

Mayfield Messenger

14th October 2022



Ready, Respectful, Resilience, Responsible, Resourceful, Reflective

Dear parents and carers,

A message from Mr Howard

It has been another eventful week with Year 11 parent's/carer's evening, auditions for Dance Live, a primary visit to Intech Science museum in Winchester and the Restart a heart CPR sessions in the hall. I am already looking forwards to next week's events!

Having the opportunity to listen to Year 11 parent's/carer's journey at Mayfield has been very useful and I look forward to hearing what you have to say during Primary parent's/carer's evening on Tuesday 18th and Thursday 20th October. Speaking of parent and carer voice, today was also the last opportunity for you to vote for your top 3 school mottos. The leadership team will collate all of the results from everyone in the school community who voted and reveal after half term, our new motto. I am looking forward to sharing this with you. This is the beginning of a new journey we will take together.

I wish you all a great weekend!

October Half Term Active Leaders Course for Years 9, 10 and 11

I am pleased to share a free event available to all young people of this age group (Year 9, 10, 11).

Dates: Monday 24 October - Thursday 27 October 2022

Times: 9.30am - 3 pm daily

Venue: Trafalgar School

Hosts: [Active Leaders](#)

Age range: School Years 9+

Food: Lunch included



Active Leaders practical training courses enable young people to become Active Leaders. They use fun activity as a means of doing this, building workplace skills, experience, confidence and identifying next step opportunities.

Young people will:

- Learn how to be a leader
- Learn First Aid training
- Develop their confidence to lead
- Lead an activity session
- Use creative skills to invent a game
- Learn about event planning and organisation
- Learn about marketing and finance
- May be able to volunteer with HAF Pompey at the end of the course



Please contact penny@activeleaders.co.uk to sign up or find out more.

Mindapples

Mindapples is a programme to encourage all of us to think about how we are looking after our minds to keep ourselves healthy.

The basic idea behind Mindapples is that we each come up with 5 things we can do each day to keep our minds healthy, these are our 'mindapples'. This will be introduced to our senior pupils via the tutor programme.

The Mindapples charity will be in school next week filming for a promotional video, all staff and pupils who will be identifiable in the video will have received a message via class charts to withdraw permission if they wish. We look forward to sharing our Mindapples with you!

mindapples

Restart a Heart Day

Today was our 'Mayfield Restart a Heart Day'.

All of Y8 had a 'healthy heart'-themed day and all of Y8 and all of Y6 received hands-on CPR training, led by a Senior Paramedic from South Central Ambulance Service.

Thank you to Mr Jackson for organising this great opportunity for pupils to learn this life skill we should all learn, but hopefully never have to use.



Extra-curricular clubs Autumn 2

The booking system for extra-curricular clubs closes at 6pm on Monday 17th October and we cannot accept any bookings after this time.

Please can we ask parents to only book their children in for clubs that they will be attending each week. We will be running a waiting list for all clubs, if pupils do not attend three clubs in the half term their space will be allocated to a pupil on the waiting list.

We currently have around 15 pupils each day who have not attended 3 or more sessions this half term, this is an additional 75 spaces a week we could be offering to pupils on waiting lists.

For support with club booking please email extra-curricular@mayfield.portsmouth.sch.co.uk

All bookings close on Monday 17th October at 6pm

We thank you for your understanding in this matter and remain committed to offering a wide range of **FREE** extra-curricular opportunities to our pupils.



U11 Div 1 Final results and table

Congratulations to our U11 boys' football team for winning the Portsmouth City League. The skill and desire to win was amazing! We are very proud of you - what an achievement!

Mr Rolfe and Mr Reid

School	Played	Won	Drawn	Lost	Conceded	Points
1 st Mayfield	18	14	3	1	0	77
1 st KACP	18	14	3	1	0	77
3 rd Wimborne	18	11	5	2	0	67
4 th Penbridge	18	7	2	9	0	48
5 th Meon	18	6	1	11	0	43
6 th Ar Court	7	3	0	4	3	19
7 th N Parade	7	1	0	6	3	11
Copnor	0	0	0	0	10	0

Goal difference does not count
Points are Win = 5; Draw = 2; Loss = 0 (5 pts to team attending);





Mayfield SEND and Wellbeing Newsletter

Please find attached this half-term's edition, there is information on fresh starts, the importance of support staff - such as Learning Support and Teaching Assistants - and how teachers can make the most of having one in their classroom, what it means for Portsmouth to be a 'needs-led city', introductions to some staff, and plenty more besides!

Portsmouth Primary SCITT

Are you thinking about training to become a Primary Teacher?

Anyone wanting to find out more about the course is invited to their open coffee morning on Thursday 20th October 2022 between 10am and 12pm.

Further information can also be found in the information attached.

Portsmouth Primary SCITT

School Centred Initial Teacher Training



Are you thinking about training to become a Primary Teacher?

Which qualifications do I need? All primary teacher training courses require an honours degree and GCSE Mathematics, English and Science at grade 4/C or above. Equivalent qualifications can also be considered. All applications must be supported by full employment and education history, and 2 references.

Who are we? A long established outstanding provider of School Centred Initial Teacher Training, based in Portsmouth. We run a one year PGCE with QTS course, providing trainee teachers with the very best subject and pedagogical knowledge taught by expert colleagues from across the region.

What is the structure of your course? We feel one of the niche strengths of our course is that all subject and pedagogical learning is taught in blocks, at our training centre prior to a school based placement. By spending time together, you are able to build strong relationships with both peers and the experts facilitating your learning. You are then able to fully immerse yourself in school placements, putting all you have learnt into practice supported by mentors and link tutors.



Can I choose my own school placement? We work closely with our partnership schools and have long established relationships with the leaders and mentors in each. We ask trainees for preferences of key stage and location, but essentially, our expertise in placing a trainee where they are going to excel, is one of our strengths. You are not just a number to us; we match you carefully with a school and mentor.

How many assignments do I need to do? Throughout the year, you will be set three portfolio assignments. There is opportunity to gain masters credits on these assignments which can be used towards a further qualification in your onward career if you so choose.



Reports

The first Reports for the Senior Section are due to be posted home at the end of next week.

For Years 7 – 10, these reports will show your child's Expected Grades and Attitude to Learning in each subject.

The Year 11 reports will also include a current predicted grade.

As we have Primary Parents Evening this week, there are no Primary Reports for this half-term. The first Primary Report of the school year will be sent home at the end of the Autumn term.

We have changed our report format and would welcome feedback.

Year 10 parent's and carer's evening

The **Year 10 parents and carer's evening** is taking place face-to-face on **Thursday 3rd November from 4 till 7pm.**

Appointments with the subject teachers will give you the opportunity to talk about your child's progress and their targets.

The Parental Booking System for this evening is now open.

It would be great to see as many of you as possible.



This week's successes outside of Mayfield are;



Sofia, in Year 3, scored 4 goals and got parents player, and managers player of the match awards. Watch out England, we have another Lioness ready to join the team.

Congratulations to Dahlia in Nile class who completed the Summer Reading Challenge for the 4th year in a row! A brilliant effort and we look forward to hearing about next year's challenge. Keep up the fantastic reading Dahlia!



Elizabeth in year 5 took part in a music recital (playing violin) in Southsea Library to raise money for Macmillan Cancer. Well done Elizabeth!



At the weekend, Kayleigh received her Race at your Pace medal for achieving 25 miles of dedicated walks during September. This most definitely deserved to appear in the Mayfield Messenger. A brilliant achievement Kayleigh!



Share your child's success outside of Mayfield

If your child/ren have achieved something over the weekend or during the week, please share a picture and a brief description of the success. This could appear in the next Mayfield Messenger.

Please send these to

general@mayfield.portsmouth.sch.uk

Unfortunately, we will not be able to share all of these. However, we will use them to contribute to a beyond Mayfield display.

We look forward to seeing you all again on Monday

Are you thinking about training to become a Primary Teacher?

Which qualifications do I need? All primary teacher training courses require an honours degree and GCSE Mathematics, English and Science at grade 4/C or above. Equivalent qualifications can also be considered. All applications must be supported by full employment and education history, and 2 references.

Who are we? A long established outstanding provider of School Centred Initial Teacher Training, based in Portsmouth. We run a one year PGCE with QTS course, providing trainee teachers with the very best subject and pedagogical knowledge taught by expert colleagues from across the region.

What is the structure of your course? We feel one of the niche strengths of our course is that all subject and pedagogical learning is taught in blocks, at our training centre prior to a school based placement. By spending time together, you are able to build strong relationships with both peers and the experts facilitating your learning. You are then able to fully immerse yourself in school placements, putting all you have learnt into practice supported by mentors and link tutors.



Can I choose my own school placement? We work closely with our partnership schools and have long established relationships with the leaders and mentors in each. We ask trainees for preferences of key stage and location, but essentially, our expertise in placing a trainee where they are going to excel, is one of our strengths. You are not just a number to us; we match you carefully with a school and mentor.

How many assignments do I need to do? Throughout the year, you will be set three portfolio assignments. There is opportunity to gain masters credits on these assignments which can be used towards a further qualification in your onward career if you so choose.

How do I apply? The course runs from September to July. Applications for September 2023 open on 11th October 2022. Applications received via the Apply service are processed accordingly. After considering your application, you may be invited to interview.

I'd like to find out more about Portsmouth Primary SCITT – how can I do this? Anyone wanting to find out more about our course is invited to our open coffee morning on **Thursday 20th October 2022**

between 10am and 12pm. If you're unable to make it, please do

give us a call or drop us an email using the contact details below and we'll gladly arrange another time to chat.

Similarly, our Facebook page gives a great insight as to what the trainees have been up to in the classroom and may help answer some of your questions.

Lily says, *"I have enjoyed the workshops and the year immensely and would recommend this course to anyone interested in teaching."*

Noor says, *"I am so thankful to have been given the opportunity to train at Portsmouth SCITT. You have all made my dreams come true!"*



What next?

Emma Cornish – SCITT Lead

Hayley Aldis – Course Coordinator

Email – admin@portsmouthscitt.co.uk

Phone – 023 9237 3432

Facebook – www.facebook.com/scittprimary/

Twitter – @scittprimary

Welcome to our
Mayfield SEND
& Well-Being

NEWSLETTER!



Hello and a very warm welcome to our first newsletter of the academic year! As ever, this newsletter is aimed at staff and families alike, as we are all a part of our Mayfield community. Each half-term, you'll find info about well-being, the school itself and the folk who work here, as well as news and information about special educational needs and disabilities (SEND).

It's been a busy term already, with many new students starting their Mayfield journey – they are in good company because we have of course also welcomed our new Head Teacher, Mr Ashley Howard.

For those of us returning to Mayfield after the summer break, it has been a productive few weeks, with a community event, a year 4 and 5 football win (excellent!), a visit from children's author, Cressida Cowell, Zoo Lab workshops, an Open Evening, and even a visit from a palaeontologist in year 6!

September always signifies a fresh start in school, something that we can all remember and recognise from our own school days. As the year begins to turn towards autumn, a page closes on the summer months and we open a bright new one, ready to start again. So, sharpen your pencils, get your rulers ready, and read on! As ever, if you would like to comment on something that you read – whether you'd like to find out more, or to even contribute, then please contact me at howard-verity@mayfield.portsmouth.sch.uk.

New terms and fresh starts

As with any new start, the beginning of the academic year allows us to 'go again'. To begin afresh and to move forwards. We feel motivated, good to go, energetic and enthusiastic. This is the same of course as January, the beginning of our calendar year, but it's also echoed in numerous other fresh starts that we experience regularly, such as Mondays or the first of the month. These are peak points when we feel reinvigorated, so why not make the most of them?

These peak points, such as the first day of a new month, are called 'temporal landmarks'. We've all experienced that dreadful sensation of 'I can't do this again', but temporal landmarks allow us to press our own internal reset button. However, we don't have to wait for a specific date or time to allow ourselves to reset – every day is a new chance to begin again. We just need to take some time, breathe, and recognise that we have plenty of opportunities for fresh starts; we just need to spot them and seize hold of them.

When life sets us back, we can find the resilience inside ourselves to try again. All those clichés – dust yourself off and try again, tomorrow is another day and so on – are true. It's not always easy, but if we mentally set ourselves up for a fresh start, then we can accomplish great things! Take reassurance from the fact that when you start something again, you're a different person to when you tried it the first time. You've learnt new things, you've gained new experiences, you can have a different outcome this time. Grab your blank slate and be the person you want to be, or solve the problem you want to fix, or make the positive change you've been looking for. ***Be the change you want to see!***



Meet the team!



The Learning Support Department is a big one! We have many members of staff, including Learning Support Assistants and Teaching Assistants (you'll find more info about them further on in this newsletter). We are also extremely lucky to have four Emotional Literacy Support Assistants (Mrs Rowland, Miss Blendulf, Mrs Gardner and Mrs Lester), an Individual Tutor (Miss Claire Swinson), and our wonderful admin support in the form of Mrs Laine Fletcher (- the glue that holds the department together, thank you Laine!)

The team members that you will most likely hear about or from will include those below, so each member has written a mini biography so that you learn a little about our backgrounds and interests:

Mrs Erika Anders, our SENCO, Assistant Head, and Designated Safeguarding Lead (DSL):

"I have worked at Mayfield for 22 years and have now been SENCO for 9 years. I am passionate about young people feeling successful and engaged in their school environment and being able to achieve to the best of their abilities. I think it is really important for children to feel safe and secure in order to thrive and I want to support our children to be able to break down any barriers to their success, whether it is social and emotional need or cognitive need."

Miss Jo Webb, Assistant SENCO and teacher of English:

"I started at Mayfield nearly 29 years ago as a History teacher and since then I have taught Geography, RE, PSHE, media and now teach English. I have also spent 25 years as a Pastoral Leader. I was very proud to be Head of Discovery but felt that I wanted to do more to support students who were struggling with their learning and emotional well-being, especially since the lockdowns had impacted all of us, and I was seeing more students struggling in some way with their learning and / or mental health."

Joining the SEND team is an exciting opportunity for me to support staff in helping students reach their potential and I will be using my SEND qualifications (which includes the National SENCO Award) to do this important work. I shall be focusing primarily on supporting our Key Stage 4 students but I will also be providing differentiated homework for Key Stage 3 students who are struggling with their learning, overseeing small group reading and handwriting interventions for year 7 and 8 students during their Designated Reader lesson, and leading on a Neurodiversity intervention for students across the school."

Mrs Amy Brawn, Assistant SENCO in primary:

"I started my teaching career already with a drive for supporting those with SEN. Having worked for Enable Ability for some years, I knew that my passion lay in understanding and guiding children with additional needs. I started working at Cliffdale Academy and learned a great deal about the types of support on offer for those who need it, how to bolster and encourage our young people and help

them to achieve. I moved from Cliffdale to Milton Park Primary to work in the Autism Provision there, before going on two maternity leaves very close together when my wonderful daughters came into the world. During my leave, I noticed the advert for Assistant SENCO at Mayfield and knew I had to jump at the chance. I am so thrilled to have joined the team here to be part of the ongoing journey of excellence - specifically helping staff, children and parents to contribute towards our inclusive vision."

Ms Lindsey Catlin, Assistant SENCO:

We are thrilled to have welcomed Lindsey as a new member of staff this term. Lindsey is a specialist with much experience in the field of SEND, including as a parent herself. Lindsey says:

"I'm really excited to be joining Mayfield in my new role and getting to know pupils, families and staff. I am a champion of pupils with SEND and I am also a parent of a young person with a range of additional needs, including autism."

I have previously worked in a mainstream setting in the city but have spent the last five years teaching in a local school for pupils with learning difficulties. I am really pleased to bring this experience to my assistant SENCO role and have a special interest and a wealth of experience in supporting pupils with autism, helping pupils with sensory regulation and preparing pupils for adulthood."

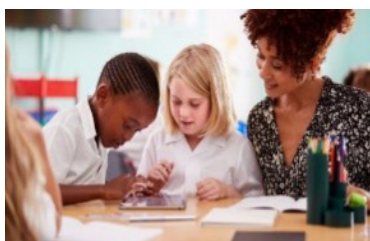
Mrs Verity Howard, SEND teacher and Mental Health Support Team (MHST) Lead:

"Having started my career as a subject leader for RS, Philosophy and Ethics, I then started teaching at The Harbour School, for young people with SEND. It soon became clear that working with the amazing kids and their families was everything I went into teaching for, and I stayed for nearly 6 years, becoming subject leader for English, as well as the Deputy of Campus for Medical Provision, Reintegration and Tuition. I joined Mayfield in 2018 to support young people with SEND in a mainstream setting, something about which I am passionate. I have a special interest in social, emotional and mental health and, outside of school, I enjoy writing, having written textbooks, teaching & learning files, articles for magazines and supplements - such as for The Times Educational Supplement - and also having been a newspaper columnist for several years. At present, I am shortly due to complete my SENCO qualification at the University of Chichester, and I love working at Mayfield in our brilliant team - with our equally brilliant young people and their fantastic families. True inclusion means feeling included - from children to parents, to staff and the local community - and we strive to achieve that for all!"





The who. why. when. where and what of Teaching Assistants (TAs) and Learning Support Assistants (LSAs)!



Our TAs and LSAs are integral to Mayfield – without them, our students would not get the high levels of support that they need. TAs are usually based in primary and they often support with a whole class but where a child has, for example, an Education Health and Care Plan (EHCP), they may be 1:1 with a child who has SEND (Special Educational Needs and Disabilities).

LSAs generally work in our senior section, and these members of staff work almost always as 1:1s with our students. Both TAs and LSAs provide vital points of regular contact for parents and are wonderful at keeping other staff 'in the loop' about communications or the needs of our children and young people. The support staff are very knowledgeable about the students and a variety of needs. They have to be flexible – no two days are the same – and are highly skilled at adapting to whatever the day brings. They can support emotional or friendship needs and social skills – the job involves far more than academic learning support!

How do teachers make the most of having a TA or LSA in their classroom?



Teachers are able to collaborate with and direct support staff in many ways. This might include the TA or LSA working with a 'differentiated' resource (so one that has been tailor-made for a child, for example, it might have a larger font, or a list of special words or vocab), or asking an LSA to support with a specific task for their 1:1 child or young person. LSAs can help students to break longer work up into chunks, to identify what they need to do, and to use strategies that the teachers also use in order to support learning and engagement.

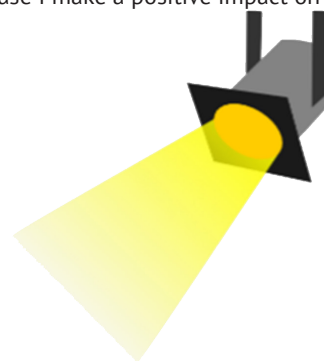
Teachers should liaise frequently with the support staff in the class – talking to them about the children, about what is working well and about other things to try. Teachers can also put the individual strengths of the LSA or TA to good use – if either is an excellent mathematician, or artist, or has a fascination with history, then this skill can be put to brilliant use in the class!

Both TAs and LSAs can also work together with the class teacher to set targets for the children and to provide valuable feedback on progress or areas for development. The more collaboration the better! Our support staff are absolutely vital to how we work as a school and how we develop our children and young people – so, to any TAs or LSAs reading this, a big thank you! You truly help to make a positive difference.

LSA Claire Stonebridge tells us about her role!

Claire has worked at Mayfield since 2019 as a Learning Support Assistant in seniors. Her work is varied and we asked her to tell us a little bit about it:

"As a Learning Support Assistant, I provide support for students who need help in and out of school. My days as an LSA are never the same, with many different challenges each day. I support mainly 3 students with different needs (and not just inside the classroom) to keep up with their work and stay on task, but also with any issues they have outside of lessons, for example, stress, anxiety and also giving support for 1 to 1 sessions to help them catch-up or build confidence. I feel like being an LSA is very rewarding because I make a positive impact on the life of the students every day."



SEND Spotlight

What does it mean that Portsmouth is now a needs-led city?

Since the summer, it has been no longer possible in Portsmouth for us to refer children to the Child and Adolescent Mental Health Service (CAMHS) for a diagnosis, such as that of Autistic Spectrum Condition (ASC) or Attention Hyper Activity Disorder (ADHD).

However, we would like to reassure parents and families that this absolutely does NOT mean that children and young people therefore get less support!

Instead, the city has become what is known as 'needs-led'. This means that we are led directly by the needs of the child and that we support those needs. For example, a student with dyslexic traits may need their work printed on a different coloured paper, so we do that. A student who presents as though they may have ADHD – and who may therefore find it challenging to focus in lessons – may be seated nearer the teacher. The staff will ensure that the young person gets frequent discrete reminders, ways of breaking their work into smaller chunks, or, for example, movement breaks, so that they can stay focused. Essentially, whatever the presenting need, we find a strategy to support it as best we can.

Therefore, if a child does not have a diagnosed condition, then in terms of school support, it will be the exact same as if they do have a diagnosis. This is because we aren't supporting the diagnosis, we are supporting the presenting needs: we are needs-led. At Mayfield, we have never believed in waiting for a diagnosis in order to change our teaching strategies, or other forms of support to help the child. We use things such as a 'Pen Portrait' – which is a recognised document that contains the needs a child may have, complete with the strategies a teacher can use to support them, and we differentiate (or change) the resources a child may use, as well as changing our approaches with them.

If you have any concerns regarding your child, then please do contact us in the Learning Support Department (details are at the bottom of the newsletter). We are absolutely here to help!

What is the Mental Health Support Team? (MHST)



We are super lucky in Portsmouth to have access to the MHST – these guys are a step above our onsite Emotional Literacy Support Assistants (ELSAs) but a step below CAMHS, and they are able to help young people suffering from low mood and anxiety. The MHST work with children and their families and are able to teach the young people some strategies that they can use in order to support themselves and to control symptoms of anxiety.

The video link can explain more but if you'd like to ask us about this service, then please do contact the Learning Support Department.
<https://vimeo.com/user174737987>



Mrs Groom-Radford, one of our 1:1 LSAs in our senior section, has written an article about the use of 'affirmation cards'. You can use these as a parent, a teacher, a family member or even for yourself. Read on to discover how.

The Benefits of Affirmation Cards

For young people, the world around them is changing at an alarmingly fast rate. It can feel very overwhelming when they are presented with new challenges and responsibilities, be they at school or at home. They are trying to find a sense of how they fit in the world and who they are. Young people, particularly teenagers can be sadly quite self-critical and find it hard to see their own positives. Getting them to open up, whether at home or in lessons, and speak about themselves in a positive way can be an emotional hurdle for some. However, being able to affirm or support ourselves and open up to others can have a very positive and healthy ripple effect. Affirmation cards are also very easy to create and use in a variety of ways. Below are some ideas:

Affirmation of the Week:

In home (or in tutor if you're a teacher), choose an 'affirmation of the week' and display it for everyone to see. This could be in a jar in the kitchen, or on a display board at school. For example, "I am funny!" "I am resilient!" "I am worth it!"

Affirmation cards:

The word affirm means to 'state something that is true' and using affirmation cards with a simple but positive message can start up a conversation. You can ask about the qualities of friends and put an affirmation on a card to best describe them. This can be done with qualities of family members and pets as well in hopes to encourage young people and children to see and describe the same qualities in themselves.

Learning Support Department

Should you have any concerns regarding your child, then do please contact us. The folk below can help!



Mrs Erika Anders
SENCO, Assistant Head, Designated
Safeguarding Lead
anderse@mayfield.portsmouth.sch.uk



Miss Jo Webb
Assistant SENCO (seniors)
webb@mayfield.portsmouth.sch.uk



Ms Lindsey Catlin
Assistant SENCO
catlin-lindsey@mayfield.portsmouth.sch.uk



Mrs Amy Brawn
Assistant SENCO (primary)
brawn-amy@mayfield.portsmouth.sch.uk



Mrs Verity Howard
SEND teacher and Mental Health Support
Team Lead
howard-verity@mayfield.portsmouth.sch.uk