

Our Local Offer for Special Educational Needs and/or Disability

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



Please see the following page for information on this setting's age range and setting type



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	
Type of Setting <i>(tick all that apply)</i>	☐ Mainstream ☐ Resourced Provision ☐ Special ☐ Secondary ☐ Post-18 ☐ Early Years ☐ Primary ☐ Post-16 ☐ Academy ☐ Maintained ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	11- 18
Number of places	1,300
Which types of special educational need do you cater for? <i>(IRR)</i>	Malbank supports students with a wide range of needs who can access a mainstream curriculum with appropriate adaptation and support, including: - Cognition and Learning difficulties - Dyslexia and literacy difficulties - Communication and Interaction needs - Autism Spectrum Condition - Speech, Language and Communication needs - Social, Emotional and Mental Health needs - Hearing Impairment - Visual Impairment - Physical and Medical Needs



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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)	
Students are identified through: • Information received from primary schools. • Transition meetings and annual reviews. • Parent/carers discussions. • Literacy screening on entry to Year 7. • Assessment data and progress monitoring. • Staff concerns regarding progress, wellbeing or behaviour. • Student voice and self-referral. • Liaison with health and external professionals.	
What should I do if I think my child or young person needs extra help?	
When concerns are identified, further assessment may be completed internally or through specialist services. This may result in: • A Learning Passport. • SEN Support provision. • Referral to external agencies. • Consideration for an EHCP needs assessment.	
Where can I find the setting/school's SEND policy and other related documents? (IRR)	
Parents should contact: • Form Tutor • Progress Leader • Key Stage Team • SEN Team or email: • senco@malbank.cheshire.sch.uk The school operates an open-door approach and welcomes discussions regarding any concerns.	



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Identification

Where can I find the SEND policy and related documents?

Policies are available on the school website:

www.malbank.com

Specifically at **<https://www.malbank.com/page/?title=Policies+and+Documents&pid=51>**

Including:

- SEND Policy
- Accessibility Plan
- Complaints Policy
- Behaviour Policy
- Supporting Students with Medical Conditions Policy

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Teaching, Learning and Support

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

Malbank provides a fully inclusive mainstream education.

- Support may include:
- Quality First Teaching.
- Adaptive teaching strategies.
- Learning Passports.
- Specialist interventions.
- Teaching Assistant support where appropriate.
- Literacy support.
- Emotional wellbeing support.
- Access arrangements and examination support.
- Personalised provision based on identified need.
- Lessons are delivered in a supportive environment where students are encouraged to develop independence whilst receiving appropriate support



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Teaching, Learning and Support

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

- The curriculum is adapted through:
- Differentiated learning activities.
- Scaffolded resources.
- Personalised strategies.
- Specialist equipment.
- Examination access arrangements.
- Advice from external specialists.

The SENCo and teaching staff work collaboratively to ensure reasonable adjustments are in place.

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

SEND provision is reviewed regularly by the SENCo and Senior Leaders.

Support is planned according to:

- Individual needs.
- Assessment information.
- Progress data.
- Professional reports.
- EHCP requirements where applicable.
- Additional funding may be sought through EHCP processes where required.

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)

Support decisions are made through consultation between:

- Parents/carers.
- Students.
- SENCo.
- Teaching staff.
- External professionals.

Provision is reviewed regularly to ensure it remains effective and appropriate.



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Teaching, Learning and Support

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

Where specialist equipment is needed, it may be:

- Purchased through school funding.
- Funded through EHCP provision.
- Loaned through specialist services.
- Funded through applying for High needs funding.

Examples include:

- Examination support equipment.
- Specialist hearing equipment.

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)*

Families are informed through:

- Consultation evenings.
- Annual Reviews.
- Informal parental engagement evenings such as Year 7 Coffee mornings
- SEND review meetings.
- Progress reports.
- Assessment information.
- Email and telephone contact.
- SENCo meetings when required.

Students with EHCPs receive formal annual reviews.

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

Students contribute through:

- Student voice activities.
- School Council participation.
- Annual Reviews.
- Individual discussions regarding learning and targets.



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Teaching, Learning and Support

- Learning Passport development.

Student aspirations, strengths and views are central to planning support.

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)*

Provision is reviewed through:

- Student progress monitoring.
- Provision mapping.
- Intervention evaluations.
- Parent feedback.
- Annual Reviews.
- Leadership monitoring.
- Governor oversight.

SEND provision is adapted in response to evidence of impact

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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?

Malbank provides:

- Staff supervision before school, break and lunchtime.
- Risk assessments for trips and activities.
- Safe movement around site.
- Individual support plans where required.

Safeguarding arrangements apply to all students.

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

Support includes:

- Form Tutors.



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Keeping Students Safe and Supporting Their Wellbeing

- Progress Leaders.
- Key Stage Teams.
- Inclusion Mentor.
- Connect Provision.
- Safeguarding Team.
- Mental Health support.

Students can access support throughout the school day and online through remote learning platforms.

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

The school works with families to create medical plans where necessary.

Staff receive relevant information and training to support students with medical conditions. Procedures are in place for emergencies and attendance at medical appointments.

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

Support may include:

- PSHCE curriculum.
- Mentoring.
- Social skills interventions.
- Daily check-ins.
- Reflection opportunities.
- Quiet spaces.
- Buddy systems.
- External support services.
- School Family Liaison officer and Education Welfare Officer.

Advice may also be sought from CAMHS and the Cheshire East Autism Team



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Keeping Students Safe and Supporting Their Wellbeing

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

Every teacher is responsible for the progress and wellbeing of all students in their classes, including those with SEND.

Teachers:

- Deliver inclusive teaching.
- Implement Learning Passport strategies.
- Monitor progress.
- Liaise with parents and the SEN Team.

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Working Together & Roles

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

Every teacher is responsible for the progress and wellbeing of all students in their classes, including those with SEND.

Teachers:

- Deliver inclusive teaching.
- Implement Learning Passport strategies.
- Monitor progress.
- Liaise with parents and the SEN Team.

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

Support may involve:

- SENCo.
- Deputy SENCo.
- SEN Operational Lead.
- Teaching Assistants.
- Progress Leaders.
- Connect Team.
- Safeguarding Staff.
- External professionals.



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Working Together & Roles

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

All staff access regular SEND training through:

- INSET days.
- Twilight sessions.
- Professional development programmes.
- Local Authority training.
- Specialist agency training

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

The school works closely with:

- Educational Psychology Service.
- Cheshire East Autism Team.
- Speech and Language Therapy.
- CAMHS.
- School Nursing Service.
- Community Paediatricians.
- Occupational Therapy.
- Physiotherapy.
- Specialist teaching teams
- Medical Needs Team.
- Social Care.
- SENCo training from Local Authority.

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

The school works closely with:

- Educational Psychology Service.
- Cheshire East Autism Team.
- Speech and Language Therapy.
- CAMHS.
- School Nursing Service.



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Working Together & Roles	
• Community Paediatricians. • Occupational Therapy. • Physiotherapy. • Medical Needs Team. • Social Care.	
Who would be my first point of contact if I want to discuss something?	
Julie Machin Assistant Headteacher and SENDCo jzm@malbank.cheshire.sch.uk/senco@malbank.cheshire.sch.uk Rachel Sinden Deputy SENDCo rzl@malbank.cheshire.sch.uk/ senco@malbank.cheshire.sch.uk School Tel: 01270 611009 SEND Email: senco@malbank.cheshire.sch.uk	
Who is the SEN Coordinator and how can I contact them? (IRR)	
Julie Machin Assistant Headteacher and SENDCo jzm@malbank.cheshire.sch.uk/senco@malbank.cheshire.sch.uk Rachel Sinden Deputy SENDCo rzl@malbank.cheshire.sch.uk/ senco@malbank.cheshire.sch.uk School Tel: 01270 611009 SEND Email: senco@malbank.cheshire.sch.uk	
What roles do have your governors have? And what does the SEN governor do?	
Margaret Smith: Inclusion governor/Chair of Governors They: • Regularly meet with the SENCo • Review provision	



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Working Together & Roles

- Guide and support policies
- Meet parents and students

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

Students contribute through:

- School Council.
- Learning discussions.
- Review meetings.
- Annual Reviews.
- Feedback opportunities.
- Learning Passport development.

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

Parents are encouraged to engage through:

- Parent evenings.
- Annual Reviews.
- SEND meetings.
- School communications.
- Governor elections.
- Parent consultation events.

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

Support is offered universally for all parents through:

- Regular contact from Key stage teams
- Access to Family Liaison officers and Education welfare officers
- Referrals to Local authority services and Health care agencies.



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Inclusion & Accessibility

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

Students with SEND have full access to:

- Curriculum activities.
- Educational visits.
- Residential experiences.
- Clubs.
- Enrichment opportunities.

Reasonable adjustments are made where required.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☐ **Yes**

Details (if required)

Yes (lifts are in all key areas of the school site)

Are disabled changing and toilet facilities available? ☐ **Yes**

Details (if required)

Yes

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

Details (if required)

Yes

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

Details (if required)

Yes

Details can be found in additional policies on the school website.



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Transition

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

The SEN Team can support with transition enquiries alongside the Key stage 3 team.

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

Yes.

School visits are offered if requested and are led by the SEND team in conjunction with the Key stage 3 team.

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)

Enhanced transition support may include:

- Primary school visits.
- Transition meetings.
- Additional visits.
- Parent meetings.
- Annual Review attendance.
- Personalised transition plans.

The school supports students through:

- Careers education.
- Work experience opportunities.
- Post-16 planning.
- Independence skills.
- Transition planning.
- Collaboration with colleges and training providers.

Students with EHCPs receive additional support from Post-16 transition services where appropriate.



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Additional Information
What other support services are there who might help me and my family? (IRR)
Families may access: • Cheshire East Information, Advice and Support Service (CEIAS) • Cheshire East Local Offer • CAMHS • Health Services • Social Care • Community Support Services CEIAS: http://ceias.cheshireeast.gov.uk Email: ceias@cheshireeast.gov.uk
When was the above information updated, and when will it be reviewed?
September 2026 Reviewed September 2027
Where can I find the Cheshire East Local Offer? (IRR)
From 1st 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)
1. Speak to the Class Teacher or SENCo. 2. Contact a Senior Leader or Headteacher. 3. Follow the school's complaints procedure. 4. Seek independent advice from CEIAS. 5. Contact the SEN Key worker (pre-16 and Post 16) details found on Cheshire East Website. 6. School complaints information can be found on the Malbank website.