Malbank School & Sixth Form College

SEND Policy 2025 - 2026

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Malbank School and Sixth Form College SEND

Policy 2025- 2026

Date of Policy: September 2025
Member of staff responsible: Mrs J Machin SENCo
Link Governor: Margaret Smith
Review date: September 2026

1. Introduction

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.

Our school aims to be a centre of Inclusion excellence, and to provide an environment in which individuals are respected and encouraged to reach their full potential. The school is committed to providing equal access for all students to the broad and balanced curriculum to which they are entitled, in line with our Single Equality Policy.

2. Values

We at **Malbank** are committed to meeting the Special Educational Needs of students and ensuring that they make maximum progress.

We believe that all students:

- Are equal
- Are able to make a valuable contribution to the life of the school
- Should have equal educational opportunities
- Be educated in a climate of high expectation, co-operation, and collaboration
- Should be integrated and participate in a rich and rewarding school life experience
- Have the right to be treated with sensitivity, consideration, and respect in a safe environment.

We believe that all teachers:

- Have a responsibility to identify, respond and ensure they use their best endeavours to provide high quality adaptive teaching and remove potential barriers to support the welfare of all students with Special Educational Needs

to overcome barriers to learning, provide suitable learning challenges and accommodate a diversity of student need.

3. Rationale

Malbank School and Sixth Form College is an Inclusive school that provides all its students with high quality teaching and learning and wrap round care. We aim to maximise the potential of all students by responding to diverse needs, reducing barriers to learning and increasing participation using a coordinated response.

Through intervention we aim to raise attainment, encourage aspiration and improve emotional health and well-being.

The 4Ps of inclusive education are:
Protection
Presence
Participation
Progress

At **Malbank** we assess students, identify needs, map intervention using our support team and review the impact of the work.

We have a skilled team of support workers – Learning Support Assistants, Learning Managers, an Inclusion Mentor, a Connect Manager and an Operational Lead for SEN.

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.

For most of our students, most of the time, QFT will be sufficient to ensure they achieve their full potential. However, some of our students have additional needs which prevent them from achieving their expected level of progress in line with other children due to individual SEN difficulties.
This policy statement sets out the additional support we give these students in order to enable them to experience the best possible level of success.

4. Definition

For most students Quality First Teaching that reflects their needs will remove many barriers to learning and offer support to the vast number of students who have mild learning difficulties. These students would not necessarily be identified using the SEN Code of Practice (2014) and their support would be through the normal classroom management of teachers, differentiation of material and schemes of work and guided choices at GCSE with alternative forms of assessment and accreditation.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

- Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

The 4 areas of need as set out in the SEND Code of Practice (2014) are:

- Cognition and Learning Needs

- Emotional and Social Needs

- Communication and Interaction

- Sensory and/or Physical Needs.

According to the 2014 SEND Code of Practice, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or

- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

5. Aims

Students – to recognise that students must, as individuals, become independent learners, aspire and achieve; entitlements are the focus of both an educational and social environment.

Staff – to ensure that staff provide students with the right tools to access good quality teaching and learning. To make sure staff have effective and supportive management, consistent quality training, an effective learning environment and good quality advice.

Family and Community – to recognise the important role they play and that their involvement, personalised knowledge and commitment is needed for an effective and successful time at **Malbank** School.

6. Objectives

- To enable all students, whatever their additional needs, to be fully integrated as possible into the life of **Malbank** School.

- To educate SEND students where possible, alongside their peers, within the mainstream curriculum whilst balancing the views of parents and individual student needs.

- To fully involve parents and students in the identification, assessment, and delivery of SEND, to strive for close co-operation between all agencies concerned and for a multidisciplinary approach to the resolution of pertinent issues. When considering the wishes of the student, their age and level of understanding must be considered.

- To use best endeavours to identify and assess students with SEND as early and thoroughly as possible.

- To provide a range of programmes that support our students with additional needs.

- To stimulate and/or maintain student curiosity, interest, and enjoyment in their own education.

- To enable SEND students to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. Our curriculum is broad and inclusive, promoting intellectual, emotional, social and physical development in order that students can develop as valuable members of society.

- To monitor progress of all our students with additional needs against clear targets and outcomes for improvement, in order to ensure these targets and outcomes are achieved.

- The Headteacher, who is the Critical Friend to the Assistance Head leading Inclusion and Special Educational Needs Coordinator (SENCo) and SEN Governor monitor our annual intake to ensure that SEND students (with or without EHC Plans) have not been refused admission or discriminated against due to their special needs. This applies equally to students who live within or outside our catchment area.

- The SENCo, who is Assistant Head leading Inclusion, works alongside the wider Leadership Team and Access Team to ensure that the curriculum is balanced, i.e., it allows for and facilitates adequate development in each curricular and skill area; it allows for differentiation according to individual needs and it offers equality of opportunity and access to the different curricular and skill areas.

- To ensure that the arrangements for assessment, recording and reviewing of students with additional needs are fully compliant with statutory requirements.

- Identification, assessment and intervention are personalised; students and parents are kept regularly informed by a variety of means e.g., personal contact, reports, MARS reports, parents' evenings, 121 student interviews with SLT and the formation and implementation of consistently good QFT and adaptive teaching to meet the needs of SEN within the classroom.

- Some students, primarily but not exclusively students with an EHCP, will be given a student's passport. This will be formulated through key workers, students, and external information. The student's passport will provide strategies to support the student's individual needs, demonstrate strengths, independent skills, and outcomes.

- To ensure that resources allocated for SEN are being used for the benefit of the students with additional needs and that they are deployed in an efficient and effective way.

- The SENCo offers advice and INSET (in-service training) opportunities for subject teachers and other departments on employing adaptive teaching methods, seeking out advice and supporting and planning for resources, such as Twilight Sessions, bespoke INSET with Specialist teaching teams and LA support.

7. Integration and Access

- Admission arrangements are, in almost every case exactly the same for all students, in that parents and careers make their choice with the LEA by October half term.

- SENCo attends Yr5 and Yr6 Annual Reviews, where necessary.

- Parents, Careers and students are welcome to visit **Malbank** School before they make their choice and discuss any concerns. **Malbank** School has a year 6 open evening every September for families to view and speak to the SENCO.

- Once places have been allocated, all students, including those with additional needs take place in a programme of transition.

- Extended transition can be organised for students with additional needs, this is personalised to meet the needs of the individual. The management of the waiting list is done by the SENCo.

- All students including those with additional needs, are allocated a mixed ability form. Support is available from the form tutor, progress leader and progress manager who are primarily responsible for the monitoring of progress and welfare of each individual in their care.

- In accordance with the Inclusion statement in the National Curriculum 2002, all students, including those with additional needs, are taught in ways which:

  - Set suitable learning challenges.
  - Respond to students diverse learning needs.
  - Overcome potential barriers to learning and assessment for individuals and groups.

- All students, including those with additional needs follow a broad and balanced curriculum at KS3. Exceptionally, students with additional needs are withdrawn from part

of the curriculum in order that their needs are met. However, any withdrawal is kept to a minimum and almost never exceeds two hours per week.

- KS4 students, including those with additional needs, follow the same core curriculum and select option choices, with guidance from the Progress Manager, subject tutors, SENCo and parents. For students with an EHCP, Key workers from the LA SEN team will also be invited.

- Teaching spaces are fully accessible, lifts are available for wheelchair users and physically impaired students in all blocks. There are three classrooms that a wheelchair user cannot access.

- **Malbank** School supports integration and access of all its students. Reasonable adjustments will be made for new students with additional needs.

- The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled students. 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 students.

8. The SENCo and Access Team

- Provide expertise in the education of students with learning difficulties.
- Provide expertise in the education of students with social, emotional and mental health difficulties.
- Provide support and advice for students with sensory impairments.
- Provide care and expertise for a small number of students with physical disabilities.
- Provide INSET for teaching and support staff covering a range of issues including Sensory Impairment, Autistic Spectrum Condition, Dyslexia and Child Brain Injury.

9. Additional support

Identification. *All students are screened during their full term at* ***Malbank*** *School for their literacy abilities, to identify any additional needs. This screening includes:*

- Discussions with parents and careers, feedback from feeder primary schools and transition meetings.

- Close liaison with feeder primaries 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.

- Implementation of baseline tests and Sparx Maths and Reading diagnostic tests are completed.

- The LSA's support students with an EHCP in mainstream lessons as set out by their plan.

- To ensure that teachers differentiate appropriately to enable all students to access National Curriculum subjects, make progress and show what they can achieve.

- To ensure that parents have a wide range of opportunities to be involved in their child's education

- To ensure teachers' planning takes account of continuity and progression in learning, and takes account of students' prior attainment, knowledge, experience and learning styles.

- Where further support is required, students may be referred to Connect – our internal Inclusion Resource Centre.

- To identify and remove barriers to learning and assessment both within individual subjects and across the curriculum for individuals and groups of students. The SENCo ensures that subject staff are fully informed as to the special educational needs and disability of any students in their charge through the SEND register.

- 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.

- 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.

- To ensure all students have knowledge about, and access to, a wide range of extracurricular activities.

- Access arrangements for public examinations.

- Special arrangements to support physical or medical needs.

- To promote tolerance and understanding by ensuring that students are educated in a safe and caring environment irrespective of age, gender, ethnicity, religion or social background.

The model of special educational needs which is implemented through these strategies is based upon that described in the Special Educational Needs Code of Practice 2014 and the Equality Act 2010.

10. Assessment

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.

Target Setting: *Aspirational and challenging academic targets are set for all students, including those with additional needs. Progress towards these targets will be monitored through MARS collection points three times a year.*

Monitoring: *Each student who has additional needs is monitored collectively by the Headteacher, who is Critical Friend to SENDCo, the Operational SEND Lead, The Head of Key Stage, The Progress Leaders, The Form tutor and The Connect Manager.*

121 interviews are held annually to discuss and progress, share successes and celebrate large and small achievements.

If the student has an EHCP, School Support Plan or is on the SEN Support register meetings will held with the school to action plan support, discuss outcomes and share achievements.

- *Parents and carers can contact the school and share information with the SENCo by telephone to enable better wrap round care. Sharing of information and collaboration between school and home on a regular basis supports the monitoring process as any changes that could/would potentially impact on the students learning can be addressed sensitively.*

- *Parents and carers of students with additional needs are actively encouraged to attend parent's evenings and annual reviews.*

- *Parents and Carers are invited to raise any concerns they have over any aspect of SEN provision with the SENCo, Head Teacher/Critical Friend to SEND. If informal discussions do not resolve the issue, to make a formal complaint follow the school's complaints policy.*

- *The SENCo is responsible for maintaining links with specialist providers.*

- *The SENCo is responsible for staff training in relation to additional needs.*

- *The SENCo is responsible for the coordination of any LSA support, deploying staff in order to meet individual needs.*

- *The SENCo has overall responsibility for sharing information to support the Head of KS3/KS4, the Progress leaders, Access team and teaching staff regarding SEND children. One outcome of this liaison is the identification of any training which subject teachers require (staff INSET).*

- *The Headteacher is responsible for ensuring that the annual budget provides sufficient money to meet student needs; all additional funds awarded to students with EHCP are earmarked to meet outcomes.*

- *The Headteacher is responsible for assessing the effectiveness of the policy in practise. In making this assessment the Headteacher will consider the following:*

- *The extent to which students with additional needs are fully integrated into the life of* ***Malbank****.*
- *Whether or not there is a clear record of the student's additional needs*
- *The extent to which the provision made for the student's additional needs fulfils the requirements of the EHCP*
- *The extent to which students with additional needs are making measurable progress.*
- *To measure the extent to which the LEA are monitoring reports demonstrate the statutory criteria are being met.*

This funding and any additional funding allocated to ***Malbank*** *school budget will be used to:*
- *Recruit, develop and retain high quality teaching and support staff to provide and manage additional support.*
- *To buy specialist services.*
- *To provide resources and equipment.*
- *To provide specialist programmes.*
- *To purchase learning and assessment materials.*
- *To fulfil any other purpose in order to achieve the objectives of this policy.*

- ***The Local Authority*** *is responsible for the regular monitoring of arrangements for assessment of provision and review the schools SEN provision.*
- *The LA is responsible for the maintenance of EHCPs.*
- *The LA should monitor the arrangements and resources in school, making sure all Statutory and LEA needs are being met.*

11. Evaluation

In the case of students with an EHCP and SEN Support, reviews are held by the SENCo or the Operational SEND Lead. School coordinates the various agencies to attend any meeting. The SENCo analyses progress data, has regular meetings with The

Headteacher/Critical Friend to SEN and meets the SEN team regularly to share any relevant information about the SEN students.

12. Staff Development in Relation to SEND

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.
In addition to this, training opportunities provided by the school through Twilight sessions, INSET Days, teacher PDR s, In house training (SEN Clinics) and County Training opportunities.

13. Including Parents with SEND

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.

- Emails, Telephone calls and Meetings.
- Parent and Information Evenings.
- Multi Agency Meetings.
- Social occasions in and out of school.
- Annual Reports and MARS reports.
- Postcards.
- Newsletter and letters.
- School website on the internet.
- House Stars

- **For parents who are seeking particular advice or need specific information**

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.

This link will help parent's access information and advice.

- http://www.councilfordisabledchildren.org.uk/ -This link will take you to a number of websites for particular areas of special need.

For support with **dyslexia** please use the following websites:

- Dyslexia Action (Based in Wilmslow)
- www.dyslexiaaction.org.uk
- Or the **British Dyslexia Association**:
- www.bdadyslexia.org.uk

To access information on **Cheshire East services** and for information on how the Local Authority works within SEN please use the following link: http://www.cheshireeast.gov.uk/children_and_families/equality_and_inclusion.aspx To access support from the **CEIAS** please use this link:

- http://ceias.cheshireeast.gov.uk/home.aspx
- ceias@cheshireeast.gov.uk

If you have any questions, please do not hesitate to contact:

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