

MAYFIELD SCHOOL LOCAL OFFER



**Mayfield
School**

The information provided is in response to the Local Authority questions about our school.

Further information is available within this website.

If you have any questions or would like to discuss this further please do not hesitate to contact us.

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Question	Answer
<p>How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?</p>	<p>All students admitted to school have an Education Health Care Plan. Through the annual review process Mayfield school works with the child and their family to provide a set of learning experiences that match pupil need and aspirations. This in turn determines the balance over time between the type of curriculum offered linked directly to a child's developmental stage.</p> <p>If you have a concern about your child's progress and development please raise this with the class teacher in the first instance.</p>
<p>How will school staff support my child/young person?</p>	<p>Class teachers are responsible for the education of all the children in their class. All classes have a well-planned pupil to staff ratio. All pupils have access to a class teacher and teaching assistants who support the delivery of the curriculum.</p> <p>The school has a nominated governor for Special Educational Needs who reports directly to the Governing Body.</p>
<p>How will the curriculum be matched to my child's/young person's needs</p>	<p>At the heart of our school curriculum is the focus on developing skills for life-long learning and key transitions, using relevant, engaging and age appropriate themes. (See school website www.mayfield.cumbria.sch.uk). Each child has a detailed individual education plan (IEP) which focuses on meeting individual priorities at both school and home and supports outcomes from the EHCP. Across school all staff focus on maximising opportunities for independent learning and these skills are built upon year on year.</p> <p>Our curriculum at Mayfield School reflects all the different stages of education from 3-19yrs. It adapts and changes as the needs of our young people adapt and change. The curriculum is divided into three different phases.</p> <ol style="list-style-type: none"> 1. Early Years Foundation Stage 2. 5-16yrs Curriculum 3. Post 16 <p>Each phase has different pupil pathways to meet different needs.</p>

Question	Answer
<p>How will the curriculum be matched to my child's/young person's needs (continued)</p>	<p><u>Early Years Foundation Stage</u></p> <p>At Mayfield School, our Early Years team have been early adopters of the new EYFS Framework, which aims to build skills in the following areas:</p> <p>communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world, expressive arts and design</p> <p>The overarching principles of this curriculum is that every child is unique and constantly learning, the environment is enabling and different children are allowed to develop at their own individual rates. The children are given the opportunity to learn through playing and exploring, active learning and developing creativity and problem solving skills.</p> <p>5yrs - 16yrs Curriculum</p> <p>During this phase of education, we offer our pupils three different curriculum pathways. These pathways are based on the EQUALS curriculum, which has been specifically designed for pupils with additional learning needs.</p> <p>1. <u>Pre- Formal Curriculum</u></p> <p>This curriculum is a person centered, holistic curriculum, designed for our pupils with profound and multiple learning difficulties. It aims to give pupil an environment, which they can understand and encourages them to build routines, facilitate changes and make choices. Additional programs such as MOVE, hydrotherapy, intensive interaction and other personalised packages supplement the curriculum.</p> <p>2. <u>Semi- Formal</u></p> <p>The semi-formal curriculum pathway is developmental in nature and open to personalisation. This is a non-subject specific learning pathway and is planned around termly topics, which incorporate key skill areas. It aims for pupils to develop the highest level of independence as possible and builds skills in the following areas:</p> <p>Literacy, Numeracy, My Outdoor School, My Physical Well-being, My Communication, My Play and Leisure, My Independence, My Thinking and Problem Solving, The World About Me, My Drama, My Dance, My Art, My Music</p>

Question	Answer
<p>How will the curriculum be matched to my child's/young person's needs (continued)</p>	<p>3. Formal Our Formal Curriculum is a subject specific curriculum, which has been adapted to cater for the needs of our pupils. The curriculum is not related to age, but rather where someone is on his or her learning journey at any particular time.</p> <p>In Key Stage One and Two our formal pupils follow a National Curriculum based curriculum but also bring in elements of developing independence, life skills and thinking and problem solving, building on the semi-formal curriculum.</p> <p>In Key Stage Three and Four our formal pupils, transfer to the Moving-On Equals Curriculum and have an opportunity to complete ASDAN Transition Challenge. This begins their preparation for adulthood and gives them the opportunity to make their skills and knowledge functional.</p> <p>We recognise that some pupils will fluctuate and excel in specific parts of the curriculum. Where this is the case, pupils are given the opportunity to work across different curriculums. For example, a semi-formal pupil who excels at numeracy will access formal numeracy sessions. We also have the opportunity to bring in subject experts or link with local mainstream secondary schools, to allow our pupils to access higher qualifications if they show a particular talent for a subject.</p> <p>Post-16 Curriculum</p> <p>Our Post-16 pupils, follow three different ASDAN curriculum pathways. ASDAN is a national recognised awarding body whose curriculums help young people to develop knowledge and skills for learning, work and life in preparation for adulthood. All pupils at Mayfield School have the opportunity to access this formal recognition of their achievements.</p> <p>Towards Independence - Sensory</p> <p>Towards Independence sensory awards are specifically designed for our pupils with Profound and Multiple learning difficulties. They focus on developing key skills such as communication, making choices and controlling and understanding their environments.</p>

Question	Answer
<p>How will the curriculum be matched to my child's/young person's needs (continued)</p>	<p>Towards Independence - Progression</p> <p>Towards Independence provides a framework of activities to develop and accredit personal, social, work-related and independent living skills for those pupils working below Entry Level 1. It offers units of work in the following areas.</p> <p>Communication and numeracy, Creative studies, Cultural, Independent living, Leisure, recreation and sport, Personal development, PSHE and citizenship, Work-related</p> <p>Levels of support are used to show how each pupil has achieved the activity, which allows for differentiation between pupils and demonstrate progression.</p> <p>ASDAN Personal Development Programme</p> <p>This curriculum pathway is suitable for those pupils working at Entry Level 1 and above. This pathway allows pupils to develop a range of skills such as teamwork, independent learning and coping with problems that will help them to become more independent when they leave school and move on to their next step in life.</p> <ul style="list-style-type: none"> • Bronze (10 - 50hours) • Silver (60 Hours) • Gold (120 hours) <p>Maths, English and ICT are delivered through Open Awards allowing additional opportunity for pupils to gain qualifications.</p> <p>Pupil's achievements can be certificated at three different levels.</p>

How will I know how my child/ young person is doing and how will you help me to support my child's learning?

We pride ourselves on how effectively we share information with our parents via detailed reports, IEP's and regular events including coffee mornings, parent groups and training sessions. Parents receive photographs regularly updated with Dojo images and messages.

All children have an annual review held in school which they are able to attend as appropriate. All pupils are asked to contribute to their review in an appropriate format. We actively encourage pupils to take part in deciding what they want to learn at school and how well they have done. At the review all people involved with the child are invited to offer a report or attend. During the review we encourage a discussion around next steps for the children and their families and review current provision. Where a child's needs change significantly school will liaise with relevant professionals to call an early review.

Each child in school has their own unique learner profile and plan. This forms the basis of provision for the students and determines which activities, curriculum balance, level of support, intervention and specialist provision they are given during their time at Mayfield. This profile is designed to evolve with the child as their needs change and is based on ongoing dialogue between the child, their family and key staff in school.

If concerns are raised that a child is not making the progress expected or other factors occur which lead to concern targeted interventions are put in place by the appropriate key person.

In some cases, children may require a Stress and Anxiety Reduction Plan which will be drawn up in consultation with parents and reviewed regularly.

We value our home school partnership which ensures we work together to achieve the best outcomes for every child. Parents have the opportunity to have their say about their child's education at annual reviews, parents evenings or via our annual parents' questionnaire.

We encourage all our parents to be involved in school life and ask parents to contact school for support and advice when needed. A daily diary is sent home as a form of communication between home and school. In Early Years, KS1 and KS2 class Dojo is used as a messaging system.

We have a number of parents on our Governing Body and they pride themselves on taking an active role in helping school achieve its outcomes.

Where appropriate we signpost parents to relevant agencies within the communities who can offer further support to you and your child.

Follow this link to view the [Cumbria Local Offer](#).

What support will there be for my child's overall well-being?
A wide range of small group interventions are used to support the wellbeing of children with SEN and to promote positive behaviour. For example, nurture groups, circle time and Social Use of Language Programme. The school follows statutory guidance in the administration of medicines and provision of personal care. Further information can be found in the relevant policies on our website.

School staff manage the safe administration of medicines which are kept in locked cupboards. There are clear protocols for administration. Prior to starting school a health care needs assessment is carried out by our school nurse in conjunction with other health professionals, parents and carers, following this an individual health care plan is drawn up and shared with all relevant professionals. These plans are updated regularly. Medication is not administered without GP signature and verification.

Class staff receive training to manage health/medical and care needs of pupils within their care. Any staff trained in particular procedures by the healthcare team such as tube feeding, tracheotomy care, rescue meds etc. have their training updated on a regular basis. This training is competency based and related to their role in school.

Most classes have staff that have basic first aid training and a number of key staff have paediatric first aid training. In the event that a child needs to be taken to hospital they will be accompanied by a familiar staff member who will wait with them until parents arrive.

The school operates first day response for absences and attendance is monitored closely. Following longer term absences e.g. surgery, a phased return may be considered.

At Mayfield we ensure all pupils have a voice. We firmly believe that just because all our pupils cannot speak it does not mean they have nothing to say. Pupils contribute to their learning in a number of ways including annual reviews, individual education plans and assessment for learning in lessons. Technology is used to support communication and unlock potential, e.g. Proloquo on I-Pad and Eye Gaze.

School has an active School Council who act on behalf of the other pupils. They make real decisions about ways to improve their school and contributed to the interview process of the Assistant Headteacher. The pupils also vote for a Head Boy and Head Girl each year.

<p>What specialist services and expertise are available at or accessed by the school?</p> <p>What training are staff receiving or have completed to support children and young people with SEND?</p> <p>This includes recent and future planned training and disability awareness</p>	<p>There is a wealth of experience and expertise in the school staff including those trained in Autistic Spectrum Disorders, Reading Intervention, the Elklan Speech and Language course, Rebound Therapy, Paediatric First Aid and MOVE practitioners (MOVE = Movement Opportunities Via Education) .</p> <p>Speech and Language Therapists deliver safer eating and drinking training to relevant staff members. In addition all staff receive training in Moving and Handling by the two trained co-ordinators.</p> <p>Staff are trained in Team Teach. We have 5 Team Teach trainers in school.</p> <p>School staff are fully trained in the use of PECs, Eye Gaze and Sound beam.</p> <p>The school also liaises with speech and language for advice with pupils who need additional support in this area. In addition we have access to Speech and Language Therapists, Physiotherapy and Occupational Therapy. Regular clinics are also held. Pupils are referred on an individual basis linked to their statement of need.</p> <p>To support families in meeting appointments and reducing stress on students school hosts regular clinics with consultants and dentists.</p> <p>In addition children with additional physical needs access our hydrotherapy pool at least once a week. These sessions have one to one support and are led by qualified staff who are trained in the specialist 'Halliwick' technique. The pool may also be used for sensory regulation or as part of a Stress and Anxiety Reduction Plan.</p> <p>The school is a regional centre of excellence for MOVE programme.</p> <p>Referrals can also be made to other agencies including the School, Community & Diabetes nursing teams, Dietician, Child and Adolescent Mental Health Service, Barnardo's, Howgill Centre, Educational Psychologists and Specialist Advisory Teachers.</p>
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<p>How accessible is the school environment?</p>	<p>Mayfield School is accessible to wheelchair users and those using a variety of mobility aids. There are disabled parking bays in front of school. All classrooms have easy access to disabled changing and toileting facilities. Thought has been given in developing the building to provide all pupils with as much independent access to the facilities across school as is possible.</p> <p>School is extremely well equipped with a number of specialist items of equipment including overhead hoists to support safe and dignified moving. The hoists are also used to support pupils' postural management programmes.</p> <p>We have a range of specialised equipment in school identified via multi agency assessments and the child's Education Health Care Plan. These support full access to the curriculum. These include: standing frames, postural management equipment such as walkers, height adjustable tables, specialist seating equipment and assistive technology. We also provide specialist equipment for pupils identified as having additional sensory needs including such things as cushions, weighted blankets</p> <p>School has a fully accessible hydrotherapy pool with a disabled changing rooms and hoists.</p> <p>We also have two state of the art sensory room to support individuals or groups of pupils to enhance learning opportunities creatively. Pupils can develop their sensory awareness via switch enabled activities, voice activation and sound field awareness. The immersion room can be transformed into exciting environments such as; under the sea, space, rainforest and much more.</p> <p>"Eye gaze" assistive technology is used and has been the latest technology to unlock potential for learners. I-pads with Proloquo programmes support communication.</p> <p>In addition alternative communication aids including hearing and visual aids are prescribed for individual children and staff trained in their use.</p> <p>Parents/Carers for whom English is not their first language are able to access school translation service.</p>
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<p>How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?</p>	<p>Before a child joins us at Mayfield we organise visits to their current school setting and tours of school for them.</p> <p>School also liaises with the previous school and key professionals to ensure a smooth transition. A transition process is designed for individual pupils to help them familiarise themselves with the school, pupils and class - this may take the form of a one off visit or phased transition, videos are uploaded onto the school website.</p> <p>School also provides bespoke support to manage key transitions for pupils including transition to further education and liaison with transition and young people's service including Inspira and Prism Arts. (www.prismarts.org.uk)</p> <p>In the Mountains Department students are offered the opportunity to take part in Vocational courses and work experience. These include opportunities at Lakes College. (www.lcwc.ac.uk). These courses provide the students with a chance to sample what the college can provide in a further education (FE) environment as well as enhancing the curriculum provision within the Department.</p> <p>The 16-19 provision at Mayfield School has worked hard to create a different 'feel' to the rest of the school. A greater emphasis is placed on independence, student choice work experience and preparation for adult life after Mayfield . Students within school are offered transition opportunities during the last half of the summer term where they visit college for certain activities.</p> <p>These opportunities are personalised to make the transition as smooth as possible. Students and parents are invited into school for a formal presentation and/or informal chats and coffee mornings on a regular basis.</p>
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<p>How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?</p>	<p>For students from other schools transition into Mayfield 6th Form is organised on a very personalised flexible basis, dependent on an individual student's needs. Throughout the process we liaise closely with parents and the current school.</p> <p>Work Related Learning forms part of the programme of study for students at Mayfield.</p> <p>All students are given opportunities of a regular job within the classroom, some students are offered regular work experience opportunities around school and where appropriate students are given work experience placements in the local community.</p> <p>This enables pupils to prepare for leaving school and destination data demonstrates that pupils have a range of options for their future.</p> <p>We have positive links with local schools as well as working in partnership with the other four special schools in the county.</p> <p>Yearly transitions within school are carefully managed to support children's wellbeing.</p> <p>Shelley Crowe oversees all transitions to and from the schools.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>The decisions about the type of support your child needs will be based on discussions with you as a parent and all other professionals. Funding is reviewed annually with the Local Authority.</p> <p>Class groupings and streaming for Literacy and Numeracy enable the level of support to be targeted to meet the needs of all pupils.</p> <p>Pupil progress and attainment are regularly monitored (termly), any pupil not meeting targets will receive an appropriate intervention programme.</p>