The Local Offer

The following report sets out information about our provision for children and young people with special educational needs.

About our school

Mayfield School is situated in the East Handsworth and Lozells ward of Birmingham. The school buildings are based on two sites: Heathfield Road and Wheeler Street. Pupils are attracted to Mayfield principally from the northern and central wards of the city. All pupils have Special Educational Needs and benefit from statements held by Birmingham and other Local Authorities. The school educates pupils aged 3 to 19 with a range of learning difficulties including SLD, PMLD and pupils on the Autistic spectrum.

Lime Tree Children’s Centre

Lime Tree is a purpose built Children’s Centre that developed from a local Sure Start initiative. It is based on Heathfield Road on a shared site with Mayfield’s primary school. The centre features an integrated Early Years group where SLD pupils from Mayfield work alongside local children. Many of the Children’s Centre staff are contracted through the school and are therefore line managed by senior staff. We are currently looking at creating opportunities for a greater degree of shared working to include training opportunities across the Lime Tree hub.

Mayfield Primary School

Address: Heathfield Road, Handsworth, Birmingham, B19 1HJ
Foundation, Key Stages 1&2
Number of pupils: 129

The school building on Heathfield Road has undergone extensive refurbishment as part of an extension plan to enable us to take more pupils in the future. The flow of the building has changed, allowing us to use the facilities to support community use and also to meet the growing number of ASD pupils in EYFS. A brand new sensory and rebound area is being installed (to be completed June 2017). The classroom and support service facilities have been remodelled to secure a high level
educational offer for all pupils, staff and parents. The site already has its own hydrotherapy facility with hoist access for pupils and, in addition, will soon have some exciting new outdoor areas to provide alternate learning spaces for children.

Holte Mayfield Lozells (HML)

Address: Wheeler Street, Lozells, Birmingham, B19 2EP
Key Stages: 3, 4 & 5
Pupil numbers: 144

This is one of the ‘Building Schools for the Future’ projects that survived and is a purpose built investment into a needy community.

Holte is a 1050 pupil 11-19 comprehensive, Lozells is a 450 pupil primary school, 140 Mayfield pupils are educated within the integrated site.

The classrooms are spacious, well resourced, with large amounts of both open and discreet storage space. Outside the classrooms and within each cluster fully equipped social learning zones are used to promote individual learning, small group work and independence.

Specialist facilities include a hydrotherapy pool, rebound therapy and sensory areas. In addition, Art, Drama, Music, Design Technology, PE and Science facilities were designed into mainstream clusters so that the principles of shared learning can be easily practiced.

Horticulture and Independent living areas promote both national curriculum and accreditation links. They also advance opportunities for pupils and staff to work together.

Young people have space and facilities outside, both adjacent to their classrooms and around the building designed to promote exercise and healthy choices.

How do we identify and give extra to help children and young people with SEN?

As a special school, all our young people have SEN and a statement of educational needs or an EHCP. Admissions to the school are managed by the Local Authority. Assessments are made as part for the statementing process and we liaise with parents, schools and early intervention services in order to gain a full understanding of a child’s needs before attending. Once at school, we take time to assess each child so that we can plan accurately and individually for their future development. We work closely with other agencies that support the school e.g. Occupational Therapists, Physiotherapists, Speech and Language Therapists.
Other professionals are invited to the school in order that the requirements of statements/EHCP’s are met. We also commission help and advice from the Educational Psychologist should the need arise. The school liaises with health professionals and has a school nursing team to meet the healthcare needs of all the pupils.

Those children at Mayfield School that still have a statement are in the process of transferring to an EHCP. Parents and other professionals are involved in this process which will be complete by 2018.

**How do we work with parents and children/young people?**

The school prides itself on having strong links with parents. We welcome parents to contact us at any time to discuss their child. Should we have any concerns about a child while they are at school, we would always contact the parents or carers immediately. The school has an excellent pastoral team who support this communication and also aim to provide a more generic level of support to all families through training and awareness raising sessions in school.

On a daily basis class staff are encouraged to use home/school notebooks to liaise with parents. This year we will be exploring opportunities to have more regular parent’s evenings and events which will enable parents to see the work their children have been involved in. This will include class based parent mornings, summer and winter fayres to enable all of the families to get together and termly parent assemblies.

We have a termly newsletter to parents to provide updates on essential dates, signpost up and coming events and to celebrate the work the children have done in the school. The Head Teacher blog on the website will be used to provide a brief summary of key school achievements and the twitter account enables staff, partners and other professionals to comment on what is happening at Mayfield as well as to alert us to their own events and achievements.

Group call texts continue to be used to let parents know about last minute changes to daily routines such as issues with transport or closure days due to bad weather.

**Pupil voice**

The school council meets twice a term to discuss issues that may arise from the pupils’ perspective. The group is made up from a representative member of each class. A senior member of staff facilitates the meeting and a governor is invited to attend. At the HML site a member of the Mayfield council is invited to attend the Holte council meeting and a member of Holte is invited to the Mayfield meeting. This ensures that views of the wider community are reflected in any decisions made.
There are also opportunities throughout the school year when we ask for pupil views on a range of issues that occur within the school. Pupils have previously been asked about the school uniform and were invited to vote for colours and styles.

Pupils are also welcomed to take part in their annual reviews and can be involved in target setting and reviews of these targets on a more regular basis. Responses from our annual parent questionnaires help us to formulate our School Development priorities. These can be found on the website.

Adapting the curriculum to meet the needs of our pupils

We offer a broad and balanced curriculum. The school follows the requirements set out in the National Curriculum. Consideration is also given to the expectations within the EYFS statutory framework and to a range of pathways to secure accreditation within the context of a Post 16 curriculum offer. This offer includes Functional skills, Vocational skills and Personal development.

The curricula we offer is differentiated to the needs of our pupils and individualised to meet needs. The pupils are taught in small classes with high staff ratios and additional educational activities are provided for some. We follow a Values Education programme which threads through all aspects of the school life at Mayfield.

What expertise do we offer?

The school prides itself on the Continuing Professional Development it offers, both to staff working at the school and to a range of adults who are interested in the professional roles within the school.

We follow a robust recruitment exercise for all our staff and, once employed at the school, there is a fully embedded induction programme.

We also draw on the expertise of visiting professionals that can enhance the offer at Mayfield. These include experts from the Birmingham Reparatory Theatre, Play specialists from Dens of Equality abd visiting professionals focussing for example on positive handling, working with PMLD pupils and the use of augmentative communication systems to support in-service days for all staff.

As a special school member of the Birmingham Education Partnership, we will also be exploring opportunities this year to provide peer mentoring across the special school sector and also specialist training for mainstream schools to secure enhanced skills in SEN for all staff.

How are children and young people with SEN helped to access activities beyond the classroom?
All children and young people are included in activities and trips following risk assessments. During a normal school week we offer swimming, hydrotherapy, trips into the community and to work experience placements that enhanced class based skills. One off trips and visits are planned as part of the curriculum e.g. trips and visits to castles, museums, residential trips, day trips to the seaside.

Our young people from the older age ranges take part in travel training.

During the Easter and Summer holidays Mayfield offers a play scheme for pupils at the school. The Easter club is just for one week but the summer club offers four weeks of activities, two weeks for each phase and includes a range of out of school trips and activities from 9am until 3pm at a very reasonable cost.

**How do we support the well-being of children and young people with SEN?**

The school council meets regularly to discuss issues that are important to the pupils. This will often address issues relating to pupil perceptions of how fairly they are treated and what they feel will enhance their life at Mayfield. The group reports back to the Head Teacher to discuss the way forward with any initiatives highlighted.

The PSHE curriculum is fundamental to teaching the pupils about their own well-being and safety. Emphasis is placed on the Social, Moral, Spiritual, Cultural, and Physical development of the pupils. Skills, attitudes and approaches are threaded through curriculum subjects and routine activities, as well as being taught discreetly in PSHE sessions. Opportunities to rehearse and embed skills are then timetabled across the school and matched to the age, maturity and experience. We follow a Values Education programme which is similarly threaded through the curriculum. It is also visited during class and whole school assemblies, at lunchtime, both during food service, eating and clearing away as well as during leisure activities that are planned for this part of the day. Almost all pupils travel to and from Mayfield school by guided transport. This time at the beginning and end of the day also allows pupils the chance to rehearse their value skills and provide excellent role models for their peers both in and out of school.

Sleuth software is used to monitor the behaviour of all pupils at Mayfield School. It enables staff to identify the best behaviour and those times when pupils find it challenging to remain positive. Pupil’s behaviour is often supported by the CAMHS teams and both the clinical psychologist linked to the school and the school nurse help staff and families to identify behaviours that disrupt learning and try to find ways to address the triggers and the consequences of these behaviours.

**How do we know if SEN provision is effective?**

Feedback from parents is almost exclusively very positive.
The school has devised its own target setting and assessment procedures. Targets are reviewed by class teachers on a half termly basis. Targets are then reviewed termly by the head of the primary school and the head of the secondary school. Judgements are made with regard to whether a pupil is below, at or exceeding their expected level of progress. Pupils who are below their expected progress levels are highlighted and additional interventions are identified in order that they can get back on track and make good progress. Interventions and approaches used which result in pupils exceeding the expected levels of progress are identified and shared with all staff so that they can impact on more pupils.

Pupil tracking is also supported by twice yearly external lesson observation for all teaching staff. This lesson observation follows the Ofsted inspection handbook and focuses on the quality of teaching and learning. The outcomes enable senior staff to moderate their own judgements of pupil work and also provide a layer of rigour to a process which is essential to raise standards of education across the school.

**Joining the school and moving on**

We welcome prospective parents to the school. Once a place has been agreed, we encourage the pupils and their families to visit. Transition arrangements are agreed with the individual family and can vary from child to child. We offer a staggered entry to school should it be required. At formal transition times, such as the beginning of a new school year, when pupils are likely to join the school, we offer a more organised coffee morning and school tours to families wanting their child to come to the school. These are excellent times to meet key staff and share information, enabling families to ask questions and receive a fuller overview of the school.

A prospectus is available for all new families interested in the school. Once at school, parents are invited in to school early in the time to meet with their child’s teacher to discuss progress and to clarify any matters arising from the first term.

From year 9 we offer transition reviews. We provide input from an Individual Advice and Guidance (IAG) advisor who knows our school and pupils well. Her role is to liaise with the class teacher, the child and the family to determine the relevant pathways for future education and lifelong learning. The IAG advisor role also includes liaison with health and social care to ensure the holistic needs of the child are met. They are also expected to have detailed knowledge of the post school provision which is on offer in the neighbourhood.

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