



SEN Report 2016

Mayfield Special School

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| <p>What types of SEN do we provide for?</p> | <p>Mayfield is an all age special school (2-19) designated to meet the needs of pupils with severe and profound learning difficulties and primary aged pupils with SEMH. We are based on 3 sites – the main school for SLD/PMLD needs is in Torquay and caters for the pupils from 2-16. The college site is at Paignton and provides for post 16 – 19 students. The Chestnut centre is in Brixham and provides for primary pupils with SEMH needs.</p> |
| <p>How do we identify and assess pupils with SEN?</p> | <p><i>(Mainstream schools only)</i></p> |
| <p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p> | <p><i>(Mainstream schools only)</i></p> |
| <p>What is our approach to teaching pupils with SEN?</p> | <p>The pupils are taught in small groups of about 10 pupils with one teacher and 3 or 4 teaching assistants. Pupils with high needs are in smaller groups with increased staff ratios. We use person centred approaches to teaching so all work is highly differentiated and modified to meet pupil's needs. We use a range of strategies to meet children's communication, sensory and therapeutic needs.</p> <p>In our college students follow a life skills curriculum which supports them in developing confidence and independence by developing their functional skills in real situations for the majority of their day.</p> <p>At the Chestnut centre the pupils will be in small base groups but will often be taught 1:1 or in smaller sub groups of 2 or 3 pupils. These pupils are taught key National curriculum subjects but with greater focus on personal development and emotional well being in order to try to re-integrate those that can into mainstream settings</p> |

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| <p>How do we adapt the curriculum and learning environment?</p> | <p>The curriculum at Mayfield main school consists of the EYFS curriculum, a modified KS2 curriculum based on Key stage 1 and 2 programmes of study and at KS3 and 4 the curriculum includes aspects of Key stage 2 and elements of key stage 3 programmes of study. There is an increased focus on functionality and work related learning at this stage but pupils receive a broad and balanced curriculum offer.</p> <p>We provide a total communication learning environment to enable pupils to have every opportunity to communicate and understand. This will include visual prompts, objects of reference, photographs, symbols and words. Staff use Makaton sign language and technology is also used to support learning. There are some specialist rooms ie hydrotherapy pool, sensory and light rooms. The building has ramps and wide corridors.</p> |
| <p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p> | <p>The school has links with mainstream schools which enables some shared classroom activities, and interschool sports competitions. If pupils in KS4 show exceptional academic attainment then they might attend Combe Pafford school to join GCSE classes in English or Maths</p> |
| <p>How do we consult parents of pupils with SEN and involve them in their child's education?</p> | <p>Parents are invited to a meeting usually within 6 weeks of their child starting school to discuss their targets. These are formulated into an ILP and this is shared with the parents.</p> <p>There is a parents evening every term which enables a short meeting to discuss progress or concerns. Parents are invited to contribute to the annual reviews in written format and through their attendance at the meeting. Timetables and an overview of the curriculum are sent with ideas of how a parent might help their child to engage.</p> <p>The home school book helps to deal with issues as they arise on a day to day basis. Ultimately the school operates an open door policy which enables parents to come into to share any concerns or to telephone staff.</p> <p>Parents are included in training opportunities such as Makaton or behavior. We sometimes use questionnaires to gather parents views and collate their responses to the annual review and end of year reports.</p> <p>At the Chestnut centre there is a policy of home visiting prior to a child starting school.</p> <p>Any pupils requiring specific behavior plan will have with shared with them to develop a consistent approach but also to provide consent for the interventions planned.</p> |

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| <p>How do we consult pupils with SEN and involve them in their education?</p> | <p>All pupils at mains school and college have a 'Listen to me' book that gathers their views either directly through their voice or advocated by staff through observation and their knowledge of the child. There is a school council which contributes ideas and suggestions for school improvement The Listen to me Books are being developed at the Chestnut centre</p> |
| <p>How do we assess and review pupils' progress towards their outcomes?</p> | <p>The school uses a variety of assessment processes as relevant to different key stages. These are documented in our assessment policy. We review progress daily in lessons which informs our planning, ILP targets are reviewed at least half termly and there is an annual report to parents on their child's progress in P or National curriculum levels. The ILP targets are usually as a result of school and parental agreement on the areas they perceive that the child needs work on in relation to personal development, social and emotional aspects. Pupils will also be involved in these targets if they can through their Listen to me information. There are many opportunities for pupils to reflect on their progress in lessons and they are encouraged to consider next steps and or what they might do differently.</p> |
| <p>How do we support pupils preparing for adulthood?</p> | <p>Pupils throughout the school are encouraged to be as independent as possible using the skills they have. This will include aspects of personal care, personal organization, learning to be independent of full adult attention, moving around independently and much more. From Key stage 3 there is a pathways model which is focused on developing functionality, consolidation and generalization of skills. Identified pupils will follow a pathway that will provide ongoing opportunities for academic achievement and functional skills, others will follow a pathway that enables them to still develop skills but to learn how to apply these more independently and functionally. During K3 and 4 students have the opportunity to try out work related learning at Combe Pafford school - construction, mechanics, catering and hairdressing. If they are interested in these options they can take a longer course and gain accreditation. In KS5 students attend the Mayfield College at Occombe. Here they follow a life skills curriculum through a pathways approach and gain vital skills for their future lives.</p> |

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| <p>How do we support pupils with SEN to improve their emotional and social development?</p> | <p>The school views relationships and emotional wellbeing as vital to learning. There are good ratios of staff to pupils so that they can feel nurtured, valued and have their needs met. We support pupils with behavior management plans if required and staff meet regularly to maintain levels of awareness and training. The school has a significant focus on communication as many situations arise out of frustration at not being able to speak or express feeling. The school provides specific work in the curriculum or bespoke 1:1 sessions. For some identified pupils there are opportunities to engage in music and drama therapy. At the Chestnut centre there is play therapy and a greater focus on Thrive to support emotional well being</p> |
| <p>What expertise and training do our staff have to support pupils with SEN?</p> | <p>There is a highly skilled workforce that consist of a range of professional, teachers, Level 4 assistants, teaching assistants, therapists and instructors. Some staff are qualified CPD instructors so that the school can provide an in house training programme to ensure that all staff have basic skills in the aspects of meeting SEN that are universal across the school ie Makaton, behavior management and Team Teach, PECS, Total communication, tube feeding, managing epilepsy and other first aid issues. There are trained safeguarding officers on all sites to ensure that pupils are effectively protected from harm. These staff ensure all other staff are aware of their duty of care to keep children safe. Other staff will have trained in Thrive, PECS, person centred planning, Move and Visul Impairment. Teachers work closely with other professional such a Speech and language therapists, Physiotherapists and Occupational therapists who provide support and guidance to school staff. Knowledge, skills and practice is shared within the school and the school is closely involved with special schools across the region so that we keep abreast of ideas and practice that we could use.</p> |
| <p>How will we secure specialist expertise?</p> | <p>Some specialist expertise is provided through commissioned services ie therapy and part funded school nurses. The Senior leaders also bring others in to supplement the skill base across the school. We also grow our own expertise by utilizing the passion, skills and knowledge of the workforce.</p> |

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| <p>How will we secure equipment and facilities to support pupils with SEN?</p> | <p>The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils. Some specific resources come through other agencies ie equipment such as standing or walking frames to support those with significant physical difficulties. Sometime the school will secure resources through making applications to charitable organisations</p> |
| <p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p> | <p>The school is well supported by the Children’s Disability team, the VI and HI services and Children’s safeguarding services to meet pupil’s needs. Some of these services attend reviews and visit pupils in school to monitor their progress/needs and to share information with the school. The lead of the Chestnut centre and the head teacher have monthly meetings with the Head of Education and the Head of SEN to discuss the provision needs of Mayfield school</p> |
| <p>How do we evaluate the effectiveness of our SEN provision?</p> | <p>The school evaluates it’s own effectiveness and this is monitored through a variety of processes. The head teacher reports on all aspects of the school to governors and identified governor leads independently monitor and test out the information they have been given. The school buys external monitoring 3 times a year to provide governors with an independent view of the school and the head teacher’s performance. The school is subject to an Ofsted Inspection every 3 years with the next one being due at the end of 2017. The school’s effectiveness in the annual review process for statements and EHC plans is monitored by the SEN department.</p> |
| <p>How do we handle complaints from parents of children with SEN about provision made at the school?</p> | <p>There is an opportunity for all parents to raise concerns about their child’s provision at any time through contact with either the class teacher or the head teacher. A parent might also contact a governor. If a concern is more formal then the parent would be directed to the Complaints procedure which is found on the school’s website. We would hope that through early intervention any complaints would be resolved without the need for this stage.</p> |
| <p>Who can young people and parents contact if they have concerns?</p> | <p>Pupils may raise a concern with their class advocate, their teacher or indeed a teacher with whom they may have a good relationship. Parents may wish to address the class teacher directly or take their concern directly to the deputy heads of the department their child is in or leads of their specific provision. They can of course take their concern directly to the head teacher.</p> |

What support services are available to parents?

The school provides some training for parents in Makaton, behavior management and guidance is provided for Esafety. As the school is specialist provision everything we do provides a level of support. We are also able to listen to parents concerns and needs providing a sign posting service and making referrals if required ie early help referrals to support parent to access the disability service.

Where can the LA's local offer be found? How have we contributed to it?

The LA's local offer is to be found on the website on the admissions page. The school contributed to the local by provided information about it's provision and also provide some pupil voice contribution about the services provided by the LA