

# MAYFIELD SCHOOL LOCAL OFFER



The information provided is in response to the Local Authority questions about our school.

Further information is available within this website.

If you have any questions or would like to discuss this further please do not hesitate to contact us.

SEN Physical & Sensory Specialist School

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Question	Answer
<p>How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?</p>	<p>All students admitted to school have an Education Health Care Plan. Through the annual review process Mayfield school works with the child and their family to provide a set of learning experiences that match pupil need and parental aspirations. This in turn determines the balance over time between the type of curriculum offered linked directly to a child's developmental stage.</p> <p>If you have a concern about your child's development please raise this with the class teacher in the first instance.</p>
<p>How will school staff support my child/young person?</p>	<p>Class teachers are responsible for the education of all the children in their class. All classes have a well-planned pupil to staff ratios. All pupils have access to a class teacher, STAs and TAs who support the delivery of the curriculum. Pupils with more complex needs may need two assistants to support personal care.</p> <p>The school has a nominated governor for Special Educational Needs; Joan Coulthard, (who reports directly to the Governing Body).</p>
<p>How will the curriculum be matched to my child's/young person's needs</p>	<p>At the heart of our school curriculum is the focus on developing skills for life-long learning and key transitions, using relevant, engaging and age appropriate themes. (See school website <a href="http://www.mayfield.cumbria.sch.uk">www.mayfield.cumbria.sch.uk</a>). Each child has a detailed individual education plan (IEP) which focuses on meeting individual priorities at both school and home and supports outcomes from the EHCP. Across school all staff focus on maximising opportunities for independent learning and these skills are built upon year on year.</p> <p>The curriculum itself is planned around the needs of the pupils and uses the content of the National Curriculum at age related levels to provide a set of relevant and exciting learning opportunities. All pupils have access to the statutory requirements of the National Curriculum and they are taught at a level appropriate to their current and future needs. When appropriate, pupils have access to a more academic based curriculum supported by completion of external awards. A range of Accreditation Pathways are available both in KS4&amp;5 and vocational opportunities and an enhanced sports curriculum enriches learning.</p>

How will I know how my child/ young person is doing and how will you help me to support my child's learning?

We pride ourselves on how effectively we share information with our parents via detailed reports, IEP's and regular events including coffee mornings, parent groups and training sessions. Parents receive a DVD of photographs each year.

All children have an annual review held in school which they are able to attend as appropriate. Pupils under the age of five have a bi-annual review. All pupils are asked to contribute to their review in an appropriate format. We actively encourage pupils to take part in deciding what they want to learn at school and how well they have done. At the review all people involved with the child are invited to offer a report or attend. During the review we encourage a discussion around next steps for the children and their families and review current provision. Where a child's needs change significantly school will liaise with relevant professionals to call an early review.

Each child in school has their own unique learner profile and plan. This forms the basis of provision for the students and determines which activities, curriculum balance, level of support, intervention and specialist provision they are given during their time at Mayfield. This profile is designed to evolve with the child as their needs change and is based on ongoing dialogue between the child, their family and key staff in school.

If concerns are raised that a child is not making the progress expected or other factors occur which lead to concern targeted interventions are put in place by the appropriate key person.

In some cases, children may require a Positive Behaviour Management Plan which will be drawn up in consultation with parents and reviewed regularly.

We value our home school partnership which ensures we work together to achieve the best outcomes for every child. Parents have the opportunity to have their say about their child's education at annual reviews, parents evenings or via our annual parents' questionnaire.

We encourage all our parents to be involved in school life and ask parents to contact school for support and advice when needed. A daily diary is sent home as a form of communication between home and school. In Early Years, KS1 and KS2 class Dojo is used as a messaging system.

We have a number of parents on our Governing Body and they pride themselves on taking an active role in helping school achieve its outcomes.

Where appropriate we signpost parents to relevant agencies within the communities who can offer further support to you and your child.

**Follow this link** to view the [Cumbria Local Offer](#).

<p>What support will there be for my child's overall well-being?</p> <p>A wide range of small group interventions are used to support the wellbeing of children with SEN and to promote positive behaviour. For example, nurture groups, circle time and Social Use of Language Programme. The school follows statutory guidance in the administration of medicines and provision of personal care. Further information can be found in the relevant policies on our website.</p>	<p>School staff manage the safe administration of medicines which are kept in locked cupboards. There are clear protocols for administration. Prior to starting school a health care needs assessment is carried out by our school nurse in conjunction with other health professionals, parents and carers, following this an individual health care plan is drawn up and shared with all relevant professionals. These plans are updated regularly. Medication is not administered without GP signature and verification.</p> <p>Class staff receive training to manage health/medical and care needs of pupils within their care. Any staff trained in particular procedures by the healthcare team such as tube feeding, tracheotomy care, rescue meds etc. have their training updated on a regular basis. This training is competency based and related to their role in school.</p> <p>Most classes have staff that have basic first aid training and a number of key staff have paediatric first aid training. In the event that a child needs to be taken to hospital they will be accompanied by a familiar staff member who will wait with them until parents arrive.</p> <p>The school operates first day response for absences and attendance is monitored closely. Following longer term absences e.g. surgery, a phased return may be considered.</p> <p>At Mayfield we ensure all pupils have a voice. We firmly believe that just because all our pupils cannot speak it does not mean they have nothing to say. Pupils contribute to their learning in a number of ways including annual reviews, individual education plans and assessment for learning in lessons. Technology is used to support communication and unlock potential, e.g. Proloquo on I-Pad and Eye Gaze.</p> <p>School has an active School Council who act on behalf of the other pupils. They make real decisions about ways to improve their school and contributed to the interview process of the Headteacher and Deputy Headteacher. The pupils also vote for a Head Boy and Head Girl each year.</p>
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<p>What specialist services and expertise are available at or accessed by the school?</p> <p>What training are staff receiving or have completed to support children and young people with SEND?</p> <p>This includes recent and future planned training and disability awareness</p>	<p>There is a wealth of experience and expertise in the school staff including those trained in Autistic Spectrum Disorders, Reading Intervention, the Elklan Speech and Language course, Rebound Therapy, Paediatric First Aid and MOVE practitioners (MOVE = Movement Opportunities Via Education) .</p> <p>Speech and Language Therapists delivers safer eating and drinking training to relevant staff members. In addition all staff receive training in Moving and Handling by the Deputy Headteacher.</p> <p>All staff are trained in Team Teach. We have 3 Team Teacher trainers in school.</p> <p>School staff are fully trained in the use of PECs, Eye Gaze and Sound beam.</p> <p>The school also liaises with speech and language for advice with pupils who need additional support in this area. In addition we have access to Speech and Language Therapists, Physiotherapy and Occupational Therapy. Regular clinics are also held. Pupils are referred on an individual basis linked to their statement of need.</p> <p>To support families in meeting appointments and reducing stress on students school hosts regular clinics with consultants and dentists.</p> <p>In addition children with additional physical needs access our hydrotherapy pool at least once a week. These sessions have one to one support and are led by qualified staff who are trained in the specialist 'Halliwick' technique. The pool may also be used for sensory regulation or as part of a Behaviour Management Plan.</p> <p>The school is a regional centre of excellence for MOVE programme.</p> <p>Referrals can also be made to other agencies including the School, Community &amp; Diabetes nursing teams, Dietician, Child and Adolescent Mental Health Service, Barnardo's, Howgill Centre, Educational Psychologists and Specialist Advisory Teachers.</p>
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<p>How accessible is the school environment?</p>	<p>Mayfield School is accessible to wheelchair users and those using a variety of mobility aids and is all on one level. There are disabled parking bays at the side of school. All classrooms have easy access to disabled changing and toileting facilities. Thought has been given in developing the building to provide all pupils with as much independent access to the facilities across school as is possible.</p> <p>School is extremely well equipped with a number of specialist items of equipment including overhead hoists to support safe and dignified moving. The hoists are also used to support pupils' postural management programmes.</p> <p>We have a range of specialised equipment in school identified via multi agency assessments and the child's Education Health Care Plan. These support full access to the curriculum. These include: standing frames, postural management equipment such as walkers, height adjustable tables, specialist seating equipment and assistive technology. We also provide specialist equipment for pupils identified as having additional sensory needs including such things as cushions, weighted blankets</p> <p>School has a fully accessible hydrotherapy pool with a disabled changing room and hoists.</p> <p>We also have a state of the art sensory room to support individuals or groups of pupils to enhance learning opportunities creatively. Pupils can develop their sensory awareness via switch enabled activities, voice activation and sound field awareness. The room can be transformed into exciting environments such as; under the sea, space, rainforest and much more.</p> <p>"Eye gaze" assistive technology is used and has been the latest technology to unlock potential for learners. I-pads with Proloquo programmes support communication.</p> <p>In addition alternative communication aids including hearing and visual aids are prescribed for individual children and staff trained in their use.</p> <p>We currently have 3 parents/carers whose first language is not English.</p>
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<p>How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?</p>	<p>Before a child joins us at Mayfield we organise visits to their current school setting. For nursery pupils this is the key worker in other cases, it is our parent support worker and class teacher.</p> <p>School also liaises with the previous school and key professional to ensure a smooth transition. A transition process is designed for individual pupils to help them familiarise themselves with the school pupils and class - this may take the form of a one off visit or phased transition</p> <p>School also provides bespoke support to manage key transitions for pupils including transition to further education and liaison with transition and young people's service including Inspira and Prism Arts. (<a href="http://www.prismarts.org.uk">www.prismarts.org.uk</a>)</p> <p>In the Planets department students are offered the opportunity to take part in Vocational courses. These include opportunities at Lakes College. (<a href="http://www.lcwc.ac.uk">www.lcwc.ac.uk</a>). These courses provide the students with a chance to sample what the college can provide in a further education (FE) environment as well as enhancing the curriculum provision within the Department.</p> <p>The 16-19 provision at Mayfield School has worked hard to create a different 'feel' to the rest of the school. A greater emphasis is placed on independence, student choice work experience and preparation for adult life after Mayfield . Students within school are offered transition opportunities during the last half of the summer term where they visit college for certain activities.</p> <p>These opportunities are personalised to make the transition as smooth as possible. Students and parents are invited into school for a formal presentation and/or informal chats and coffee mornings on a regular basis.</p>
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<p>How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?</p>	<p>For students from other schools transition into Mayfield 6th Form is organised on a very personalised flexible basis, dependent on an individual student's needs. Throughout the process we liaise closely with parents and the current school.</p> <p>Work Related Learning forms part of the programme of study for students at Mayfield.</p> <p>All students are given opportunities of a regular job within the classroom, some students are offered regular work experience opportunities around school and where appropriate students are given work experience placements in the local community.</p> <p>This enables pupils to prepare for leaving school and destination data demonstrates that pupils have a range of options for their future.</p> <p>We have positive links with local schools as well as working in partnership with the other four special schools in the county.</p> <p>Yearly transitions within school are carefully managed to support children's wellbeing.</p> <p>Liz Condron (SENCO) oversees all transitions to and from the schools.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>The decisions about the type of support your child needs will be based on discussions you as a parent and all other professionals.</p> <p>Class groupings and streaming for Literacy and Numeracy enable the level of support to be targeted to meet the needs of all pupils.</p> <p>Pupil progress and attainment are regularly monitored (termly), any pupil not meeting targets will receive an appropriate intervention programme.</p>