

SEND Information Report: Marshfields School (School Offer) November 2022  
Contributing to the Peterborough City Council Local Authority Offer  
To be reviewed: November 2023

### Vision, values, and context

Marshfields is a special provision for up to 191 young people with a wide range of Learning Difficulties between the ages of 7 and 19. The admissions guidance is, in short:

- Year 3 – Year 5: working at least half chronological age.
- Year 6 – Year 11: second percentile or below / at least 4 years behind peers.
- Year 12 – Year 13: working at Entry Level.

All students have EHCPs. Approximately a third of students have identified SEMH needs alongside their learning difficulties, and a third have a diagnosis of ASC. A further 10% of students have experienced part time timetables, fixed term suspensions or permanent exclusions prior to moving to Marshfields. One third of students have Speech, Language and Communication Needs.

Therefore, Marshfields is a positive, supportive and caring environment where all students are encouraged to achieve their full potential. There is an emphasis on giving its young people a range of life and work experiences to encourage independent living and employability skills.

The intent of our offer is to ensure that 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.

Students at Marshfields have significant and complex needs. Many students now have cognitive profiles below the 1<sup>st</sup> percentile, and additional needs around their health, social and emotional well-being, and communication.

Marshfields is also a Hub Plus school for the City of Peterborough. We offer advice and leadership support for schools with Moderate Learning Difficulties 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.

### Staff

To ensure statutory duties are met, and that all students are supported by robust SEND systems and processes, we have a number of key staff at the school:

Assistant Headteacher / SENCO Lower School (Y3 – Y8): Ms Howard  
Assistant Headteacher / SENCO Upper School (Y9 – Y14): Mrs Drane  
Head of Post-16 and Transition: Mrs Thomson  
SEND Admin: Ms Carnell

Family Partnership Worker: Ms Elton

The school also employs a Transitions Manager and Senior TA with responsibility for independence.

### High Quality Teaching

Marshfields School staff strive to provide high quality teaching to all students. Teachers prepare Schemes of Learning and lessons which support the learning and progress of all students through a variety of methods, including creative and innovative teaching techniques and the use of a wide variety of resources.

Curriculum teams are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEN, in their classrooms (known as differentiation/personalisation). Such in-class differentiation may involve many adaptations and strategies, dependent upon the needs of the student. All teachers also prepare Triangles of Inclusion which outline the adjustments they will make for the individual students in their care.

Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational developments. Provision mapping ensures that school priorities are easily identifiable. For example, as over half of students have needs around their speech, language and communication, staff receive training on teaching groups with SLCN.

### Tracking

All staff are responsible for assessing, monitoring, and tracking the progress of students. Each student is regularly assessed in class in all subjects and levels are recorded on SISRA/SIMs and reported to parents at least three times per year.

Staff are responsible for setting each student achievable yet challenging targets and having high expectations of progress. Middle Leaders, Form Tutors, and the SENCO regularly check on the progress of students and raise a concern if students are not making expected progress. Some students who are not making expected progress attend intervention sessions with team Teaching Assistants, as deployed by Middle Leaders.

### Identifying additional SEND

Despite high quality teaching, some students are unable to make expected progress and this could be for a variety of reasons, which could include a special education need not already identified in their EHCP.

Staff use tracking data and knowledge of students to identify such students and if they have a concern that there might be an undiagnosed or additional special educational need, they will raise that concern with the Assistant Headteacher.

The SENCO will then investigate further by liaising with parents, gaining the views of the student, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and referring the student to the EPSS Service (Advisory Support Teacher, Educational Psychologist) if appropriate.

Once this information has been gathered, if an additional special educational need is suspected or diagnosed, a meeting will be arranged, including parents, to discuss the student's needs and subsequent actions.

If a parent suspects an undiagnosed special educational need in their child, they should initially contact the relevant Assistant Headteacher to share their concerns.

### Education, Health and Care Plans (EHCPs)

All students at Marshfields School have EHCPs. This allows leaders and the wider staff to create a school ethos and environment that ensures a wide range of complex needs can be met.

All students are added to the school's Provision Map and opportunities to access relevant provisions are the responsibility of the relevant Assistant Headteacher. The Provision Map is shared with teachers and informs the whole-school training programme.

All students have an annual review and in all aspects of their provision, the SEND Code of Practice is adhered to.

### Working with Outside Agencies

Where a student is not making progress and SENCOs feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice.

Subsequent to such a referral, we will work with the external agency to support such students, using their support and advice.

Marshfields School has a contract with the Local Authority EP Service (Educational Psychology Service) to whom we make referrals for Advisory Support Teachers and Educational Psychologists.

Marshfields School also works with other external agencies such as the local Hub schools, Child and Adolescent Mental Health Services (CAMH), Speech and Language Therapy, Physiotherapy and Occupational Therapy Services. The school also works closely with the Local Authority Virtual School for students with SEN who are Looked After. These students will receive Personal Education Plan meetings regularly to discuss, monitor and assess their progress.

### Parent and Child Involvement

Marshfields School puts working with parents / carers and students at the centre of its work. Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff.

Students are encouraged to express any concerns they may have to the SENCO, Teaching Assistants, their Form Tutor, or any other member of staff with whom they feel comfortable to talk about their concerns.

Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential additional diagnosis, referral to external agencies, planning and evaluating support.

They are encouraged to contact any member of staff at school if they have any concerns about their child. The Deputy Headteacher or the SENCO are always pleased to discuss any concerns involving SEND with parents and carers.

If parents / carers have a complaint about the provision for their child they are asked to refer to the School's Complaints Policy, which is available from the website.

### [Equality \(Including and Accessibility\)](#)

For all details of our commitment to ensuring our response to Equalities and Accessibility duty is robust, please see the relevant policies on our website.

### [Transition](#)

Marshfields School understands that transition between schools and other establishments is often an anxious time for parents / carers and students, especially for students with SEN.

For students coming into Lower School, the Headteacher, Assistant Headteacher for Lower School, or Transitions Manager attend as many local primaries as possible. They meet with Year 6 teachers, SENCOs or leaders to gain as much information as possible about these students.

Parents / Carers of students whose child will be coming to Marshfields School are always welcome to contact our Assistant Headteacher or Transitions Manager discuss their child and their provision on the telephone or arrange a meeting for you (and your child if appropriate) to come in to discuss this.

All students who will be attending Marshfields School, are invited in for a transition day in the summer term, when they spend the day in their new form group and take part in activities to help them adjust to life at Marshfields School.

Parents / Carers of students are also invited in to a coffee morning in the summer term, to get to know how the school supports students with SEN and meet relevant staff.

For students with high transition needs, the Assistant Headteacher and Transitions Manager will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers. Parents / Carers of students with EHCPs who are considering a move to Marshfields should contact the Headteacher to discuss the admissions process.

Marshfields School receives a high number of in-year transitions. Once a consult has been received, a start date will be offered at the same time as the consult response given. The Headteacher will assign an Assistant Headteacher or the Transitions Manager to organise all aspects of the transition, including completed relevant paperwork with families, liaising with the Deputy Headteacher about levels, for Middle Leaders to assign groups, and organise a transition-in programme of support.

For students leaving the school, the Assistant Headteacher works with the Local Authority Advisor and the Statutory Assessment and Monitoring Team member to ensure that all students have thought through their next steps and have made applications to post-16 providers. We also liaise with their next provider to ensure that they understand about a student's support needs. All students will have access to Mrs Thomson and other relevant support from Year 9 onwards.

### [Pastoral Support and Anti-Bullying](#)

Marshfields School is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community which is seeking to live by strong moral values.

All students who require extra social and emotional support are provided with the opportunity to access specialist school services including the pastoral team, SENCOs, Family Partnership Worker, and external agencies. For a small number of students, Alternative Provision may be necessary.

Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved. For more information about how our school responds to bullying incidents, please refer to our Anti-Bullying Policy in the Policies section of our website.