured daily programme of activities is in place to provide predictability, routine, and opportunities for repetition, which supports pupils to feel safe, regulated, and ready to learn.

			
Makaton	Attention Autism	Sensory Stories	Sensory Circuits
			
TACPAC	Phonics	Dough Disco	Play Skills
			
Maths	Calm Time	Movement break	Themed Story Time

			
What's in the box?	Sensory Bus	Music	Emotions
			
People and Communities	Outdoor parallel play opportunities	Joint attention games	P.E
			
Memory Games	Nursery Rhyme Sound Bag	Turn taking	Topic
			
Colourful Semantics	Fine Motor Skills	Core Word	Sensory Circuits

Environment and Strategies

The Inclusion Support Base has been purposefully designed to support pupils who meet the criteria for the **Green Class**. The space is organised into distinct zones to promote engagement and focus, which include:

- Sensory regulation area
- Carpet time area
- Individual workstations
- Collaborative group workspaces
- Reading area

- Role-play area

To maintain a low-stimulation environment, resources are stored outside of the provision and are introduced deliberately during activities. This ensures that pupils do not become overstimulated and that resources are used meaningfully in relation to the curriculum.

A range of universal strategies is employed within the environment to support communication and interaction skills. These include:

- Communication boards and choice boards
- Visual timetables
- Objects of reference
- Remodelling language
- Makaton
- Songs to support transitions
- Named instructions
- Sensory regulation supports
- Structured routines
- Chunked instruction
- Simplified language reinforced with visual aids

These strategies are embedded throughout the provision to promote engagement, independence, and confidence in communication for all pupils.

Interventions

In **Green Class**, we provide a range of interventions tailored to individual plans as required. These may include:

- Wellcomm
- Targeted Speech and Language Therapy (SALT) sessions
- Personalised Physiotherapy or Occupational Therapy sessions
- Sensory Circuits

- Attention Autism activities
- Intensive Interaction

Interventions are tracked and monitored to ensure progress is being made for each individual pupil. This is reviewed regularly due to the small steps in which require monitoring for these pupils.

Assessments

To ensure that our bespoke curriculum is effective and that all pupils make meaningful progress, we use a range of assessment tools and monitoring approaches. These tools help us to track individual outcomes, identify emerging needs, and evaluate the impact of targeted support over time.

We use the following assessment methods:

- **Engagement Model:** The engagement model supports and measure the progress of pupils working below the national curriculum who are not yet engaged in traditional, subject-specific study. It assesses how pupils engage with learning through exploration, realisation, anticipation, persistence and initiation:
- **EYFS development matters:** Development Matters is a non-statutory curriculum guidance document which maps development across the 3 prime areas (Communication and Language, Physical Development, and Personal, Social and Emotional Development) and the 4 specific areas (Literacy, Mathematics, Understanding the World, and Expressive Arts and Design) of the EYFS. It provides a framework to track the development of children into developmental milestones into broad age stages
- **Birmingham SEND Continuum** -This is a specialised assessment framework for pupils working below age-related expectations which breaks down the core subjects of Language, Literacy, and Mathematics into discrete, small steps of learning in order to identify gaps in a pupil's knowledge, set targets and track small-step progress, plan provision and formulate appropriate success criteria.

- **WellComm Speech and Language Screening** - WellComm is a reliable, curriculum-linked speech and language screening tool that assesses understanding, vocabulary, grammar, narrative and social communication skills. The traffic-light reporting system highlights areas where children need extra support or may benefit from specialist referral, and our staff use this data to plan targeted language interventions.

Assessment is ongoing and multifaceted, combining structured tools with practitioner observation and evidence from learning activities. This approach ensures that we capture a holistic picture of each pupil's development and can adjust teaching strategies and interventions accordingly. Progress is reviewed regularly, shared with parents and carers, and used to inform future planning and curriculum design.

Cultural Capital

How **Green Class** Builds Cultural Capital:

1. Developing Language and Communication

The Green Class typically provides targeted and specialist support for communication, emotional literacy and interaction. By explicitly teaching vocabulary, expressive language, and conversational norms, pupils gain the skills needed to access the wider curriculum and social life of school.

2. Teaching Social and Emotional Norms

Through structured routines, modelling, and guided interactions, **Green Class** helps children learn:

- Turn-taking and collaboration
- Emotional regulation
- Understanding social expectations

These are key elements of embodied cultural capital that enable pupils to function confidently in mainstream classrooms and society.

3. Access to Experiences

Children in **Green Class** may be given enriched experiences such as:

- Role play linked to real-life situations
- Sensory and exploratory learning
- Exposure to stories, cultural references, and discussions

These experiences broaden pupils' understanding of the world, helping to close experiential gaps that may exist due to SEND, trauma, or disadvantage.

4. Supporting Independence and Learning Behaviours

Green Class explicitly teaches learning behaviours such as resilience, organisation, attention, and self-reflection. These behaviours are highly valued and contribute to pupils' ability to succeed over time.

5. Bridging to the Mainstream

A key strength of **Green Class** is that it operates *within* a mainstream school. This allows pupils to:

- Practise newly learned skills in real contexts
- Access the same curriculum, when ready, and cultural references as peers
- Gradually integrate into whole-class learning

This ensures cultural capital is not isolated but transferable.

6. Equity and Inclusion

By intentionally teaching aspects of cultural capital that some children may otherwise miss, *The Green Class* promotes social justice, ensuring pupils with additional needs are not disadvantaged.

In Summary

The *Green Class* supports cultural capital by making the implicit explicit teaching the language, behaviours, experiences and expectations needed to thrive in school and beyond. In doing so, it enables pupils to access learning, relationships, and future opportunities with greater confidence and success.

When routine and regulation is embedded within The Green Class: trips, visitors, special experiences, worship, workshops, life skills and more will be accessed.

Staff Training

Staff within **Green Class** engage in a wide range of specialist training to ensure they are fully equipped to support the individual needs of pupils. External agencies are regularly invited to work directly with staff, providing hands-on training and modelling effective strategies in practice.

The SENDCO/Lead Teacher collaborates closely with class teachers and external specialists to ensure that key teaching and learning approaches are embedded within the staff training programme. Areas covered through external training include Sensory Circuits, Attention Autism, and WellComm, ensuring staff have the skills to deliver targeted interventions with confidence.

In addition to scheduled training, staff are encouraged to request further professional development tailored to the specific needs of the pupils they support. Requests are reviewed by the Senior Leadership Team (SLT) and, where appropriate, additional training is provided to ensure ongoing professional growth and high-quality provision.

Working in partnership with parents and carers

Throughout the school year, **Green Class** will offer a range of opportunities for parents and carers to build strong links with the provision and receive meaningful support. We recognise the vital role families play in a child's development and aim to work in close partnership to ensure consistency between home and school.

Activities may include:

- Workshops with external agencies
- Regular parent meetings
- Drop-in sessions to observe learning and explore strategies to support at home
- Stay-and-play sessions to build confidence and connection in the learning environment

- Coffee mornings and informal networking events to foster a sense of community among families

These opportunities are designed to empower parents with practical tools, strengthen relationships, and ensure that every child receives consistent support across all aspects of their life.

Further information

For further information regarding SEND across St. Laurence Church Infant School, please see the SEND Information Report and our SEND Policy. We also have an Accessibility Policy detailing how we ensure the environment is inclusive across the school.