



Mayfield Primary School

11. Accessibility (& School/Local Offer)



our Vision. Our intention. Always start with why!



Valuing

Every Achievement

Social - Academic - Moral - Personal

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

we know our children must be the busiest people in any room. Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge established thinking.

We will use common sense. We accept the fallibility of being human. We are not perfect.

We are proud to accept and respect everyone.

Enabling

Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

*** Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. ***

CONTACT DETAILS	Mayfield Primary School, St Leonard's Road East, Lytham St Annes, Lancashire, FY8 2HQ 01253 723465	
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	
What age range of pupils does the school cater for?	4-11	
Name and contact details of your school's SENDCO	Mrs Rachel Hinchliffe	rhinchliffe@mayfield.lancs.sch.uk

Name and contact details of the person/role responsible for maintaining details of the School/Local Offer for Mayfield.

Name of Person/Job Title	Mr Glyn Denton (Headteacher)	head@mayfield.lancs.sch.uk
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Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (e.g. ancillary aids or assistive technology?)

What the school provides

Our school is all on one level and is wheelchair accessible. We do not have accessible parking spaces as our car park is for staff use only and is locked at the start and end of the day. There is an accessible toilet for parent or child use which can accommodate a wheelchair.

We share information through newsletters, text and App messages and on our web site. Our Family Learning Mentor supports parents who may have difficulty accessing this information.

Our provision is accessible as the equipment and furniture are modern and of a suitable height for the age group being taught in that classroom.

We have a range of ICT resources including interactive whiteboards, iPads, laptops and specialised SEN programmes.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

Initially our class teachers would discuss any concerns with parents and our SENDCO. We seek to enlist active support from parents and we provide the child with additional learning experiences in a small group or on a one to one basis. This support will be delivered by the class teacher and/or one of our Teaching Assistants.

The child's progress is monitored by the class teacher and SENDCO and intervention and support is put in place as required.

We buy Specialist Teacher support from Lancashire's SEND Support Services so that if we still have concerns we can ask for additional assessments to be carried out. The Specialist Teacher provides advice and guidance for the class teacher and a programme of work is initiated. We use this support for our professional development and to enhance our expertise. Class teachers then ensure that work is planned for children with SEN at the appropriate level. At times we may involve an Educational Psychologist or another specialist. When working with outside agencies additional parental consent will be requested.

We organise support for children with SEND in various ways. Our Key Stage 1 classes each have a Teaching Assistant in class who can provide support. In Key Stage 2 we have a team of Teaching Assistants who provide support to children on our SEND register but are not based with that class full time. They are deployed by the SENDCO and Senior Management Team. This is to ensure that all children engage in independent learning and to avoid over dependence on adult support.



In terms of tests and SATs we vary the support depending on the needs of the child. The Department For Education provide guidelines for allowing extra time or a scribe in tests and we assess against these criteria. In the past we have requested additional time, used a transcript to ensure a child's answers could be read, and, had some children in a quiet classroom rather than the hall.

Our SEN provision map records the support for individual pupils and groups with similar needs. It records the staff working with each child and the timetable for that support. Our SENDCO tracks the progress made by each child and evaluates the impact each intervention is having regularly.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

Children at Mayfield with an Education, Health and Care Plan have a review each year. At that meeting parents or carers, the child, the Specialist teacher, the SENDCO, any medical professionals and the Teaching Assistant or class teacher all sit together and discuss the child's progress that year.

All children on our SEN register have a Pupil Passport. These are reviewed termly with parents although the targets constantly evolve, with new ones being set as progress is made. The Passport also contains important information such as how children see themselves and specific resources they need to use.

The children's progress is monitored each half term by the SENDCO and Senior Leadership Team.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

What the school provides

Risk assessments are carried out by the senior leaders and reviewed by Governors as required. The School Nurse or a specialist Nurse meets with the SENDCO/Head and parents when a specific care plan is required, for example, for diabetes or epilepsy or when a child needs crutches for a period of time.

We do not have parking areas for pick up and drop offs. At the start of each day parents can wait with their child on the playground and see them into their line. The class teachers collect the line at five to nine. At the end of the day each class teacher supervises their class to the door and hands them over to parents, or for older children, supervises them leaving school. Any children not collected are brought to the office by the class teachers for us to contact parents.

Teaching staff and Teaching Assistants supervise the children at break times and at lunch. Each lunch time there is at least one member of senior leadership on duty.

Children are supervised at all times during the school day. This includes lessons outside which are always staffed appropriately. When the children are taken off site we carry out thorough risk assessments and take staff and volunteer helpers to ensure the correct ratio.

Our Behaviour Policy is on our web site. This is accessed under Information, then Policies.



Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides

If a child requires medicine on a short term basis, such as antibiotics, we ask parents to complete a form stating the timing and the dose required and giving their consent for us to administer the medicine. We can accommodate this if the pharmacy label states that the medicine is required four times per day. The medicine would be stored in the office in this instance. The first aider would record that the medicine had been given and liaise with parents.

If a child needs an inhaler, these are kept in the classroom and taken out for PE or visits.

The School Nurse or a specialist nurse meets with the SENDCO/Head and parents when a specific care plan is required, for example, for diabetes or epilepsy or when a child needs crutches for a period of time. The class teacher receives a copy and a copy is held in the office.

Teaching Assistants are first aid trained. In addition we have staff trained for Paediatric first aid and first aid at work.

In the event of a medical emergency we would give appropriate first aid, ring for an ambulance and contact parents.

We work closely with speech therapists. NHS therapists regularly see pupils and set programmes of work for them which are followed in school.

Occasionally we may seek the input of a private occupational therapist. This would be done on the advice of other professionals.

Communication with Parents

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person's progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

On entry to school all parents are given a prospectus with that information. Parents have contact with their child's class teacher each morning and afternoon and we hold two Parents' Evenings per year to discuss progress.

Parents are asked to follow a set procedure when contacting school and are reminded that their first point of contact should always be the class teacher. This information, along with contact details, is on every copy of our weekly news. The SENDCO is usually on the playground before school for informal discussion and can be contacted via email or through the school office.

Visits to our school can be arranged via the school office.

Parent feedback is welcomed through our Stakeholder Reviews. Our Parent Governors also play a vital role in keeping school informed.



Working Together

- What opportunities do you offer for children to have their say? e.g. school council
 - What opportunities are there for parents to have their say about their child's education?
 - What opportunities are there for parents to get involved in the life of the school or become school governors?
 - How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEND and their families?

What the school provides

Our children have their say through our termly Pupil Ambassador led sessions. Stakeholder Evaluations and Reviews are timetabled as relevant stages by senior leaders.

Parents can share their views about their child's education at Parents' Evenings, Passport reviews, or Annual Reviews. Many of our parents have informal discussions with their child's class teacher on a regular basis at home time.

We encourage parents to get involved in school life through Mayfield Together, becoming a volunteer helper, or being a Parent Governor.

Our Governing Body have appointed an SEND Governor to monitor the provision for SEND pupils and the impact of our work with outside agencies.

What help and support is available for the family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

What the school provides

We can provide support with paperwork and completing forms. This can be offered by class teachers, our Family Learning Mentors, the Head, the office staff or our teaching Assistants.

We can signpost parents to a range of support services including the Parent Partnership Team, the School Nurse, Sydney Street Neighbourhood Centre, Speech Therapy and mental health services.

If a pupil with a travel plan was admitted to our school this would be dealt with by the Head and/or SENDCO.

Transition to Secondary School

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

What the school provides

We have excellent links with Lytham St Annes Technology and Performing Arts College. Our children spend a day at LSA in July. The LSA English and Maths teachers visit us and deliver sessions.

Any children who may find the transition difficult are invited for extra visits to the High School. The SENCOs will also meet to discuss the transition of pupils with SEN and individual transition plans can be put in place if appropriate.

We have also developed good links with other local high schools – St Bede's RC High School, Carr Hill High School and Arnold King Edward School.



Extra-Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

What the school provides

We have some early morning child care at our Early Risers Breakfast Club, however places are limited.

We do not offer any after school childcare as a school, however Mayfield Pre School offer after school and holiday clubs.

We offer a wide range of lunchtime zones and extra-curricular enrichment clubs. These are all free of charge. Our staff and the professionals who come in to school are all experienced in working with children with SEN and ensuring that all children are included.

Children joining our school are informally assigned a Buddy in their class to help them to settle in at Mayfield. Children across school are identified to be play leaders to support relationships and happy lunchtimes amidst our new extensive play zones offer at this time.