

## **Market Field School SEN Information Report October 2024**

An SEN Information Report will be updated annually and in year to respond to any key changes in the year to reflect the school's provision.

The report will share current provision within:

- Market Field School

A separate SEN information report is available for Market Field College, reflecting the differing levels of independence for these young people and will be available through their website.

More information is available on all work within our school through our 'school offer'. We have liaised with our parents/carers on developing our school offer to ensure it includes useful information and answers their questions.

The names of key contacts for each class are held on our website. The school contact details are also on the website where you will be able to access the contact details of our senior leaders .

### **What are the kinds of special educational needs for which provision is made at Market Field School?**

Market Field School is part of the Hope Learning Community, an academy which consists entirely of SEN provision. Market Field School is for children aged rising 5-16. Children will be provided with an appropriately paced and differentiated curriculum. The majority of our 16 year olds will transfer to Market Field College which runs off its own site, approximately 10 miles away in Clacton but there is a separate admissions process for this. Admission to Market Field College is not guaranteed as an outcome of attending Market Field School.

### **Admissions to Market Field School is explained within our admissions policy on our website which is updated annually.**

At Market Field School, the pupils identified needs will be complex within communication and interaction or cognition and learning, as outlined in the SEN code of practice. The pupil may have associated needs in the area of social, emotional and mental health. On occasion we accept pupils with profound and multiple learning difficulties.

Our pupils typically have diagnoses of Autism, Dyslexia, Speech and Language communication difficulties, Down Syndrome, moderate visual or hearing impairment or Global Developmental Delay. In addition, pupils may have sensory processing difficulties.

### **What are the school's policies for the identification and assessment of pupils/students attending the school?**

All pupils who attend the school will have an Education Health and Care Plan (EHCP). Further information on the process of assessment through the Local Authority for an EHCP is available on Essex Local Offer website.

Further information on the admissions to and assessment within our school can be found on our website.

As a special school we are not required to have a SENCo, families liaise directly with their teacher and school leaders as needed. We do, however, have one teacher with the NASENCO qualification and a second teacher working towards this for strategic purposes.

What is the provision for pupils/students at Market Field School and how is it evaluated?

All pupils/students attending Market Field School will have an EHCP plan. Associated policies in this area are accessible on our website.

**Our provision is based on a strong vision that:**

Our school is a place where everyone is treated with dignity, with respect and is of equal worth. Kindness, Respect and Friendship are important values within our school and that this includes being kind to yourself, self-respect and learning to like yourself.

Our vision is to develop a highly effective learning community, where our children (and staff) are encouraged to be the best they can be in order to make a positive contribution to the world around them.

We believe that all staff have a responsibility to meet the needs of all pupils/students attending Market Field School. Underlying our vision are strong values which have been compiled by the staff with input from our Governing Body and also parents through the Governing Body.

Our key purpose is the construction, delivery and constant improvement of quality learning experiences appropriate to the needs of our pupils/students.

**To achieve our vision we aim to:**

- Promote equality of opportunity for every member of the school community regardless of gender, race or disability.
- Develop strong home/school partnerships
- Promote a positive and caring environment in which all staff and students feel valued and their successes and achievements are recognised and appreciated
- Provide appropriate guidance and support to achieve each student's potential with the aim to instill employability skills and learning for life
- To enable every individual to be the best version of themselves they possibly can be
- Support students to enjoy fulfilling and rewarding lives

**Educationally we aim to:**

- Assess each student's needs and develop appropriate teaching programmes to meet those needs
- Offer all students a broad, balanced, relevant and differentiated curriculum on one of the school's pathways: Learning to Know, Learning to Be, Learning to Do and Learning to Live Together
- Promote and develop good study habits and attitudes and, where appropriate, to involve the students in the planning and recording of their own work

### **Socially and morally we aim to:**

- Provide our students with a school family in which to grow and develop
- Emphasise the need to respect and understand others
- Establish clear moral standards where students consider what is right and wrong and own their own behaviour
- Provide a range of opportunities for individuals to develop areas of interest through leisure activities
- Gain skills, knowledge and attitudes relevant to the world in which we live
- Prepare our students for adulthood.

### **Staff**

Staffing levels are enhanced so that pupils are usually taught in classes of up to 16 with a teacher and at least one level 3 teaching assistant and an appropriate number of additional teaching assistants to meet the needs of the group. **Class sizes across the school, on all pathways, are in breach of BB104 guidance and the school is nearly double the admissions number it was built for.**

The school receives advice from a range of health professionals in order to meet the additional needs of our students. We work closely with health and social care colleagues to implement the SEN code of practice. We meet with managers of the services to ensure that joint working practices are consistent.

We have a school development plan and evaluate this throughout the year. There are link governors for all aspects of the plan and this supports our evaluation of any progress towards the aims. We also have a school evaluation each year to highlight progress and achievements.

**What training do staff have in relation to the needs of pupils/students at Market Field School?** Market Field School is highly committed to ongoing training of staff. We are very much led by the motivation of our staff and if they are motivated towards their own CPD, we will support them in this. We track all staff training to ensure statutory duties are met.

All staff have a clear job description which details the required qualifications for each post in school. All staff have a core training programme relating to their work. Training is specifically related to the needs of children in our school and also as required by statutory guidance.

Other staff continue to gain a range of certificates to mark their commitment to courses such as Higher Level Teaching Assistant, Paediatric First Aid, Mental Health First Aid, Emergency First Aid at Work and Makaton.

We continue to commit to having qualified trainers in school for Essex Therapeutic Thinking and are a recognised training centre for Social Stories training.

**How will the environment, equipment and facilities be provided to support pupils/students at Market Field School?**

Market Field School is a purpose built building and is accessible for students and staff with mobility difficulties with a lift to the first floor and evacuation chairs in the event of a fire. In

other out of school community areas we use, such as the swimming pool at Colchester Leisure World, there are accessible lifts and hoists to support children into and out of the water.

We have 2 soft play rooms to support sensory needs and gross motor development as well as 2 multisensory rooms. We have 4 speech and language therapists who work out of their own speech and language rooms and 3 wellbeing therapists who work across the school in individual, small group and whole class settings.

Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is reviewed frequently.

All families are welcome to visit Market Field School prior to their child or young person starting.

### **What are the arrangements for consulting parents of children/young people at Market Field School and involving them in the education of their child?**

At Market Field, we aim to ensure parents feel fully included in the process of working with their children/ This includes:

- Initial visits to school
- Introductory meetings/transition visits prior to starting
- Dojo facility for information exchanges and key messages
- Parent/carer and teacher review meetings including updates from professionals
- Meetings to review educational outcomes (Annual Review)
- Annual report
- Parent workshops and training
- Coffee mornings
- Parental representation on the Governing Body
- Parental involvement in changes in school through informal and formal consultations

#### **Parent Workshops**

*Parent workshops and coffee mornings are held on a monthly basis depending on parental interest. These include*

- Makaton
- AAC sessions
- Speech and Language
- Supporting reading
- Supporting sensory play and development
- Phonics training

**What are the arrangements for consulting young people at Market Field School about, and involving them in, their education?**

All children and young people in our school are treated with dignity and respect. There is full personalisation for the curriculum for each pupil/student in order that they can access and experience success throughout their school life.

The School Council invites students, through their chosen class representative, to contribute to and decide on aspects of school life relating to their needs.

The assessment and annual review process of Education, Health and Care Plans includes the choices and views of pupils/students. Children and young people are supported to give their views verbally, which will be scribed by an adult, using PECS or Widget software which will be photographed or printed, writing themselves for inclusion in their report or using any other method of communication.

**What are the arrangements for assessing and reviewing pupils'/students' progress towards outcomes?**

Every child in school will have 12 month short term educational outcomes set for them, in consultation with their parents and themselves. Progress towards these outcomes is assessed frequently and through consultation with parents and families.

Monitoring of progress towards outcomes is continuous in the classrooms.

**What are the arrangements made by the Governing Body for dealing with complaints from parents/carers of pupils/students in relation to the provision at Market Field School?**

The process for all complaints is made available on the website. We are currently working on developing a parent handbook which will be sent out electronically to parents which will also detail the complaints procedure.

**How does the Governing Body include others – including health, social services, local authority services and voluntary organisations in meeting the needs of pupils/students at Market Field School and in supporting their families?**

The Governing Body are aware of the wide range of staff working together within the school to support the children, young people and their families. Most staff are employed directly by the school, others have different lines of management as outlined below. The local governing body consists of some professionals with backgrounds in social care and public services and there is a consistent monitoring of practice to ensure that children and their family's needs are met through meetings and reports.

School staff are employed directly by the school. This includes teachers, teaching assistants, midday assistants, speech and language therapists, well-being therapists, admin staff, premises staff and catering staff.

Visiting medical professionals are employed by outsourced NHS services in association with the National Health Service. This includes visiting occupational therapists and physiotherapists.

The CAMHS professionals that visit and support the school are employed by the NELFT NHS Foundation Trust.

Transport to school is organised by the local authority and not directly by the school. Transport staff are employed by the transport company.

Social workers and social care support workers are local authority employees.

All contact numbers for support services detailed above should have been given to parents directly. However, we can provide numbers where needed and they will be in our parent handbook. If families have a query relating to support from one of these areas, it is best to contact the professionals directly. This ensures that any message/queries/concerns are dealt with in the most effective way.

### **What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?**

All transitions are well planned for throughout the school and as children move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher in an informal 'meet the teacher' parent evening in July.

Students are increasingly supported in planning for their transition from school to adult life. Staff from Independent Advice and Guidance (formerly Connexions) and our KS4 team work with pupils in school to get to know them and advice on what opportunities are available after leaving Market Field School.

Close links between our KS4 staff and Market Field College mean that we can talk with confidence about the opportunities available at our college. Our curriculum is top down meaning that we plan opportunities in KS3 and KS4 to ensure students have the skills they will need to access courses when they get to college.

We have links with other college providers including Colchester Institute and Suffolk Rural.

### **Where is the information on the Essex Local Offer published?**

There is further detail on our website and this links directly to the Local Offer pages on the Essex local authority website.

There are also links on our website to the Suffolk local offer as several of our families come from Suffolk.

If you have any queries or requests for policies or information relating to this report, please contact the Head of School – Ruth Whitehead on 01206 825195.