



SEND Information Report: Marshfields School (Local Offer) May 2016

This document describes what we do to support our young people throughout their time at Marshfields, and during the transition process at Post 16 or Post 18.



Marshfields is a SHAPED community. In all that we do, we try hard to be:

S		Successful	We encourage and celebrate our pupils success
H		Happy	We want our pupils to be happy and encourage pupils and parents to talk to us
A		Aspiring	We help and support our young people to be the best that they can be
P		Purposeful	All our lessons and activities are purposeful to help and develop our young people
E		Exciting	We offer an exciting and varied curriculum which enables them to learn new things and to develop as individuals
D		Diverse	We are all different and we celebrate the differences in people

Marshields School

- Provides for up to 182 young people with moderate learning difficulties between the ages of 11 and 18
- Is a positive, supportive and caring environment where all pupils are encouraged to achieve their full potential
- Has a Post 16 unit with an emphasis on giving its young people a range of experiences including Life Skills, Life in the Community and Independent skills
- Ensures that all pupils are equipped with the skills, attitude and knowledge that they will need for the future
- Celebrates and recognises achievement at every opportunity, the school holds half termly reward assemblies to celebrate the success of its pupils
- Promotes good behaviour, positive self-image and encourages our pupils to become effective communicators
- Makes full use of the local community to enable all pupils to develop social skills and bring learning to life
- Promotes effective working relationships between parents, carers and external agencies

Marshields School is a Secondary Special School for pupils with a broad range of moderate learning difficulties. All of our pupils have moderate learning difficulties and many have additional needs (Autism, challenging behaviours, emotional needs, physical difficulties or speech difficulties)

Pupils are grouped in teaching classes of 8-12 pupils and follow a curriculum that meets their individual level of need. For tutor groups pupils are grouped in classes between 12-14 pupils; to enable greater socialisation with their peers. This is then also extended to vertical tutoring when pupils are involved in House days which includes pupils from Years 7-Post 16.

Our pupils follow a modified supported class-based Secondary curriculum. Depending on the level of need some of our pupils will follow a more personalised curriculum.

Ofsted rating is Good (June 2013)

The levels of support and provision offered by Marshfields School


Learning and Curriculum


Throughout their time at Marshfields School pupils may receive varying levels of support according to their educational needs and circumstances. Marshfields School aims to ensure pupils' needs are met by a differentiated curriculum as well offering individualised support addressing the needs on their EHC plan in order that they can participate fully in their learning and the curriculum.


Learning and Curriculum	Whole School Approaches What is available to all our pupils	Additional targeted support and provision	Specialist individualised support and provision
<div data-bbox="203 539 439 896" data-label="Image"> </div> <p data-bbox="96 943 546 970">An exciting and varied Curriculum</p>	<ul style="list-style-type: none"> <li data-bbox="647 469 1167 571">▪ We personalise our pupils learning by having high expectations but also with an understanding of their need <li data-bbox="647 624 1144 726">▪ We modify and have a clear rationale for the delivery of all revised National Curriculum areas, <li data-bbox="647 778 1160 880">▪ We differentiate tasks as appropriate in order that our pupils can be as successful as they can be <li data-bbox="647 933 1061 1035">▪ Clear differentiated learning outcomes to provide all pupils/pupils with challenge <li data-bbox="647 1088 1099 1161">▪ On-going assessment of pupil's progress and attainment <li data-bbox="647 1214 1173 1355">▪ Opportunities to enhance and enrich Spiritual, Moral, Social, Cultural (SMSC) outcomes throughout the curriculum regardless of needs type <li data-bbox="647 1407 1155 1476">▪ All pupils participate in Accelerated reader, with literacy being 	<ul style="list-style-type: none"> <li data-bbox="1252 469 1697 571">▪ Supported strategies based on the Needs identified on their EHC plan <li data-bbox="1252 624 1659 726">▪ Strategies are reviewed and baseline assessments are made to measure impact <li data-bbox="1252 778 1659 852">▪ Use of iPads and Laptops to support learning <li data-bbox="1252 904 1697 1007">▪ Regular multi agency meetings to support/review any difficulties <li data-bbox="1252 1059 1688 1129">▪ Whole school educational/life skills themed days <li data-bbox="1252 1182 1630 1241">▪ Whole school rewards/behaviour policy 	<ul style="list-style-type: none"> <li data-bbox="1780 469 2051 496">▪ Visual timetables <li data-bbox="1780 549 2168 619">▪ Flexible Curriculum based upon assessment of need <li data-bbox="1780 671 2114 774">▪ 1:1 Teaching sessions based upon robust assessment outcomes <li data-bbox="1780 826 2092 928">▪ Behaviour plans and individual support programmes <li data-bbox="1780 981 2145 1121">▪ Individual support programmes from external sources such as VI and HI service <li data-bbox="1780 1174 2141 1276">▪ Assessments completed by the Educational Psychologist


encouraged through the whole curriculum

- Ongoing analysis of data for whole school, individual pupils and groups of pupils across the school
- Opportunity to take externally moderated qualifications according to level of need
- Ongoing contact with parents through the Home School contact book
- Parents receive two interim reports, showing progress and effort in student's studies. Parents also receive one full report and are invited to a Parent's Evening to discuss student progress with subject teachers.
- Off-site trips linked to Curriculum topic areas in order to enhance the learning
- A range of afterschool clubs and activities are available for all pupils
- Pupils in years 10 and 11 have the opportunity to complete the Duke of Edinburgh Award


Support	Whole School Approaches What is available to all our pupils	Additional targeted support and provision	Specialist individualised support and provision
 <p>Small classes with experienced staff</p>	<ul style="list-style-type: none"> ▪ End of year reports to parents/carers ▪ Annual review of Special Educational Need ▪ Learning Passports to support the student's Individual Education Plans ▪ Directed strategy time to support needs identified on EHC plan ▪ Extra support is allocated using Provision maps and their identified needs on their EHC plan ▪ Small class groups ▪ Students have a provision maps which highlights the support that is needed and any additional intervention that need to be put in place. ▪ The Assistant Headteacher will oversee the monitoring of student's EHCs. All class teachers will monitor and review students' targets. ▪ Assistant Head will be responsible for the overview of support individuals will need. Parents will be invited to review the EHC yearly. They will also have the opportunity to attend a Parents Evening to discuss support with their teacher. 	<ul style="list-style-type: none"> ▪ High level of adult staffing in classes according to the level of need ▪ Tutor team review meetings to review progress, Individual Education plans ▪ Weekly staff briefings to share relevant pupil information ▪ Weekly staff inset to update staff on training/policies/teaching and learning standards ▪ Intervention support in Maths and English where identified ▪ Behaviour/mentor support provided if needed in a one to one setting ▪ Lunchtime clubs offer regular support during unstructured times ▪ Nurture group offered to pupils if appropriate in a small group setting, who meet on a daily basis ▪ Independent living skills developed through the use of the on-site bungalow in Years 11 and Post 16 	<ul style="list-style-type: none"> ▪ Support from Learning Disability Team ▪ Professionals in different specialism offer training to support the delivery of the curriculum and ▪ One to one support if appropriate ▪ Rotation of staff to ensure a varied staff team ▪ Regular staff meetings to establish a consistent approach ▪ Support from Educational Psychologists ▪ Regular Multi-Agency support meetings if needed ▪ Support from prevention social worker if needed ▪ Use of the Paston Pack to offer support in multi-sensory needs ▪ Use of off-site provision to support vocational studies in Post 16

Teaching Approaches	Whole School Approaches What is available to all our pupils	Additional targeted support and provision	Specialist individualised support and provision
 <p>Achievement for all</p>	<ul style="list-style-type: none"> ▪ Visual timetables/targets ▪ Ongoing assessments of pupil's progress and attainment ▪ Use of Clicker 6 ▪ Differentiated learning outcomes identified through robust assessment of learning within all curriculum areas ▪ Small group teaching for all lessons ▪ Structured, clear visual surroundings in every classroom. ▪ Consistent routines and systems used throughout the school ▪ Regular communication through frequent staff meetings discussing curriculum and pupil updates ▪ Broad range of staff subject expertise ▪ Accreditation opportunities (GCSE, Entry Levels, BTEC, etc.) for all according to relevance and level of need ▪ Performance opportunities throughout the year (drama, music) 	<ul style="list-style-type: none"> ▪ Some pupils may be identified for a more personalised timetable, this may involve one to one support for activities ▪ One to one support and teaching time if appropriate ▪ Individual behaviour reward/report systems in place to motivate learners 	<ul style="list-style-type: none"> ▪ Specialist teachers in HI and VI support teachers in differentiating appropriately for pupils ▪ Use of specific advisors to support the development of the school

Physical and Environmental	Whole School Approaches What is available to all our pupils	Additional targeted support and provision	Specialist individualised support and provision
 <p data-bbox="259 549 385 576">Life skills</p>	<ul style="list-style-type: none"> <li data-bbox="647 204 1077 272">▪ The school is all single storey allowing access to all <li data-bbox="647 320 1122 389">▪ Accessible and specially adapted bathrooms/changing facilities <li data-bbox="647 437 1167 505">▪ School displays promote positive learning outcomes across the school <li data-bbox="647 553 1133 622">▪ The school vision is displayed and promoted throughout the school <li data-bbox="647 670 1128 778">▪ Appropriately sized tables, chairs and furniture for each class and school hall <li data-bbox="647 826 1167 935">▪ Wheelchair height adjustable tables in the Food Technology and ICT suites <li data-bbox="647 983 1144 1058">▪ Touchscreen computers to enable greater accessibility <li data-bbox="647 1106 1149 1174">▪ Well designed, and well-resourced classrooms <li data-bbox="647 1222 1133 1297">▪ Access to well designed and well-resourced classrooms <li data-bbox="647 1345 1126 1374">▪ Exciting outdoor play equipment <li data-bbox="647 1422 1155 1530">▪ A sensory Darwin walk with a poly-tunnel and Japanese garden and outdoor classroom 	<ul style="list-style-type: none"> <li data-bbox="1249 204 1648 272">▪ Access to specialist rooms (sensory circuits, time-out) <li data-bbox="1249 320 1700 389">▪ iPads available to pupils who need them to support learning <li data-bbox="1249 437 1630 505">▪ Small teaching areas for specified pupils if needed 	<ul style="list-style-type: none"> <li data-bbox="1778 204 2136 312">▪ Specialist equipment to aid any mobility or communication <li data-bbox="1778 360 2136 505">▪ Designated off site provision for pupils identified with relevant needs <li data-bbox="1778 553 2136 743">▪ Identified staff trained/updated within Team Teach every two years by accredited trainer <li data-bbox="1778 791 2107 981">▪ Identified staff trained/updated with moving and handling every two years by accredited trainer

	<ul style="list-style-type: none"> ▪ On site Horticulture where pupils complete gardening projects in a small group setting ▪ Access to a wide range of off-site experiences, which include residential experiences, swimming, horse riding, bowling 		
Wellbeing	Whole School Approaches What is available to all our pupils	Additional targeted support and provision	Specialist individualised support and provision
 <p>Building confidence and Self Esteem</p>	<ul style="list-style-type: none"> ▪ Positive learning environment with staff who are supportive role models ▪ Positive behaviour management which includes a wide range of rewards ▪ Personal Social and Health Curriculum as a core curriculum subject from Year 7 to Post 16 ▪ School Council obtains views of learners across the school and is actively involved in appointing new members of staff ▪ A body of staff trained in first aid ▪ Marshfields Vision statement displayed throughout the school and is the common theme used in House and full assemblies ▪ All pupils are aware and are expected to adhere to the School code of conduct which shows 	<ul style="list-style-type: none"> ▪ Sensory circuit room ▪ Physiotherapy guidance and then given daily ▪ OT guidance and then incorporated into classroom practice ▪ Small group social skills strategy sessions ▪ Weekly counselling sessions with a qualified counsellor ▪ Mentor/Behaviour support given by the Schools Inclusion Support Team ▪ Duke of Edinburgh Award for pupils in KS4 and KS5 ▪ Consistent routines and behaviour expectations 	<ul style="list-style-type: none"> ▪ Weekly liaison with School Nurse ▪ Health Care plans in place for identified pupils ▪ Identified staff trained in Team Teach ▪ Manual handling assessments in place for appropriate pupils ▪ Intimate care plans in place for identified pupils ▪ Liaison with health services, including physio, OT and Speech therapists ▪ Regular joint meetings with multi-agencies parents and school ▪ Family Partnership Worker in place to

	<p>equally what will be rewarded and what will be disciplined</p> <ul style="list-style-type: none"> ▪ Daily praise and celebration of achievement during dismissal ▪ Weekly Circle time in form time ▪ Pupils are encouraged to develop their confidence and self-esteem through a variety of whole school activities and enhanced curriculum ▪ Swimming lessons for all Year 7 pupils ▪ A range of House Days and opportunities for pupils to try new experiences which lead to increased confidence ▪ Marshfields promotes independence and personal autonomy ▪ The pupils are given a voice in a range of ways. This is often in nurture groups, some students are involved in interviewing for teaching staff. Students work on different projects looking at their views on how they learn and what they are learning to their school environment. ▪ All pupils complete a questionnaire at the end of the academic year to seek their views on their school experience for the previous year 	<ul style="list-style-type: none"> ▪ Independent life skills developed in Years 10 and 11 using the on-site Bungalow 	<p>support transition and families</p> <ul style="list-style-type: none"> ▪ Vocational curriculum (Key Stage 5) promotes social interaction within another educational setting
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Engagement with families	Whole School Approaches What is available to all our pupils	Additional targeted support and provision	Specialist individualised support and provision
 <p>Working in Partnership</p>	<ul style="list-style-type: none"> ▪ Reading Records ▪ Planners ▪ Yearly Annual Review ▪ Parents Evenings ▪ Year 7 Settling-in evening ▪ Weekly Community Café ▪ ‘Open door’ policy – specific appointments on request ▪ Termly school newsletter ▪ Christmas and Easter Services in the Local Churches ▪ End of Year School Production ▪ Reward’s Evening ▪ School web-site ▪ School Discos/Christmas Fair 	<ul style="list-style-type: none"> ▪ Early support/Completion of a CAF ▪ Marshfields Inclusion Support Team ▪ Behaviour Support in the home from our Family Partnership Worker ▪ Workshops led by our Family Partnership Worker on issues eg Internet Safety ▪ Workshops are on offer during parents evening led by our lead teachers or inclusion team. These are to support teaching your child literacy and numeracy in the home. ▪ Information is forwarded to parents on workshops that maybe of interest. 	<ul style="list-style-type: none"> ▪ CIC/LAC Reviews ▪ Child in Need Reviews ▪ Team Around the Child Reviews ▪ Multi Agency Reports ▪ Intermit Care Plans completed with parents/carers ▪ Learning Disability Team Support ▪ School Nurse liaising

Questions you may have:

Question	Answer
1. When are children and young people able to access Marshfields School?	<p>Usually young people will transfer to Marshfields at either Year 7 or Year 12 from another educational setting.</p> <p>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.</p>
2. How does Marshfields know what additional help my child will need?	<p>All young people placed at Marshfields have a statement of Special Educational Needs or an Educational Health Care Plan, 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 a high 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 to discuss any concerns.</p>
3. How will Marshfields staff support my child?	<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 pupil need within the group. The classes can vary from, on average 8-10 young people in Years</p>

	<p>7-11 and 10-12 in Post 16. Pupils are taught in classes in Year 7 with a constant TA who supports all lessons, this aids transition.</p> <p>The class teacher plans for all pupils in the class, and is responsible for the overall assessment of their attainment and progress. In Maths, English and Science this is overseen by Lead teachers in these specific areas.</p> <p>All of our pupils in Key Stage 4 access work experience to some level, this can be in an independent placement or small group School led Work Experience projects. In Personal Development 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 pupils in the school. All members of the Senior Leadership group 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 is based on the National Curriculum, it has been adapted and modified in order to make it more meaningful for our pupils. It includes all of the statutory subject areas for KS3 and KS4, and detailed plans have been produced are used in every subject area.</p> <p>We also enhance our core curriculum through a variety of activities and House days. We hold regular whole school themed days looking at community and global issues. Pupils are encouraged to take part in activity days where they are given a range of activities to participate in and experience. They are also encouraged to take part in residential, Duke of Edinburgh, After-school and lunch clubs and regular trips out in to the community.</p> <p>The school also has a purpose built Bungalow where pupils spend time learning Independent/Life Skills. All students in Year 11 and Post 16 receive up to three days in the Bungalow, this is dedicated time that focuses on independent living. The Bungalow also serves for additional nurture groups where the focus can range from confidence building to personal hygiene.</p>

	<p>Marshfields strive to offer as wide a range of experiences to our pupils as possible. These opportunities give our pupils the chance to develop their own skills as well as improving their self-confidence, self-esteem and social skills.</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 Inclusion Support Assistants.</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 two interim reports a year along with an annual report detailing progress and expectations. Assessments are made on a regular basis in every classroom, and the class teacher is responsible for maintaining and updating records in their classroom. Teachers meet regularly to share and update assessment, and are able to plan for future learning and progression. The Curriculum Deputy monitors data and meets the lead teachers to discuss assessment.</p> <p>We hold Parents Evenings for each year group where staff report back on pupil progress in all subject areas. Each pupil 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 pupils is as important as their academic progress. Every class teacher will plan for the development of their pupils, and our broad and varied curriculum ensures the full social and emotional development of every pupil. The high staffing levels in each group help to support and develop the emotional wellbeing of every pupil</p>

	<p>in the group. There is regular liaison made with professionals who are involved with individual needs of pupils to ensure their needs are met. Pupils are supported through the development of IEP targets and their personalised Learning Passports.</p> <p>We offer a variety of assemblies, themed days and experiences that support the well-being of our pupils.</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, Wolfram Society, 3T Counselling, Learning Disability Team, CAMHS, Educational and Clinical Psychologists, Adolescent Intervention Service, Youth Workers.</p> <p>There are many visiting therapists including Speech and Language, Occupational and Physiotherapist.</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 recently attend the following training on Wolfram Syndrome, Mutism, 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 Team Teach and opportunities to train as First Aiders and become a Minibus driver. Staff are also receive manual handling training 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 pupils are encouraged to fully participate in whole school events and activities, on and off site. The extent to which every pupil is able to participate will vary according to the individual pupil and their level of need, but activities and expectations will be carefully differentiated in order to support every pupil. 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). Pupils 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 as well as after school clubs. These offer a wide breadth of interests to cater for the needs and interests of our students,</p>
<p>10. How accessible is the school environment?</p>	<p>Marshfields school is fully accessible, with additional disabled toilets and showers for identified pupils.</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 pupils with moving to secondary school.</p> <p>We encourage parents of any new pupils 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 pupil evening in the Summer Term for all Year 6 pupils 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</p>

	<p>start of July. Pupils 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 will also complete home visits to all parents of Year 7 pupils to help support the transition. As well offer opportunity to meet other parents of new pupils 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 pupils also works closely with a careers advisor who informs the pupils of relevant courses and colleges to them.</p>
<p>12. How are Marsfields resources allocated and matched to student needs?</p>	<p>All pupils 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 a class teacher and a teaching assistant.</p>
<p>13. How does the school manage the administration of medicines and providing personal care?</p>	<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 administrating 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 Inclusion 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>
<p>14. What is our approach to involve parents in decision making and day-to-day school life?</p>	<p>Where it is felt necessary parents will be invited in to meet with members of the inclusion 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>
<p>15. How do we communicate with parent carers and parent carers whose first language is not English?</p>	<p>The school communicates 3 times a year through a newsletter. Parents receive two interim reports and a full report which outlines 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.</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 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 Amanda Hana, she can be contacted on 01733 863733.</p>

Our offer to children with special educational needs and disabilities was prepared in May 2016 and will be reviewed again in May 2017.