

Our Local Offer for Special Educational Needs and/or Disability

All information in this document is subject to COVID regulations and Public Health England Advice & Guidance

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



Malbank School
and
Sixth Form College





Our Local Offer for Special Educational Needs and/or Disability



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Name of Setting	Malbank School and Sixth Form College
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input checked="" type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input type="text"/>
Specific Age range	11-18 years
Number of places	1300
Which types of special educational need do you cater for? <i>(IRR)</i>	<input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <input type="text"/>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



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Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child or young person needs extra help? *(IRR)*

As a school team we use our wide range of experience to help us identify those pupils who may need extra help. We consider the whole child and will look at a child's learning, social and emotional well-being and any changes in their behaviour.

To make sure we identify those pupils as soon as possible, we have different ways of sharing information and concerns.

These include:

- Regular informal/formal discussions with the Class Teacher, SENCO and Head Teacher about pupil's progress in each class during this process, we identify any pupils who are not making expected progress.
- Staff and the Access team share any concerns about progress or concerns about a pupil's general well-being.
- Talking to parents and listening to their concerns or worries.
- Talking to the pupil and listening if they say they need extra help or have worries.
- Liaison with any other professionals such as health professionals.
- Talking to any previous school or any prior education setting the pupil may have attended.

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

If you think your child needs extra help you should:

- Speak to the class teacher or Progress Manager and make an appointment to speak to him or her after school.
- The class teacher may invite the Special Educational Needs Coordinator (SENCO) along to listen to your concerns and help plan next steps where it is needed.
- You can contact the SENCO directly by making an appointment with the school office.

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

- Please visit the school website at www.malbank.com
- The website provides you with all the relevant school policies and documents relating to the provision offered to our pupils.



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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

- The school teaches pupils with SEND in accordance with the Cheshire East area wide offer (see CE website)
- We are an inclusive school and aim to provide a learning environment which will meet a wide range of different needs.
- In the school we have a wide range of expertise and skills, which support the teaching, learning and support for pupils with SEND across the school day.
- We adapt learning across the curriculum to meet individual needs. Sometimes a pupil will need a personalised approach to learning across the school day; other pupils will need learning differentiated to meet their particular needs whilst still providing challenge.
- Planning for SEND pupils is done by the individual class teachers and includes quality first teaching.
- Parents are invited to meet with the Progress Manager and SENCO during the year to discuss provision and impact.
- Additional adults or key people are used flexibly across the school and may be in a class to support and individual or groups of pupils, or may be supporting pupils during breaks and lunchtimes. Our aim is to develop the pupil's independence across all areas of learning and the school day.

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

- As an inclusive school we all work within the school curriculum and we adapt the learning environment to ensure all pupils can access their learning at an appropriate level. This may mean that learning and the school environment is differentiated or personalised to meet specific needs and / or it may mean that specialist equipment or adaptations are put in place, or that the learning is differentiated to account for individual specific needs.
- We seek professional advice from other agencies, such as the Cheshire East Autism Team to help us match the curriculum and learning environment to a pupil's needs.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

- The Head Teacher decides on the budget for special educational needs in consultation with the school governors.
- The Head Teacher and the SENCO regularly review the special educational needs across the school and make changes if they are needed.
- Resources for pupils with special needs are, as far as possible, met from the school budget.
- The resources are allocated on a need's basis. Resources may be specialist equipment, additional adult support or outside agency support.
- Some pupil's needs may be very complex and they may need a key person at times across the school day.



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Teaching, Learning and Support

- The Head Teacher and SENCO strategically manage the SEND budget. The budget and its allocation is regularly reviewed over the year to meet any changes in pupil's needs or resources available.
- Where a pupil's needs are more complex and it is felt that additional funding is needed to meet his or her needs this will be discussed with parents at the regular review meetings and consideration will be given to making an application for an Education Health and Care plan needs assessment. If parents agree then the school will work in partnership with parents to apply to the Local Authority for extra funding.

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? *(IRR)*

- When a pupil is first identified as requiring significant additional support, parents will be invited to meet with the Progress Manager and SENCO.
- During the meeting the desired outcomes for the pupil will be discussed and how these will be achieved will be agreed.
- These will be shared with the pupil and his or her views will be included in the decision.
- The school has a wide range of expertise and understanding about the type of support a pupil may need. If there are any differences of opinion about the support a pupil needs to achieve the agreed outcomes, then outside expert help will be sought.
- All resources, training and support are reviewed regularly and changes made as needed.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

- If any specialist equipment or facilities are required then, where possible, this will be met from within the school budget, for example a writing slope and scribes for exams.
- Where specialist equipment or facilities are required that the school does not already have, then the school will review the equipment or facilities needed with the parent, pupil and any specialist agency, such as a teacher of the deaf or occupational therapist. This may then be met by the school budget or may form part of the provision within an Education Health and Care (EHC) Plan, for example specialist hearing aids for a deaf pupil.
- Some specialist equipment can be secured on loan from specialist agencies, and across the Partnership we have the opportunity to share resources.

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*



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Teaching, Learning and Support

- Your child's progress is continually monitored by the teachers, the Progress Manager and it is formally reviewed using Doodle three times a year.
- The SENCO continually monitors the progress and support for pupils with special needs and if she is concerned about any aspect of your child's progress, she will contact you to discuss it.
- There are assessments which are statutory and you will receive these at the required time for example: statutory assessments for examination concessions, reading and spelling data, tracking point data and results, GCSE and A Level results.
- You will be invited to meet the Progress Leaders and SENCO to review and plan next steps on a regular basis if your child is not making progress, if new barriers to learning appear and if participation in mainstream education becomes increasingly difficult.
- Pupils with an Education Health and Care plan will have a formal Annual Review each year.
- If you are worried or have any concerns between meetings, then you are encouraged to speak to the class teacher, Progress Manager or make an appointment to speak to the SENCO.
- If the teacher or SENCO has any concerns or worries during the year then they will contact you either by email, letter or by phone call.
- All pupils receive an Annual Report with a form tutor comment.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

- We encourage the active participation of pupils in all aspects of their learning.
- We have a Pupil voice (School Council) which meets regularly. Form time allows everyone to share thoughts and ideas at the start of every day.
- Through our marking policy we identify areas of progress and areas that need further development. The pupils are given time to read and respond to the comments.
- Across the year we talk individually to all pupils about their learning and plan next steps with them.
- For the Annual Review process the pupil's ideas and thoughts about the year are reported. The pupil is invited to share in part of the review meeting.
- We ask pupils about their learning and how they learn best, which is often key to reaching the learning outcomes that have been agreed.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*



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Teaching, Learning and Support

- The Head Teacher, Assistant Headteacher and SENCO review the provision and effectiveness for SEND on a regular basis and adapt the provision as required.
- We plan the support for SEND pupils through a Provision Map which is costed.
- The successes of any intervention or support programmes are monitored closely, to ensure that they are both effective and good value for money.
- The SEN Governor maintains an overview of the school's provision through meetings with the SENCO.
- The SENCO reports annually to the Governing body.

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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?

- We follow the schools safeguarding policy available at www.malbank.com
- We aim to include all pupils in all aspects of the school day and the curriculum. Some pupils need a more personalised approach and need extra support at different times of the day. To ensure they stay safe and to support their wellbeing we may, for example, at breaks provide an alternative quiet space to the playground or at lunch time provide a quieter place such as the Year 7 quiet area and the Connect Area.
- Some pupils will have more complex difficulties or medical needs and may need a named key person outside the classroom; this may include a personalised meet and greet session each day and a debrief at the end of the day.



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Keeping Students Safe and Supporting Their Wellbeing

- We carry out risk assessments for all off site activities and residential visits. If we feel a pupil needs extra support to ensure his or her safety and well being, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip.
- There is always a first aider included as part of the staff team for all off site activities.

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

- Our school is a nurturing school and all staff are part of the pastoral support system.
- There is a pastoral team.
- Each child will be allocated a form.
- We understand that pupils with SEND can face many challenges which may impact on their overall well-being and they may need extra pastoral support. After discussion with the pupil and parents we may name a key person to add an extra point of contact and individual support.
- Developing friendships can be challenging and to support this we offer a range of different social skills activities, which are often personalised to meet individual needs.
- We are mindful that it can be challenging for brothers and sisters of pupils with a special need and where needed, will give opportunities for them to have a 'time to talk' with a key adult and be sensitive to their needs as well.
- We do not tolerate bullying in our school and we follow our school policy available at: www.malbank.com

How will the setting, school or college manage my child or young person's medicine or personal care needs?

- The school has an administration of medicines policy which can be accessed on the school website www.malbank.com
- If medication is prescribed by the Doctor parents must fill in a request form at Reception and a member of staff will give it.
- We work closely with the School Nurse and if medication needs to be taken over time in school, then after discussion with the school nurse, parents and staff, a plan is agreed and put in place.
- We have yearly training on the administration of Epi pens and would seek any extra training needed to address any other specific needs that a pupil may have.
- We have regular staff updates on any medical conditions affecting individual pupils so that all staff are aware of their particular needs.
- If a pupil needs any personal care then a Personal Care Plan will be developed with the support of parents and medical professionals, such as the continence service. Where possible the pupil's views will also be shared.
- We review all personal hygiene plans to ensure we respect a pupil's privacy and dignity.



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Keeping Students Safe and Supporting Their Wellbeing

- We would ask parents to inform school if a pupil has time off for medical appointments and we will record this absence as 'medical'.
- We have trained First aiders whose training is regularly updated. There is list posted of First Aiders available at the school.
- There is always a first aider included as part of the staff team for all off site activities.

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

- Our school ethos is to nurture all pupils.
- We have a school mentor/ nurture group
- We have a strong PSCHE curriculum.
- The class teacher has overall responsibility for the pupils in their class; sometimes a pupil with special needs may need extra support and a key person or mentor may be chosen to fulfil this role.
- We seek advice from other agencies such as Child Adolescent and Mental Health Service (CAMHS) and Cheshire East Autism Team.
- Where a child needs extra help developing their emotional and social skills we may put in support such as: PHSCE, social skills group, reflection time, quiet time, daily meet and greet, personalised learning, buddy system.

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

- We have a positive approach to supporting and developing good behaviour.
- Our Behaviour Policy can be found on our website www.malbank.com
- We recognise that challenging behaviour is not a special educational need, but we also recognise that some SEND pupils' behaviour may need extra support and understanding.
- If there is a risk of exclusion, parents are fully included in all aspects of the process and outside agencies will be contacted for advice Link to exclusion policy at www.malbank.com
- Attendance is monitored daily. Where a pupil with special education needs has poor attendance we would seek to discuss this with the parent and where possible seek advice from the Education Welfare Officer, link to Attendance policy at www.malbank.com



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Working Together & Roles

What is the role of my child or young person's class teacher?

The role of the class teacher is:

- To deliver quality first teaching and adapt it to meet individual pupil's needs.
- To check progress across the year and identify where additional help or support may be needed.
- To discuss with the SENCO any extra additional help your child may need.
- To plan with any additional adults or key people the implementation of any extra support or intervention.
- To listen to specialist advice such as Cheshire East Autism Team and adapt teaching and learning as advised.
- To be the first point of contact for parents.
- Has overall responsibility for pupils learning and their day-to-day well being in school.
- To ensure the School's SEND policy is followed in their classroom.

Who else has a role in my child or young person's education?

- The Head Teacher
- Head of Lower school
- Head of Upper school
- Progress Managers
- SEND Governor
- The SENCO
- Form tutor
- Key worker or a Learning Support Assistant may have a role depending on the pupil's needs at the time. Pupils may work with different adults throughout the day.
- Outside agencies may have a role, for example speech and language therapist, Educational Psychologist

What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

- The school has a wide range of expertise and skills to support pupils with SEND. These include:
- A SENCO with the nationally accredited SENCO award.
- All our teachers hold qualified teacher status and all staff receive regular training on how best to support our pupils with SEND, for



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Working Together & Roles
example in dyslexia, autism, ADHD and speech and language.
Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? <i>(IRR)</i>
<p>We have:</p> <ul style="list-style-type: none"> • Support and advice is sought and implemented from external agencies to ensure any barriers to success are identified and responded to. These include the: • Educational Psychologist • Cheshire East Autism Team • Child Adolescent and Mental Health Service (CAMHS) • School Nurse • Medical services such as the Community Paediatrician, the Continence Service, occupational health and physiotherapy. • Speech and Language Therapy Team • Medical Needs Team. • Social Care • Breakfast and quiet time available before school <p>Extra-curricular activities are timetabled annually and all information passed to parents through the planner system.</p>
Who would be my first point of contact if I want to discuss something?
<ul style="list-style-type: none"> • The first point of contact is the class teacher <p>Or you can contact the SENCo Mrs Joanne Lunt for an appointment, which can be made through the school office.</p>
Who is the SEND Coordinator and how can I contact them? <i>(IRR)</i>
<ul style="list-style-type: none"> • The SENCO is Joanne Lunt - you can contact her via the school office.
What roles do have your governors have? And what does the SEN governor do?



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Working Together & Roles

- The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and there are regular meetings between the SEND governor and SENCO, to ensure that all pupils, including those with a special need or who are looked after, make progress.
- The SEND Governor is Matthew Theobald.

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

Pupil voice is very important and valued in our school.

- We have Pupil voice questionnaires and a School Council.
- We ask the pupil about their thoughts and feelings at parent's evenings.
- Pupils and parent's thoughts can be placed on the Cheshire East paper work before each Annual Review and this forms part of the official review process through their key worker.
- Where possible we invite pupils to come into the Annual review meeting so they can share their ideas and viewpoint.

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

We encourage parents to be actively involved in the school, for example by:

- Helping on trips (A DBS is essential)
- Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter and in specific letters sent to all families.
- Gaudeamus newsletter sent to all parents termly.

What help and support is available for the family through the setting, school or college? *(IRR)*

- The school, led by the SENCO, provides support to parents as required. If a parent wishes to talk to the SENCO then an appointment should be made with the office.
- The school will signpost to organisations, such as Parent Partnership, and will signpost the LA Local offer as an information point for information and guidance.



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Working Together & Roles

- If any of our pupils are entitled to transport to school we would liaise with parents, taxi drivers / escorts and the transport co-ordinator team on a regular basis.



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Inclusion & Accessibility

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

- We aim to include all pupils in all aspects of the school inside and outside the classroom.
- Some pupils need a more personalised approach and need extra support for different activities outside the classroom.
- We carry out risk assessments for all off site activities and residential visits, to ensure that everybody's health and safety will not be compromised.
- If we feel a pupil needs extra support to ensure his or her safety and well being, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip or a more personalised approach to the activity or trip.
- If in the unlikely event that it is considered unsafe for a pupil to take part in an activity in school or out of school, then we will organise alternative activities for the pupil.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Yes – except for access to three classrooms.

Are disabled changing and toilet facilities available?

Details (if required)

YES: A disabled toilet is available near the Inclusion area.

Do you have parking areas for pick up and drop offs?

Details (if required)

Yes at the front and back of the school.



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Inclusion & Accessibility

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

YES: At the front and rear of the school.

The school's accessibility plan can be found at www.malbank.com. Our practice is and policy adheres to the Equality Act 2010. Where translation is needed to support parents understanding of English, we will endeavour to support this through use of translation services.



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Transition

Who should I contact about my child/young person joining your setting, school or college? (IRR)

- Please contact our Head of Lower School (KS3) or the Head of Upper School (KS4) via the office to make an appointment about your child joining our school.
- Please refer to our admissions policy: www.malbank.com

Malbank School complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.”

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

- Parents are encouraged to visit the school and should ring the school office to make an appointment with the relevant Key Stage Office and the SENCO if necessary.

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

Transition can be a difficult time for both your child and the family.

- If your child is moving to another school, we will:
 - Endeavour to contact the new school’s SENCO and share information about any special arrangements which have been in place to support your child’s learning and inclusion.
 - We will transfer all records about your child as soon as possible.
- When we know your child is joining our school we will:
 - Visit the setting and may put in place extra visits with key workers.
 - Meet with you and anyone else who can help prepare and support your child’s move to our school.
 - Discuss your child’s needs and plan together how we can best meet your child’s needs and make the transition to school successful.
 - Decide together whether we need an inclusion plan.
 - Aim to work in partnership with parents and any other agencies sharing information to ensure that your child’s needs are identified and met during transition.
- If your child is moving into Year 7



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Transition

When we know your child is joining/moving to our school

- The SENCO or a member of the access team will visit the primary school to share information.
- Where possible the High school SENCo will be involved in any Annual Reviews in Year 5 and 6.
- An offer of extra visits may be arranged in consultation with your child, both schools and parents.
- We will meet with you and anyone else who can help prepare and support your child's move to our school.
- We will meet to discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful.
- We aim to work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and transition between schools is successful.
- We will transfer all records about your child as soon as possible.

Post 16 transition

- If a young person has an education, health and care plan then they will have access to a 'Post 16 key worker' who will work collaboratively with the young person, any specialist agencies and any possible post 16 facilities to help plan the next steps. Parents, in accordance with the SEN Code of Practice, will be in an advisory role, with the views of the young person being central to any decision.

If the young person is moving to Malbank Sixth Form College we will:

- Offer an inclusive approach to the young person's learning and remove any barriers to their learning.
- Have a transition plan if this is part of their EHC Plan
- Screening and assessments will be differentiated and proportionate to the level of SEN
- Support student independence and offer strategies and skills to make good progress towards employment and/or higher education.
- Work in partnership with the student at every stage of their learning and respond to the student's views regarding their ambitions and aspirations.
- Support the students in becoming a valuable member of the school community; participation opportunities will be offered and encouraged.



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Additional Information
What other support services are there who might help me and my family? (IRR)
Please look at Cheshire East’s Local Offer for further information about the support services available to help you and your family www.cheshireeast.gov.uk/localoffer CEIAS are signposted to offer further support http://www.ceias.cheshireeast.gov.uk/home.aspx
When was the above information updated, and when will it be reviewed?
This school report was updated October 2020. It will be reviewed in October 2021.
Where can I find the Cheshire East Local Offer? (IRR)
From 1 st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer
What can I do if I am not happy with a decision or what is happening? (IRR)
If a parent is unhappy with the provision that we are making for their child, then you should initially approach the class teacher or the school special educational needs coordinator (SENCO). If this does not resolve the problem, then the parent should speak to the Critical friend for SEN. If the parent still does not feel their complaint has been dealt with then we advise that they seek advice from Parent Partnership https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx Parents are advised that the school complaints policy is accessed through our website: www.malbank.com/complaints-procedure