



# Malbank School & Sixth Form College

*Rejoice in being the best that we can be.*

04/09/2026

Dear Parents and Carers,

I hope you have had a restful summer break. On behalf of the SEND team, I would like to extend a warm welcome back to all of our students and families as we begin the new academic year. We are looking forward to working with you and supporting your child to have a successful and positive year at **Malbank**.

As part of our ongoing commitment to ensuring that our support is effective, consistent and responsive to students' needs, we would like to share some updates to our SEND provision and practices for this academic year.

## **Learning Support Assistant (LSA) Deployment**

This year, LSAs will be working within **year group teams** rather than being attached to individual students. This approach allows us to deploy support more effectively across the year group, ensuring students receive assistance when and where it is needed, whilst also promoting independence and inclusion.

In addition, we will not routinely provide cover for absent LSAs. Whilst we recognise that some students may find this change unsettling initially, our experience shows that continually changing support staff can create inconsistency and uncertainty. By maintaining a stable team approach, we aim to provide more predictable and effective support for all students.

## **Review of Passes and Alternative Arrangements**

Over the coming weeks, we will be reviewing a number of existing support arrangements and passes that students may have been issued in previous years. This review will **not** affect any provision that forms part of an Education, Health and Care Plan (EHCP).

The purpose of these reviews is to ensure that support remains appropriate to students' current needs, is being used effectively, and continues to promote success, wellbeing and independence. The arrangements being reviewed include:

### **Leave Lesson Early Pass**

This pass allows you to leave your lesson 2 minutes early to avoid busy corridors. You must politely ask your teacher for permission and then go straight to your next lesson.

### **Time In Pass**

Politely ask your teacher to use your Time In pass. You will stay in the classroom and be given 2 minutes to re-regulate without focusing on work. After the 2 minutes, you will need to return to your task.

1

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## Movement Pass

If you are finding it difficult to stay still, ask your teacher to use this pass. They will give you an opportunity to move, which may involve completing a short job.

## Toilet Pass

Show this pass to staff when requesting to go to the toilet. It indicates there is a medical reason, and you may need to go immediately

Where changes are being considered, these will be discussed with students and communicated with parents and carers where appropriate.

## Step Out Procedure

We have also revised our previous **"Time Out"** provision and renamed this approach **"Step Out"**.

As part of our continued focus on inclusive classroom practice, Step Out will now be a **teacher-directed strategy**. Our staff work hard to support all learners within the classroom, and this forms part of our ongoing professional development programme to help staff recognise when a student may benefit from a short, structured break from learning.

A Step Out may be offered when a member of staff identifies that a student is becoming overwhelmed, anxious or dysregulated and would benefit from a brief opportunity to regulate before returning to the lesson. The aim is to provide timely support that enables students to successfully re-engage with their learning while remaining connected to the classroom environment.

The pass will read: **Your teacher may ask you to "Step Out." This means you need to stand outside the classroom for 2 minutes and re-regulate. You must remain by the classroom door and not disrupt any lessons. After the 2 minutes are up, you must enter the classroom again and attempt your work.**

Step Out is intended to be a short-term, structured intervention. Staff will monitor its use carefully to ensure that it remains effective, supports students' wellbeing and promotes increasing independence and resilience over time.

This approach allows us to provide support when it is needed most while continuing to develop staff expertise in meeting the needs of all learners within the classroom setting.

## Settling Into the New School Year

As we begin a new academic year, we would like to thank parents and carers for their patience and understanding. Returning to school after the summer break can be a significant transition for many young people, particularly those with additional needs.

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It can take time for students to adjust to new routines, teachers, classrooms, expectations and support arrangements. Equally, staff need time to get to know their classes, understand individual needs, implement strategies consistently and ensure that appropriate support is in place. We are committed to working closely with students and families during this settling-in period and appreciate your support as we establish the best possible provision for every learner.

## Communication and Key Contacts

To enable us to support your child effectively, please ensure that any changes to circumstances, needs, diagnoses, medical information or other relevant updates are shared with the school as soon as possible. This allows us to update records and ensure all relevant staff have access to the information they need to support your child appropriately.

Please remember that staff often need time to read, process and share information with colleagues before responding. Many members of staff support a large number of students and families, and we kindly ask that you allow a reasonable amount of time for responses to emails and telephone messages. We will always endeavour to respond as promptly as possible.

Your key contacts are:

- **Form Tutor** - First point of contact for day-to-day concerns.
- **Head of Year Team** - Attendance, pastoral and wellbeing matters.
- **SEND Team** - SEND provision, support arrangements and reviews.
- **Safeguarding Team** - Any concerns relating to student welfare or safety.

We are excited to welcome students back and look forward to another successful year of working in partnership with families to support every young person's achievement, wellbeing and development.

Thank you for your continued support.

Kind regards,

Julie Machin

**SENDCo**

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