

Parent Information Directory 2016/17

Learning For Life



Everything you
need to know for
your child's year
at school.

Market Field School

Everything you need to know...

Gary Smith, Headteacher, says...

Many thanks for choosing our wonderful school to support and educate your child.

Support

To help you better understand how our school works, and to remember what we need you to do, we have written this directory. It contains practically everything you will need to know for your child's year at school.

Keep this directory

Please keep this directory somewhere safe, and use it regularly.

Let us know

If you have a question or query, the answer should be in here. If it isn't, let us know and we will include it in next year's directory.

You and your child

I look forward to getting to know you and your child over the coming year.



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Working with parents

Communication with parents

Communication is at the core of everything we do. This is in terms of our communication with families and professionals and the total communication approach we use in school with all pupils. You can communicate with school in person, by phone and by email. On a daily basis we have home school communication books/diaries which help with the exchange of key information. On starting school we will show you all our facilities and ensure you see the classroom your child is due to attend. We will also be completing a SEN information report with governors every year to give you information about school and update you on developments over the past school year. This can be found on our website: <http://www.marketfieldschool.co.uk>. Parents are always welcome as they are very much a part of the Market Field School community. We know that our children thrive when there is a strong relationship between home and school and we value parental support enormously.

Parent's Evenings

We hold regular parent/carer meetings and organise the annual review meeting of your child's individual needs

News and newsletters

Regular newsletters are placed on the school website each Term. We also have an online section for 'Parents' and for 'Our News'. These sections contain copies of any letters to parents and other information parents will find useful.

At home

Naturally 'parental involvement' is not confined to school. Children are learning all the time and their parents are partners in education with the school. We do provide homework, in line with the needs of the children, their age and their ability and in line with national expectations; we hope that it remains a time when children and parents can have some fun working together.

The Home School Agreement

We believe it is essential to have strong links between home, school and the community. All children, parents and teachers are asked to sign a Home School Agreement that outlines the intentions of all three parties. A copy of which is returned home to the parents.

Contacting Parents

In case it is necessary for a child to be sent home because of an accident or illness, it is essential that there is not only a daytime contact phone number, but also an alternative contact. You will appreciate the need to keep this information up to date and it is vital that the school is notified of a change in circumstances as soon as possible.

Emergency texting system

We also use a texting system which enables us to contact you quickly in case of illness, absence, cancellation of an after school activity due to bad weather etc. Again, this makes it very important for you to keep us informed of your current mobile phone number.

Key Information

What are our school times?

- Start of the day: 8.55am.
- Morning Break: KS1/2 – 10:30 KS3/4 11:15.
- End of Day: 3.00pm.
- Lunchtime: KS1/2 12:15-1:25 KS3/4 12:35-1:25.
- End of day 3.00

Assemblies throughout the week, mixture of whole school, phase and class assemblies. Please see class teacher for more details.

Uniform

We are very proud of our school uniform. It unites us as a 'team' and helps us look very smart. Our everyday uniform is:

Girls

- School crested polo shirt in white or green (or a plain white polo shirt).
- Navy school crested sweatshirt, fleece or cardigan.
- Grey or black school skirt of an appropriate length or grey or black trousers.
- Sensible shoes.
- Blue or green summer dress in the summer.

Boys

- School crested polo shirt in white or green (or a plain white polo shirt).
- Navy school crested sweatshirt or fleece.
- Grey or black school trousers.
- Grey or black school shorts in summer.
- Sensible shoes.

PE

We always get changed for PE lessons. It helps us keep our clothes nice and fresh and puts us in the right frame of mind for playing sport. Our PE kit uniform is:

- White T-Shirt, Shorts, Jogging bottoms and a jumper for outside sports. Trainers with no markings.
- On PE days we bring a towel and shower gel because we have a shower afterwards.

Swimming

We need to wear appropriate swimming outfits like trunks or a costume. No shorts and no bikinis/tankinis. On swimming days we bring a towel and shower gel.

Where to buy

You can order your required uniform via the order forms on this school website link: <http://www.marketfieldschool.co.uk/parents/school-uniforms>.

Food in school

School Meals

Our school meals service offers a choice of menu with alternative main meals for vegetarians and a sweet course. We provide all children with fresh water. Current menus are available on the school website: <http://www.marketfieldschool.co.uk>.

Free school meals

All children in Reception and Years 1 and 2 (Key Stage 1) can have free schools meals. To continue receiving free school meals from Year 3 upwards, families need to receive the following:

- income support.
- job seekers allowance.
- child tax credit.
- or be asylum seekers or refugees.

For more information, please contact the school office. All applications are treated confidentially.

Dinner money

The cost of a school dinner is £2.20 per day. Payment process for dinners, trips and activities. School will insert exact details of process from current documentation.

Packed lunch

As part of our healthy eating policy, we encourage pupils who eat a packed lunch to enjoy a balanced diet including, for example, a sandwich, cereal bar and a piece of fruit. We do recognise, however, that individual health and dietary needs vary with each child. If your child brings a packed lunch to school, it must be in an unbreakable container, clearly labelled with the child's name and class. Children should not bring in any fizzy drink for lunchtime.

Fruit and drinks

All children in Reception, Year 1 and Year 2 are provided with free fruit every day. If your child has any allergies, please ensure your child's class teacher is made aware so that an alternative fruit may be provided that day.

Snacks

Children may bring in a snack from home suitable to their dietary requirements.

Water and milk

We provide all children with fresh water. Children up to the age of five are entitled to free school milk.

Water bottles

Hydration is important and aids learning and we encourage children to drink water regularly. Water is available throughout the day. If your child brings in a water bottle, please make sure it is clearly labelled.

Please note that we are a nut and raisin free school.



Topics

Topics that are being taught in each year group in school this year

The school is currently organised broadly into the four Key Stages:

- 1. At Key Stage 1 we have two classes:
 - Holly - which is made up of 4/5/6 year olds with one class teacher and learning support assistants.
 - Acorn - this is a specialist provision, which aims to cater for children on the autistic continuum with associated moderate learning difficulties. This class is staffed with one teacher and learning support assistants. Arrangements are in place and under constant review to integrate these pupils into the main part of the school. The EYFS curriculum is disapplied in Acorn.
- 2. At Key Stage 2 we have five classes, supported by learning support assistants. Children in this area of the school are in age/ability appropriate groups. The timetable is then structured to maximise learning opportunities. There is a specialist class for children with autism as at Key Stage 2.
- 3. At Key Stage 3 we have six classes and the curriculum is based on a secondary model.
- 4. At Key Stage 4 we have five classes which are split at times to maximise curriculum access. We also have specialist provision for autism at Key Stage 3 and Key Stage 4.

All our children and young people have full access to the curriculum. Our planning is personalised to ensure that all pupils have full access and experience success in their learning. Access to the curriculum is also supported through the use of specific resources and IT equipment.



Early years

Children’s learning is largely play-based using high quality, age appropriate resources. Children are supported to join in both child-initiated and adult led activities. Our practice is largely informed by the Early Years Foundation Stage (EYFS) Framework.

- Pupils in Reception, Years 1 and 2 follow the learning opportunities from the Foundation Stage; which is adapted to meet the needs of each individual child. Support is also available from speech, physio and occupational therapists. At Key Stage 1/2 areas covered will include families, friendship, relationships, growth and safety.
- Pupils in Years 3, 4, 5 and 6 will follow a four year topic cycle. Again planning and implementation will take in all areas of the National Curriculum with support on individual programmes being offered by speech, physio and occupational therapists.
- Pupils at Key Stage 3 follow a subject based timetable where teachers have developed specialisms in all the National Curriculum areas.
- At Key Stage 4 our pupils are also following a subject based curriculum which can lead them to a range of nationally accredited qualifications, e.g. GCSE Art and Design, Cultural Enrichment and Modern Foreign Languages, Geography, History, Drama, Maths and Science, Entry Level qualifications in English, Maths, I.C.T., Science, Technology, and/or Lifeskills.

Religious Education

Provision for Religious Education conforms to national guidelines. The main religions of the world are studied with an emphasis upon Christian beliefs and practices. Collective worship takes place regularly and parents have the right to withdraw their children from this and should contact the Headteacher if they wish to exercise this right.

Sex Education, relationships and feelings

At Key Stage 3/4 sex education includes areas such as relationships and feelings, changes in the body, male and female physiology, HIV and AIDS, contraception and childbirth. Parents are welcome to discuss aspects of the curriculum with teachers and to view the school policy. Parents have the right to withdraw their children from these lessons. Anyone wishing to exercise this right should contact the Headteacher. The pupils own levels of physical, emotional, social and intellectual development are taken into account in the delivery of our health and sex education.

National Accredited Examinations

Our Key Stage 4 pupils are at ‘the cutting edge’ of special school development and are experiencing nationally accredited examination successes. Presently we offer GCSEs in Maths, Art and Drama, Functional Skills accreditation from Entry Level right up to Level 2 in English, Maths and ICT, Cambridge Nationals in Science, BTEC qualifications in Food Technology and Sports, Gateway Qualifications (formerly NOCN) in Horticulture and ASDAN qualifications.

English, ICT, Maths Functional Skills

Students will have an opportunity to take the Functional Skills exam. This is a stand-alone qualification at either GCSE equivalent or pre GCSE level standard. The Functional Skills exam assesses the practical application of core skills to everyday life situations. Functional Skills is also a requirement of the new Diplomas studied at schools and colleges post 16.

Entry Level Certificate in Life Skills

This course aims to equip pupils with some of the life skills they will need when they leave school.



Assessment

Assessment: what processes are used to track progress and how this feeds into the classroom?

Assessment without levels

From September 2014 the National Curriculum changed and the Department for Education no longer requires schools to use National Curriculum level descriptors in the assessment of pupils. Each school is now able to review its assessment systems and create a unique system that will measure the progress and achievement of their pupils. Given the increasing complexity of need of our young people, we have revised our assessment systems. We are committed to observing, recording and evaluating our pupil achievement in order to be clear about:

- Where each young person is.
- Where we expect them to be.
- How we intend to support them to get there.

We have produced a set of key outcomes necessary for our students to succeed in the wider community and into adulthood. We are going to use a range of measures to systematically track key academic, social and physical development for each individual.

What is ‘expected progress’?

End of year expectations in English and Maths will be initially calculated using The Progression Guidance Tool, which considers age and prior attainment. However, these targets are validated by subject teachers and the leadership team to ensure they represent suitable challenge and take into account exceptional need. All teaching staff have a performance development target related to achievement of the pupils’ negotiated end of year PIVATS targets.

Key outcomes	How will we measure and record progress?	When will we do that?
Communication and Literacy	*PIVATs (English) IEPs curriculum (Interaction/ engagement) EYFS Profile AFLLs and ABLLs (Autism Bases)	3 times a year *IEP profile completed beginning of spring term Reviewed pre Annual Review (AR)
Mathematics & Problem Solving	PIVATs (Personal & Social Development) Curriculum EYFS Profile AFLLs and ABLLs (Autism Bases)	3 times a year
Personal, Social & emotional Development	PIVATs (Personal & Social Development) Curriculum EYFS Profile AFLLs and ABLLs (Autism Bases)	3 times a year Recorded in folder pre AR
Access to learning:	IEPs Annual Reviews Interaction in lessons AFLLs and ABLLs (Autism Bases)	Ongoing analysis informing teaching but reviewed Pre AR
* An IEP or Individual Education Plan is a plan or programme designed for children with SEN to help them to get the most out of their education. An IEP builds on the curriculum that a child with learning difficulties or disabilities is following and sets out the strategies being used to meet that child’s specific needs. * PIVAT is a system to inform target setting for pupils of all ages whose performance is outside national expectations. It will complement and work alongside statutory assessment at key stages 1, 2, 3 and 4.		

What about a learner’s wider development?

Most of our young people have additional communication needs and require specific interventions and scaffolding, for example some use PECs communication systems and Makaton / BSL signing. Young people have a communication plan that is written in partnership with speech therapists, teachers and parents. It describes their current function, and gives learning requirements and suggested strategies to move them forward.

How do we evidence learning?

Progress is evidenced through annotation, photographs and occasionally video. Annotated work is stored in pupils’ progress files which follow them through the school. Sound clips are kept on the school secure system.

How do we accredit learning in Key Stage 4?

In KS4 students build on prior learning and work towards GCSE’s, Functional Skills, Entry Levels and Gateway/Asdan accredited courses.

How do we share what we have learned?

PIVATS progress in English, Maths and Personal & Social Development is shared and discussed with students and parents in annual review meetings. We also have pupil progress meetings with parents to discuss their child’s individual progress. We write and share an evaluation of our data once a year. This includes a comparison of groups within the school and progress over time. It is shared with staff and governors and informs our school and curriculum development.

Understanding how our school works

What to do if you have a concern/complaint

All parents naturally have concerns from time to time about the progress or welfare of their children. We consider it to be an important part of our job to deal with your concerns as soon as they arise and to discuss fully with you ways of handling them. The majority of concerns can be settled at school level and you should approach your child's class teacher in the first instance. Sometimes, however, a problem needs the help of other professionals, such as the Education Welfare or Psychology and Assessment Services. We will be happy to advise you about the appropriate agencies to contact, should this be necessary.

In certain circumstances you have the right of appeal (e.g. in connection with admissions and special educational needs) and again, we will inform you of those rights, or put you in touch with someone who will discuss them with you, as appropriate. The LA has a statutory procedure for handling complaints about the curriculum and related matters. A copy of the LA's policy is available for you to see at the School Office on request.

How to become a volunteer or Governor

We have a full and active Governing Body, which includes parent governors as well as representatives from staff, the local authority and the local community. The governing body has a range of duties and powers and a general responsibility for the conduct of the school. Vacancies for Parent Governors are advertised as they arise.

Vacancies for Parent Governors are advertised as they arise. Our Parent Governors give parents a voice in decision making. They are elected by parents through a ballot. If you are interested in becoming a Governor, please contact the school office.



Friends of Market Field School

Our meetings are open to all parents and people who are interested in helping us raise money for the Friends of Market Field Charity. The funds we raise help to pay for things that the school would not normally provide. These items can include Easter Eggs; Christmas presents, special events and contributions towards the cost of school trips. If you are interested in joining us, please contact the school office for details.

Attendance and the impact of taking term time holidays

At Market Field School, we believe that every child has the right to expect to reach their true and full potential. All those who have a care for, and involvement with, each child, should strive to ensure that this is the case. As part of this, we feel that regular and consistent attendance is paramount to pupil progress and achievement. Research demonstrates that achievement of full potential is strongly linked to attendance. As a consequence, pupils must attend school regularly.

We aim to work in complete partnership with pupils, parents/carers and outside agencies to ensure that attendance is at the very highest level that it can be. The school will have annual Attendance Targets set by the Governing Body. The whole school community will work together to achieve this target. Should a pupil not be able to attend school, parents are requested to contact the school either by phone or letter. We will then record absence as authorised.

Special Educational Needs

At Market Field School the pupil's identified needs will be complex and significant in the area of cognition and learning (moderate learning difficulties, severe learning difficulties or profound and multiple learning difficulties) as described in the SEN Code of Practice. The pupil may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition pupils may have sensory or physical difficulties.

Plans

Every pupil at Market Field School has an Education, Health and Care Plan or a Statement of Special Educational Needs. During the academic year 2015-16 we are converting all of our pupils over to the new EHCP from their statements. An EHCP/Statement of Special Educational Needs must be reviewed annually in an Annual Review meeting.

Individual needs

We regard all pupils as having individual needs and seek to ensure that all pupils achieve their full potential. Through the delivery of our curriculum and the general ethos of the school, all members of our community are given the opportunity to develop the social and academic skills needed to enable them to function in the wider community outside school.

Accessibility

The school is fully accessible and there are security systems throughout school to maximise safety and pupil independence.

Destination of School Leavers

Great care is taken in planning the best and most appropriate path for our pupils. They, and their parents, are actively involved in this process. All of our school leavers are required to continue with their studies either through college or apprenticeships until they are 18. Typically, our leavers go to Colchester Institute, Otley College or one of the Special Schools with 6th form provision (typically Lexden Springs and Shorefields).

Understanding how our school works

Holidays

Time off for a family holiday is not a legal right, although schools have the discretion to allow up to 10 days leave of absence within a school year.

Request for absence

Applications for a leave of absence for holiday must be made in advance in accordance with school procedures. Only the Headteacher will authorise pupil absence for holidays during the school term. If a holiday is taken without prior permission from the school, or where the request for leave was not agreed, the absence will be recorded as unauthorised. This may result in legal action being taken against the parent/carer by the Local Authority.



Fantastic facilities

Market Field is a small school with a wide range of specialist rooms in school including:

- Soft Play rooms.
- Libraries.
- Sensory Room.
- Whole school ICT room with a Technician base and a Smartboard, full accessibility and video conferencing facilities.
- Complex needs facilities for sensory integration.
- Gym.
- Dining rooms for whole school use which are also used for dance, drama and assemblies.
- School Nurse/Doctor treatment room and office.
- Food Technology room with full disabled access.
- Science Room.
- Drama room with light facilities.
- Art room with kiln.

Transport

The school is equipped with four 17 seater minibuses as well as a smaller 9 seater MPV. We have minibus drivers within school who take pupils on a range of class trips. Transport to and from school is arranged by the Local Authority and we work closely with them to ensure pupils



Pupil Premium: why it's important!

Pupil Premium additional funding is given to schools for pupils who have been registered as being entitled to Free School Meals (FSM) at any point in the last six years. You must register for Free School Meals, so we receive this funding.

Extra money for extra support

Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers. We can use this funding to support children in a wide variety of ways which are tailored to the individual's child's needs. Typical examples include assistance with:

- The purchase of school uniform/PE kit or other equipment.
- The cost of school visits and extracurricular activities.
- Fees for breakfast and after school care clubs.
- Confidence and skills building experiences.
- Specialist/extra tuition.

Free School Meals can be provided if parents/guardians are in receipt of certain Income support benefits. We encourage parents to apply for FSM even if their children do not take up Free School Meals because we can then access this additional funding to benefit your child. Further information about how the school spends these monies can be found on the school website. Please contact our school office who will assist you with the application process.

Pupil Premium for Adopted Children

The government have recently announced that they are extending this to provide additional funds for children who have been adopted from care. However, funding will only be received should parents elect to inform their child's school that their child has been adopted and they would like the school to receive additional Pupil Premium Funding. From April 2014, schools in England can receive the pupil premium for children adopted from care or who left care under a Special Guardianship Order (SGO) on or after 30 December 2005. Schools can also claim the pupil premium for children who left care under a Residence Order (RO) on or after 14 October 1991. To claim the pupil premium for adopted children, and those who are the subject of a SGO and RO, parents will need to inform the school and provide supporting evidence, for example, the Adoption (Court) Order.

Who's who

Teaching Staff

Mr G. Smith – Headteacher

Mr J. Shaljean – Deputy Headteacher – Pastoral and Outreach

Mrs R. Whitehead – Deputy Headteacher - Curriculum, Teaching and Learning

Holly - Mrs Buxton

Acorn - Mrs Pope

Oak - Mr Dean

Apple - Mrs Fowler

Cherry - Miss Stubbins

Poplar - Mrs Gallaher

Chestnut - Mr Thomas

7S - Mrs Saxby

7C - Mrs Carr

8S - Miss Soul/Mrs Shaw

T - Ms White

9M - Miss Murphy

9D - Mr Dwight

B - Mr Bingham

G - Mrs Noles

H - Mrs Halls/Mrs Howarth

10C - Mrs Carlaw

11T - Mrs Halls

11f - Mr Frances

Speech/Language Team

Mrs L Platt – Speech and Language Therapist

Mr Wiltshire – Speech and Language Assistant

Mrs Beven – Speech and Language Assistant

Therapeutic Team

Mrs S. Coe – Therapeutic Support Team Leader

Nursing Team

Ms K Elmer - Nurse

Mrs N Smith – Healthcare Assistant

Office Staff

Mrs S Terry - Bursar

Mrs A. Saill

Mrs T. Bartlett

Mrs J. Wood – Exams Officer

Mrs S. Mountenay

Ms Lea Walford

Ms S Krarup

Mr A. Chable - Premises Manager

Mrs P. Palmer - Catering Manager



What to do if...

My child is having difficulty making friends?

For many children, difficulty making friends can have a detrimental effect on their self-esteem and confidence, and also keep them from trying new activities. It can also be difficult for them to manage intense feelings.

Talking

Encourage your child to talk about their feelings, and what has happened in the school day. Just knowing that these feelings are normal, and that they have someone to talk with, can help a lot!

Invite friends over

Ask your child who they enjoy spending time with at school. Start by inviting one or two of these friends over to your house, or arrange a get-together at a local park.

Talk to your child's teacher

Contact the school office and ask to talk with your child's teacher. Have a chat about your concerns. Don't be worried, we deal with friendship worries regularly. It's part of being a teacher!

Have your own friends over

Since children pay close attention to what grown-ups do, model friendship behaviours for your child by having your friends over, especially in ways that include the younger generation.

Try not to expect too much

Take it slowly and don't 'force' your child to make friends. Sometimes making friends can take time!

Get help if you sense a real problem

In the majority of cases, shyness or difficulty making friends in childhood is perfectly normal. If your child rarely holds eye contact, is unusually withdrawn, throws tantrums or cries whenever other children are around, or seems terrified of going to school or the playground, then please talk to us again.

I'm struggling to help my child with their homework?

If you are finding it difficult to help your child with their homework... don't worry! Lots of parents have difficulties with this.

Talk to us

The way subjects are now taught in school is probably different to when you attended school. The first thing to do is talk to the school office. All conversations are confidential. They will then either book you an appointment to come and chat with your child's teacher, or book a time for your child's teacher to phone you.

We will help you

It's nothing to worry about. We will help you understand how child learn in a modern school, and you can then enjoy helping your child with their homework.

- If I think my child is struggling with school work... or not being challenged enough?

The first thing to do is contact the school office to talk with your child's teacher.

Ongoing assessment

Your child is assessed regularly by their teacher, so we will be able to tell you how they are performing and how this relates to what is expected at this stage of your child's education.

Activities at home

Your child's teacher can provide you with some fun activities to do at home that will compliment what is happening in class, and give your child that extra help.

Ongoing problems

It may be that your child needs glasses in class, or are dyslexic. All of these concerns can be discussed with your child's teacher. We want to help your child, as much as you do!

Gifted and Talented Register

Some children progress significantly beyond what is expected for their age. The ongoing assessment, and the parent and teacher, would recognise this, and we would provide work that is more challenging. We would also register your child on the Gifted and Talented Register. Gifted children often need more support at school, but not necessarily more structured activities. They may need more freedom to learn at their own pace, and more guidance.

How to develop a bedtime and morning routine, so children get enough sleep for school

The most important thing is that children get enough sleep for school.

Getting enough sleep

Children of school age experience enormous growth, are very active and need lots of sleep. A child aged 3-6 years needs to be asleep from 6pm-8pm, and a child aged 7-12 years needs to be asleep by 7.30pm-9pm. Most experts agree that children need between 9 and 10 hours of sleep each night to be at their best, with 8 hours the absolute minimum.

Routine

By establishing a bedtime routine, you can relax your child. For example, bath-time, reading a book, listening to story tapes or music, can all relax a child and be part of such a routine. Children will soon associate a repeated activity with relaxing and going to sleep.

In bed

Once your child is in bed, dim the lights or put on a lamp. Perhaps read a story or talk to them about school that day.



Getting up

Breakfast is very important. If you have a routine for morning, it helps the child to get up and dressed and downstairs for breakfast. If you don't have much time in the morning, it may be an idea to prepare as much as you can the night before. You can make packed lunches, sort breakfast food, layout school clothes and even assign a shelf or hook for school essentials (so you don't have to go searching for things as yr due to go out the door!).

List chart

It may seem like overkill, but a morning routine chart is great for children to follow. They enjoy following lists and ticking off what they have done. You could always give them a reward on Friday for following the list. Your list could feature some of the following:

- Getting dressed.
- Combing hair.
- Eating Breakfast
- Brushing teeth.
- Washing face.
- Putting shoes on.
- Grab backpack/lunchbox... then off to school!

Doesn't want to eat breakfast?

If your child doesn't want to eat a full breakfast, find foods that they can eat quickly but that will still provide the nutrients that their body needs. Most experts recommend eating a serving of protein first thing in the morning. Scrambled eggs on toast, yogurt and fruit, or a peanut butter and jam sandwich on whole wheat bread are good options for breakfast. Be creative with!

What happens when my child leaves Market Field School?

Great care is taken in planning the best and most appropriate path for our pupils.

Destination of school leavers

Pupils, and their parents, are actively involved in this process. Careers education and guidance is delivered as part of the Personal, Social and Health Education programme in Key Stage 3/4. This is planned in half-termly age appropriate modules.

College Open Days and work experience

In Years 10 and 11 all of our pupils attend open days at the local colleges. They are also offered the opportunity, should it be appropriate, to go out on work experience - this is co-ordinated and accredited by Trident. Our school is very proud of the achievements made by our pupils during such work experiences. In year 11 pupils attend open days again and once their final placement has been chosen, start the transition process which is outlined by the local colleges and special schools with sixth forms.

All of our school leavers are required to continue with their studies either through college or apprenticeships until they are 18. Typically, our leavers go to Colchester Institute, Otley College or one of the Special Schools with 6th form provision (typically Lexden Springs and Shorefields).

Frequently Asked Questions

Here are our answers, to what we find, are the most frequently asked questions. If you have any questions that are not answered here, please contact the school office and we will be happy to help!

Medical appointment

If an absence relates to a medical appointment, please let the school know in advance if you need to collect your child from school to attend the appointment.

Jewellery and other valuables

Jewellery, including rings, should not be worn to school as nasty accidents can occur. If your child has pierced ears, only small studs should be worn in the interests of safety. It must be noted that for health and safety reasons, earrings must not be worn during PE lessons and we request that your child does not wear earrings to school on PE days. Wrist watches may be worn to school but we cannot accept responsibility for their safekeeping.

Emergency arrangements

We will always endeavour to open the school, but in cases of severe bad weather that may affect access our essential services, closure may be unavoidable. During severe weather please listen to the local radio station, and their information bulletin. If the school will remain closed then these details will be broadcast from approximately 7.00am onwards.

Medicine in school

Emergency Care

We currently have over 20 staff trained in Emergency First Aid, alongside our two nurses. Some of our pupils have open door policies with the local children's ward; where this is the case, class teachers have emergency details. Lifesaving medication is kept in school for some of our pupils. This is kept with the school nurse and also in their classroom.

Should your child need medicine whilst attending school this can be administered at your request. Parents will be expected to complete the necessary request forms and discuss their child's specific requirements with our school nurse. Medicines should be clearly marked and handed in to the school nurse.

Nut allergies

Those children who have a known nut allergy must supply school with an Epi-pen. Staff are trained to administer this should an emergency arise.

Inhalers

All prescribed inhalers will be kept with the individual child or in class within easy access at all times to the children. These inhalers must

be taken on school trips and be adequately full, labelled with the child's name and class. The expiry date should be checked by parents please on a regular basis.

Charging policy

The school Governors, in determining the Charging Policy recognise that the funds available to the school allow little or no scope for the funding of school trips and excursions. However, in order to maintain a curriculum which enables our pupils/students to benefit from the rich stimuli to be found in different environments outside the school, the Governors would want to support the organisation of educational visits. The School's Charging Policy, therefore, seeks contributions in the following circumstances:

Educational Visits (day)

These are organised by teachers or groups of teachers, who will attempt to negotiate reduced or free entry into places of interest, museums, etc. Coaches may sometimes need to be hired for these trips where a group is too large for minibuses. On these occasions parents will be asked to make voluntary contributions to the trip. If insufficient funds are available the trip will have to be cancelled.

Educational Visits (evening trips)

As above, parents will be asked to make voluntary contributions if entry fees are payable.

Residential Trips

These trips are more expensive, but form an integral part of the school curriculum. Parents will be asked to make a contribution to costs of residential trips. Financial help for individual students can be sought if needed. Voluntary contributions to the school and the work of the Friends' Association help to finance school trips and journeys. These, however, cannot be relied upon.

Breakages, and intentional damage to buildings and property

The school has very clear guidelines for pupils/students regarding their behaviour whilst on the school site and on link courses at other establishments. The Governors acknowledge that some students have emotional and behavioural difficulties which sometimes result in loss of personal control. They also recognise the high priority given to support and guidance for all pupils within the school. They therefore feel strongly that, when damage has been done by their children to buildings or property within the school or other sites used by the school, parents should make an appropriate contribution to the costs of repair. Parents will be contacted immediately in the event of damage caused by their children.

Clubs and activities

Pupils are given opportunities to take part in a wide range of clubs throughout the week, some run as after school activities and others run during lunch times.

Lunchtime sports clubs:

- 'Indoor football'.
- Table tennis.
- Basketball.
- Fitness.

After school sports clubs:

- Rugby.
- Sky Sports (by invitation).
- Football.
- Dance.

For pupils who are 'less' sporty, we offer:

- Lego club.
- Pool club (after school – KS4 only).
- Card games.
- Library/book club.
- ICT club.

Sport

Our school views the role of sport as being of fundamental importance. Many major team games (football, netball, basketball, rounders, rugby and hockey) are played and the school endeavours to play competitive fixtures on a regular basis. We compete in inter-school events with other special schools and our pupils gain much from this experience. We have a full-size playing field adjacent to the school and we have use of the local leisure complex for swimming.

The school is also fortunate to boast coaching experience and qualifications at the highest levels in trampolining, tennis, cricket, rugby, badminton, basketball and football. Some of our staff have coached at professional and international level. We also have fully qualified swimming coaches on our staff.

Enriched curriculum: trips and visits

School Trips

In order to maintain a curriculum which enables our pupils to benefit from the rich stimuli to be found in different environments outside the school, both in the local community and further afield, the governors strive to support the organisation of educational visits during school hours, or evening visits and residential trips.

Frequently Asked Questions

School Residential:

We offer all our young people in years 7-11 the opportunity to go on a school residential break each year. This is to Danbury Camp in year 7-9 and Scarborough in year 10-11. Some pupils in the Autism Bases and SLD bases go to Centre Parcs instead. This offers parents a period of respite and allows our pupils opportunities they may not experience elsewhere.

Local Facilities:

We publish events run specifically for children and young people with SEND on our website and within our newsletters home. Transitions Pathways Service provides a list of local clubs and activities suitable for older pupils with SEND; this is available on request or in Transition Plan review meetings.

Holiday scheme

We run a school holiday scheme (subject to funding) called Smile Time. This is staffed by fully trained holiday club staff, the majority of whom are school LSAs.

What we stand for

Vision Statement

Our school is a day special school for children and young people between the ages of 4 and 16 who experience moderate learning difficulties. We also have enhanced provision for pupils with Autism. The school is an Essex Local Authority School and is under local management (LM).

Mission Statement

Our philosophy is that our children and young people come first. It is our job to ensure all our children and young people have the tools to equip them for the next stage of their life, be it transition to a new phase of the primary school, secondary school, college or beyond. We strive to provide an exemplary educational experience for all of our children and young people and to be 'more than a school' for our children, young people and their families.

Innovative curriculum

There is a well-established innovative curriculum informed by careful and thorough assessment that supports the personalised learning for each pupil. At the core of the curriculum is an emphasis on the development of communication skills. The personal and social development of pupils underpins every interaction within the school, ensuring that all pupils are treated with dignity and respect.

Awards

The work of the school has been validated by a number of external awards. The school has been rated Outstanding in the last two inspections.

Ofsted comments – February 2015

- "Teaching is outstanding across all key stages and subjects. It is flexible and aimed at the individual pupil."
- "By year 11, pupils are exceptionally well prepared for their next stage of education or training."

- "Pupils spiritual, moral, social and cultural development is outstanding."
- "The behaviour of pupils is outstanding. Pupils have highly positive attitudes to learning. Concentration in lessons is excellent, because pupils are keen to succeed."

Our Statement of Purpose

Each day we venture into a community where opportunities flourish and which fosters individuality. We expect the best of ourselves and celebrate our achievements within our school community which develops with us toward a confident, happy place in our world.

'What can be done'

Our school works on achievement, on what can be done. We work on the positive. Our work gives us an opportunity to make a difference. Each pupil is placed in an age or need appropriate group. Each group will have a teacher responsible for pastoral care. In addition the School Leadership Group also take great pride in ensuring pastoral care is of the highest order. We will always endeavour to answer any worries you have on the same day that you make contact.

Benefits of a small school

One of the great qualities of our school is that we are small. We are therefore able to know each pupil really well and conversely they know us really well. We believe strongly that behaviour and discipline in schools is all about relationships. The aim in our school is for pupils to accept our values and become part of a whole community which instils a sense of pride in each other.

Ethos and values

"School should be... a place where there is work but also laughter, a place where there is law but also grace, a place where there is justice but where there is also love." Sir Alec Clegg (1974).

We aspire to this statement. The values of our school are the children in our care. It is almost impossible to express an ethos in words – it is more of an "ambience" – or a way of being that needs to be experienced. We quote two responses from this year's questionnaire from kind parents:

- "This school has given back my child's confidence".
- "The quality of teaching is second to none with professional and compassionate staff. The extra opportunities offered to pupils enrich their learning experience".

Aims

Our Aim is to be a centre of excellence:

- To build mutual tolerance, understanding and acceptance within school and the wider community.
- To develop an understanding of the world in which we live, to encourage consideration for others, a respect for moral values and for other cultures and religions.
- To enable children to make informed choices leading to a happy and productive adult life.
- To encourage participation in a wide range of activities through a stimulating environment, developing the whole person.
- To value the contribution of each member of the school community.
- To express a commitment to lifetime learning.
- To provide ongoing training for all staff.
- To provide specific areas of expertise.



Term dates 2016-17



Autumn Term 2016

Monday	5 Sept 2016	Pupils return
Friday	21st Oct 2016	School closes - Half term
Monday	31st Oct 2016	Pupils return
Tuesday	20 Dec 2016	School closes Christmas break



Spring Term 2017

Tuesday	3rd January 2017	Pupils return
Friday	10th February 2017	School closes - Half term
Monday	20th February 2017	Pupils return
Friday	31 March 2017	School closes - Easter break

Summer Term 2017

Monday	18th April 2017	Pupils return
Monday	1st May 2017	School closed - May Day Bank Holiday
Friday	26th May 2017	School closes -Half term
Monday	5th June 2017	Pupils return
Thursday	20th July 2017	School closes - Summer break



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