



Mayfield House School

Special School Teaching and Learning Policy

Contents:

Statement of intent

1. Legal framework
2. Equal opportunities
3. Assessment
4. Individual education plans
5. Lesson planning
6. Behaviour management
7. Classrooms
8. Homework
9. Health and safety
10. Parents
11. Attendance
12. Monitoring and review

Statement of intent

At **Mayfield House School**, we inspire our pupils to challenge themselves at all times. We provide a positive atmosphere where everyone is encouraged to achieve their personal best. We provide opportunities for our pupils to be capable of making personal choices and to be lifelong learners. We aim to involve families, pupils, young people, staff and other visiting professionals to ensure every learner achieves their best.

We provide inspiring lessons that build upon the prior assessment of the pupils, and aim to provide a safe environment where all learners achieve. There is a broad and balanced curriculum, which is differentiated to suit all our pupils.

Teaching and learning is a priority at our school, as is the care and welfare of all our pupils. We have high expectations for behaviour and all our staff use positive behaviour management strategies.

Staff are asked to identify their own training needs based on the cohort they are teaching. The senior leadership team will update staff training as required, but staff are encouraged to stay up-to-date with new research concerning teaching.

Our school uses a 'total communication' approach to learning. This includes the use of symbols, signing, and visual aids. We make good use of ICT, including computer software and where possible alternative ICT equipment. Challenging and measurable targets are set which are designed to stretch our pupils.

The purpose of this policy is:

- To ensure the best quality learning and teaching for all our pupils.
- To ensure equality of opportunity for all our pupils who have an education, health and care plan or a statement.
- To promote the ethos of our school where we have the pupils' interests at the forefront of all our activities.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

1. Legal framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010

1.2. This policy also has due regard to statutory and non-statutory guidance including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

2. Equal opportunities

2.1. We aim to ensure that all pupils have access to all lessons and clubs, as appropriate. Some activities are age-restricted and others are such that pupils may require the aid of a personal assistant. If these barriers can be overcome, we offer equal opportunities for all.

2.2. We respect each other's religions, cultures, values and beliefs and teach these throughout the curriculum.

2.3. The school strives to be fully inclusive. All lessons are made accessible for all our pupils – this may be through the use of differentiated resources, through support from TAs, or through the use of sensory resources.

2.4. All pupils are fully included in all lessons – staff are highly trained to ensure that pupils are catered for whatever their special educational needs and disabilities.

2.5. We use a 'total communication' approach to ensure that all pupils can access the lessons – this includes the use of signing, symbols and objects of reference where needed.

2.6. All staff have high expectations of all pupils and aim to provide an environment where all pupils are fully included and can achieve their best.

3. Assessment

3.1. We recognise that the national curriculum age-related expectations are not appropriate for many pupils with special educational needs and disabilities (SEND). In which case, the school ensures the curriculum is broad, balanced and differentiated to suit all pupils' needs.

3.2. A copy of the school's curriculum is available upon request.

3.3. The school plans its curriculum using topics as the base subject and links all other subjects to that terms topic theme – literacy and numeracy are at the core of all themes.

- 3.4. In key stages 1-3, the school has chosen to adapt the national curriculum and to deliver it in a thematic manner with objectives based on the pupils' personal pathways. Using the topic approach, the lessons can be individualised to encourage and help reengage the pupils.
- 3.5. All our teachers have good knowledge of the school's assessment system. Assessment is carried out at key times of the year and targets are adjusted accordingly.
- 3.6. Teachers and teaching assistants (TAs) provide feedback for our learners. Any misconceptions are acted upon immediately and pupils' work is then reinforced through extra teaching, 1-2-1 intervention where appropriate or alternative methods.

4. Individual education plans

- 4.1. Individual Learner plan (ILP) targets are set by the TAC team, these targets are personal to the pupil and a short, SMART targets that are achievable.
- 4.2. The ILP sets targets that are different from or additional to those that are needed for all pupils.
- 4.3. Targets can be taken from the EHC plan and are monitored throughout the halfterm.
- 4.4. Targets include the areas of greatest need and always include literacy and numeracy.
- 4.5. All ILP targets are SMART targets (specific, measurable, agreed upon, realistic and time-related) and are monitored regularly.
- 4.6. At least one numeracy, one literacy and one other educational target, and where needed two behaviour targets.

5. Lesson planning

- 5.1. Medium-term plans are given to the headteacher and/or subject leader at the start of each term and are available to parents upon request.
- 5.2. The leadership team and external advisors observe lessons delivered by all teachers on an ongoing basis. One official lesson observation will be completed during each term and will become part of the supervision of that teacher. Learning walks will continually take place throughout the school being open.
- 5.3. TAs and support staff are strategically placed to support learning as directed by class teachers and the leadership team.
- 5.4. Lessons include a combination of whole-class, group and individual teaching.
- 5.5. Clear routines are used throughout the school and understood by all pupils and staff.

- 5.6. Expertly differentiated, personalised lessons are delivered in all classes.
- 5.7. Opportunities to improve literacy and numeracy are provided throughout all lessons.
- 5.8. Outdoor lessons are planned where possible, for example; growing vegetables, art, creative, social skills.
- 5.9. Outside learning includes work experience – placements are carefully matched to individual pupils to suit their interests and to give them a taste of life after school.
- 5.10. Resources may be created for specific pupils – this might include the use of symbols, switch access, computer programs and/or access technology.
- 5.11. All staff present themselves as a positive role model for our learners.

6. Behaviour management

- 6.1. The school has an ethos of positive behaviour management and inclusion,
- 6.2. Classes devise their own rules in conjunction with their form tutor and pupils sign learning agreements to show they will adhere to the rules.
- 6.3. Each class and pupil work towards a whole school rewards system, which is broken down to the individual, to help build social skills and team building there can be a class reward as well.
- 6.4. The school is calm and quiet and has a 'no bells' policy.
- 6.5. The schools point system is computer based and is printed out each week, showing pupils and their schools. From this, the School bank will produce a monthly bank statement, showing the financial side, what credits/debits have been completed on the account. Pupils will be able to withdraw funds at the end of a term, in a choice of vouchers decided by the school council.
- 6.6. The school has devised its own Behaviour Support Plans / Snapshots for all pupils, which will include areas where extra support is needed. – these plans are shared with all staff to ensure a consistent approach. The Snapshot, will be available for any person(s) entering the classroom, and will give advice and current strategies for each individual pupil and their behaviour plan. These will be updated half termly but can be revised when needed.

7. Classrooms

- 7.1. All classrooms are clean, clutter free and have colourful displays – the displays are made by the pupils/teachers/TA's and are replaced regularly in line with the topic being taught. We recognise that displays enhance learning and we value the work displayed as best evidence of learning.
- 7.2. All classes make use of visual timetables and calendars – these are designed to aid pupils to make sense of their day.

- 7.3. We build the self-esteem and confidence of our learners through their time in the classrooms so that they feel equipped to address new challenges.
- 7.4. If needed, tables for wheel chair users will be used, these are height adjustable and maximise space for all the equipment required by the pupil.
- 7.5. Pupil to staff ratio is; five pupils, one teacher and one TA. Where needed some pupils may have a specific 1-2-1 as well in class.
- 7.6. We aim to have no more than five pupils in any one class with one teacher, and one TAs. Some TAs will be required to support the care and welfare of the pupils and the ll be responsible for assisting the teacher in delivering learning outcomes. This might be in group work or on an individual basis.
- 7.7. All TAs are effectively trained and highly skilled. An are encouraged to progress through the different levels and or attend training courses to boost their specialisms.

8. Homework

- 8.1. Homework may be set by individual teachers; however, parents may request that pupils opt-out of homework where they feel the effort is too great for the individual pupil.
- 8.2. Where homework is set, a homework book is provided when needed.
- 8.3. Parents are asked to ensure that homework is completed in a quiet and stress-free environment.
- 8.4. If the homework is problematic for the pupil, parents are asked to contact the teacher via the school office. Alternatively, homework may be set in the form of PC apps – a list of these will be provided for parents via the school website throughout the year and via the school newsletter.
- 8.5. Homework is not compulsory and pupils are encouraged to complete their homework and will be rewarded for the additional work with the school reward system.

9. Health and safety

- 9.1. The health and safety of our pupils is paramount.
- 9.2. We regularly conduct health and safety audits to ensure that the school building and playground is as safe as possible.
- 9.3. All staff members will act in accordance with the school's Health and Safety Policy and associated procedures, including undertaking risk assessments where necessary.

10. Parents

- 10.1. Parents are encouraged to be open and honest with us. We value our pupils' parents and, if they have any concerns, they are asked to write in the home-school book, email, text or make an appointment to speak to a teacher or member of the leadership team. Where possible, this can be passed on at the morning handover or end of day handover.
- 10.2. We hold regular coffee mornings throughout the year and parents are invited to attend.
- 10.3. We hold parents' open day (once per school year) and drop in sessions where parents are invited to meet the teachers and TA's, these will be calendarized once per term.
- 10.4. Where pupil numbers and pupils are willing, an end of school performance will be completed, this is more often in conjunction with the creative arts lessons.
- 10.5. There is end of term open day, where leavers will be mentioned, sports day prizes will be awarded and all other awards will be given. Social workers, carers, parents, local authorities will be invited to attend and where timing allows school will ask for a special representative to hand out the awards.
- 10.6. We post regular updates on our Facebook page to allow parents to see the lessons their children are involved in. Permission slips are obtained for this at the start of each academic year and parents may revoke permission at any time.
- 10.7. Parents are invited and encouraged to attend annual reviews, CLAs, PEPs, and any other collaborative meetings and meetings with other professionals as appropriate. Appointments are set in advance to allow arrangements to be made. Where possible school will endeavour to assist in bringing parents to and from meetings.
- 10.8. If a parent or carer cannot make themselves available for any of the above but would still like to visit school, please contact the school office and we will do our best to accommodate you.

11. Attendance

- 11.1. Some of our young people may have SEMH/medical needs and attending school is a struggle for them. It is important that they attend as often as possible as we have a high attendance target of 80 percent.
- 11.2. We recognise that many of our pupils have complex needs and may not be able to attend school from time-to-time. Parents are asked to ring and inform the school on the first day of absence and each day thereafter. Parents will receive work for their child from the class teacher if the absence is prolonged.
- 11.3. Holidays should not be taken in term-time without the permission of the headteacher. In certain circumstances, the headteacher may grant permission and a homework holiday project will be set to ensure learning continues.

11.4. If a pupil's attendance is starting to drop, this will show on the weekly figures and using a RAG rating system this pupil will be highlighted and procedures of home visits and phone calls home will be initiated over and above the normal contact procedures. Local authorities/social workers will be informed via email when this rating as moved from green to amber and will be updated weekly, if on a red rating, then daily. Within the schools' Daily Log system, all contact will be noted.

12. Monitoring and review

12.1. This policy will be reviewed by the headteacher in triennially.