

SEN Information Report – 2024/25

<p>What types of SEN do we provide for?</p>	<p>Malbank are committed to providing an appropriate and high-quality education to young people with a wide range of needs who can demonstrate capacity for accessing the mainstream curriculum with differentiation and support. We believe that all young people, including those identified as having SEND, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and enables them to be fully included in all aspects of school life. We offer support and targeted intervention for literacy, dyslexia, autism, speech and language, hearing impairment, visual impairment, medical issues, emotional and social needs, and behaviour modification.</p>
<p>How do we identify and assess pupils with SEN?</p>	<p>All students are screened during their first few weeks at Malbank School for their literacy abilities, to identify any additional needs. This screening includes:</p> <ul style="list-style-type: none"> - Discussions with parents and careers, feedback from feeder primary schools and transition meetings. - Close liaison with feeder primaries and their SENCo's during the summer term to brief the SENCo at Malbank and to share strategies; year 6 EHCP meeting to action plan area(s) of need and outcomes. <p>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.</p> <p>These include:</p> <ul style="list-style-type: none"> o Regular informal/formal discussions with the Class Teacher, SENCO, and Head Teacher about pupil's progress and identify any pupils who are not making expected progress. o Staff and the Access team share any concerns about progress or concerns about a pupil's general well-being. o Talking to parents and listening to their concerns or worries. o Talking to the pupil and listening if they say they need extra help or have worries. o Liaison with any other professionals such as health professionals. o Talking to any previous school or any prior education setting the pupil may have attended. <p>Students who have been identified as having additional needs are subject to further assessment. This could include a combination of further testing, consultation with the students, parent and careers, teaching staff and liaison with external agencies. On the basis of this assessment a Passport will be formulated, if not already a subject of an EHCP. At this point a decision to place the students on the SEN Support register will be made.</p>
<p>Who is our special educational needs co-ordinator (SENCo) and how can he/she be contacted?</p>	<p>Rachel Turner – School SENCo Rachel Sinden – Deputy SENCo Dave Shepherd – Critical Friend to SEND Liam Potts - Connect Manager</p> <p>School telephone number - 01270 611009 E mail them at: rat@malbank.cheshire.sch.uk rzl@malbank.cheshire.sch.uk dcs@malbank.cheshire.sch.uk ljp@malbank.cheshire.sch.uk</p>

<p>What is our approach to teaching pupils with SEN?</p>	<p>Educational provision is achieved through full integration into the mainstream school. Sensitive and creative adaptation of the curriculum may be required in order to match the student's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. A key role of the SEN Department is to raise awareness of staff in these issues and to support them to 'deliver' the Curriculum to maximum effect.</p> <p>Lessons are conducted in a secure, supportive and Inclusive manner. Students and staff interact in a manner that demonstrates mutual respect. Malbank staff believe that learning takes place most effectively in the context of a caring relationship and that good teacher/student relationships foster trust and promote self-reliance and initiative.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>Teaching spaces are fully accessible, lifts are available for wheelchair users and physically impaired students in all blocks. There are three classrooms a full time wheelchair user cannot access.</p> <p>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.</p> <p>We seek professional advice from other agencies, such as the Cheshire East Autism Team, Educational Psychologist and the Speech and Language Team to help us match the curriculum and learning environment to a pupil's needs. There are a limited number of students and the list is managed by the SENCo.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Students have full access to the curriculum and extra-curricular activities.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>We encourage parents to be actively involved in the school, for example by:</p> <ul style="list-style-type: none"> • Annual Review meetings. • 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.
<p>How do we consult pupils with SEN and involve them in their education?</p>	<ul style="list-style-type: none"> • 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.
<p>How do we assess and review pupil's progress towards their outcomes?</p>	<p>Each student who has additional needs is monitored collectively by the Critical Friend to SEN, the SENCo, The Head of Key Stage, The Progress Leaders, The Form tutor and The Connect Manager.</p> <p>121 interviews are held annually to discuss and progress, share successes and celebrate large and small achievements.</p>

	<p>If the student has an EHCP or is on the SEN register meetings will be held with the school and/or SENCo to action plan support, discuss outcomes and share achievements.</p> <ul style="list-style-type: none"> • Your child’s progress is continually monitored by the teachers, the Progress Manager. • 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. • Pupils with SEND will have regular meetings each year including a consultation evening. 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. • When a pupil first comes to school or has perhaps had a challenging time, individual daily face-to-face feedback may be needed for a short time. • All pupils receive an Annual Report.
<p>How do we support pupils moving between different phases of education?</p>	<p>Transition can be a difficult time for both your child and the family.</p> <ul style="list-style-type: none"> • If your child is moving to another school we will: <ul style="list-style-type: none"> o 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. o We will transfer all records about your child as soon as possible. • When we know your child is joining our school we will: <ul style="list-style-type: none"> o Visit the setting and may put in place extra visits with key workers. o Meet with you and anyone else who can help prepare and support your child’s move to our school. o Discuss your child’s needs and plan together how we can best meet your child’s needs and make the transition to school successful. o Decide together whether we need an inclusion plan. o 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 <p>When we know your child is joining/moving to our school</p> <ul style="list-style-type: none"> o The Key stage 3 team will visit the primary school to share information. o Where possible/needed the High school SENCo will be involved in any Annual Reviews in Year 5 and 6. o An offer of extra visits may be arranged in consultation with your child, both schools and parents. o We will meet with you and anyone else who can help prepare and support your child’s move to our school. o 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. o 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.

	<ul style="list-style-type: none"> o We will transfer all records about your child as soon as possible. <p>Post 16 transition</p> <ul style="list-style-type: none"> o 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. <p>If the young person is moving to Malbank Sixth Form College we will:</p> <ul style="list-style-type: none"> o Offer an inclusive approach to the young person's learning and remove any barriers to their learning. o Have a transition plan if this is part of their EHC Plan. o Screening and assessments will be differentiated and proportionate to the level of SEN. o Support student independence and offer strategies and skills to make good progress towards employment and/or higher education. o Work in partnership with the student at every stage of their learning and respond to the student's views regarding their ambitions and aspirations. o Support the students in becoming a valuable member of the school community; participation opportunities will be offered and encouraged.
How do we support pupils preparing for adulthood?	<p>Post 16 transition</p> <p>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.</p>
How do we support pupils with SEN to improve their emotional and social development?	<p>Our school ethos is to nurture all pupils.</p> <p>We have a school Inclusion Mentor.</p> <p>We have a strong PSCE curriculum.</p> <p>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.</p> <p>We seek advice from other agencies such as Child Adolescent and Mental Health Service (CAMHS) and Cheshire East Autism Team.</p> <p>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.</p>
What expertise and training do our staff have to support pupils with SEN?	<p>All staff have access to professional development training which promotes both teaching and learning and inclusive classroom practices through whole school initiatives such as Behaviour for Learning (BFL), Assessment for Learning (AFL) and the Coaching programme.</p> <p>In addition to this, training opportunities provided by the school through Twilight sessions, INSET Days, teacher PDR s, In house training, and County Training opportunities.</p>
How will we secure specialist expertise?	<p>We seek professional advice from other agencies, such as the Cheshire East Autism Team, Educational Psychologist and the Speech and Language Team to help us match the curriculum and learning environment to a pupil's needs.</p>
How will we secure equipment and facilities to support pupils with SEN?	<p>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.</p> <p>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</p>

	<p>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.</p> <p>Some specialist equipment can be secured on loan from specialist agencies, and across the Partnership we have the opportunity to share resources.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Support and advice is sought and implemented from external agencies to ensure any barriers to success are identified and responded to. These include the:</p> <ul style="list-style-type: none"> • 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>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>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. The SEN information is reported annually to the Governing body.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>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).</p> <p>If this does not resolve the problem then the parent should speak to the Assistant Head teacher who is Critical Friend to SEN.</p> <p>If the parent still does not feel their complaint has been dealt with then we advise that they seek advice from CEIAS. www.ceias.cheshireeast.gov.uk</p> <p>Parents are advised that the school complaints policy is accessed through our website: www.malbank.com/complaints-procedure</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Thomas Chapman (7), Katherine Hoey (Yr8), Adam Oliver (Yr9), Sarah Jennings (Yr10), and Ali Reed (Yr11) – KS Progress Managers Jennifer Aspinall – Head of Key Stage 3 Louise Ratcliffe - Head of Key Stage 4 Joanne Lunt – SENDCo Rachel Sinden – Deputy SENDCo Dave Shepherd – Critical Friend to SEN Liam Potts – Connect Manager Chris Yew – Safeguarding Lead Ange Nicholson – Deputy Safeguarding Lead</p> <p>School telephone number - 01270 611009</p>
<p>What support services are available to parents?</p>	<p>Malbank School and Sixth Form College staff are committed to working actively with parents and value their contribution to their child's education. There are a number of mechanisms to facilitate parental involvement with the SEND Department.</p> <ul style="list-style-type: none"> • Emails, Telephone calls and Meetings.

	<ul style="list-style-type: none"> • Parent and Information Evenings. • Multi Agency Meetings. • Social occasions in and out of school. • Annual Reports and Duddle Collection Point reports. • Postcards. • Newsletter and letters. • School website on the internet. • House Stars <p>Where parents are seeking particular advice from specialist organisations – please use the link shown below. This will take them to the council for disabled children – a national group who help affect positive change for SEN.</p> <p>This link will help parent’s access information and advice.</p> <ul style="list-style-type: none"> • http://www.councilfordisabledchildren.org.uk/ -This link will take you to a number of websites for particular areas of special need. <p>For support with dyslexia please use the following websites:</p> <ul style="list-style-type: none"> • Dyslexia Action (Based in Wilmslow) www.dyslexiaaction.org.uk • Or the British Dyslexia Association: www.bdadyslexia.org.uk <p>To access information on Cheshire East services and for information on how the Local Authority works within SEN please use the following link:</p> <p>http://www.cheshireeast.gov.uk/children_and_families/equality_and_inclusion.aspx</p> <p>To access support from the CEIAS please use this link:</p> <ul style="list-style-type: none"> • http://ceias.cheshireeast.gov.uk/home.aspx • ceias@cheshireeast.gov.uk
<p>Where can the LA’s local offer be found? How have we contributed to it?</p>	<p>Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer</p> <p>Malbanks contribution to the Cheshire East Local Offer can be found on our website www.malbank.com</p>