

**MAYFIELD SCHOOL**

<b>Policy:</b>	SEN Policy
<b>Author:</b>	SLT
<b>Governors Committee:</b>	Teaching
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## **SEN POLICY for Mayfield School in Torquay**

Mayfield School is a designated special school for pupils with severe or profound and multiple learning difficulties aged between two and nineteen years. The school aims to provide an education for each pupil which will enable them to maximise their potential within a safeguarded environment which will protect them from risk.

This will be achieved by offering a curriculum designed to provide a broad range of activities and experiences based on the National Curriculum which are balanced and relevant to the pupil's needs. In addition there will be therapeutic offers in physiotherapy, speech therapy, drama therapy and increased time spent on personal social & moral education and communication. Robust Child protection procedures including Prevent, safe recruitment practices and an appropriate focus on Health and Safety relating to all aspects of the child's needs will help to ensure their safety.

All pupils will on admission have or be in process of getting, a statement of educational need soon to be EHC plans with defined targets for provision. Children under five years will, in the first instance, usually attend school on a part-time basis in line with the school admissions policy.

The school currently operates a policy of 4 specialist class provision for pupils with profound needs. The aim of these classes will be to provide appropriately resourced areas to meet the curricular and personal/social needs of the pupils more appropriately. Pupils in these classes have opportunities for peer group inclusion through activities and events throughout the week. In addition we are piloting a new sensory group of 7 pupils who have significant needs usually related to ASC. Pupils attend this provision from their base class supported by a TA from there. The focus for learning is on early communication, relationships, early play and early cognitive skills.

### Specialist Provision

The school provides a rich range of specialist equipment, rooms, adaptations, strategies and staff to ensure that pupils ability to learn is maximised. This will include communication aids, adapted curriculum material, ICT access equipment, mobility aids, light and sound rooms, a hydrotherapy pool, and specialist playground equipment.

The teaching staff use a range of strategies and approaches such as Intensive Interaction, PECS, Makaton, music, drama and rebound therapies aspects of **TEEACH** to meet the needs of a the pupils.

All staff undergo training in the aspects of professional development they need to work within the school and to meet this need the school has developed a number of trainers who can provide Makaton signing, Moving and Handling, Physical Intervention, First Aid and ICT to support the workforce in meeting pupil needs.

There are 5 staff who provide specific interventions to pupils that are identified as requiring additional support. The language intervention team consists of 2 staff who provide support for pupils communication. One deals with pupils with higher level needs from P level 4 and the other provides early communication and relationships intervention through a range of personalised approaches. These staff provide support in Makaton, PECS, Intensive Interaction and life skills learning. Pastoral support is provided by one member of staff is a drama therapist. The final member of the team is a music therapist who is in school for two days a week.

In addition the school is supported by a range of health therapists such as Speech and Language, Physiotherapists and Occupational therapists.

Advisory teachers for the visually and hearing impaired provide support to individual pupils and class teams so ensure that teaching is best adapted to enable learning.

## Assessment, Evaluation and Monitoring

Pupils are generally admitted to the school with a statement of individual need (EHC plan), thus broadly speaking needs are already identified. Some pupils may be placed for an assessment placement. Mayfield's induction policy details the procedure followed but once admitted all pupils will undergo a half term period of observation and assessment at the end of which a multi-professional meeting will be held to set an education plan for each pupil. This meeting will include parents whose views will be sought. Targets will then be set and six monthly reviews instigated until the child is five years old. The review procedure will then settle into an annual cycle in line with the statutory requirements unless there are indications to the contrary. Whole school assessment details can be found in the Mayfield School Assessment policy.

The revised individual learning plan (2016) provides targets which are designed to give the child access to their learning across the whole curriculum. These will link directly to targets set in the annual review and EHC plans. Governors and staff are committed to the statement of entitlement for all pupils to receive a broad and balanced curriculum as appropriate to their needs. This includes not only the National Curriculum but PSHCE, communication, the sensory curriculum and use of therapies such as music, speech and physiotherapy and behaviour management programmes.

The school is committed to providing inclusion for pupils within the school and the local community. Both the Inclusion policy and Equal Opportunities policy will offer detail.

At our school, assessment and record keeping are valued and given high priority. All pupils have a Pupil Progress File which will contain examples of current work across the curriculum, special achievements and certificates, photographic and video evidence as appropriate. Achievement linked to the National Curriculum is detailed in a record keeping file on a daily basis and then information is transferred onto the data collection in SOLAR which is updated and monitored by senior staff as part of a regular process. All pupils have an ILP which is regularly reviewed and updated. Through these procedures, which are designed to measure even the smallest achievements, Governors are able to evaluate the success of the education provided to pupils at the school and set targets for school improvement.

The school is committed to working with parents in partnership and will facilitate parents support groups as required. Parents with concerns are able to contact teachers through telephone calls before and after the school day and via the home/school contact book thus having the opportunity to air any problems quickly and informally. Parents are also kept informed of school activities through regular newsletters. More serious issues are directed to the Headteacher who would endeavour to investigate the problem that same day. Staff are requested to keep the Headteacher informed of any possible problems in writing. School policy is to keep parents informed of any actions being undertaken at all stages in dealing with a complaint with regard to education provision.

The role of parents in securing quality education for their child is a vital one because it is recognised that the information provided by parents about their children is invaluable in setting educational targets. The school expects that parents will contribute to the life of the school by supporting parents evenings and functions, by maintaining dialogue through home/school contact books, by contributing their views for annual reviews or in response to questionnaires and by carrying out agreed programmes with regard to behaviour management and any jointly planned action or approaches. The school will keep parents informed of all aspects of their child's school life sharing ILP's, achievement evidence and planned curriculum coverage.

## Staffing and Multi-Professional Partnership

The Governing Body is committed to the principle of staff receiving training with regard to aspects of the provision made for pupils within the school. Therefore all full time staff are expected attend the five training days and to attend specific courses as well as being kept informed by in-house training. Parttime staff attend the appropriate number of days as per their contract.

Each class has a teacher and at least three full-time assistants. According to need ie PMLD units, there are varying numbers of support staff allocated to classes or children in order to meet changing requirements. A flexible approach to the deployment of staff is operated using the strengths of individuals to support the curriculum ie IT, PE etc Each class has a range of equipment allocated to it designed to meet needs of the age and ability of pupils. Every class has a computer with appropriate switches and programmes for individual pupils, an interactive whiteboard and communication aids as required.

The staff are supported by a multi-professional team which regularly includes school nurse, consultant paediatrician, speech therapists, physiotherapists and educational psychologists. Other support is provided by peripatetic teachers of the visually and hearing impaired, orthotists, dentists, occupational therapists, social workers and clinical psychologists. These professionals and complimentary therapists, if appropriate, are invited to contribute to annual reviews and work in co-operation with teachers and parents in securing the best possible education and services for the pupils.

Since September 2015 the school has been implementing Listen to me Booklets as part of the Learning to Live initiative. This helps to ensure that the pupil's voice is embedded in practice.

When a child reaches fourteen years of age the Person Centered transition plan is detailed in collaboration with previously mentioned professionals and in addition the Careers South West service and later representatives form adult services. The resulting plan should enable the needs of the young person, with regard to their further educational and post school life, to be anticipated and worked towards. Information from these plans is used to personalise the curriculum offer that pupils receive ie a hairdressing course if that is something they express a desire to try. The school arranges visits to future possible options so that students can begin to make meaningful choices for their adult life after school.

As pupils reach seventeen or eighteen more detailed transition plans are made to introduce the young person into their future placement or employment ie college, day resource centre or aspects of their individualised package. Mayfield staff liaise with the receiving establishments and set up a programme to ease the transition for the young person and for his or her family.

Mayfield School is committed to providing quality education for all of its pupils and values the contribution of all parents, agencies, support services and professionals concerned in achieving this aim.

## Supporting Documentation

- The Induction Policy
- Whole School Curriculum Policy and Individual subject policies
- Equal Opportunities Policy
- Assessment and Record Keeping Policy
- Behaviour Management Policy
- Inclusion Policy
- Child protection Policy