



# Special Educational Needs Policy

Issue No	Date Written	Author / Reviewed By	Date of Review	Approved by Governors
1	September 2003	Lynne C Brownrigg		Autumn Term 2003
2		Full Governing Body	Autumn term 2006	Autumn Term 2006
3		Lynne c Brownrigg / SEN Curriculum Committee	Summer Term 2012	Summer Term 2012
4		Gillian Temple / SLT	Summer Term 2015	Autumn Term 2015
5		Full Governing Body	Autumn Term 2016	Autumn Term 2016
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7		Gillian Temple /Full Governing Body	Autumn Term 2018	Autumn Term 2018
8		Sam Kidd / Full Governing Body	Autumn Term 2019	Autumn Term 2020
9		Sam Kidd / Full Governing Body	Autumn Term 2020	Autumn Term 2020

## **Mayfield School - "Everyone Thinking, Everyone Learning".**

### **1. Information about the Schools Special Educational Provision**

Mayfield School is one of six special schools in Cumbria. Mayfield School is an all age special school for children and young people with special educational needs and disabilities. We see ourselves as a school of the future offering our children and young people and the community excellent resources and learning opportunities. All our children and young people have an Education Health Care Plan. (EHCP).

### **2. Pupil admissions**

Pupil admissions are through the recommendation and request of the Local Authority. Funding from the Local Authority is allocated through a "banding system" reflecting the special educational needs and disabilities of the young person. Moderation panel meetings help to identify pupils and match need to school places.

### **3. Assessment and Review**

All pupils have a statutory review on an annual basis (6 monthly for EYFS pupils). The meetings are attended by parents, carers, class teachers, pupils (as appropriate). Other professionals will be invited to the review to discuss the child/young persons progress, appropriateness and accuracy of the EHCP and whether the current provision is appropriate. An EHCP worker supports the process.

Pupil progress is assessed through the Development Matters profile, Mayfield Progress Steps, and Accreditation outcomes. This data is analysed and interrogated enabling strategies to be put in place to ensure our children and young people achieve their full potential.

An IEP (individual education plan) identifies targets with appropriate management plans. The IEP is reviewed termly and forms part of the Annual Review. The IEP will set out targets for each child and young person linked to the long term aims in the EHCP. The expectations will be challenging but realistic.

### **4. Curriculum Entitlement**

Our school is a stimulating, warm and happy community with excellent relationships between staff and our children and young people. We are committed to working collaboratively and cooperatively in creating partnerships with families.

We nurture a real sense of purpose with an emphasis of the provision of high quality teaching and learning. Every child and young person deserves a world-class education to ensure that they fulfil their full potential. Everyone who works with our children and young people have high expectations of them and the skills to help them to learn.

Appropriate Communication Aids and new technology (eg Eye Gaze) are an essential part of this "unlocking potential" and giving pupils a voice.

Mayfield School is committed to inclusion and believes it is about a 'process and not a place'. It strives to respond to learners in ways that help them be recognised as individuals at all times in their school career with personalised learning at the heart of our teaching. We model inclusion in all our policies and relationships with parents, pupils, carers and the wider community.

We believe in every child's entitlement to a broad, balanced curriculum, differentiated to support their individual need.

- **EYFS - Primary (KS 1 & 2) - Lakes Department**

In the Primary Department children and young people follow a Thematic Modular Curriculum which allows for cohesion, creativity and cross curricula links. Opportunities to learn through play help pupils develop the skills they need to access personalised learning programmes which enable them to progress at their own individual level.

In EYFS continuous provision is used to reinforce the learning focus, where appropriate.

We aim to develop the social skills that will enable them to make friends and gain greater independence. Children and young people have the opportunity of working in ability groups through timetabled sessions including numeracy and literacy.

There are pathways our pupils follow with curriculums covering pre formal, semiformal and formal.

- **Keystage 3 / 4 - Mountains Department**

Our Keystage 3 / 4 classes follow a broad balanced curriculum, again following the smile and formal curriculum.

Global Dimensions and International Links are a feature of planned topics.

Transition to Key Stage 5 is an important one and we continue to develop the students independence skills. Access to accreditation enhances the curriculum.

- **Post 16 - Mountains Department**

The Mountains department is home to students in KS3, 4 and 5. The curriculum aims to enhance the life skills and vocational skills of our students. They achieve a range of nationally accredited qualifications from examination boards which include Open Awards and ASDAN, as well as Duke of Edinburgh. Residential experiences are used to enhance the curriculum.

We have an excellent relationship with the local college, where our students attend courses in a range of subjects including catering and horticulture.

Year 13 and 14 classes follow an employability course which supports preparation for Life after Mayfield.

Learning within the community is very much present in the mountains department, with educational visits taking place to shops, museums, fire stations and many more. There is an active school council.

Work Experience opportunities are provided for Key Stage 3, 4 & 5.

Our Head Boy and Girl are chosen annually from the leaver's class and are proud to represent their fellow students throughout the school year. They are supported by a school council.

## **5. Procedures for concerns**

If parents have concerns regarding the provision made to meet their child's special needs they are encouraged in the first instance to discuss the issue with the class teacher or the Headteacher. If they do not feel satisfied with the outcome they may take advantage of the governors complaints procedure.

Parents / carers are informed about the Parent Partnership Group so that they can obtain support, advice and information if they wish.

## **6. Professional Staff Development**

Staff are well skilled and aware of local and national developments. The Governors will ensure that they are kept up to date regarding their statutory requirements by attending training and receiving updates from the Head teacher.

All staff are encouraged to undertake regular CPD linked to the School Improvement Plan. They keep up to date through attendance at courses, meetings, conferences, reading and through subscription to professional bodies.

## **7. Links, outside agencies and School Community**

The school works closely with other agencies

- Inspira
- Physiotherapists
- Speech therapists
- Occupational therapists
- Social Services
- Respite Care workers
- Primary, Secondary and Special School Consortiums
- EHCP worker

## **8. Partnerships with Parents**

At Mayfield we recognise the vital role that parents play in the education of their children. Pupils achieve their full potential when school and home work together. Parents are welcome to visit Mayfield School and should they wish to do so, can arrange an appointment by telephone. During the school year there is a rolling calendar of events, for example Open Evenings to meet new teams, Sport's Day and celebrations, to which parents are invited to attend. Mayfield hosts a parents group

Regular contact with parents is maintained through the use of telephone calls, a Home-School diary, recordable message pads, DOJO, a school texting system, Twitter (@\_mayfieldschool) and school website ( [www.mayfield.cumbria.sch.uk](http://www.mayfield.cumbria.sch.uk) ).

Annually parents and carers receive a detailed Review Report.

Parents and carers are then invited into school to discuss their child's progress and achievements made over the previous year and to contribute to the drawing up of a new Individual Education Plan. We will always contact parents immediately if we are concerned about any aspect of their child's welfare, progress or behaviour and we encourage parents and carers to let us know of any problems or anxieties they might have.

In the autumn term school holds an open evening for parents. At the end of the spring term parents are invited to a parents evening with their child's class teacher. This is an opportunity to look at the curriculum work that their child has been involved in throughout the year. Parents also receive a Mayfield School Report with a photographic DVD which celebrates their child's achievements.

#### **9. Monitoring and Evaluation of the Special Needs Policy**

This policy will be reviewed by the full governing body on an annual basis.

## Special Educational Needs Policy

Mayfield School... *"Everyone Thinking, Everyone Learning"*

### A STATEMENT FOR PARENTS, CARERS AND OTHER USERS OF SCHOOL SERVICES

- At Mayfield School we are committed to raising the educational standards of all our pupils and to promoting the right of every individual to achieve their potential.
- All children/young people have the right to equality of opportunity in education.
- All children/young people have a common entitlement to a broad and relevant curriculum.
- All children/young people should be offered a challenging and interesting curriculum.
- All children/young people should feel valued, experience success and feel positive about themselves.
- All pupils should benefit from the partnership created by multi-disciplinary teamwork.
- Parents and carers have a valuable contribution to make and are involved in the educational process.

### Objectives

- The school evaluation statement will reflect the above principles.
- All policy statements will reflect the above principles.
- All staff will develop their personal skills to meet the needs of the entire pupil population.
- Staff will work co-operatively with other agencies in the promotion of our principles.
- Parents contributions to the education of their children will be sought.
- All pupils will have access to the same curriculum model as their mainstream peers, if appropriate.
- All pupils will have a statement of special educational needs, which will be reviewed annually.
- All pupils will have an individual education plan, which will set out the expectations for each pupil. The expectations should be realistic but challenging.
- Pupils will have opportunities to excel in a variety of situations and opportunities, and those achievements will be celebrated.