



Welcome to Mayfield College



Rachel Hawthorne
Head of Post 16 Provision
rachel.hawthorne@mayfield-special.torbay.sch.uk
Web: www.mayfield-special.torbay.sch.uk

Mayfield College
Ocombe House
Preston down Rd
Paignton, TQ3 2DJ
Tel: 01803 554940

Our aims

We aim to provide a holistic programme of study for young people with challenging, relevant and fun learning experiences which support individual progression and preparation for adulthood.

Our programme is underpinned by the principle that in order for learning to take place, all physical, medical, sensory and social needs are met within a fully inclusive community provision and that opportunities to grow in confidence and self-esteem are abundant, without the fear of failure.

Students are offered a curriculum that is tailored to their strengths and needs and teaching takes into account personal learning styles whilst challenging pupils to be aspirational.

At Mayfield we use a range of learning methods and resources. Links with other professionals and agencies and the community are utilised to ensure students achieve improved outcomes. The curriculum offer is in line with the 21st Century Skills of Communication, Basic Living skills, Creativity, Citizenship and Work Related Working, Digital Literacy and computing and Personal Development Leisure and Exercise.

The areas are taught both in the classroom and, more importantly, in real life contexts, for example on work placements or in the College. Progress in Maths and English and Information Technology are embedded into their learning programme.

The College provides person centred programmes and pathways, the Student's voice is very important to us. Every Student has a Listen to me document in which their views are



recorded and advocated through systems linked to the annual review process and to class review.

To provide Students with the skills that they need to be as independent as possible, we offer a variety of opportunities that match individual's needs and wishes based on their 'Person Centred Annual Reviews'.

The curriculum includes:

- Functional skills Literacy, Numeracy and ICT
- Volunteering in the community
- Internships
- Enterprise
- Shopping
- Cooking school meals
- Horticulture
- Cleaning and maintaining our environment here at the College
- Access to the local gym and swimming pool
- Travel training
- Personal safety awareness
- Creativity
- Taiko drumming



Furthermore, we are committed to establishing appropriate progression routes when Students leave through working with themselves, their families and multi-disciplinary agencies (including partners from social care and health).

The fundamental aims of the College are to:

- Prepare Students for adulthood with high aspirations for a fulfilling adult life
- Provide individual pathways suited to the needs of each Student and based on their education, care and health plan
- Promote Student and family choice
- Provide opportunities to gain nationally recognised qualifications where appropriate
- Support Students and their families through the transition years
- Encourage Students to have life experiences
- Stimulate the post 16 market so that Students get a job and experience a full life and by doing so setting an example for all
- Develop a shared vision across all partners including education, local business, health and social care with families and young people at its heart and focus on improving life chances



Curriculum Pathways

The Pathways form the basis of the sixth form curriculum which all Students study. There are 4 Pathways, each with a different emphasis. These emphasis' range from a focus on community work experience projects, to in-depth independence skills and acquisition of practical skills.

Whichever pathway a Student follows is determined by a number of factors based on a person centred approach and a culmination of their school career to date.

- **PMLD Pathway**

This pathway suits learners with profound and multiple learning disabilities aiming to develop communication, advocacy and citizenship.

- **Engagement Pathway**

This pathway suits learners with Autistic Spectrum Disorder and/or complex learning needs and aims to develop communication, life, social and work related skills.

- **Independent Living Pathway**

This pathway suits learners with severe/moderate learning needs working at Entry Level and aims to develop skills and additional life, social, communication and personal skills.

- **Independent Learner Pathway**

This pathway suits learners with severe/moderate learning needs and Level 1 and above and aims to develop work skills and additional life, social communication and personal skills.

Life skills monitoring College/Home

Prior to starting in the Sixth Form, students take part in a transition link. End of Key Stage 4 achievement information is gathered and this informs the Baseline data from which the Student is assessed.

During the first half of the autumn term Students are fully assessed in all areas of Daily Living Skills, Communication and Self Help Skills.

Assessment is then ongoing (formative) and recorded daily through progression files. The progression file data is transferred at the end of each half term on to a spreadsheet which then provides an overview of the Student's progression.

There are 4 'levels' which the Student can achieve:

- Experienced – The Student has experience of the skill
- Emerging – The Student is beginning to learn the skill



- Secure – The Student is able to undertake the task without guidance but the skill is not yet transferable to other settings
- Generalised – The Student is able to demonstrate the skill set in a variety of settings

The College liaises with Parents/Guardians to ensure skills learnt are transferable (Generalised) i.e. the Student can undertake them at Home.

An example of how this is monitored is outlined below:

KEY	
Experienced = 1	
Emerging = 2	
Secure = 3	
Generalised = 4	

Student A	Baseline	Autumn 1st 2016	Autumn 2nd 2016	Spring 1st 2017	Spring 2nd 2017	Summer 1st 2017	Summer 2nd 2017	Transferred Home?
Make a bed								
I can put my pyjamas away	2	3	3	4	4	4	4	✓
I can straighten up the bedding	1	2	3	3	4	4	4	✓
I can strip the bed	2	2	3	3	3	4	4	✓
I can put a sheet on the bed	1	2	3	3	3	4	4	✓
I know the right order to put bedding on	2	3	3	3	4	4	4	✓
I can tuck bedding in once the bed is made	1	2	3	3	3	4	4	✓
I can put a pillow into a pillow case	2	3	3	3	4	4	4	✓
I can make a bed with support	1	2	3	3	3	4	4	✓
I can change a duvet cover without support	1	2	2	2	3	3	4	
I can make a bed independently (without changing bed covers)	1	2	3	3	3	4	4	✓
I can independently change the bedding & make a bed	1	2	2	2	3	3	4	

Safeguarding

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all Students. We endeavour to provide a safe and welcoming environment where Students are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that Students receive effective support, protection and justice.

The Designated Safeguarding Lead (DSL) for child protection at Mayfield College is Rachel Hawthorne, Head of Sixth Form:



In the absence of the DSL, the Deputy DSL is Michelle Aldredge, Level 4 Lead:



