

Mayfield SEN Information Report 2018-2019

Section 1

What kinds of Special Educational needs does Mayfield make provision for?

Mayfield is a maintained day special school for students aged 2-19 years, with generic learning difficulties, from Chorley and the surrounding areas. We have provision to meet the needs of children with, severe and profound and multiple learning difficulties, Autistic Spectrum Condition and speech, language and communication needs. In addition some students also have complex medical needs, physical difficulties and multi-sensory impairments

Students that attend Mayfield will be provided with an appropriately paced and differentiated curriculum. The admission arrangements can be found on our website within the admission policy.

Mayfield School is a specialist school in Communication and Interaction. All students have a statement of Special Educational Needs. As requested by the local authority we are able to take students on an assessment place prior to completion of their Education Health and Care Plans.

In addition the following facts and figures apply:

- Pupils come from a mixture of Socio-economic backgrounds from across the North West of the county
- Most pupils travel to school on local authority transport
- We currently have 118 pupils on roll
- 13 students attend from ethnic minority families

Section 2

How would Mayfield identify and assess my child's special Educational needs?

Almost all our pupils at Mayfield join us with a Statement of Special Educational Need or an Education, Health and Care Plan (EHCP). As such student's needs are identified prior to enrolment. In some specific cases pupils will join us on an assessment placement for a specific period of time prior to their Education Health and Care plan being finalised.

In cases where students present with additional needs whilst at school we follow the appropriate procedures to assess and meet these needs. All statements will be converted to an EHCP in due course which are reviewed annually. In addition children are constantly observed and progress recorded.

Pupils are assessed against their own prior learning and challenging targets are set throughout the academic year. Formal meetings are held throughout the year to monitor progress.

The school works closely with Therapists, educational psychologists and external agencies to identify and meet the holistic needs of every child. On request from school or parents we are able to request an individual reassessment of need.

Section 3

(a) How does Mayfield evaluate the effectiveness of its provision for pupils;

At Mayfield we have:

- A school improvement plan and self- evaluation document shared with staff and governors
- Regular monitoring and evaluation of the performance of all staff
- Annual Questionnaires for pupils and parents
- A school business manager responsible for ensuring with the Headteacher that school offers value for money
- Regular visits from external advisers to support our own evaluations / moderate our judgments
- A school effectiveness Committee of Governors and senior leaders
- Comprehensive target setting , tracking and assessment process.
- Bespoke and targeted intervention and support package for all pupils linked to key learning needs
- Evaluation of success towards meeting individual learning priorities(on a short , medium and longer term basis) and annual review targets.
- Data summary during the summer term to support ongoing improvement
- A governing body with a wide range of skills to offer effective support and challenge to school leadership at all levels.
- Procedures to monitor pupil attendance
- Lesson observations of all teachers and HLTA's and feedback
- Termly monitoring of planning
- Annual appraisal process for all staff

(b) Mayfield arrangements for assessing and reviewing the progress of pupils;

At Mayfield we follow a rigorous target setting, tracking and analysis of progress across each term, year and Key Stage. This ensures we can set high expectations and support our students to make the best progress possible from their individual starting points. We measure a significant range of outcomes for all students both academic and personal , social , physical , emotional and behavioural. We have the following procedures in place:

- Baseline on entry for ALL students transferring from other settings ,within the first 4 weeks
- Termly IEP targets, including communication based around key learning needs- sent home for parents to support
- Annual language assessment and target setting by our communication consultant
- Comprehensive range of interventions in place to meet individual key learning needs
 - These are regularly monitored and evaluated for impact
 - Eg talk tools, SCERTS, sensory diet, Boxall, language groups , nurture groups.
- Comprehensive individual pupil profiles based on pupil's strengths.
- Individual behaviour support plans with identified targets to meet
- MOVE programme and targets to support physical independence
- Annual reviews for all pupils, six month reviews for EYFS, annual reports of progress.
- Therapy plans/episodes of care for Speech and language therapy, physiotherapy and occupational therapy interventions
- Detailed ongoing assessment and observation of pupils
- Termly reviewing process to ensure that all pupils make at least their expected level of progress towards challenging targets set
- End of year data analysis on attainment, progress and achievement –compared with developing data set from other Special Schools

At Mayfield we use a number of different teaching techniques, approaches and strategies that are differentiated to meet the individual needs of our pupils. These support the academic, emotional, social and behavioural developments of our pupils in a safe and secure environment.

(c) How has Mayfield school adapted the curriculum and learning environment for pupils;

We are very proud of our curriculum provision that is based on the principle of 'one size fits one'. School offers a total communication environment to support inclusion and access to learning. Depending on each student's key learning needs we design and individual programme of learning linked to a student's cognitive level of need.

School is also adapted to meet the needs of students with physical restrictions and we have a range of bespoke equipment across school (such as ceiling hoists, specialist eating and drinking equipment etc)

Within this we have excellent resources to meet specific needs which students can access on an individual or group basis. These include :

- Hydrotherapy pool
- Outdoor Classroom
- Multi- Sensory Room
- Outdoor play areas
- Cycle Track and adapted bikes
- Poly tunnels
- Woodland area
- MOVE and fitness suite
- I pads in each classroom
- Moveable plasma screens
- Eye Gaze equipment
- Sensory Garden
- Touch plasma screens

At Mayfield we have developed a curriculum that is broad, balanced and that is personalised to meet the varied and individual needs of our very special pupils. The personalisation of our curriculum includes a variety of enrichment activities to encompass all areas of learning and development. Staffing levels are enhanced so that pupils are usually taught in classes of up to 10 with a teacher and at least one level 3 teaching assistant and an appropriate number of additional teaching assistants to meet the needs of the class group.

At Mayfield we ensure that all the National Curriculum/statutory curriculum guidance is delivered to all pupils via a tailored made and inclusive curriculum.

Our pupils have access to hydrotherapy, sensory integration and other complimentary therapies that enhance their education. Pupils are also invited to attend weekly after school clubs and have the opportunity to attend a residential trip.

(d) What support is available for improving the Health, Emotional and Social development of pupils?

All existing staff were trained in basic first aid in 2015. In addition we have a number of staff trained in Paediatric First aid. As required pupils have individual healthcare plans , Moving and Handling Plans and Behaviour Support plans. Staff follow guidance regarding 'supporting pupils with medical needs' and the 'administration of medicines' , alongside advice from healthcare professionals. Staff training including, child protection and safeguarding is updated. All new staff receive full child protection and safeguarding training.

Health and Safety across the school day is a priority. Stringent risk assessments are in place both within school and classrooms and for any offsite activities. These include details about individual risks and how they are managed.

We have excellent provision to develop pupil's fitness with indoor and outdoor gym equipment. In addition we regularly encourage pupils to take part in sports events outside school. We have also developed excellent links with specialist sports providers via the Sports Alliance who hold regular sessions in school.

At Mayfield we consider our students personal , social , emotional and physical wellbeing and development a CORE learning priority. All pupils have at least one priority learning target linked to this area. We place student's emotional , physical and mental health and wellbeing before all other priorities in order to allow students to learn effectively. We have two key staff specifically trained in delivering a nurture based approach to learning which is being rolled out across school.

We all share the belief that a core purpose of our responsibility is to enable all students to develop emotional resilience, independence, social skills and skills for life. This is achieved both through direct teaching during PSHE, registration time and indirectly with every conversation and interaction held between adults and students. To ensure a holistic family approach we involve parents and siblings as much as possible in our approach.

A large number of our students are in the early stages of emotional and social development because of their special educational needs. Each individual is supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support, for example attending a therapeutic intervention. Some pupils may benefit from additional support through specific behaviour strategies, such as the use of social stories or personalised reward charts. On occasions we may need to seek a referral to CAMHS for external support.

Section 4

Information about the expertise and training of staff in relation to children and young people with special educational needs.

All staff have clear job descriptions which detail the required qualifications for each post in school. In addition staff have access to a data base of staff skills and expertise to support ongoing professional development . School has a programme of core and additional training which is followed on a rolling programme.

Staff complete the following Core Training :

- Annual professional training days that are linked to the school improvement plan.
- Full induction training and programme for the first year
- Medical administration training (see administration of medication policy).
- Team Teach – embedded to support behaviour management.
- Moving and Handling
- Safer Eating and Drinking
- Signalong and total communication
- Mayfield expectations for teaching and learning
- Child Protection and Safeguarding Level 2
- First Aid
- Appraisal CPD targets.

In Addition we have a regular rolling programme of Additional Training led by a number of expert staff

- Visual impairment
- Sensory integration
- Supporting complex needs
- Specific medical training
- ASC incl social stories /visual support
- MOVE training
- Reading support
- SCERTS
- Boxall profiling
- Talk Tools
- Sensory timetables
- EDY training

Our Teaching assistants have personal interests and expertise in a number of areas, including behaviour support, sensory integration, M.O.V.E, safer eating and drinking and sign along.

Section 5

How does the equipment and facilities, at Mayfield support children and young people.

Mayfield School is a purpose built building and is fully accessible for wheelchair users being on one level. We also have a minibus with a tailgate lift. There are a number of accessible parking spaces available close to the reception entrance.

The auditory and visual environment has been enhanced to meet the needs of our pupils with oversight and advice from an independent specialist teacher of the Visually and Hearing Impaired. There are accessible changing/toilet facilities within school which include ceiling hoists and height adjustable changing beds. Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs.

Section 6

What are the arrangements for consulting and involving parents in, the education of their child?

At Mayfield - parents are fully included in the process of working with their children.

This includes:

- Initial visits to school
- Introductory meetings
- Annual questionnaires
- Dedicated Section on school website
- Parent Support workers
- Daily home/school book for information exchanges and key messages
- Termly news letters
- Two school reports a year, one being a mini report at Easter and the other being a full report in July.
- Annual Review meeting and report
- Parent workshops and training
- Coffee mornings and fund raising events
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations
- Access to the school website

Pupils who are Looked After:

In cases where students are looked after by the local authority, we accommodate the statutory meetings in school alongside the student's educational review. In addition school staff also attend the 3 termly meeting to review student's progress in relation to their personal education plans.

Section 7

What are the arrangements at Mayfield for consulting young people, and involving them in, their education?

We ensure that all our students **have a voice** by allowing them to communicate in their own preferred method. Staff make it their responsibility to understand their students mode of communication and respond to them at all times. The forms of communication range from eye gaze , symbol exchange , signing to the spoken or written word.

Staff involve students in understanding their learning targets and celebrate success regularly in all aspects of their learning and progress.

All children and young people in our school are treated with dignity and respect. There is full personalisation for the curriculum for each pupil in order that they can access and experience success through-out their school life. We refer to this as a 'one size fits one' model of provision.

A number of key staff are also trained with regards to mental capacity and are involved in ensuring pupils are fairly involved in decisions made about their lives.

The School Council involves students to contribute and decide on aspects of school life relating to their needs. Meetings are run by students and minutes produced and shared. School council have also produced a code of conduct for behaviour and playground rules for all students to follow.

The assessment and annual review process of statements of SEN and EHC Plans includes the choices and views of pupils.

The annual review process is pupil centred, with pupils being invited to contribute and attend where appropriate.

School also has access to a student advocacy service to act on behalf of pupils where key decisions may be required.

Section 8

How do we ensure all students are fully included in the life of the school?

We are a fully inclusive school with regards to ensuring all students have access to our core offer. In addition we look at individual needs linked to provision mapping. All students have equality of access to all aspects of school life, provision and practice. All pupils are involved in all activities and events including access to the community, visitors, use of all resources and whole school events. School also tracks progress of different groups of students to ensure equity of provision in relation to achievement.

We uphold our legal obligations to the principles and practice of the single equalities duty , community cohesion and British values across all aspects of the curriculum.

Section 9

What arrangements are made by the governing body relating to the treatment of complaints from parents concerning the provision made at Mayfield.

The process for all complaints is made available in the parent handbook which is updated each year. The complaints procedure is also available on the website alongside details of governors.

Section 10

How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils and in supporting the families?

We have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the School, others have different lines of management as identified below.

We welcome volunteers into school to support aspects of learning. In addition we are an active provider of support for the local workforce via a programme of student placements and apprenticeships.

Classroom staff are employed directly by the school. This includes teachers, teaching assistants and welfare staff. Administration staff and our site supervisor are also school employees.

Other professionals work for a range of agencies – some are based within the school, others have office bases elsewhere and work in school on particular days or as necessary.

School Nurses, Speech and Language Therapists, Occupational Therapists, CAMHS LD team and Physiotherapists are employees of Lancashire Health Care Trust. All these professionals work within school training staff, advising staff, working with the children.

Transport to school is organised by the Local Authority not the school. Transport staff are employed by the transport companies and fully checked in relation to DBS clearance.

There are social workers for children/young people with disabilities who are Local Authority Employees and are based within the Children Specialist Services. School has developed excellent working relationships with social workers to support joint working and information sharing. School is used as a venue for meetings such as child in need meeting, team around the child meetings.

All contact numbers for support services, described above, are within the parent handbook. If you have a query relating to these areas it is best to contact the professionals directly. This will ensure that your message/queries/concerns are dealt with in the most efficient way.

Section 11

What are School's arrangements for supporting pupils in transferring between phases of education and on leaving school.

Mayfield plans its transitions carefully keeping children and families informed at each stage.

Transitions take place across school as children move to our school, from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff during the Summer and Autumn Term. Transitions are also discussed during the annual review meetings.

Meetings are held in the Summer term between current and new staff teams to share information.

In addition pupils spend time in the Summer in their new classes including playtimes moving up with familiar staff. The first parents meeting of the year is to talk about how students have settled in .

Students transferring from other settings are observed in their own school and information meetings are held to support the transition process. According to individual need there may then be a period of planned transition over time in which students attend school with staff from their original setting. School also holds an annual visit day for new starters and their parents as part of family involvement week.

Nursery pupils are invited to attend our inclusive playgroup with their parents before attending school on a part time placement. The early year's teacher will spend time with families to understand their child's need and support them in completing the early years support checklist. In addition where appropriate meetings are held with the nursery / pre- school setting and parents prior to a child starting.

Transition post Mayfield.

The curriculum post 16 is devised to reflect the **intended destinations and desirable outcomes** of students on leaving college at 19. Depending on their next steps appropriate transition visits are organised across their 3 years.

We have a dedicated staff member leading on transition for our Post 16 students. She will arrange individual links, visits or placements to settings which our students will move to on leaving school. We also arrange visits from professionals in these settings to see our students in College. School also work closely with the young people's service and transitions team in relation to destinations post 19 according to student's need.

Transition into Adulthood

We also work in very close liaison with Adult Social Care and the Children and Young Peoples service to ensure we plan well in advance for student's transition in to adulthood. School has a dedicated transitions worker who liaises directly with agencies and local college providers to ensure effective exchange of information. Meetings are held on site to support joint working and reduce the impact on students and their families – a member of school staff is always in attendance at these meetings.

Transition worker

Section 12

Information on where the local authority's local offer is published.

Mayfield has completed a document that forms parts of the authority's Local offer. This can be found on our website under the section entitled – Statutory Information

For any further information please contact school on 01257 263063 and ask to speak to Rachel Kay – Headteacher.

You can also visit our website at: <http://www.chorleymayfield.lancs.sch.uk/> . You will also find details of our Local Offer here.