



Market Field School and College Special Educational Needs and Disability (SEND) Policy

Document Details	
Policy owner	Ruth Whitehead (Head of School)
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Special Educational Needs and Disability (SEND) Policy

1. Legislation

This policy is based on the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- The statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Part 3 of the Children and Families Act 2014](#), which sets out the school's responsibilities for students with SEN and disabilities.
- The [Equality Act 2010 \(section 20\)](#), which sets out the school's duties to make reasonable adjustments for students with disabilities.
- ['Keeping Children Safe in Education' \(2024\)](#) which outlines the additional risks that staff members should be aware of for our students.
- [Statutory Guidance on Supporting Students at School with Medical Conditions \(2015\)](#), which outlines how to support children with medical needs in school.
- [The Special Educational Needs and Disability Regulations \(2014\)](#), which set out the school's responsibilities for Education, Health and Care (EHC) plans and the SEN information report.
- [The Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which outlines the school's responsibility towards protecting equality and promoting equality of opportunity for all.
- [The Teacher Standards](#), which outlines the standards expected of all teachers including reference to SEND needs.

2. Aims

Our SEND policy aims to:

- Explain how our school and college will support and make provision for all our students with Special Educational Needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing education for students with Special Educational Needs

3. Vision

Our vision is 'Learning for Life', we achieve this by developing the following key skills:

- Communication – all our students develop their communication skills either verbally or through an alternative form of communication (such as iPad).
- Self-regulation – knowing what will help them 'in the moment' and, extending for our most able students to understanding why they are feeling the way they are feeling.
- Life Skills – all our students learn life skills at a level which is appropriate to their needs, for some this is learning to dress/undress, for others it is cooking a meal to be self-sufficient in food technology.
- Making choices and tolerating change – learning autonomy and independence
- Functional Maths and Literacy skills – all our children access Maths and Literacy in a way which will be meaningful to their life at a level appropriate to their development stage.

- Community Skills – knowing how to access the community to travel, to go to the shops, to cross the road.
- Healthy Lifestyles – all our children are supported to access a healthy life through making healthy food choices, physical exercise and mental health exercise.

4. SEND Needs at Market Field School

To be considered eligible for placement at Market Field School, students must have an Education, Health and Care Plan (EHCP). Students must have moderate/complex learning difficulties which can be coupled with additional complex needs. These may include:

- Communication and Interaction, for example Autism and Speech and Language Difficulties
- Cognition and Learning, for example Dyslexia, Dyspraxia
- ADHD
- Sensory and/or Physical Needs, for example visual impairment, hearing impairment, processing need
- Medical needs coupled with a learning need

4b. Market Field College

- Students can function independently in unstructured times and can usually navigate independently to lessons
- Behaviour is not deemed dangerous where staff, students or themselves would be at risk of harm
- Students can regulate their emotions and behaviour without needing physical intervention
- Where a student has a diagnosis falling outside of admissions criteria (such as SLD), admission will be considered on a case-by-case basis.

5a. Definition of Special Educational Needs

A student is considered to have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They are considered to have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others the same age in mainstream schools.

5b. Definition of special educational provision

Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

6. Admissions

The Local Authority (Send Operations) remains the admitting agent to the school and college, and this is undertaken on a student-by-student basis in consultation with the Head of School/College and Senior Leaders, through Quadrant Panel meetings.

All students need an Education, Health and Care Plan (EHCP) to access the school/college and our setting needs to be named in Section I.

Once a student is offered a place, an admissions meeting will take place between Parents/Carers and a member of the Senior Leadership Team and, where appropriate, a member of the school nursing team and speech and language team. We will liaise with the current setting (or former setting) to assist in gathering information and planning a smooth transition. Every student's transition will be built at a speed which suits them and their needs. We aim for students of statutory school age to attend on a full-time basis but acknowledge that for some students, this will not be possible due to their level of need such as medical or mental health conditions.

7. Teaching and Learning Responsibilities

The responsibility of ensuring our students receive the most suitable SEN provision is the responsibility of the whole school. The Board of Trustees, the Head of School, the Senior Leadership Team, Class Teachers, Nursing Team, Specialist Therapists and Support Staff all have an important role to play in the identification, assessment, delivery and reviewing of each student's learning.

- **Trustees** – It is the duty of the Trustees to ensure that the school and college follows its responsibilities to meet the needs of children with SEND in accordance with the requirements of the SEND Code of Practice 2014.
- **SENCO and SLT** – The Head of School/College has the delegated named responsibility as SENCO however, as a SEN school the delivery of interventions and reviewing of EHCPs is delegated to the class teacher. All paperwork is overseen, monitored and reviewed by the Senior Leadership Team at set points throughout the year.
- **Teachers** – It is the responsibility of the class teacher to build and collate information on each student. Within the first half term, a pen portrait will be developed to give an overview of the students' needs. There will be additional plans for behaviour, toileting, moving and handling and feeding as appropriate to the needs of each child.

Baseline assessments will be completed for each child to ensure they are starting their curriculum at an appropriate level. The teacher will plan the curriculum around the objectives and outcomes set for each student. They will do this with the support of Learning Support Assistants within their class. If a student needs specialist equipment to access the curriculum, the teacher will highlight this to the relevant professionals.

8. Assessment, Monitoring and Reviewing

Each student's progress is regularly reviewed in line with our Assessment Policy. Information is gathered on each student's progress in line with their academic and personalised learning targets. For our Primary Autism base classes and our children in Key Stage 1 and our Key Stage 2 nurture base progress is recorded on their Tapestry Journal. Tapestry Journals are shared with parents, who are able to log in and look at progress at any time. Targets are reviewed and where appropriate, new targets set, termly.

For students on Pathway 3 (Learning to Know) in Primary and Key Stage 3, including our Autism bases, progress is evidenced using 'Evidence for Learning'. Progress is reviewed in conjunction with the Marking policy and new targets set as appropriate.

For students in Key Stage 4 and 5 progress is evidenced using Student Journey Map to facilitate a smooth transition to our college site. This captures progress against both academic and holistic aspects of learning and development.

Regular book looks, learning walks curriculum content monitoring and moderation internally and with other schools takes place throughout the year.

8.1 Annual Reviews

In the Autumn term for our oldest students and throughout the year for our other students, information is collected from student, parents, school staff and external therapists for the purpose of informing the Annual Review of the EHCP. This is followed by an 'Annual Review' meeting where progress towards outcomes is discussed and new outcomes set (where appropriate). The EHCP will be amended if needed, in line with the Code of Practice (2014).

9. Health and Therapies

Health and Therapy input is provided, as appropriate, to the needs of each child. As a school we work closely with 'in house therapy teams' – Speech and Language Therapists and Wellbeing Therapists as well as external agencies – Doctors, Occupational Therapists, Physiotherapists, highly specialist Speech and Language Therapists, Dieticians, Orthotics, Specialist Teachers for students with sensory impairments. We have both a full time Nurse and Health Care Assistant on site who coordinates and liaises with many of the external agencies to ensure we have an effective working relationship with them.

Where programmes are written (such as physiotherapy), class teams follow these programmes to ensure physical needs are met effectively.

All staff are required to meet the health and care needs of the students they work with, and additional training is provided, where appropriate for staff.

10. Transition and Preparing for Adulthood

We understand that for a lot of our students, transition to a new class, a new phase of the school or indeed transition to a new school or college can be daunting. We work hard to make transition as smooth as possible for all parties with the following provisions in place:

- Meet the (new) teacher appointments
- Coffee morning for the family of new starters in June each year followed by a Coffee morning in late Autumn/early Spring to see how it is going.
- Transition visits to the new class.
- Phased transition if needed.
- Time given for transition information to be shared between professionals
- Market Field staff visiting students in their current setting to talk to existing teachers and professionals as well as seeing the child in an environment familiar to them.
- For students with high medical needs, a member of staff experienced with their medical needs will move up with them.
- For students in year 9 and above, visits to post 16 providers as part of their RSHE programme
- Transitional support for post-16 students includes assistance with application completion, advocacy, and visits to Further Education (FE) colleges or FE Day Centres to support their continuing studies.
- Photo packs of new class or provision
- Social Stories
- A range of work immersion opportunities
- Meeting with Preparing for Adulthood Providers in year 10, 13 and 14.
- Meetings with Social Care to look at the support needs of students
- Travel Training programmes for students in years 9,10 and 11 as well as in KS5.

11. Continuing Professional Development (CPD)

Our staff have access to a wide range of specialist advice, information and resources on both school and college site on how to support the needs of our students. We offer regular in house training to all our staff on a range of topics and draw on the expertise of external trainers where necessary.

Our annual training package for staff includes Safeguarding Refresh, Therapeutic Thinking (formerly Essex Steps), Communication strategies and a range of medical training. If a specific piece of training is required to meet the needs of a child, we will ensure staff are given this training.

Training needs are also identified through performance management.

12. Complaints about our SEND Provision

We work hard to foster good relationships with all our parents and carers. We work, wherever possible, in partnership with parents and carers to achieve the best outcomes for our students. If a parent or carer wishes to make a complaint that cannot be resolved informally through discussion with class teams, the complaint will be dealt with by the Head of School/College, in accordance with the Trust Complaints Policy.

13. Essex Local Offer

The link to the Essex Local Offer can be found here: <https://send.essex.gov.uk/>

This sets out provision and services from birth to 25 across Education, Health and Social Care. The School and College Local Offer can be found on our website and aligns closely with the Essex Offer.

14. Equal Opportunities

We are committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect for all through a caring and non-judgemental attitude across the school.

15. Monitoring and Review

This policy will be reviewed annually by the Head of School, in consultation with the Head of College. It will be approved by the Trust.

