

SEN Information Report 2025 -2026

What types of SEN do we provide for?

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 adaptative strategies and support. We believe that all young people, including those identified as having SEND, have a the right 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, communication and interaction, speech and language, hearing impairment, visual impairment, medical issues, emotional and social needs, and support with maintaining successful relationships in collaboration with the key stage teams. We also work closely with external agencies to ensure that children, when needed, benefit from targeted support

How do we identify and assess pupils with SEN?

All students are screened during their first few weeks at **Malbank School** for their literacy abilities to inform their learning journey with us. This process includes: - Discussions with parents and careers, feedback from feeder primary schools and transition meetings.

We also work in close collaboration with our partner primary schools; this process involves outreach meetings, sharing of information to ensure that best practice is shared and, where necessary, attending transition annual reviews. This allows for us to start to build positive relationships with students as early as possible.

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 and identify any pupils who are not making expected progress to explore the possibility of additional needs
- 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.

	<p>Ensuring that contextual sharing of information happens with outside agencies</p> <p>Students who have been identified as having additional needs are likely to need further assessment, either via our team internally or via additional specialists, which will be organised by the Key Stage or SEN teams. This could include a combination of further testing, consultation with the students, parent and careers, teaching staff and liaison with external agencies.</p> <p>This process then instigates a number of pathways: A student may have a 'learning passport' which outlines how best to support a young person, further referrals, being placed on the SEN register of the onset of an EHCP needs assessment. We have a number of flow charts which we use internally to support this process.</p> <p>Please speak to a member of the team if you would like to know more.</p>
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<p>Who is our special educational needs co-ordinator (SENCo) and how can he/she be contacted?</p>	<p>Julie Machin School SENCo and Assistant Head – jzm@malbank.cheshire.sch.uk</p> <p>Rachel Sinden – Deputy SENCo – rzi@malbank.cheshire.sch.uk</p> <p>Michelle Perry – Operational Lead for SEN mdp@malbank.cheshire.sch.uk</p> <p>Helen Wise – SEN Administrator hwx@malbank.cheshire.sch.uk</p> <p>Liam Potts - Connect Manager - ljp@malbank.cheshire.sch.uk</p> <p>Pam Cleary – Connect Manager / Connect LSA pzc@malbank.cheshire.sch.uk</p> <p>School telephone number - 01270 611009 Email them at: senco@malbank.cheshire.sch.uk</p>
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<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</p>
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	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.
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<p>How do we adapt the curriculum and learning environment?</p>	<p>Teaching spaces are 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 adapted 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 adapted to account for individual specific needs.</p> <p>We may seek professional advice from other agencies, such as the Cheshire East Autism Team, Educational Psychologist, the sensory impairment team 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>
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<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. • Regular letters home from the SENCO for students identified as having special education needs

<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 SENCo, the SEN Leadership Team The Head of Key Stage, The Progress Leader and The Form tutor.</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 result. • 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. • An open-door policy via the senco@malbank.cheshire.sch.uk mailbox If you are worried or have any concerns between meetings as well as being encouraged to speak to the class teacher, Progress Manager or make an appointment to speak to the SENCO.

	<ul style="list-style-type: none"> • 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. <p>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.</p> <ul style="list-style-type: none"> • All pupils receive an Annual Report.
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<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> <p>If your child is moving to another school, we will:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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. <p>If your child is moving into Year 7:</p> <p>When we know your child is joining/moving to our school:</p> <ul style="list-style-type: none"> • The Key stage 3 team will visit the primary school to share information. • Where possible/needed 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.
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	<p>We will transfer all records about your child as soon as possible.</p> <p>Post 16 transition:</p> <ul style="list-style-type: none"> • 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"> • 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.
<p>How do we support pupils preparing for adulthood?</p>	<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> <p>Where necessary to secure engagement in preparing for adulthood, we may explore in collaboration with you, provision such as work experience placements or access to another setting for some of your child's learning time.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>Our school ethos is to nurture all pupils. We have a school Inclusion Mentor. We have a strong PSICHE 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.</p> <p>We seek advice from other agencies such as Child Adolescent and Mental Health Service (CAMHS) and Cheshire East Autism Team.</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.
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 local authority Training opportunities.</p>
How will we secure specialist expertise?	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.
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 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>
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	<p>Support and advice are 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>

How do we evaluate the effectiveness of our SEN provision?	<p>The Head Teacher, and SENCO, along with the SEN Leadership Team 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.</p> <p>The SEN Governor maintains an overview of the school's provision. The SEN information is reported annually to the Governing body.</p>
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How do we handle complaints from parents of children with SEN about provision made at the school?	<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 directly to the Head Teacher</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>
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Who can young people and parents contact if they have concerns?	<p>SEN Team – First point of contact: Michelle Perry – mdp@malbank.cheshire.sch.uk</p> <p>Key stage 3 first point of contact: Alison Green -azg@malbank.cheshire.sch.uk</p> <p>Key stage 4 first point of contact: Rachel Kelly – rrk@malbank.cheshire.sch.uk</p> <p>Key stage 5 first point of contact: Laura Kirk-Bradshaw – lkb@malbank.cheshire.sch.uk Julie Machin– SENDCo</p> <p>Safeguarding first points of call: Ange Nicholson – Deputy Safeguarding Lead axn@malbank.cheshire.sch.uk</p> <p>Main contact telephone: School telephone number - 01270 611009</p> <p>Chris Yew – Safeguarding Lead cjy@malbank.cheshire.sch.uk or</p>
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<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 • Parent and Information Evenings. • Multi Agency Meetings. • Social occasions in and out of school. • Annual Reports and Doodle Collection Point reports. • Postcards. • Newsletter and letters. • School website on the internet. • House Stars <p>When we, as a school, receive community newsletters about local support, they are uploaded to our website.</p> <p>To access information on Cheshire East services and for information on how the Local Authority works within SEN please use the following link: Toolkit for inclusion</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>Malbank's contribution to the Cheshire East Local Offer can be found on our website www.malbank.com</p>