

SEND Information Report: Marshfields School (School Offer) March 2022
To be reviewed: September 2022

This document describes what we do to support SEND students in their time at Marshfields and in their transition to Post-16 or Post-18 providers.

Marshfields is a special provision for up to 175 young people with a wide range of Moderate (MLD) to Severe Learning Difficulties (SLD) between the ages of 9 and 19. We have an established primary phase providing support, training and short-term school placements to Year 5 students upwards with a current re-designation under negotiation to accept further limited places (191 in total) from Year 3 upwards (age 7/8). A capital project will take place to support this, and these students will be admitted from September 2022.

Marshfields is a positive, supportive and caring environment where all students are encouraged to achieve their full potential. We have a Post 16 provision with an emphasis on giving its young people a range of life and work experiences to encourage independent living and employability skills. This ensures that all students are equipped with the skills, attitude and knowledge that they will need for the future. We are insistent on preparing our students for adulthood through Preparing for Adulthood initiatives throughout schemes of work across the school as well as through an extended curriculum that reaches beyond the academic.

We believe in a therapeutic provision, which has served to reduce behaviour incidents significantly. Systems, processes and individual plans ensure that all behaviour is viewed as communication which must be listened and responded to. Staff receive training and induction to ensure they understand the importance of the therapeutic approach to the school's ethos.

At Marshfields we celebrate and recognise achievement at every opportunity for example with termly rewards assemblies, therapeutic behaviour model, promotion of good behaviour, positive self-image and opportunities to grow confidence. We make full use of the local community to enable all students to develop social skills and bring learning to life and effective working relationships between parents, carers and external agencies.

Students at Marshfields have significant and complex needs. Many students now have cognitive profiles below the 1st percentile, and additional needs around their health, social and emotional well-being and communication. Staff are relentless in developing professionally to meet these increased needs. Every student at the school has an Education Health and Care Plan (EHCP) and while delivering a curriculum that is rich and linked to the accredited courses we offer, staff work tirelessly to ensure the targets within plans are met. As a result, NEETS (Not in Education Employment or Training) or are unusual and relationships with colleges who receive our students are exceptional.

No moment of the school day is wasted. From arrival to dismissal, from strategy to lunchtime, the school ethos focuses on ensuring that students are prepared for adulthood. Students thrive to be independent, are able to request adjustments for their needs and confident in their strengths. Class sizes have recently been reduced from an average of 12 in a class to an average of 8 students per classroom to allow for exceptional Quality First Teaching and intervention. Learning topics for core

subjects are based on stories or themes to promote engagement and interaction throughout KS2-KS3. In KS4 students are on their appropriate pathways to course that range from Entry Level or Bronze Award through to GCSE and Level 2 courses.

Last year the school achieved its highest ever results with a record number of students securing a Level 1 in both English and Maths. Opportunities for students to achieve GCSE Maths is available to a small proportion of the cohort to complete their final academic year with us as Year 11 students before they go on to a local Further Education College. Other GCSE level subjects on offer include Food and Art.

Marshfields is also a Hub Plus school for the City of Peterborough. We offer advice and leadership support for schools with MLD students on roll. This work includes providing advice on staff structure, developing reporting and meeting the needs of students with MLD in a mainstream context, supporting with SEND quality assurance processes and providing short-term activities to review student progress. This work is an important aspect of our staff recruitment and retention priority and allows close relationships with local primary schools and the Local Authority.

In addition to the above, over the last three years, the school has successfully navigated:

- A capital project including a substantial refurbishment and new three-classroom studio block;
- A staff restructure, which allowed the school to increase the number of teachers, reducing class sizes of 8 from 12;
- Introduced robust quality assurance processes;
- Introduced student voice, including student council and senior students. This has led to a brand new student uniform.

As a small school, staff know everyone of our students individually. Supported by One Page Profiles, an important aspect of reducing staff workload, all staff can access the key information about an individual student with ease. As a result, the school community is strong and staff are used to continually adapting their practice and teaching to meet arising need.

A recent focus has been to extend the curriculum beyond the academic and Marshfields School wishes to strengthen its current program of intervention strategies by offering tailored therapeutic interventions to our current and future cohort of students. Our mission is to equip vulnerable individuals with the resilience and voice they need to be flourishing members of society; to lead healthy and meaningful independent lives and to prepare them for successful adulthood. By recruiting and developing a highly skilled and cohesive team to join our current staff in offering effective therapeutic interventions, this would complement our existing broad and balanced curriculum.

Learning and Curriculum	Whole School Approaches What is available to all our students	Additional targeted support and provision	Specialist individualised support and provision
<p>An exciting and varied Curriculum</p>	<p>We personalise our students' learning by having high expectations but also with an understanding of their need</p> <p>Development of a curriculum model which is accessible to all students and effective in ensuring access to appropriate progression routes</p> <p>Teaching and Learning strategies to impact on students learning and achievement; personalised learning to ensure students can be as successful as they can be</p> <p>Clear differentiated learning outcomes to provide all students/students with challenge</p> <p>On-going assessment of student's progress and attainment</p> <p>Opportunities to enhance and enrich Spiritual, Moral, Social, Cultural (SMSC) outcomes throughout the curriculum regardless of needs type</p> <p>Forest School delivered by experienced practitioner.</p> <p>LEXIA Reading Programme is available, with literacy skills being encouraged through the whole curriculum</p>	<p>Supported strategies based on the Needs identified on their EHC Plan</p> <p>Strategies are reviewed and baseline assessments are made to measure impact Use of iPads and Laptops to support learning (use of specialist programmes such as LEXIA for Literacy and Dynamo Maths for Numeracy)</p> <p>Regular multi-agency meetings to support/review any difficulties</p> <p>Whole school educational/life skills themed days or weeks led by the Middle Leader for that faculty or department:</p> <p>English and Humanities Mathematics Creativity Life Sciences</p> <p>Careers Week led by Post 16 Lead, provision and activities for all students (KS3-KS5)</p> <p>Therapeutic Behaviour policy adopted by all staff members to</p>	<p>Visual timetables</p> <p>Flexible curriculum based upon assessment of need</p> <p>1:1 Teaching sessions based upon robust assessment outcomes</p> <p>Behaviour plans and individual support programmes</p> <p>Individual support programmes from external sources such as VI/HI service, Speech & Language, Physio and Occupational Therapy services</p> <p>Assessments completed by the Educational Psychologist</p>

	<p>Ongoing analysis of data for whole school, individual students and groups of students across the school</p> <p>Opportunity to take externally moderated qualifications according to level of need</p> <p>Ongoing contact with parents through the effective home / school communication / pastoral support</p> <p>Parents receive interim and full reports, showing progress and effort in student's studies. Parents are also invited to a Parent's Evening to discuss student progress with subject teachers</p> <p>Off-site trips linked to Curriculum topic areas in order to enhance the learning</p> <p>Duke of Edinburgh and National Citizenship Service opportunities as the curriculum allows</p>	<p>support students with their levels of engagement and self-motivation</p>	
Support	<p>Whole School Approaches What is available to all our students</p>	<p>Additional targeted support and provision</p>	<p>Specialist individualised support and provision</p>
<p>Small classes with experienced staff</p>	<p>End of year reports to parents/carers</p> <p>Annual review of Special Educational Need conducted by specialist team of staff</p> <p>One Page Profiles to support the student's preferences, individual need and tailored approaches which is</p>	<p>Senior Teaching Assistant / Teaching Assistants assigned to each year group</p> <p>Pastoral Team meetings for each Year group to review progress as well as addressing and monitoring student</p>	<p>Support from Multi-Disciplinary Teams</p> <p>Professionals in different specialism offer training to support the delivery of the curriculum</p> <p>One to one support if and when appropriate</p>

	<p>communicated to each teacher.</p> <p>Directed strategy time to support needs identified on EHC Plan covering Numeracy, Literacy and/or Physical.</p> <p>Extra support is allocated using pupil profiles and their identified needs on their EHC Plan</p> <p>Small class groups, 8 in a class on average</p> <p>One Page Profiles which highlight the support that is needed and any additional intervention that need to be put in place.</p> <p>The Assistant Headteacher oversees the monitoring of student's EHCPs. All class teachers will monitor and review students' targets.</p> <p>Assistant Headteacher(s) will be responsible for the overview of support individuals will need.</p> <p>Parents will be invited to review the EHCP yearly. They will also have the opportunity to attend a Parents Evening to discuss support with their teacher additionally to the annual review.</p>	<p>engagement and peer relationships</p> <p>Twice weekly staff briefings to share relevant student information</p> <p>Weekly staff meetings in departments to update staff on training/policies/teaching and learning standards</p> <p>Intervention support in Maths and English where identified</p> <p>Behaviour/mentor support provided if needed in a one-to-one setting</p> <p>Use of Behaviour Report as a monitoring (The Stages System) or Achievement Report (positive praise only)</p> <p>Lunchtime clubs offer regular support during unstructured times</p> <p>Small group settings with a nurturing / therapeutic ethos</p> <p>Multisensory approaches to learning for SLD students</p> <p>Use of Quiet Quad outdoor space for quieter or calmer playground environment</p>	<p>Regular staff meetings to establish a consistent approach Support from Educational Psychologists</p> <p>Regular Multi-Agency support meetings if needed</p> <p>Support from prevention social worker if needed</p> <p>Use of the Paston Pack to offer support in multi-sensory needs</p> <p>Use of off-site provision to support vocational studies in Post 16</p> <p>Alternative Provision used as and when appropriate</p>
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		Use of Wild area, Polytunnel and raised beds for directed lessons of Horticulture and Forest Schools	
Teaching Approaches	Whole School Approaches What is available to all our students	Additional targeted support and provision	Specialist individualised support and provision
Achievement for all	<p>Visual timetables to support students that require support with organisation skills</p> <p>Ongoing assessments of student's progress and attainment</p> <p>Use of Clicker 7 to complete or access tasks</p> <p>Differentiated learning outcomes identified through robust assessment of learning within all curriculum areas</p> <p>Small group teaching for all lessons</p> <p>Structured, clear visual surroundings in every classroom</p> <p>Consistent routines and systems used throughout the school</p> <p>Regular communication through frequent staff meetings discussing curriculum and student updates</p> <p>Broad range of staff subject expertise</p> <p>Accreditation opportunities (GCSE, Entry Levels, BTEC,</p>	<p>Some students may be identified for a more personalised timetable, this may involve one to one support for activities</p> <p>One to one support and teaching time if appropriate</p> <p>Maths Club available to support aspirational learners in KS4-5 (GCSE and Level 1/2)</p>	<p>Specialist teachers in HI and VI support teachers in differentiating appropriately for students</p> <p>Use of specific advisors to support the development of the school</p>

	Level 1 Award etc) for all according to relevance, aspirations and need		
Physical and Environmental	Whole School Approaches What is available to all our students	Additional targeted support and provision	Specialist individualised support and provision
Life skills	<p>The school is all single storey</p> <p>Accessible and specially adapted bathrooms / changing facilities</p> <p>School displays promote positive learning outcomes across the school</p> <p>Appropriately sized tables, chairs and furniture for each class and school hall</p> <p>Wheelchair height adjustable tables in the Food Technology and ICT suites</p> <p>Touchscreen computers to enable greater accessibility</p> <p>Access to well designed and well-resourced classrooms</p> <p>Exciting outdoor experiences including Forest School / wild area, Trim Trail / Outdoor Gym, Sensory Japanese Garden, Quiet Quad, Poly Tunnel</p> <p>On site Horticulture where students complete gardening projects in a small group setting</p> <p>Access to a wide range of off-site experiences, which include residential experiences,</p>	<p>Access to specialist rooms (sensory circuits, time-out)</p> <p>iPads and laptops available to students who need them to support learning</p> <p>Small teaching areas for specified students if needed</p>	<p>Specialist equipment to aid any mobility or communication</p> <p>Designated off site provision for students identified with relevant needs</p> <p>Identified staff trained/updated with moving and handling, first aid and personal care every two years by accredited trainer</p>

	<p>swimming, animal care, bus training, work experience</p> <p>Students support the running of the school community café at KS4.</p>		
Wellbeing	<p>Whole School Approaches What is available to all our students</p>	<p>Additional targeted support and provision</p>	<p>Specialist individualised support and provision</p>
<p>Building confidence and Self Esteem</p>	<p>Positive learning environment with staff who are supportive role models</p> <p>Positive behaviour management which includes a wide range of rewards (subject specific postcards, Lexia certificates and Gemstone reward for Achievement points on SIMS)</p> <p>PSHE as a core curriculum subject from Year 5 to Year 13 includes the new Health, Relationships and Sex Education statutory changes as a comprehensive curriculum</p> <p>School Council obtains views of learners across the school and is actively involved in appointing new members of staff</p> <p>Post 16 Ambassadors/Prefects have opportunities to support the learning of others, mentor and look after the environment as part of work experience opportunities</p> <p>Fully trained Wellbeing and Mental Health staff identifiable to students by their 'cloud' badges</p>	<p>Sensory circuit rooms</p> <p>Physiotherapy guidance and then given daily</p> <p>OT guidance and then incorporated into classroom practice</p> <p>Small group social skills strategy sessions</p> <p>Weekly counselling sessions with a qualified counsellor</p> <p>Mentor/Behaviour support given by the Schools Inclusion Support Team</p> <p>Consistent routines and behaviour expectations</p> <p>Independent life skills using the on-site Bungalow</p>	<p>Weekly liaison with School Nurse</p> <p>Health Care Plans in place for identified students</p> <p>Manual handling assessments in place for appropriate students</p> <p>Intimate care plans in place for identified students</p> <p>Liaison with health services, including physio, OT and Speech therapists</p> <p>Regular joint meetings with multi-agencies parents and school</p> <p>Family Partnership Workers in place to support transition and families</p> <p>Vocational curriculum (Key Stage 5) promotes social interaction within another educational setting</p> <p>Risk Assessments and Management Plans for certain students that are high risk</p>

	<p>Fully trained Safeguarding Team with DSL identifiable to students with the 'Bee Safe' emblem and badges</p> <p>Safe Questions box to communicate concerns or queries during PSHE lessons to form tutor anonymously</p> <p>Orange Anti-Bullying Forms for students and staff to complete together to record a witness or victim of bullying statement for members of staff to action.</p> <p>A body of staff trained in first aid. Lead first aider who oversees daily provision</p> <p>Marshfields Expectations Statement displayed throughout the school and is the common theme used in assemblies and themed days</p> <p>All students are aware and are expected to adhere to the Schools code of conduct: These posters are displayed in rooms and works in line with the simple three word ethos TRUTH, RESPECT, FOCUS.</p> <p>Daily praise and celebration of achievement during dismissal In the form of 'Shout Outs' by the Senior Leadership Team.</p> <p>Celebration of Charity days and involvement in fund raising for Comic Relief, Children in Need etc</p>		
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	Swimming lessons for all Year 7 students		
	Student council and prefect roles		
	All students complete a questionnaire at the end of the academic year to seek their views on their school experience for the previous year		
Engagement with families	Whole School Approaches What is available to all our students	Additional targeted support and provision	Specialist individualised support and provision
Working in Partnership	<p>Reading Records</p> <p>Planners</p> <p>Yearly Annual Review</p> <p>Parents Evenings</p> <p>Year 7 Settling-in evening</p> <p>Weekly Community Café</p> <p>'Open door' policy – specific appointments on request</p> <p>Termly school newsletter</p> <p>Christmas and Easter Services in the Local Churches</p> <p>School website</p> <p>Subject related trips for themed weeks</p>	<p>Early support/Completion of a CAF</p> <p>Marshfields Inclusion Support Team</p> <p>Behaviour Support in the home from our Family Partnership Worker</p> <p>Workshops led by our Family Partnership Worker on issues e.g. Internet Safety</p> <p>Workshops are on offer during parents evening led by our lead teachers or Student Support Team. These are to support teaching your child literacy and numeracy in the home.</p> <p>Information is forwarded to parents on workshops that maybe of interest.</p>	<p>CIC/LAC and PEP Reviews</p> <p>Child in Need Reviews</p> <p>Team Around the Child Reviews</p> <p>Multi Agency Reports</p> <p>Intermit Care Plans completed with parents/carers</p> <p>Learning Disability Team Support</p> <p>School Nurse liaising</p>

Frequently Asked Questions

Question	Answer
<p>1. When are children and young people able to access Marshfields School?</p>	<p>Usually young people will transfer to Marshfields at either Year 5 / 6, Year 7 or Year 12 from another educational setting. Occasionally students transfer in other year groups as the need arises. The Local Authority commissions a placement at Marshfields mid-year if a placement at another educational setting is not able to meet the young person's needs. From September 2022 students will be eligible to transfer into Marshfields in Year 3 / 4 (on agreement from the Local Authority).</p>
<p>2. How does Marshfields know what additional help my child will need?</p>	<p>All young people placed at Marshfields have an Educational Health and Care Plan (EHCP), and this describes their own area of need fully and also informs their own Individual Education Plan.</p> <p>This is reviewed formally once a year during the Annual Review meeting, where progress is discussed and any additional needs or changes to the statement are then made. All classes have an appropriate staffing ratio, and each teacher is able to quickly identify any requirements for additional support and will also liaise closely with the Additional Needs Coordinator to ensure their needs are met.</p> <p>The class teacher for each group is the first point of contact for parents or carers who have any concerns about their child developing any additional need during the year who may require additional support.</p> <p>A home visit or a meeting in school can also be arranged with our Family Partnership Worker(s) to discuss any concerns.</p>
<p>3. How will Marshfields staff support my child?</p>	<p>Our school has specialist provision for children/young people with a range of provisions that go across the full breath of the SEN Code of Practice. We support children with a fully differentiated curriculum and offer a range of strategies and interventions that support their needs identified on their EHC Plan.</p> <p>Each teaching group has, on average, one teacher and one teaching assistant. This will sometimes vary depending on student need within the group. The class sizes can vary, but on average there are around 8 -10 young people in Years 7-11 and 10 -12 in Post 16. Students are taught in classes in Year 7 with consistent staff and support which aids transition.</p> <p>The class teacher plans for all students in the class, and is responsible for the overall assessment of their attainment and progress. Middle Leaders oversee the work of teachers in all curriculum areas.</p> <p>All of our students in Key Stage 4 access work experience to some level, this can be in an independent placement or small group School led Work Experience</p>

	<p>projects. In Personal, Social and Health Education they look at college opportunities to prepare for transition to Post 16.</p> <p>The School Governors meet regularly to look at progress and attainment of all students in the school. All members of the Senior Leadership Team feed-back on areas of responsibility with an expectation of showing progress and development within the school.</p>
<p>4. How will the curriculum be matched to my child's needs?</p>	<p>Our Curriculum aims to prepare our young people for the opportunities, responsibilities and experiences of adult life through spiritual, social, moral, cultural, emotional, academic and physical development. Learning is an enjoyable, lifelong process and should inspire, challenge and support students, assisting them to display their individual needs and talents. A broad and balanced range of learning experiences encourages all students to achieve their full potential and exceed expectations. Our curriculum endeavours to provide a relevant experience which addresses the diverse and complex needs of all students as far as possible. It offers equal opportunities to every child regardless of background, gender, beliefs, sexuality, disability, and ethnicity.</p> <p>Skills developed include literacy, numeracy, ICT and oratory skills. Emotional literacy, cooperative skills and mutual respect for the needs and rights of others, self-discipline, intellectual challenge, high expectations and independent enquiry.</p> <p>Marshfields strive to offer as wide a range of experiences to our students as possible. These opportunities give our students the chance to develop their own skills as well as improving their self-confidence, self-esteem, social skills and the relevant skills to support successful adult life and employment.</p>
<p>5. How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>The education plan for your child/young person will be explained to you and overseen by the senior leaders of the school who are supported by the extended leadership team. You will be supported by other key members of the school such as one of the Student Support Team.</p> <p>Staff who will be working with your child/young person are experienced teachers with a broad range of expertise, who of which have had experience of working with children/young people with SEN. We also have a wide range of experienced Teaching Assistants who run our specialist strategies.</p> <p>You will receive regular communication from the school about progress your child is making. The Student Planner, and your child's class teacher is the first point of contact for any communication you may wish to make on a daily basis.</p> <p>Parents will receive regular reports along with an annual review detailing progress and expectations. Assessments are made on a regular basis in every classroom, and the class teacher is responsible for maintaining and updating</p>

	<p>records in their classroom. Teachers meet regularly to share and update assessments and are able to plan for future learning and progression. The Deputy Headteacher monitors data and meets Middle Leaders to discuss assessment.</p> <p>We hold Parents Evenings for each year group where staff report back on student progress in all subject areas. Each student will also have one Annual Review Meeting per year.</p>
<p>6. What support will there be for my child's overall well-being?</p>	<p>The well-being and emotional health of our students is as important as their academic progress. Every class teacher will plan for the development of their students, and our broad and varied curriculum ensures the full social and emotional development of every student. The high staffing levels in each group help to support and develop the emotional wellbeing of every student in the group. There is regular liaison made with professionals who are involved with individual needs of students to ensure their needs are met. Students are supported through the development of targets and their personalised One Page Profiles.</p> <p>We offer a variety of assemblies, themed days and experiences that support the well-being of our students.</p> <p>There is a Mental Health and Wellbeing Champion within school and qualified Mental Health First Aiders on site, who support both staff and students.</p>
<p>7. What specialist services and expertise are available at or accessed by Marshfields?</p>	<p>There are many specialist services accessed by Marshfields. We employ specialist staff in the areas of Counselling, we access services and support from NSPCC, Learning Disability Team, CAMHS, Educational and Clinical Psychologists, Adolescent Intervention Service, 'Younited', Autism Outreach and Drop-in Service for Parents, Family Voice and YMCA.</p> <p>There are many visiting therapists including Speech and Language, Occupational, Physiotherapist, Hearing and Visual Support Team.</p>
<p>8. What training have the staff had or are having?</p>	<p>We have a broad range of staff with a wide range of experiences and expertise.</p> <p>Staff have attended a range of training including Mutism, Speech and Language, Tourette's, Autism, Asthma, Allergies, and Epilepsy. All staff receive a comprehensive and ongoing training programme designed to make sure they are fully equipped to meet the needs of our young people, these are delivered where possible from external services such as from the Visual and Hearing Impaired services. All new staff take part in a detailed Induction Programme, and all new staff supported regularly throughout their first year by Senior Staff.</p> <p>Identified staff receive regular training in Therapeutic Behaviour and opportunities to train as First Aiders and become a minibus driver. Staff also</p>

	<p>receive manual handling and training to deliver personal care for identified students.</p> <p>School staff complete five days of annual training, and this time is carefully planned for to make sure that it is used to extend and develop staff knowledge and skills further and also to work on any key areas of the school development plan for the year.</p>
<p>9. How will my child be included in activities outside the classroom including school trips?</p>	<p>Marshfields is a fully inclusive school, and all students are encouraged to fully participate in whole school events and activities, on and off site. The extent to which every student is able to participate will vary according to the individual student and their level of need, but activities and expectations will be carefully differentiated in order to support every student. As a school we place huge value on the importance of a balanced and varied curriculum, and on curriculum enhancement activities.</p> <p>All visits and off-site activities are fully risk assessed and are carefully planned for. All trips are approved through the Local Authority Risk Assessment programme (EVOLVE). Students are also able to take part in regular class trips and visits, and parents and carers are communicated with on a regular basis to ensure they are fully aware at all times of any off-site activities.</p> <p>The school offers a timetabled set of clubs that happen during unstructured time during the school day. These offer a wide breadth of interests to cater for the needs and interests of our students, thus every moment of the school day is a learning opportunity.</p>
<p>10. How accessible is the school environment?</p>	<p>Marshfields school is fully accessible, with additional disabled toilets and showers for identified students.</p>
<p>11. How will Marshfields prepare and support my child to join the school and then transfer to a new school?</p>	<p>Marshfields has a very thorough transition programme to help support students with moving to secondary school.</p> <p>We encourage parents of any new students to visit the school during a normal working day.</p> <p>The school will liaise with the previous school to ensure that information is shared to ensure a smooth transition for the student. A member of the Senior Leadership Team, where possible, will visit the student prior to placement to observe and speak with professionals from the school to ensure that the placement is correct.</p> <p>There is a new student evening in the Summer Term for all Year 6 students and a settling in evening for new Year 7 parents at the beginning of October. We hold various transition days prior to the whole school Moving Up day at the start of July. Students are given a starting booklet with information about their new school and complete a Transition booklet in form time when they start with us.</p>

	<p>The Family Partnership Worker and Lead Teacher of Primary will also complete home visits to all parents of Year 5 /6 /7 students to help support the transition. As well offer opportunity to meet other parents of new students in the School Café.</p> <p>School staff will also support transition on from Marshfields. We will offer support to any visits to new colleges and liaise with new staff to share any information. The school and students also work closely with Head of Post 16 / Careers Advisor who informs the students of relevant courses and colleges to them.</p>
12. How are Marshfields resources allocated and matched to student needs?	<p>All students will receive support matched to their own level of need during their time at Marshfields school.</p> <p>Student's needs identified on their EHC Plan or statement will be supported through strategies and interventions either within the classroom, one-one or small group setting.</p> <p>Our budget is used to allow small class sizes and intense intervention need when identified. All classrooms have appropriate staffing to meet individual need.</p>
13. How does the school manage the administration of medicines and providing personal care?	<p>The school has a dedicated First Aid team. All are aware and follow the First Aid procedures. The school has a policy which supports the administering medicines in school. All students who require personal care have an intimate care plan and parents are invited in to school where this is discussed and completed with a member of the Student Support Team. All students who require manual handling are identified and are fully trained. A risk assessment is completed and again this is shared with parents.</p>
14. What is our approach to involve parents in decision making and day-to-day school life?	<p>Where it is felt necessary parents will be invited in to meet with members of the Student Support Team to discuss matters relating to your child, such as the drawing up of Intimate Care Plans.</p> <p>During Parents Evening we invite parents to complete a questionnaire on their views of the school.</p> <p>The school operates a very open-door policy, and we welcome regular communication to form tutors through planners which are distributed to students every September.</p> <p>Our Family Partnership Worker is always happy to make home visits or to meet in school to discuss any support that the family or student may need.</p>
15. How do we communicate with parent carers and parent carers whose first	<p>Parents receive regular reports which outline the progress and attainment of their child. All parents are invited to one Parents Evening a year to discuss the progress with the various class teachers. Regular letters are sent to parents informing them of any forthcoming events. The school has a Facebook page where those wishing to use social media can receive regular news updates relating to school activities.</p>

<p>language is not English?</p>	<p>The school has an EAL register and parents are asked if they would like to receive their letters translated in their first language.</p>
<p>16. Who can I contact for further information?</p>	<p>There are several methods of communication you can make use of, either before admission or during your child's time at Marshfields.</p> <p>Prior to admission you will have contact with the Assistant Headteacher of your child's relevant phase who oversees the transition process. You are always welcome to contact the school at any time if there is anything you wish to discuss, or to arrange a tour of the school. An appointment will then be arranged at a mutually convenient time.</p> <p>During your child's time at Marshfields the first point of contact with the school is your child's class teacher. You can also make daily use of the School Planner, or telephone the school if you wish to discuss anything with the Family Partnership Worker.</p> <p>The Local Authority SEN Officer for Marshfields is Nick Popplewell, he can be contacted on 01733 863996 / 863934. Nick.Popplewell@peterborough.gov.uk</p> <p>Parents can also access the Local Offer online by visiting the Peterborough City Council's website, using the link provided.</p>