

Market Field School Special Educational Needs Policy

Rationale:

The Market Field School SEN policy has been written with reference to the SEND Code of Practice 2015. It recognises that schools should know precisely where children and young children with SEN are in their learning and development.

About Market Field School:

Market Field School caters for children with Moderate (MLD) or complex learning difficulties. The children who are given a place at Market Field School will usually have difficulties with their Cognition and Learning or Communication and Interaction skills but may also, on occasion, have Social Emotional and Mental Health needs. It is unusual for a child to be given a placement at Market Field School if their primary category of need is Physical.

At Market Field School, class teachers and form tutors take the responsibility of SENCO for the children within their class. In addition to this, class teachers and form tutors have formed areas of expertise and are available to support other teachers where necessary.

Our staff are given extensive training as part of their induction on supporting our children in making progress. Progress is everyone's responsibility and our children are encouraged and supported to 'Be the best you can be'.

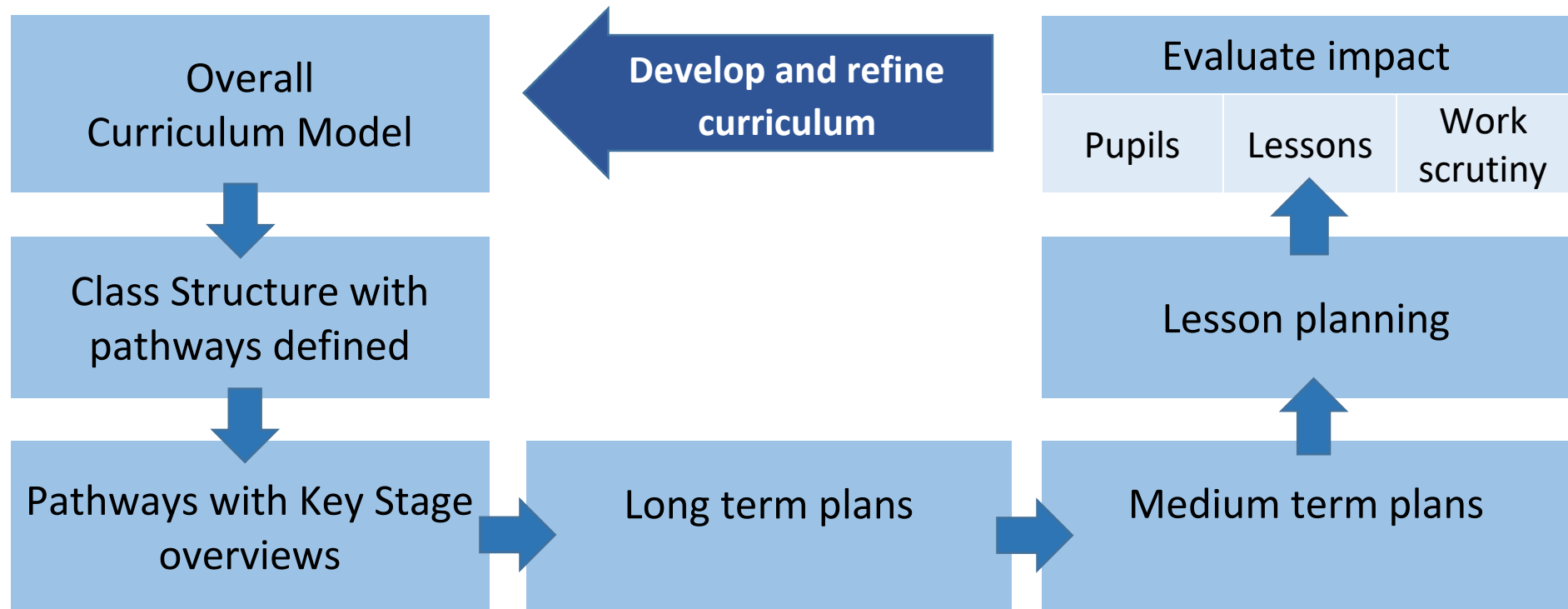
"The standards you walk past are the standards you accept"

(Morrison 2016)

We are 'Learning for Life' at Market Field. This means that we will challenge behaviour where we feel the child has let their standards fall, we will push with a continual drive for improvement in their work and we will always talk through their decisions with them, particularly if a different decision could have led to a different outcome.

Curriculum Development Cycle

At Market Field School and College we have identified that the curriculum and its design are crucial to the life chances of our pupils. We have an ongoing process of evaluation in place resulting in an ever developing and evolving curriculum which flexes to meet the needs of our pupils.



Pathways

At Market Field School, children will be placed on a pathway which is best suited to their needs. These are: Learning to Know, Learning to Be, Learning to Do and Learning to Live Together.

Learning to Know: Our Learning to Know Pathway is designed with for lifelong learning. Children will study for Vocational Learning and develop effective communication skills. They will also gain accreditation in Functional English, Functional Maths and may also gain other accreditations.

Learning to Do: On Learning to Do, children will work towards applying skills in a range of contexts. They will work on employability skills and develop critical thinking. They will also work on their organisational skills and flexibility.

Learning to Be: Learning to Be is a pathway designed around Social Skills. Children will learn to develop independence, skills of self expression, form and maintain positive relationships and will work on their health and wellbeing.

Our final pathway, **Learning to Live together**, develops skills of friendship, understanding their locality, acceptance and staying safe.

Our paths are flexible and children may move between them depending on their needs.

Wrapped round all our pathways are speech and language provision and wellbeing therapy provision as appropriate.

Accessibility:

Our classrooms are designed to meet the needs of all our children. All classes have a visual timetable which is referred to throughout the day, ensuring that children know what is coming next. We use Makaton where appropriate, to aid children in communicating. Some of our children use PECs books as a communication board and these are made with the support of our Speech and Language Team.

We have break out rooms available and have a 'drop everything' approach, recognising that if a class is in soft play and a child is in crisis and needs the room, we will get the class out to ensure the child in crisis is supported safely.

Teachers refer back to provision within EHCP documents regularly to ensure that provision is being met. We will also plan for new emergent needs, which may include liaising with Speech and Language, Wellbeing or with external agencies (such as Physiotherapy).

Staff in-service training

The performance management policy for teachers and support staff supports the identification of training and development needs. There is an annual school development plan that allocates resources to meet the priorities for staff in-service training. The school is committed to the ongoing development of all staff.

Home School Liaison:

We work closely with our parents, taking on their feedback. We communicate using class Dojo or home school communication books, will make phone calls and consult with them when we review documents relating to their child.

Outreach:

We have close relationships with both NETT and CTTC, ensuring that high quality Special Educational Needs training is on the syllabus for teacher training. We work with local primary and secondary schools to support them in their SEN offer, providing advice and training.

How the governing body evaluates the success of the education?

There is a cycle of monitoring established for the governing body, which aims to monitor the quality of education provided in each curriculum area. Success criteria:

- An audit of pupils will be undertaken each year to identify special educational needs
- The majority of pupils will achieve targets, set on a termly basis
- All students/parents will be involved in the annual review of their statement
- All pupils at 14+ will receive advice/support from the careers service during their annual review and receive a transitional plan
- All children will receive advice at the annual review from relevant professional agencies

Complaints:

Market Field School is part of the Hope Learning Community Academy Trust. We have a centralised complaints procedure and policy, details of which can be found on our website.