



Market Field School

Special Educational Needs and Disabilities (SEND) Information Report

Part of Hope Learning Community

Approved by:	Board of Trustees	Date: 10 th July 2025
Last reviewed on:	June 2025	
Next review due by:	June 2026	

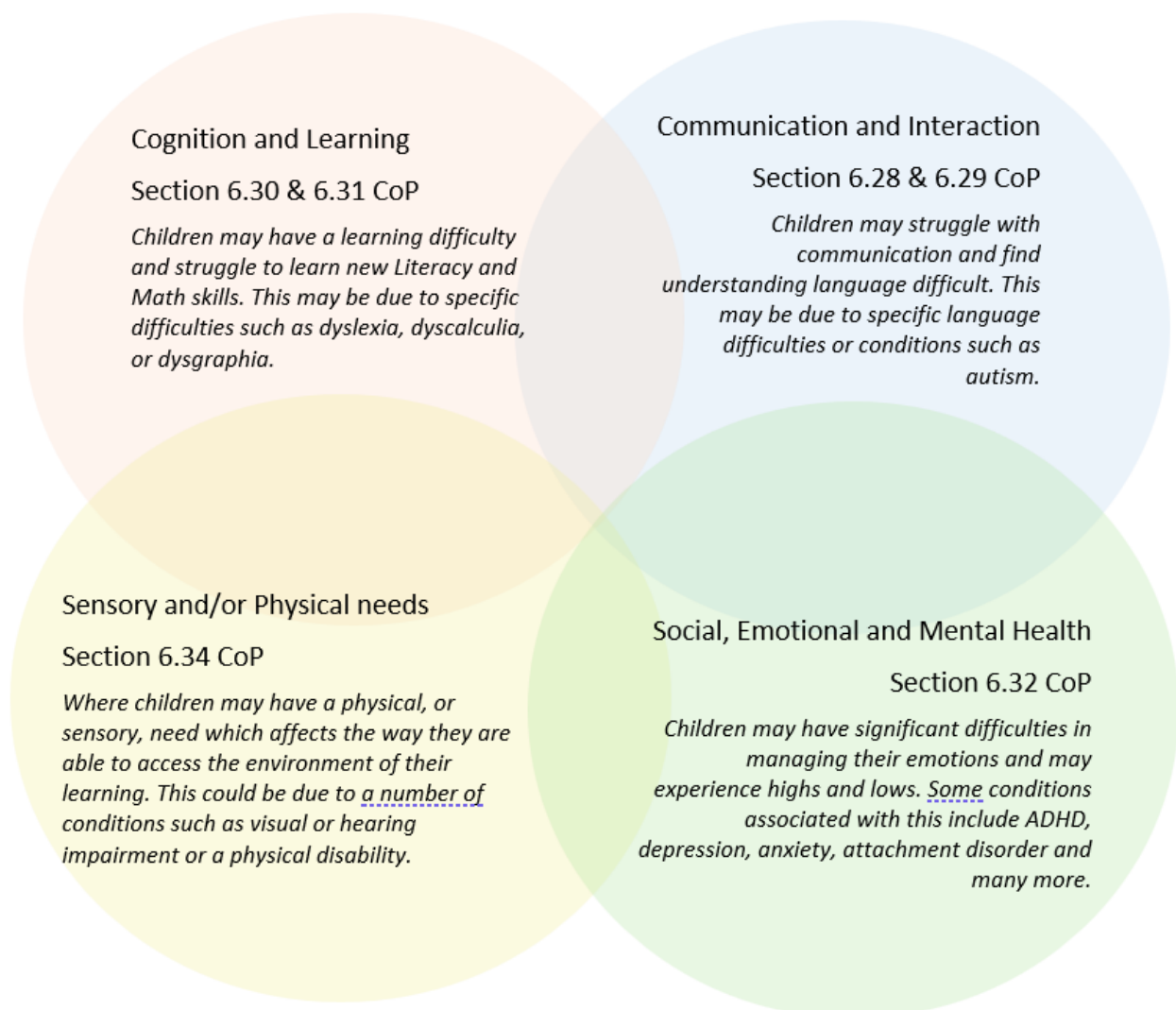


1. What types of SEND does the school provide for?

Market Field School is a day Special School for children and young people aged 4-16 years with a diagnosis of moderate to complex Learning Difficulties.

All of our students have significant difficulties with their learning and make less progress than their mainstream peers. Some pupils have disabilities which prevent or hinder them from taking advantage of facilities provided in mainstream schools for students of a similar age.

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):





Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/372713/SEND_Code_of_Practice_January_2015.pdf)

2. What are the school's policies for identifying and assessing children and young people attending the school?



Admission to the school is through Essex SEND Operations Team and is only where the school, through consultation, is named in Section I of the Education, Health and Care Plan (EHCP). Through this process, a child's Special Educational Needs are identified with provision outlined in Section F.

Once a child starts with us, baseline assessments are completed, and progress is measured against these in conjunction with our Marking Policy and Assessment Policy.

Information is gathered annually from the child, parents, other professionals and school staff to inform the Annual Review of EHCP.

Should we feel a child has a new need, as yet undiagnosed, we will liaise with parents/carers as well as other professionals to support an identification of this need (where appropriate).

3. How will I be involved in decisions made about my child's education?

The school is committed to working in partnership with parents and carers and to fully involving them in making decisions about their child.

This includes:

- Initial visit to the school
- Class Dojo for sharing and exchanging information both at an individual and whole class level. This may include photos and videos.
- Tapestry videos and photos.
- Formal 'Annual Review' meeting to review the EHCP and learning plans
- Parent/teacher meetings
- Coffee mornings/Open evenings
- Parent/Carer surveys



We welcome ongoing dialogue with our families, and should you feel you need a meeting or a phone call to discuss your child's needs outside of the provision outlined above, our team will always meet this request.

4. What are the arrangements for consulting with young people at Market Field School?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey on wellbeing at least once a year
- We have a School Council with representatives from each class where student views are shared, concerns raised and where possible acted upon.
- Students are encouraged to express their views, concerns and worries to staff and these are followed up through established procedures.
- Where possible, pupils are encouraged to express their own views about their learning and progress, including providing feedback on their learning in each lesson.





5. What are the arrangements for reviewing and assessing student progress at Market Field?

The school has significant experience and expertise in supporting learning needs, specialist care needs and health issues and in working as a team with the family and other agencies to secure the best possible outcome for the child. This is done through:

- Annual Reviews of Education, Health and Care Plans
- Termly review of bespoke learning plans
- School Reports
- Continuous daily assessment of learning through lessons
- Videos and Photographs
- Planning scrutiny to ensure needs of each child are met
- Analysis of exam results (formal and informal) in KS3 and KS4.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

We recognise that for a lot of our students, and their families, transition at whatever stage can be a daunting and at times frightening process. We aim to make the process as smooth as possible by implementing the following:

Between years

To help pupils prepared for a new school year we:



- Give time to the current teacher and new teacher to discuss the child and their SEN needs
- Schedule lessons with the incoming teacher towards the end of the summer term
- Hold a formal 'transition day' for the children in their new class with their new teaching teams
- Write social stories (where needed) and provide pictures of new staff teams.

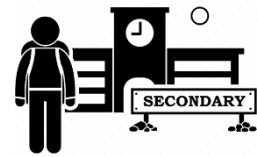
Between phases (for students joining us from Primary School)

One of our Assistant Heads or the class teacher will arrange a visit with your child's current teacher and/or SENCO. They will discuss the needs of the child.



Your child will be prepared for the transition by:

- Being invited in for a transition day
- Being invited in for a new starter coffee morning
- Receiving a social story and pictures of their new school.



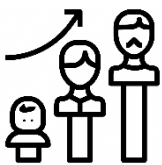
Between phases (for students joining us from Secondary Schools)

One of our Assistant Heads or the class teacher will arrange a visit with your child's current form tutor/year lead and/or SENCO. They will discuss the needs of the child.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from their class, to help them get settled in and make friends.

Onto adulthood



We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. This includes a meeting with the Preparing for Adulthood Advisors in year 10, who may then come to the Annual Review in year 11.

Where appropriate, and considering development stage, students in year 9 receive Travel Training from the Essex Travel Trainers.

7. How will Market Field School adapt its teaching for my child?

Market Field School follows a therapeutic approach to teaching and learning. Students are taught in groups and practically where possible.

Your child's teacher is responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.



We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Adapting our resources and staffing levels throughout different phases of the school



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. These may be in addition to provision outlined in section F



- Support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

- Including the Speech and Language team to provide information on level of understanding in relation to expressive and receptive language.

- Use of Zones of Regulation (which is taught weekly throughout Primary and Key Stage 3 classes) to develop students' abilities to recognise emotions in themselves and others and choose appropriate responses to situations.

8. What adaptations are made to the curriculum and the learning environment?



All our students have access to a broad and balanced curriculum, designed to involve students in exciting and engaging learning opportunities. We have a well designed curriculum which is constantly evolving to take into consideration individual needs and promote independence.



We have made safety adaptations to our learning environment. There is a secure door access system fitted to all main entrances and key internal doors. Once students are in school, all doors are closed and can only be opened by staff. This not only prevents unauthorised access but also prevents students from absconding (either intentionally or unintentionally by 'wandering off'). Failsafe procedures are in place that allow entrances and exits to open automatically should the fire alarm sound.

We have a technology rich learning environment including two sensory rooms and two soft play rooms where students experiencing anxiety or displaying signs of stress are able to regulate in a safe and calm environment.

We have a life skills room where our older students can practice real life domestic skills to prepare for adulthood.

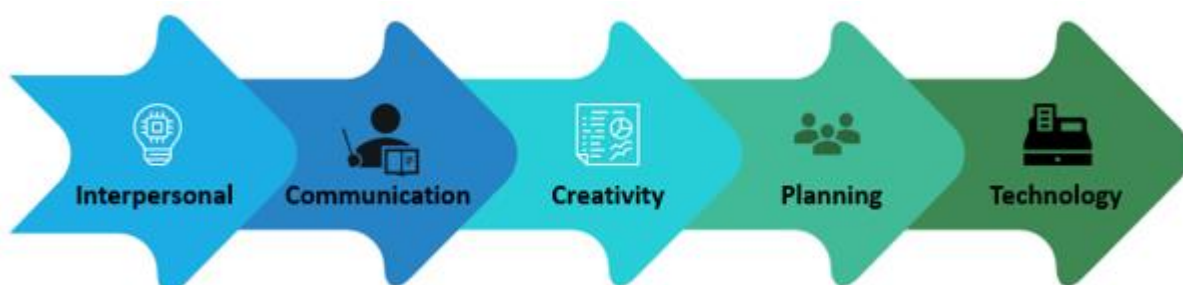
The medical room, our Speech and Language Therapy Rooms and our Wellbeing Therapy rooms are used to support students requiring specialist support.

All classes are able to access high quality outdoor learning areas. We have a school gym appropriate for our older students.

Visual timetables are used across all phases and signs and symbols are used to support understanding and access to information across the school day. Other assistive technology is used with many students.

The school uses Makaton and Communication Boards to teach vocabulary and support communication.

9. What expertise and training do staff have to support children and young people?



Our staff team complete a 24 week induction as standard which includes 'core' training. This includes:



- Safeguarding and Child Protection
- Therapeutic Thinking and the Principles of Restraint Reduction (formerly Essex Steps)
- Health and Safety
- Meeting personal care needs
- Strategies to support communication and interaction e.g. Attention Autism, Communication Boards, PECS
- Use of Intensive Interaction Techniques
- Outdoor Learning
- Zones of Regulation training to support Emotional Regulation

Training for complex medical needs, feeding, administration of medication and meeting complex needs is also provided on an individual basis.

Our Speech and Language team provide additional communication training to support individual needs where appropriate.

Our school has a large number of trained first aiders, including Paediatric First Aiders.

10. How does Market Field School check that students are making progress and how does it keep parents/carers informed?

We monitor student progress in a variety of ways including:

- Use of Tapestry Journals, Evidence for Learning portfolios and Student Journey Map.
- Analysis of behaviour records and event logs for prosocial behaviour
- Progress review meetings

Parents and carers are kept informed through:

- Face to face daily contact (where children are picked up directly from the school)
- Use of Dojo messaging system
- Emails or phone calls
- Annual Reports
- Annual Reviews of EHCPs
- Parents' Evening



11. How are children with SEND enabled to engage in activities available with children and young people in school who do not have SEND needs?



The specialist nature of our school, the purpose-built design and the skilled staff ensure that no child is excluded from any activity on the grounds of their Special Educational Needs.

The children on our pathways mix at different points in the day and our children who are more physically able often choose to support children from more complex pathways to play in the football court, to play a playground game and celebrate each other's successes in weekly whole phase (Primary and Secondary) assemblies.

All students are encouraged to go on our school trips including our residential trips with staffing and accommodation being chosen to ensure access for all students who wished to attend was possible.

All pupils are encouraged to take part in sports day, school plays, music lessons, assemblies, whole school celebrations and workshop days. On occasion, we may be reflective of the sensory needs of a class and include children in a different way (for example, including our children with the most Complex Learning Difficulties and Disabilities in our school play through a video recording which is played in the appropriate place in the performance).

12. What support does Market Field School provide for student health (including mental health) and general wellbeing?

The overall health and well-being of our students is a key priority for us.

- We have a trained Nurse and a Healthcare Assistant on site daily
- Personal and medical care is provided discretely and sensitively to those who require it
- A care plan is in place for students with medical needs, drawn up from advice from medical professionals from the local Hospital
- Staff receive training on administering certain medications
- We provide nutritionally balanced, freshly prepared school meals daily
- Our staff teams have detailed knowledge of our students and understand the triggers for their behaviour



- Staff receive weekly updates on Safeguarding and Child Protection matters
- We have our own 'in house' wellbeing and therapy team to support students who need additional Mental Health support.
- Where students have needs greater than our expertise, we draw on services of external agencies for mental health support
- We have weekly Social Prescription trips and visits to local therapy farms which children access as part of a suite of therapy sessions.
- Whole class, small group and individual therapy sessions run throughout the week covering topics such as friendship, resilience, anger
- Zones of Regulation is taught explicitly on the curriculum to ensure students are equipped to understand their emotions
- Yoga and mindfulness are embedded within the curriculum for our students with more complex needs.
- We have a zero-tolerance approach to bullying. Where instances of bullying are reported, we work with the students to understand what has happened and will put into place appropriate resources to support this as appropriate to the situation.

13. How does the school involve other agencies, including Health and Social Care, the Local Authority and the Voluntary Sector?

We work in partnership with our parents/carers to ensure the best possible outcomes for the ongoing education and development of the child.

We draw on the expertise of school based medical staff (nursing team), speech and language therapists and wellbeing therapists.

We hold regular NHS Clinics within school for Paediatrics, Orthotics, Orthoptics, Dietician, Physiotherapy and Occupational Therapy. Vaccination clinics are held at school as part of the childhood immunisation programme.

Specialist NHS staff contribute to staff training to ensure staff skills are current and pupil focussed (for example, diabetes training).

Where students have Social Care involvement, social workers attend school for joined up planning meetings. Where we feel social care involvement may benefit a family, this conversation is held gently and in a supportive way.



We engage charities and the voluntary sector where appropriate for specific support or training (for example, Foetal Alcohol Spectrum Disorder training) which will support us to meet the needs of an individual or group of children.

We often have students from Anglia Ruskin University and the University of Essex for work placements as part of Nursing, Psychology and Speech and Language degree courses. In addition, we are usually joined for at least a term annually by student Teachers as part of their ongoing Initial Teacher Training.



14. What support is in place for looked-after and previously looked-after children with SEND?



Our Designated Teacher will work with the Designated Safeguarding Lead, the Senior Leadership Team and individual class teachers, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.



15. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Essex Local Authority has published a local offer <https://send.essex.gov.uk/> that provides information on the services and support for special educational needs and disability. The website also contains details of support services for parents of pupils with special educational needs.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is: <https://www.essexsendiass.co.uk/>

Local charities that offer information and support to families of pupils with SEND are:

- Essex Shortbreaks, offering funded short breaks/activities and holiday clubs for children with an EHCP. <https://shortbreaks.essex.gov.uk/>
- Mistley Kids Club, offering childcare and respite provision for mainstream and SEN children. <https://www.mistleykidsclub.co.uk>
- Interact: Supporting children and young people in Essex with learning disabilities/ additional needs to have successful journeys towards more independent lives. Interact provide a young persons activity programme for those between the ages of 8 to 18 years. Social groups run in Tendring and Colchester, Basildon, Southend and Braintree. <https://www.interact.org.uk/>
- EXTRA support for families: Offers help to anyone caring for children in the Tendring area to meet the challenges of parenting. They also run workshops and offer a range of parenting programmes, as well as hosting coffee mornings. www.extrasupportforfamilies.co.uk
- Families In Focus: Support families of children with disabilities and SEN throughout Essex. Run activity clubs, sibling support groups, family events and drop-ins. Can also help with disability benefits. www.familiesinfocussessex.org.uk
- Autism Anglia: Provide specialist service for children, young people, and adults with ASD. They have their own homes for adults, specialist school (Doucecroft) and their own diagnostic services. Autism Anglia also offer a free downloadable Autism Passport for individuals. www.autism-anglia.org.uk

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)



16. What should I do if I have a complaint about my child's SEND support?

We work closely and in partnership with our parents and complaints are rare.

Complaints about SEND provision for your child in our school should be made to the class teacher in the first instance. You will be referred to our complaints policy: <https://www.hopelearningcommunity.org.uk/attachments/download.asp?file=287&type=pdf>

If you are not satisfied with the school's response, you can escalate the complaint to the Headteacher. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

19. Supporting documents

- *Child protection policy*
- *Positive Behaviour Policy*
- *Accessibility Plan*
- *Attendance policy*
- *SEND policy*
- *Supporting pupils at school with medical conditions*
- *SEN & Disabilities Code Of Practice 2015*





20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages