SEND Information Report

Signed:

Chair: S. Gribbin

CEO: R. Swindells

LGC Chair: E. Searl

Executive Headteacher: S. Stevenson

Date: 15th October 2026

Review date: October 2027

Crackley Bank Primary School
SEND Information Report

Crackley Bank Primary School strives to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their personal learning journey and to enable them to be successful. Quality first teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their potential.

As part of the code of practice every school is legally required to provide an information report. Staffordshire local offer can be found at: **https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page**

A child or young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has learning difficulty of disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or;
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools.

This is a broad definition covering children and young people from 0-25 years of age.

Crackley Bank Primary School
SEND Information Report

Contact Details

Executive Headteacher: Ms Sara Stevenson

Head of School: Mrs L Taylor

SENDCO: Mrs L Taylor

SEN Governor: Mrs N Pearson

School address: Crackley Bank Primary School, Blackthorn Place, Chesterton, Newcastle-under-Lyme, ST5 7BE

Telephone number: 01782 567700

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How we identify and assess needs

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

We know that your child needs extra help if:

- Concerns are raised by the teacher or by you as parents / carers
- Concerns raised by other professionals for example CAMHS, OT, Speech and language
- Internal assessments and external assessments indicate a lack of progress
- Observations by staff in school identify needs
- After identification, your child will be placed on a monitoring list and small progress steps are put in place supported by quality first teaching, clear adaption of their learning and small group work.
- If your child needed more support, then your child would be placed on the SEND list and given a support plan

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

Initially you should raise your concerns with the class teacher. After discussions, internal assessments will take place and if appropriate your child may be referred to the school SENDCO: Mrs L Taylor

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How we identify and assess needs

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

- All policies are on the school website or available from the school office
- SEND policy – ***https://www.crackleybank.staffs.sch.uk/index.php/docman-parent-information/send/290-send-policy-1/file***
- Accessibility plan - https://www.crackleybank.staffs.sch.uk/index.php/policies/policies/816-accessibility-policy/file
- Admission arrangements – **https://www.crackleybank.staffs.sch.uk/index.php/policies/policies/579-admissions-policy-2025-2026/file**
- Supporting pupils with medical conditions - **https://www.crackleybank.staffs.sch.uk/index.php/policies/policies/306-administering-medications/file**
- Behaviour policy – **https://www.crackleybank.staffs.sch.uk/index.php/policies/policies/677-behaviour-policy/file**
- Health and safety - **https://www.crackleybank.staffs.sch.uk/index.php/policies/policies/325-health-and-safety-policy-2021/file**
- Equality information and objectives – **https://www.crackleybank.staffs.sch.uk/index.php/policies/policies/17-disability-equality-scheme/file**

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Teaching, Learning and Support

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

- All children will be provided with quality first teaching, staff use adaptive teaching to meet their needs
- The quality of teaching is monitored through processes including classroom observations (senior leadership team, SENDCo and external agencies), on-going assessment of pupil progress, work sampling, scrutiny of planning, meetings with SENDCo/leadership team, pupil and parent feedback). Children with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.
- All children have curriculum targets set in line with national outcomes to ensure challenge with high expectations. These are discussed with parents at events such as Parents Evenings. Parents of children on the SEND list will have an additional Parents Evening with their child's class teacher and a member of the SEND team (if needed) once a term (3 times a year).
- Pupils who are failing to make expected progress are identified quickly and are discussed in termly data meetings that are undertaken between the class teacher(s) and members of the senior leadership team.
- Assessments are made in a number of ways including via testing, through marking in books or by classroom participation or observation.
- Individual assessments of the pupil will be undertaken in order to make an accurate assessment of their individual needs.
  Some children will require additional support in the form of a small focus group. This will be run by the teacher or teaching assistant; the interventions will be reviewed regularly (at least termly) to ascertain the effectiveness of their progress/provision and to inform future planning.
- Where there are still concerns regarding rates of progress, even after high quality interventions, parent's will be informed that the school considers their child may require SEND support, they will be invited into school to discuss next steps in the identification of action to improve outcomes.
  SEND support will be recorded on a support plan, giving a set of expected outcomes. Progress towards these outcomes will be tracked and reviewed three times a year (usually November, March and July) with the SENDCo, parents, the pupil (where necessary) and their class teacher.
- If progress rates are still thought to be low despite the delivery of high-quality interventions, advice may be sought from external agencies, according to pupil need. For example, Special Educational Needs Inclusion Service, Speech and Language Therapy, the Autism Inclusion Team or an Educational Psychologist.
- A referral to the SEND & Inclusion hub will be made for a child to gain further guidance and support from specialist with parental permission.
- EAPDR can be applied for to offer further cycles of support for a child. This would be implemented and monitored over a short period of time,
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be met from within the school's own resources, a request will be made to the Local Authority to assess for an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan (EHCP) being implemented.

As part of the adaptive teaching/interventions/support your child may receive one or all of the following:

- targeted in class work
- small group class support
- small group interventions
- 1-1 interventions

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Teaching, Learning and Support

- External support (art therapy, emotional support)

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

Where a child has been identified as having special educational needs, their work will be adapted by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the child 1:1 or in a small group for an amount of time during the school day, such as in assembly or for part of a lesson or in a small group to target more specific needs. A child's SEND support will be recorded using a support plan with targets being set according to individual needs (an Assess Plan Do Review cycle using the graduated response approach) These will be monitored regularly by the class teacher and teaching assistant. If appropriate, additional specialist equipment or resources, ICT and/or additional adult support may be provided.

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

The school receives funding to respond to the needs of children with SEND from a number of sources: A proportion of the funds allocated per pupil to the school provide for their education, (the Age Weighted Pupil Unit); The Notional SEND budget and Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most serious and complex needs, the school may apply for and be allocated EAPDR (Enhanced Assess Plan Do Review funding). This funding is then used to provide the facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants.
  Small group support from teaching assistants e.g., English and Maths support.
- Specialist support from TA's e.g., 1:1 work on AP intervention / Precision teaching
- Bought in support from external agencies e.g., extra Educational Psychologist time, Autism Inclusion Team, SENIS
- Training relating to SEND for school staff
- Provision of specialist resources to support the child in class.

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?

- All children will be provided with quality first teaching that is adapted to meet their needs
- The quality of teaching is monitored through processes including classroom observations (senior leadership team, SENDCo and external agencies), on-going assessment of pupil progress, work sampling, scrutiny of planning, meetings with SENDCo/leadership team, pupil and parent feedback. Children with a disability will be provided with 'reasonable adjustments' to increase their access to the taught curriculum.
- All children have curriculum targets set in line with national outcomes to ensure ambition and challenge. These are discussed with parents at events such as Parents Evenings. Parents of children on the SEND list or monitoring list will have additional Parents Evenings with their child's class teacher and a member of the SEND team (if needed) once a term (3 times a year).

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Teaching, Learning and Support

- Pupils who are failing to make expected levels of progress are identified quickly and are discussed in termly data meetings that are undertaken between the class teacher(s) and members of the senior leadership team.
- Assessments are made in a number of ways including via testing, through marking in books or by classroom participation or observation.
- Individual assessments of the pupil will be undertaken in order to make an accurate assessment of their individual needs.
  Some children will require additional support in the form of a small focus group. This will be run by the teacher or teaching assistant; the interventions will be reviewed regularly (at least termly) to ascertain the effectiveness of the provision and to inform future planning.
- Where there are still concerns regarding rates of progress, even after high quality interventions, parent's will be informed that the school considers their child may require SEND support, they will be invited to discussions in order to support the identification of action to improve outcomes.
  SEND support will be recorded on an individual support plan, giving a set of personalised targets. Progress towards these targets will be tracked and reviewed three times a year (usually November, March and July) with the SENDCo, parents, the pupil (where necessary) and their class teacher.
- If progress rates are still thought to be low despite the delivery of high-quality interventions, advice may be sought from external agencies, according to pupil need. For example, The Special Educational Needs Inclusion Service, Speech and Language Therapy, the Autism Inclusion Team or an Educational Psychologist.
- A child will be referred to the SEND & Inclusion hub, where additional support and guidance will be provided to implement in APDR cycles.
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be met from within the school's own resources, a request will be made to the Local Authority to start an assessment of an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan (EHCP) being given.
- As a parent, you will be involved in all parts of the process. Parents of children on the SEND list will have additional SEND Parents Evenings with their child's class teacher and a member of the SEND team (if needed) once a term (3 times a year), but you can speak to your class teacher or the SENDCo at any time throughout the year.
  Your child's class teacher will be available at the end of the school day should you wish to raise a concern. For a more detailed discussion, you are able to request an appointment to see your child's class teacher or the SENDCo by arrangement through the school office.

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 children with SEND is led by the child's individual need. Children with an 'Education, Health Care Plan' will have an allocated number of hours of support to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as recommendations.

Other children will also receive support linked to their needs as indicated on their support plan. This support may take various forms:

- In class support from adults
- Small group support
- Specialist 1:1 support

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Teaching, Learning and Support

- Support from external agencies
- Provision of specialist resources

Tracking of progress and analysing individual pupil data highlights children who are not making expected progress. Children are given additional and adapted support and interventions are put in place to support their learning and the impact of that provision measured. The interventions and their impact are recorded in the pupil's support plans. If interventions are not having the expected impact, then the SENDCo may refer to external professionals in discussion with parents to enable further support to be provided.

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

- Children who are on the SEND list and are recognised as having a need, will have targets set along with a provision map of support. These will be reviewed during the year and new targets will be set at least three times throughout the year (more as and when needed)
- Parents can talk to the class teachers about their child's progress on appointment. The class teachers review the progress of all the children each half term and adapt their teaching accordingly. We hold a termly parents' evening where parents can look at the children's books and meet with the class teacher along with a detailed report at the end of each academic year.
- Parents of children on the SEND list will have an additional SEND Parents Evenings with their child's class teacher and a member of the SEND team (if needed) once a term (3 times a year).
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have, by appointment. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in the form of a written report.
- Homework will be adapted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- Every child has a home/school diary which we ask all parents to record in; any concerns or questions and that you have read with your child at least 4 times during the week. The diaries are checked by the classroom staff.
- We can signpost you to SENDIASS if you feel you need further support with any SEND related questions.
- Parents will be invited in to set and discuss targets at the beginning of a term and then at the end of each term to review targets and set next steps (more frequently if needed).

How will you help me to support their learning?

An initial discussion with your child's class teacher will suggest further ways in which you can support your child's learning.
Mrs L Taylor (SENDCo) may meet with you to further discuss how to support your child.
If external agencies are involved, they may suggest further strategies and resources to help your child. A number of parent workshops are organised over the school year, these are advertised via our newsletter, on our website, emailed out and on our Facebook and Instagram page and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

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Teaching, Learning and Support

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

Children take part in setting their own targets as part of their support plan review. This is done as a 1-1 discussion and children help to create their targets on their plans and identified their views on their learning. Children are asked about their feelings concerning learning and especially what they feel would help them. This ensures their voice is heard.

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

We continuously ensure the provision has a positive impact on the outcomes. We do this in a variety of ways, including:

- Robust evaluation of intervention and support plan targets.
- Book scrutinises
- SENDCO/SLT/Governor monitoring
- SEND Support Plans are reviewed with parents/carers and updated regularly through the year.
- Evaluations, reports with support and guidance from external agencies.

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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?

Children are treated on an individual basis and support is matched to their needs.
These may include:
- Specific collection and drop off points
- Allocated team members to assist with arrival and departure
- Identified support with safety and access needs
- Additional playground and break time support and facilities

Regular risk assessments take place to identify hazards and control measures as needed, these are amendment when needed.

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

There is a strong pastoral support network within the school, founded in our school ethos of 'Care, Belief, Pride and Success' that every child matters and it is widely considered that every lesson, every day counts towards each individual's well-being and academic achievement.
The school's behaviour policy is consistent, fair and aims to promote inclusion with clear guidance on rewards and sanctions.
Children can achieve Team Points for a variety of reasons.
Attendance is monitored regularly and concerns are shared with parents as applicable.
All staff are adequately and regularly trained in Child Protection, Prevent and Safeguarding.
We work closely with the NHS Mental Health Support Practitioner who offers additional support. Other external providers are contacted if further support is needed.
We use art therapy with SEND children along with lots of interventions to support their mental health and wellbeing.
SEND children are encouraged to take part in all school activities.
Children are encouraged to do well and achievements for effort, attainment and those outside of school are celebrated.
Our school team are trained regularly in wellbeing and being able to offer emotional support.
We regularly ask children for their opinions so that they feel safe and supported at school.

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

Pupils with complex medical needs will be provided with a Care Plan: this is compiled in partnership with parents, medical agencies and school staff.
A central record of pupils' Health Care plans is kept in the main school office, to which all staff have access to.
Individual copies of Health Care Plans are signed by parents and copies given to relevant staff, e.g. Class Teacher, TA, Lunchtime Supervisors and School Cook. All staff receive epi-pen training, asthma training as appropriate to pupils in their care; this is delivered through online training sessions.
Where necessary and in agreement with parents/carers, medicines can be administered in school, where a signed medical form in in place to ensure the safety of both child and staff member.
Staff hold qualifications in first aid and paediatric first aid.
External advice is sought when needed to ensure care is appropriate.

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Keeping students safe and supporting their wellbeing

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

Exclusions are avoided as much as possible and alternative provision is considered a preferable response. The school has a clear behaviour policy and this is supported by all staff. Our school ethos is Care, Belief, Pride and Success, we believe all children can achieve at their level, our ethos is reflected in the targets and expectations.

Children may have individualised behaviour plans which will be created with advice and support from other agencies – including Autism Inclusion Team, Behaviour Support, CAMHS, Early Years SENDCo, Educational Psychologists and other external agencies where needed.

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

PEP meetings take place termly and these are focused on progress. The virtual school will offer support as and when needed and also Educational Psychologist advice.

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Working Together

Who is involved in my child's education?

Your first point of contact is your child's class teacher. They will know your child the best. They will work alongside school staff who work with the children to to set targets.
The school has a SEND team consisting of Mrs L Taylor SENDCo and Mrs N Pearson Assistant SENDCo. Their role is to review their targets and seek additional advice and support from external agencies as needed. This may include SENIS, Educational Psychologist, Autism Inclusion, Occupation Therapy, CAMHS, Behaviour support, the MHST (Mental health support team), specialist provision outreach etc. Any referral to an outside agency will be discussed with parents and the reasons behind the referral needed.

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

At the beginning of term a staff meeting/inset time is designated to SEND updates. The SEND team do lesson drop ins and pupil voice interviews to check provision. All files are located in a secure shared area that staff have access to at all times. Support Plan review meetings may include a member of the SEND team to aid transition of information. When SEND information and children's needs change staff are updated as and when needed.

What expertise do you have in relation to SEND?

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Working Together

The SENDCo has achieved the National SENCO award, and the staff all receive yearly training from SEND services (as needed). Staff are updated through staff/team meetings of updates when relevant. If a child attends school with a specific need, then training will be arranged to support provision and understanding of that need (when needed).

Based on the needs of the children, Crackley Bank identifies staff members who have received professional training to enable them to support children with additional needs, including medical needs. We also invite the medical staff and other agencies into school to support with training when needed.

Staff have received training in Autism, Dyslexia, Speech and Language, Social, Emotional, Sensory, Trauma and Attachment and Mental Health and are trained in providing quality first provision.

Staff are regularly updated on the SEND Code of Practice and any changes in relation to SEND services and how support is accessed by the school.

As part of the ongoing staff training, disability awareness is planned in to ensure staff are confident in how to deal with disabilities. This training is done on a need basis and all the relevant staff would receive appropriate training to meet the needs of a child.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

- Action for Children
- Advisory Teachers
- Autism Inclusion Team
- Behaviour Support Team
- CAMHS (Child and Adolescent Mental Health Service)
- Cedars Outreach
- Cicely Haughton Outreach
- Dizzy Heights
- Early Years SENDCo
- Education Psychologist
- Education Welfare Officers
- Gingerbread
- Glow
- Hearing and Visual Impairment Service
- Mental Health Support Practitioner
- Merryfields Outreach
- New Era
- Occupational Therapy

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Working Together

- Physical and Disability Support Service
- School Nurse Hub
- SEDIS Outreach Support
- SEND & Inclusion Hub
- SENIS (Special Educational Needs Inclusion Service)
- Speech and Language Therapy
- SENDIASS (Special Educational Needs and Disability Information and Support Service)
- Staywell Service
- VIP Education

Who would be my first point of contact if I want to discuss something?

First point of contact would be the class teacher. You can also contact the school SENDCo on the contact details above.

Who is the SEND Coordinator and how can I contact them?

Mrs L Taylor
l.taylor@crackleybank.staffs.sch.uk
01782 567700

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

SEND governor identified and completes visits/meetings to look at provision and training.

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

Pupil questionnaires
Support plan reviews
Annual reviews
Represented on pupil voice groups.

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

Governors' vacancies are advertised in the newsletter to all parents
Parents are encouraged to volunteer in school life
Parental workshops.

What help and support is available for my family through the setting?

Mrs L Taylor as part of her SEND work offers EHA support – this can include help to fill in forms, signposting to support agencies, reading and understanding letters, support with budgets. Please contact **l.taylor@crackleybank.staffs.sch.uk** if you require support

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Working Together

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Inclusion & Accessibility

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

- Risk assessments are carried out and procedures are put in place to enable all children to participate in school activities. However, if it is deemed that an intensive level of 1:1 support is required a parent/carer/volunteer may be asked to accompany the child during the activity.
- All provisions including before and after school club can be accessed by all children regardless of need. If a child needs an individual risk assessment, a meeting would be planned to discuss and put this in place.

How accessible is the setting's environment?

The school is fully accessible for all.

- There is an accessible toilet.
- Fire exits are clearly marked and are accessible
- When appropriate, we will work on the advice of the Local Authority to modify the classroom environment for children and adults with particular needs.
- A lift is installed
- We ensure that equipment used in school is accessible to all children.

Is the building wheelchair accessible?

Fully Accessible ☒

Are disabled changing facilities available? Yes ☒
No ☐

Are disabled toilet facilities available? Yes ☒
No ☐

Details (if required)

Disabled toilet with handle rails for support.

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Inclusion & Accessibility

Do you have parking areas for pick-up and drop-offs? Yes ☒
No ☐

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes ☐
No ☒

Details (if required)

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

Parents can contact the school office on 01782 567700 to arrange a visit to the school.

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)?

A number of strategies are in place to enable effective pupil transition. These include:

- Discussions between the previous or receiving setting prior to the pupil joining/leaving.
- Attendance at transition sessions where pupils spend some time with us.
- Staff visit previous setting or home visit for our Nursery children.
- Additional visits are arranged for vulnerable pupils or those with a high level of need.
- Staff are always willing to meet with parents prior to their child joining the school; this may be the class teacher, SENDCo or a member of the Leadership Team.
- For pupils transferring to local high schools, SENDCo and/or key staff (e.g. Y6 teachers) will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- Additional visits to high schools can be arranged if needed for children.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCo, outside agency representatives, parents/carers and where appropriate the pupil.

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Additional Information

What other support services are there who might help me and my family?

- SENDIASS are available if you require additional advice and support.
- *Other agencies Gingerbread, CAMHS the local support team*

Please contact us if you wish to be signposted to support or visit Staffordshire connects.
https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page

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

October 2026 to be reviewed October 2027

7Where can I find Staffordshire's Local Offer?

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?

Parents can give feedback to the school at any point and we welcome discussions to improve outcomes. If you feel that you need to make a complaint, please follow the school's complaints policy

https://www.crackleybank.staffs.sch.uk/index.php/policies/policies/317-cvt-complaints-policy/file

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

☐ Other (Please specify below)

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Additional Information

DFE Number 8602247

District

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

Specific Age range

3-11

Number of places

210

Which types of special educational need do you cater for?

Although we do not have specialism we try to be inclusive and adapt to children's needs

☒ inclusive mainstream school ☐ special school

Offer specialisms in. Tick all those that apply.

☐ 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

Comment:

☐ Rebound trampoline
☐ Accessible swimming pool
☐ Outreach and family support
☐ Hydrotherapy
☐ Medical
☐ Therapy services

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Additional Information	
☐ Bought in support services	☐ Hearing loop
☐ Sensory room/garden	