



### SEND LOCAL OFFER

School Name	Crackley Bank Primary School
Headteacher	Ms Sara Stevenson
SENCo	Mrs Lisa Taylor
Governor with responsibility for SEND	Mrs N Pearson
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Telephone (SENCo)	01782 567700
Age range	4 - 11
Funding	Local Authority

[We have tried to answer all the questions parents have asked us about the provision we have for children with special education needs. We hope this is clear and easy](#)

for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please just phone school and we'd be really happy to talk to you.

<p>How do we make sure all children reach their potential?</p>	<ul style="list-style-type: none"> <li>• Access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children's interests.</li> <li>• Well-staffed classrooms - at least one teacher and one support assistant (minimum 12.5 hours/week in all classes).</li> <li>• Smaller class sizes</li> <li>• Quality of teaching and learning well monitored by experienced leaders. Teaching deemed to be 'good' by OFSTED March 2015.</li> <li>• Individualised targets for all children</li> <li>• Rigorous pupil tracking system which ensures all children are monitored.</li> <li>• Professional dialogue about any any difficulties are identified early and suitable provision put</li> <li>• Dedicated SENCo time and Assistant SENCo. Our SENCo is on the senior leadership team and has completed the SENCo training.</li> <li>• Detailed programme of reviews with parents and professionals: 3 parents' evenings a year, termly reviews and target setting for all children on the SEN list and comprehensive annual reviews.</li> <li>• Behaviour policy in place which the children understand.</li> </ul>
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> <li>• Disabled toilet available</li> <li>• Lift to get down the stairs into the main school</li> <li>• Ramped areas for access in and out of the school</li> <li>• Variable height of tables and chairs available</li> <li>• Work closely with KEY learning centres</li> </ul>
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> <li>• High profile of Speaking and Listening across the school</li> <li>• Liaison with speech therapists to support learning needs</li> <li>• Time to talk programme delivered in Early Years and Key Stage One</li> </ul>
<p>How do we help a child with a sensory impairment?</p>	<ul style="list-style-type: none"> <li>• Suitable flooring throughout the classrooms and corridors</li> <li>• Liaison with Visual and hearing impairment specialists to support learning</li> <li>• Sensory resources provided</li> <li>• Sensory diets (planned and implemented)</li> </ul>

<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> <li>• Dedicated nurture time with our Nurture Mentor</li> <li>• Access to specialist counseling e.g. bereavement</li> <li>• Staff ASD aware and use appropriate strategies to support child with ASD's learning</li> <li>• Access to specialist support for children with ASD and their families</li> <li>• Use of circle time</li> <li>• Social/emotional sessions, individual or group</li> <li>• Open door policy with parents to discuss emotional needs of their children</li> <li>• Access to CAMHS team</li> <li>• Breakfast Club</li> <li>• Variety of after school clubs to promote self esteem</li> </ul>
<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> <li>• Dyslexia friendly classroom</li> <li>• Dyslexia aware staff throughout school who use dyslexia teaching strategies in all classrooms</li> <li>• Targeted ICT support programmes, phonics intervention, word shark</li> <li>• Variety of intervention programmes i.e., Family Fisher Trust, five-minute box</li> <li>• Relevant resources</li> </ul>
<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> <li>• Targeted ICT programmes</li> <li>• Variety of intervention programmes depending upon child and their need</li> <li>• Relevant resources</li> <li>• Number shark</li> <li>• Max's Marvelous maths</li> </ul>
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> <li>• Individualised medical care plans written by all professionals and parents concerned</li> <li>• Team trained in first aid and paediatric first aid</li> <li>• Support from the school nurse</li> <li>• All staff have undergone asthma, diabetes and epi-pen training.</li> <li>• Regular parental review meetings to ensure up to date information regarding the child's medical needs.</li> </ul>
<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> <li>• Specialist support would be sought and the school will follow advice given.</li> <li>• Induction programme when children arrive at school.</li> <li>• Dual language resources taught</li> <li>• EAL sessions with EAL Teaching Assistant</li> </ul>
<p>How do we support a child with complex and multiple needs.</p>	<ul style="list-style-type: none"> <li>• Specialist support is sought and the school will follow advice given</li> <li>• Care plans written and regularly reviewed and updated</li> </ul>

<p>Which specialist services do we access beyond the school?</p>	<p>We have current regular contact with the following services who give support and advice:</p> <ul style="list-style-type: none"> <li>• Special Educational Needs Support Service (SENSS)</li> <li>• Speech and Language Therapy</li> <li>• Physiotherapist</li> <li>• Educational Psychologists</li> <li>• Behaviour Support Team</li> <li>• School nurse / Health visitor</li> <li>• ASD service</li> <li>• CAMHS</li> <li>• EWO</li> <li>• PAD</li> <li>• Local support Team</li> <li>• Families First</li> </ul>
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> <li>• Extra staff deployed for trips to meet the stringest requirements of our risk assessments</li> <li>• Newsletters about events in local authority sent to parents with SEND</li> <li>• Posters/flyers put up in our school noticeboards</li> <li>• Parents/carers consulted prior to trips for advice and guidance</li> </ul>
<p>How do we prepare and support a child for joining school and transferring to secondary school?</p>	<ul style="list-style-type: none"> <li>• Visits to pre-school placements by SENCO and/or other staff</li> <li>• Home visits by EYFS staff x 2</li> <li>• Allocation of a support assistant as soon as possible and introduction before the child starts school</li> <li>• Play drop in sessions throughout the term before they are to begin</li> <li>• Extended visits planned in Summer term before it starts if needed</li> <li>• Transition plans-extended visits to secondary school with primary school staff</li> <li>• Close liaison with all other settings involved in transition - good exchange of information</li> <li>• Additional transition visits to high school for pupils with additional needs</li> </ul>
<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> <li>• Playtimes/lunchtimes seen as an important part of the day and included in time for 1:1 support for certain children if appropriate</li> <li>• Small groups for eating inside/outside</li> <li>• Circle time</li> </ul>

	<ul style="list-style-type: none"> <li>• Children encouraged to organise to take part in Playleaders to encourage, team work, leadership and social skills</li> </ul>
How do we allocate resources?	<ul style="list-style-type: none"> <li>• One to one support is given as specified in a child's Plan</li> <li>• School employs a TA with special responsibility for pupils with SEND</li> <li>• Resources are allocated to children according to their needs</li> </ul>
How do we ensure all staff are trained?	<ul style="list-style-type: none"> <li>• Regular training sessions for all support staff</li> <li>• whole school training as part of School Development Plans</li> <li>• Commitment to maintain levels of training</li> <li>• Programme of CPD, accessing both external agencies and in-school report</li> </ul>
How do we raise awareness of SEND for parents and the wider community?	<ul style="list-style-type: none"> <li>• We have an open door policy for all parents - parents of children with SEND are encouraged to call in with any concerns</li> <li>• Families First advisor signposting and information is on our parent leaflet board and in the school notice boards.</li> <li>• Parental workshops</li> <li>• Parental questionnaires</li> <li>• Sign post to parents Aiming Higher activities within the area</li> </ul>

Thank you for taking the time to find out about Crackley Bank Primary School, please do not hesitate to contact us for any further details.

Support services for parents of pupils with SEND include:

SENDIASS - Staffordshire Family Partnership

Website : [SEND IASS - Staffordshire Family Partnership](#)

If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).

The details contained within this information report will be updated in accordance with the Staffordshire Local Offer.

We hope that the information provided you with lots of answers. If you have any additional questions you may consult Staffordshire County Council's 'Local Offer' by clicking on the hyperlink below.

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>