Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

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STAFFORDSHIRE CONNECTS
SEND LOCAL OFFER

Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help?

Branston Locks Primary and Nursery School adheres to the Special Educational Needs and Disability Code of Practice 2015

After initial concerns have been raised by a teacher or parent, we would follow a graduated response as outlined in the SEND code of practice. This follows a four-stage response – Assess, Plan, Do, Review (APDR)

1. Branston Locks will always start with Quality First Teaching where a child-centred approach is used to address the child's needs and includes making suitable adaptations, agreeing consistent routines and boundaries and having clear strategies in place to enable the child to learn and develop. Children may be placed on a Monitoring Register during this stage (with parental consent).
2. Where a child has received differentiated teaching and learning experiences and adaptations have not resulted in the child making expected progress, the child may need additional support in the setting and targeted SEND support will be offered. This may include small group support, additional adult support and other interventions. Progress will be monitored using an APDR document. Assessments may be completed during this time which will help us to identify whether a child has a specific need and which specific areas need to be targeted.
3. If targeted SEND support has not been sufficient to meet a child's needs and further support is required, they will continue with quality first teaching and any other support they have been receiving,but will also be offered help through specialist SEND support and the child will move to our Special Educational Need Register. This may include small group or 1:1 interventions, the use of specialist equipment and the school deciding to consult external agencies (with parental consent) for further advice with targets or to investigate specialist assessments. For example, this may be a Speech and Language Therapist, Occupational Therapist or a Paediatrician. This will provide the school and parents with recommendations and targets which will be used to inform the child's APDR process.
4. The Assess, Plan, Do, Review process will continue to be used and evidenced throughout this stage. If it is apparent that a child has needs which require support and intervention above and beyond the specialist SEND support already in place, a request for an Educational, Health and Care needs assessment will be made which may lead to an Education, Health and Care Plan (EHCP).

What should I do if I think my child or young person needs extra help?

Initially, contact the class teacher or Special Educational Needs and Disabilities Co-ordinator, Mrs E Collins if you wish to raise any concerns. Tel: 01283 242875 or email e.collins@blp.jtmat.co.uk

Where can I find the setting/school's SEND policy and other related documents?

All relevant SEND and other related documents can be found in the SEND section at https://branstonlocksprimary.co.uk

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

Quality First Teaching will ensure that teaching strategies, tasks, scaffolding materials and resources are adapted to match the learning needs of all pupils. Adults may be used to support children's learning in small groups or 1-1 during a lesson, after a lesson (keep-up) or prior to a lesson (pre-teaching). Flexible grouping is used for maximum impact on learning and is at the heart of our differentiated instruction.

Children identified with SEND will have personalised targets, interventions and resources outlined on an Assess, Plan, Do, Review (APDR) document. This will be planned by the class teacher in collaboration with children and parents and monitored by the SENDCO. It will take account of recommendations and targets from external professionals, where applicable. Each term follows the same cycle and will be reviewed at the end of each term, again in collaboration with children and parents, looking at the progress made and the impact of the interventions. New targets are then set for the next term and interventions can be planned by the teaching team.

Children with more significant needs may be eligible for an Education, Health and Care Plan (EHCP). This often secures funding for additional resources, 1-1 and/or small group adult support. Parents/carers contribute their views and must give their consent. An EHCP will outline targets for the end of the key stage and provides recommendations for provision. With an EHCP, a child will still have an APDR to ensure that the Assess, Plan, Do, Review cycle is adhered to on at least a termly basis, and recommendations and targets from external professionals will be followed.

The budget for SEND is allocated and managed by the Head Teacher with information towards the decisions being provided by the SENDCo.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

At Branston Locks, our broad and balanced curriculum has been designed to be flexible so that it can take account of children's interests and needs and adapt to the needs of each cohort. It is also designed to be as 'hands-on' and practical as possible giving children as many real-life experiences as possible to support learning and personal development. We recognise the importance of the wider curriculum in developing our children holistically and by providing our children with a broad range of experiences and extra-curricular activities, we offer our children the chance to succeed in far more than just academic subjects.

Teachers are highly skilled in identifying children's starting points and planning learning opportunities that allow every child to access the curriculum and make progress from their starting points. Adaptations will be made where necessary to allow children with SEND to access the curriculum. This may be in the form of the amount of adult support they receive, scaffolded/adapted activities, additional scaffolds that may be provided to help them, the use of specific resources including the use of ICT/technology or adaptions to the

learning environment. A class provision map (a plan identifying support given to children) is drawn up by the class teacher and the SENDCO to ensure that each child is receiving the support he/she needs. Children with SEND have the opportunity to work alongside children of all abilities, which provides them with challenge and ensures high expectations. High Quality Teaching is supported by effective, tailored support and interventions where necessary.

Our learning environments have been carefully designed to be calming, neutral, home-from-home environments as far as possible therefore reducing cognitive load (avoiding overstimulation/visual noise), improving child engagement (therefore improving behaviour) and acting as the 3rd teacher to support children's learning. Displays are used carefully to support and scaffold learning.
Our school and classrooms take into account children with sensory needs by providing calm zones, sensory areas, break-out spaces and a sensory room. The Zones of Regulation are displayed in each classroom to support self-regulation throughout the school. Children with social, emotional and mental health needs will also be supported by a variety of different interventions such as nurture groups, positive play, ELSA, Lego therapy etc

Barriers to learning can be very different between individuals. Appropriate recommendations from external professionals will be followed, for example a child with dyslexic tendencies may need to be seated in front of the whiteboard. They may benefit from using a coloured reading ruler, using mnemonics and having the background on the interactive whiteboard changed to a pastel colour. A child with a visual impairment may need all reading books and photocopying to be of a specified font size, recommended for them by the Visual Impairment Team. The Autism Inclusion Team supports the individual needs of children with an Autistic Spectrum Condition (ASC) through their recommendations, which might include the use of headphones, visual timetables, now and next cards and structured writing frames. Children with hearing impairments will receive support from the Teacher for the Deaf, who will advise the school on where the child should be seated in the classroom and how to remove other barriers to their learning.

How are resources allocated to meet children or young people's needs?

The budget for SEND is allocated and managed by the Head Teacher with information towards the decisions being provided by the SENDCo. School is funded to meet the needs of all its children through the core budget, but receives additional funding to support provision for SEND children through:

- Deprivation factors, based on the number of pupil premium children and those in long term care
- Funding for specific children to meet their assessed needs.

Additional funding for a child can be temporary through funding for children approved for an EAPDR (Enhanced Assess, Plan, Do, Review) or on a longer basis with annual review through an Education, Health and Care Plan (EHCP).

Disability Access Funding is also available for eligible children who are aged 3 or 4 and are in receipt of both 15 hours free childcare and Disability Living Allowance for children.

The school identifies the needs of children with SEND on APDRs. This identifies support given within school and is reviewed regularly, so that the needs of children are met. Resources (including staff training) required to deliver appropriate support are deployed as effectively as possible. Resources may include, reading overlays, sensory objects and chew buddies. Resources will also be purchased based on recommendations from external professionals, such as the Educational Psychologist or Occupational Therapist.
The SEND budget may also be used for staff training in order to deliver targeted and appropriate interventions to meet the needs of our children.

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Teaching, Learning and Support

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

1. Branston Locks will always start with Quality First Teaching where a child-centred approach is used to address the child's needs and includes making suitable adaptations, agreeing consistent routines and boundaries and having clear strategies in place to enable the child to learn and develop. Children may be placed on a Monitoring Register during this stage (with parental consent). This is time limited and allows for appropriate assessments to be completed.
2. Where a child has received differentiated teaching and learning experiences and adaptations have not resulted in the child making expected progress, the child may need additional support in the setting and targeted SEND support will be offered. This may include small group support, additional adult support and other interventions and progress will be monitored using an APDR document. Assessments may be completed during this time which will help us to identify whether a child has a specific need and which specific areas need to be targeted.
3. If targeted SEND support has not been sufficient to meet a child's needs and further support is required, they will continue with quality first teaching and any other support they have been receiving, but will also be offered help through specialist SEND support and the child will move to our Special Educational Need Register. This may include 1 to 1 interventions, the use of specialist equipment and the school deciding to consult external agencies (with parental consent) for further advice with targets or to investigate specialist assessments. For example this may be a Speech and Language Therapist, Occupational Therapist or a Paediatrician. This will provide the school and parents with recommendations and targets which will be used to inform the child's Assess, Plan, Do, Review (APDR) process.
4. The Assess, Plan, Do, Review process will continue to be used and evidenced throughout this stage. If it is apparent that a child has needs which require support and intervention above and beyond the specialist SEND support already in place, a request for an Educational, Health and Care needs assessment will be made which may lead to an Education Health Care Plan (EHCP). This is called the Graduated Response.

How will equipment and facilities to support children and young people with SEND be secured?

The type of support, equipment and facilities needed to support our children with SEND is led by the children's individual needs. Children with an EHCP will have an amount of provision to be given as a minimum to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation.
Other children will also receive support linked to their needs as indicated in their APDR documentation or on the class provision map. This support may take various forms:

- In class support from teachers or teaching assistants
- Small group support or interventions
- 1:1 support or interventions
- Support from external agencies
- Provision of specialist resources or equipment
- The use of ICT equipment
- Adaptations to the classroom environment such as raised tables/adapted chairs etc
- Sensory tools and resources
- Adaptations to toilet facilities

Progress tracking and analysing pupil data highlights children who are not making expected progress and required support is identified as result. Children are given additional and adapted support and interventions are put into place to support their learning. The impact of this provision is monitored regularly and adapted as necessary.

If interventions are not having the desired impact, then the SENDCO may refer to external specialists to enable further support to be provided. Recommendations, such as those provided by the Educational Psychologist may already be available at Branston Locks Primary and Nursery School, otherwise the SENDCo can request them.

Branston Locks Primary & Nursery School is part of the SEND Hub which also incorporates the District Inclusion Panel, where additional advice and support can be sought. With parental consent, the case of a child can be put forward for a meeting where all available support in the area is represented and offers can be made by external providers, such as Burton Albion Community, The Cornerpost Education Centre or the Locality Co-ordinator, for Staffordshire County Council.
Advice may also be sought from the Early Years Forum for children in our Early Years Foundation Stage.

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Teaching, Learning and Support

How will you and I know how my child or young person is doing?

Progress for group interventions will be recorded on Class Provision Maps and are assessed and reviewed half termly. These will be discussed at Parents Consultations and a decision will be made as to whether a child should remain on the Monitoring Register, or moved to the SEND Register. Assess, Plan, Do, Review (APDR) documents are assessed half-termly with children and parents, who are also involved in setting new targets. Parent views are recorded on the APDR and form part of the formal review process. Expectations for progress are stated on APDRs, which are used to measure impact.

Children with an EHCP will have their targets reviewed at least termly and their EHCP reviewed annually (every 6 months in EYFS) to ensure that it still meets the individual's needs. Parents are invited to attend Annual Review meetings, where they contribute their views on their child's progress.

Additional meetings can be arranged with the class teacher and/or SENDCo at a mutually convenient time at any time during the year.

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Teaching, Learning and Support

How will you help me to support their learning?

If your child is identified with a SEND, Branston Locks Primary & Nursery will provide you with a parent information booklet and refer you to our website which contains a wealth of information to support parents of children with additional needs in the first instance. Parent workshops are offered throughout the year in a variety of subject areas and include ways of helping children with SEND.

Regular APDR review meetings will take place with parents, class teachers and the SENDCO to discuss how the child is progressing in school and how they can be supported at home. Parents consultations also take place termly where class teachers can share strategies to support a child at home. EHCPs and APDRs may have some targets for working on both at school and home and teachers may ask for parental support in this instance by specifically outlining ways to help at home on these documents. More informally, teachers may create extra 'tools' for supporting your child's learning and ask for your support in completing at home, such as flashcards, keyrings, additional reading etc.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

Formative and summative assessment are used by all teachers to check that progress is being made. A provision map is completed by the SENDCO and regular reviews take place for children's APDR's where parents are invited. Children are asked to review their APDR targets through the 'Self Evaluation' sheet.

Once a year, parents are encouraged to take part in a SEND Parent Voice and this feedback is used to monitor the provision for children and young people with SEND.

Pupil progress meetings between the class teacher and a member of the Senior Leadership Team happen termly for all pupils.

Children will receive ongoing feedback in the form of age-appropriate verbal or written feedback during lessons or interventions. Some interventions provide scores, so pupils are able to see their progress, although these may not routinely be shared with children. We will always celebrate progress that has been made, no matter how small the step with the children.

Children and parents are invited to review and co-produce their APDR targets and to contribute to EHCP annual reviews.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

Formative and summative assessment is routinely used by all teachers to check that progress is being made by all children.

Standardised assessments can be repeated annually to ensure progress in reading rate, accuracy and comprehension.

The impact of interventions is also measured to inform next steps.

APDR targets are graded on an A-D scale, A = achieved, B = achieved but not transferring skills, C = progress made but target should continue, D = target not met. These are reviewed taking into account parent and pupil voice.

Pupil progress meetings between the class teacher and a member of the Senior Leadership Team happen half-termly for all children.

The class teacher also meets regularly with the SENDCo to discuss progress and ensure appropriate provision is in place.

Parents and carers are involved in the process through Parents Evenings, reviewing APDRs and through Annual Review meetings.

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Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Risk assessments are completed for all activities outside of school.
The school's website has behaviour and anti-bullying policies in addition to other relevant policies.
Class teachers welcome children at the start of the day and dismiss children at the end of the school day and operate an open door policy. We welcome parents approaching us to discuss any concerns.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

Teachers, the SENDCo and parents can request support for any child who has social, emotional or wellbeing needs.

We value all of our children's well-being and our curriculum supports social and emotional wellbeing through weekly PSHE lessons and regular circle time and assemblies based on our school values and social/emotional themes. Teachers and TA's may provide additional support for children, either 1:1 or in small nurture groups supporting with areas such as friendships, anxiety, managing emotions etc

We use the Zones of Regulation to support children to self-regulate in our classrooms and each classroom also has a calm zone/quiet area and sensory baskets to further support self-regulation. (Children regulating their own emotions)

We use the Boxall Profile as a tool to measure progress in social, emotional and behaviour development for individual children who have been identified as requiring extra support within these areas. The Boxall profile assesses the social, emotional and mental development of children providing a picture of the child's strengths and any difficulties which could affect their learning.

Training is planned for a member of SLT to become qualified as a Mental Health First Aiders, to work with staff members and children who display minor mental health concerns. Training is also planned for support staff to enable them to provide interventions such as ELSA (Emotional Literacy Support Assistant), Lego/playmobil therapy etc. in time.

We also have access to the Mental Health Support Team, where we are able to make referrals for children with emotional or mental health needs, which may be having an impact on their daily life, interaction with others and learning.

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Keeping students safe and supporting their wellbeing

How will you manage my child or young person's medicine or personal care needs?

All children with a medical condition will have a Health Care Plan. This will be co-produced between parents and class teachers.

Parent's/Carer's written instructions and consent for the administration of medicines are kept in the school office. Class teachers are also provided with a copy of these instructions.

Parents also need to discuss and give consent to the actions involved in regular toileting or changing nappies in school and an individual care plan will also be written and actioned for each child with parents' consent. Our intimate care policy is available on the website.

Care plans are created with information provided by parents/carers for all children with an allergy or medical condition where consideration needs to be given to how the child can be best supported. Care plans are kept in the children's individual file and teachers are given a copy of care plans of children in their class which is kept alongside any medical equipment.

In a medical emergency an adult will stay with the child whilst another contacts emergency services and then parents/carers. Emergency procedures for individual children are detailed in personalised care plans.

What support is there for behaviour, avoiding exclusions and increasing attendance?

At Branston Locks Primary and Nursery School, we will lay the foundations for a life-long learning journey which provides our children with the tools to achieve fulfilled and successful lives. We believe that every member of the school community deserves to feel valued and respected, and that each person should be treated fairly and well. We understand that all behaviour is a form of communication and is often a way of expressing an unmet need.

Our Behaviour Policy is underpinned by the following essential principles:
• Recognising, praising, and celebrating good behaviour
• Building good, respectful, trusting relationships
• Supporting children to understand their rights within the UN convention for the Rights of the Child and respecting these rights for themselves and for others.
• Developing good home/school links

At Branston Locks Primary and Nursery School, we are committed to placing the values and principles of the Convention on the Rights of the Child at the heart of our procedures and practice. It is important to us that children recognise their rights but also acknowledge the rights of others.

At Branston Locks Primary and Nursery School, children's rights are promoted and realised, adults and children work towards this goal together. A Rights Respecting School is a place where everyone can feel valued, confident with themselves, and furthermore, encourages everyone to use their voice.

As well as this approach shaping the needs of our own pupils and creating a Rights Respecting community, we aim to use this shared understanding to work for global justice and sustainable living.

Being a Rights Respecting School also shapes our behaviour management. Every class draws up a class charter based on agreed rights and shares ideas around how adults and children will respect this right. We emphasise the ethos that rights, are linked with responsibility.

At Branston Locks we use the 3 reminders:

- Be Safe
- Be Kind
- Try my best

Pupils are expected to:
• Behave in an orderly and self-controlled way
• Show respect to members of staff and each other
• In class, make it possible for all pupils to learn
• Move quietly around the school
• Treat the school buildings and school property with respect
• Wear the correct uniform
• Understand their responsibilities and know/accept consequences for their actions.

All classes log behaviour and this is monitored by our Senior Leadership team. Teachers ensure all staff, including teaching assistants and lunch time supervisors know that a child is under sanction or has behaviour plan.

Please see out Behaviour Procedure found on our website for more information.

Where appropriate, individual behaviour plans can be created between the pupil, teacher and SENDCO and shared with the parent/carer. Sometimes regular timetabled support or additional TA support is provided. We try to determine the reasons for the behaviour and work as close as possible with parents. East Staffs Family Support offer support to individual pupils and their families. Other external support can be obtained through the local SEND and District Inclusion Hub. This may result in the child working with Burton Albion Community Trust or Cornerpost Education Centre.

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Keeping students safe and supporting their wellbeing

How do you support children who are looked after by the local authority and have SEND?

Looked after children who have SEND follow the same Assess, Plan, Do Review processes for Additional Needs. The SENDCo works closely with the Designated Safeguard Lead and Deputy Designated Safeguard Lead in school regarding transition and reviewing progress with parents, and, where necessary, attends meetings with other agencies involved in the children's welfare.

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Working Together

Who is involved in my child's education?

The Class Teacher is responsible for ensuring access to a broad and balanced curriculum. She/he is encouraged to seek advice from Subject Co-ordinators and the SENDCo. They follow advice from external agents who provide targets and recommendations for EHCPs and APDRs. These are set and reviewed with pupils and parents on a half-termly basis.

Our whole School Team, including, Class Teachers, TAs, the Head Teacher, SENDCo, Lunchtime Support Assistants, and possibly external agents with parental consent.

Our School Team can be contacted through the school office on 01283 242875

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

The SENDCo shares all reports with teachers, with notes for guidance and offers of support. Teachers share the information with Teaching Assistants who are always welcome to discuss this further with the SENDCo.

The SENDCo also meets Class Teachers and Teaching Assistants regularly to discuss pupils with SEND and monitors the progress and impact of APDR targets.

What expertise do you have in relation to SEND?

Our staff team has a wealth of experience in working with children with a broad range of SEND needs. Branston Locks Primary & Nursery school is part of the John Taylor Multi Academy Trust and as such, receives support from their whole school SEND reviewer and SEND lead for the Trust.
Our school is also supported by a trust-wide network of SENDCos who meet regularly to support each other and stay up to date with developments/changes in the area of SEND.
Our SENDCo, Mrs E Collins is completing the new NPQ SEND (National professional qualification) . She will also complete any other relevant training developing her skills through professional development opportunities
Both our Teachers and TAs are highly experienced with supporting children with SEND and regularly develop their skills through professional development opportunities in school and via external training.

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Working Together
Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*
We work closely and effectively with a number of external agents, including: Speech and Language Therapists The Language Centre Occupational Therapists Community Paediatricians Community Nurses Educational Psychologists The Hearing Impairment Team The Visual Impairment Team East Staffs Family Support CAMHS The Autism Outreach Team Physiotherapists Diabetes Specialists Epilepsy Nurses School Nurse Families Health and Wellbeing Service (0-19) Action for children Together for Children Locality Co-ordinator for Staffordshire County Council Safeguarding East Staffs Borough Council. We also work closely with Fountains Primary School and participate in training led by them to further support our work with children with additional needs.

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Working Together
Who would be my first point of contact if I want to discuss something?
Contact should be made initially with the Class Teacher, via the school office on 01283 242875 or blp-office@blp.jtmat.co.uk where an appointment can be made for a meeting. If you are not satisfied with the response from the class teacher, you may contact Mrs E Collins, the SENDCo or Mrs K Bryant, the Headteacher using the same contact details.
Who is the SEN Coordinator and how can I contact them? *(IRR)*

Mrs Ellen Collins, SENDCo 01283 242875 or blp-office@blp.jtmat.co.uk
Mrs K Bryant (Headteacher) is the Designated Lead for Looked after children

What roles do your governors have? And what does the SEN governor do?

The SEND Governor, challenges and supports the SENDCo through regular termly meetings and updates. Learning Walks are also undertaken with the SENDCo and SEND Link Governor. The Link Governor then reports back their findings to the rest of the Governing Body.
Tim Hopkins is also the Looked After Children's Governor and Pupil Premium Governor and Mrs Bryant (Headteacher) is the Designated Teacher of Looked After Children.

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

Teachers gather Children's views on a termly basis through reviewing targets. The SENDCo also undertakes pupil voice questionnaires as part of the school's monitoring cycle.
Children are also encouraged to be involved with setting targets and reviews of their EHCPs, annually.
All children are encouraged to stand for election for roles of responsibility e.g. to be part of the School Council.
Children are able to share their views during class 'Circle Time' and PSHE lessons.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are encouraged to come into school as volunteers and to be a member of the PTFA. We will also have parent governors as part of our governing body.

What help and support is available for my family through the setting? *(IRR)*

Parents are able to access East Staffordshire Family Support and seek guidance from the Local Offer. Staffordshire Connects | Special Educational Needs and Disabilities Local Offer
Support with completing of forms can be sought at the school office and, where appropriate, the SENDCo.
Parents are given an information booklet offering advice and help on being a parent of a child with additional needs with useful links and resources to access at home.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

Branston Locks Primary & Nursery school offers 'Wrap Around Care' from 7:30am to 6pm.
Clubs, activities and residential trips are planned to ensure that they are inclusive. We only use providers who ensure this. To ensure needs are met the person involved in planning may contact parents/carers for their input. Pre-visits and risk assessments are completed by the relevant staff to ensure full accessibility and inclusion for all children.

Provide details of the physical accessibility of the setting?

Branston Locks Primary and Nursery School has one main building which is accessible to wheelchair users. We have a lift so that the first floor can be fully accessed and there is a disabled toilet facility available in school. We have three disabled parking spaces and room to pick up and drop off by the main entrance.

Branston Locks Primary & Nursery School Accessibility Plan can be found on the school's website.

How accessible is the setting's environment?

Branston Locks Primary & Nursery school have plans for a sensory room to be created for opening in September 2024 although this will be developed throughout the 2024-2025 academic year. We have breakout rooms for use for nurture provision and other interventions as required.

The school has interactive whiteboards in every class which allow for a coloured background to be used (which can benefit pupils with dyslexia). The font, size and colour can also be changed to remove barriers to pupils accessing the work on the board. EYFS boards are also moveable so can be adjusted for height/ease of use.

Our school environment is Communication & Language friendly and language rich for all children including EAL (English as an additional language) and children with dyslexia with the following mantra in mind: "Useful for all, Vital for some." A wide range of resources are used to support language such as the use of dual coding for classroom displays and labels, books, daily routines, visual timetables and instructions to support children's learning activities.

A range of ICT tools can also be used such as Google Translate and dictation and IT software and equipment is available to children. External agents' recommendations to use specific programmes are followed.

All classes display the Zones of Regulation to support emotional regulation and all classroom have a calm zone/quiet area and sensory baskets for children.

What forms of communication does the setting use to ensure inclusivity?

All classrooms use dual coded visuals (such as those created on Widgit) to support children in finding their way round the learning environment and staff use lanyards when necessary to assist children with communicating their needs at all times.

It is our intention that staff are trained in Makaton as an additional communication tool.

Visual timetables are used in all classrooms so that children can anticipate and understand routines.

Google translate or a translator can be used for children or as an option for meetings with parents who do not speak sufficient English to communicate effectively.

As a communication tool for parents we use Class Dojo (in addition to Tapestry) which can be translated into 30 languages making it accessible to all parents.

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Joining and moving on

Who should I contact about my child or young person joining your setting? *(IRR)*

Our Admissions Procedure is on the school website. Please contact the school office with any queries:
Tel: 01283 242875
Email: blp-office@blp.jtmat.co.uk

How can parents arrange a visit to your setting, school or college? What is involved?

Parents/carers are welcome to attend Open Days and can arrange visits by contacting the school office:
Tel: 01283 242875
Email: blp-office@blp.jtmat.co.uk

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? *(IRR)*

Branston Locks Primary & Nursery School values a thorough induction process for children joining the school in Nursery or Reception. Home visits will be made by the relevant members of staff where possible and visits/calls arranged with previous settings for information sharing purposes. We value the importance of observing children in their home environment before they start school.

Children will be invited to visit the school in the Summer term for stay and play sessions, accompanied with parents. The school also arranges a staggered start for children in September to ensure the very best 'settling in' process for children and to allow us to get to know our children really well as quickly as possible. Additional induction sessions and a longer settling in period may be arranged for children with SEND as needed. External agents may be invited to meetings where appropriate as well as SENDCos from other schools or settings.

Ahead of transition to the next year group as children move up through the school, transition meetings will be held between class teachers, the SENDCo and any other relevant parties to share information and any relevant data and ensure a smooth handover. Additional visits may be arranged for children as part of the transition process.

Pupils with SEND will have a 'Positive Behaviour Support Plan and/or Communication Profile' to outline their needs, strengths etc, and any EHCPs and APDRs will be forwarded to the relevant members of staff.

Transition support is also provided by the Educational Psychology Service and Autism Inclusion Team.

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

Families Health and wellbeing Service (0-19)
Locality co-ordinator for Staffordshire County Council

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Additional Information

Further support and advice for parents can be found on our school website at: ***https://www.branstonlocksprimary.co.uk***

And also on the following:

SENDIASS ***https://www.staffs-iass.org/***

Staffordshire Connects ***https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0***

When was the above information updated, and when will it be reviewed?

Must be updated annually – please provide date of latest update
The above information was initiated in April 2024 and implemented in September 2024. This will be reviewed annually.

Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at **www.staffordshireconnects.info**

What can I do if I am not happy with a decision or what is happening? *(IRR)*

In the first instance please contact the school office and arrange to speak to the Class Teacher or the SENDCo, Mrs E Collins
If parents/carers wish or need to, they can make an appointment to see the Headteacher, Mrs K. Bryant through the school office. Final complaints can be made to the Chair of Governors, Mr. Fellows

Type of Setting *(tick all that apply)*

☒ Mainstream	☐ Resourced Provision	☐ Special		
☒ Early Years	☒ Primary	☐ Secondary	☐ Post 16	☐ Post 18
☐ Maintained	☒ Academy	☒ Free School	☐ Independent/Non/Maintained/Private	

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Additional Information

☐ Other (Please specify below)

DFE Number

860/2050

District

☐ Cannock	☐ Lichfield	☒ East Staffordshire	☐ Tamworth
☐ Newcastle	☐ Moorlands	☐ Stafford	☐ South Staffordshire

Specific Age range

3-11

Number of places

30 Reception children, plus 26 part-time **Nursery places**
30 Year one children
30 Year two children

Which types of special educational need do you cater for? ***(IRR)***

☒ inclusive mainstream school ☐ special school

Offer specialisms in.

☐ Resource for autism
☐Resource for cognition and learning difficulties
☒ Deaf friendly
☐Resource for physical disability
☐ Resource for severe learning difficulty
☐Visual impairment friendly
☐Resource for social, emotional and mental health
☒ Fully accessible environment – for pupils with physical or sensory needs
☐Resource for moderate learning difficulty
☐ Resource for profound and multiple learning difficulty
☐ Resource for speech, language and communication needs

Other specialist support/equipment:

☐ Specialist technology

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Additional Information

Comment:

☐ Rebound trampoline
☐ Accessible swimming pool
☒ Outreach and family support
☒ Bought in support services
☒Sensory room/garden
☐ Hydrotherapy
☐ Medical
☐ Therapy services
☐ Hearing loop