Mayfield House School

Special School Teaching and Learning Policy

Date policy last reviewed: 20 October 2025

Signed by:

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Last updated: 29th July 2025

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Statement of intent

At Mayfield House School, we aim to encourage and enable our pupils to challenge themselves and to achieve their best outcomes.

The purpose of this policy is to outline how the school provides:

- The best quality learning and teaching for all pupils.
- Equality of opportunity for all pupils.
- A safe and positive environment for all pupils which supports their welfare, safety and personal development.
- A supportive and challenging environment which holds high expectations for pupil progression and attainment.
- Accessible learning resources and methods that can appropriately cater to the educational needs of pupils.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- Education Act 1996, particularly Section 317A – Duty to use best endeavours for pupils with SEND
- Education (Independent School Standards) Regulations 2014, Parts 1, 2 and 3
- Ofsted Education Inspection Framework (EIF, updated 2024)
- Keeping Children Safe in Education (KCSIE) 2025

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy

This policy should be read in conjunction with the school's Accessibility Plan and Equality Policy, which set out the school's commitment to providing equal access to learning opportunities for all pupils.

2. Roles and responsibilities

The **Proprietors** (Directors) will be responsible for:

- Overseeing the school's educational provision, including monitoring the ways in which the educational provision meets the needs of pupils.
- Monitoring and maintaining oversight of pupil progress and attainment, and ensuring that high expectations are established for all pupils.
- Ensuring that the school's budget and funding is effectively used to support pupils.

The **headteacher** will be responsible for:

- Ensuring that all SEND within the school is identified and addressed.
- Ensuring the effective deployment of resources to cater for the needs of pupils.
- Ensuring that all staff receive sufficient ongoing training to support pupils to succeed and thrive in the school environment.
- Overseeing the implementation of this policy.

Teaching staff will be responsible for:

- Holding high expectations for all pupils that are specific to their individual needs and capabilities.
- Ensuring that all teaching methods and learning activities used are accessible for the needs of the pupils in the class, and that pupils' needs are taken into account when planning lessons.
- Informing the headteacher where there are any resources or materials that would be beneficial to support pupils' learning.
- Planning lessons in such a way that caters to a variety of learning styles.
- Evaluating the impact of teaching methods and lessons on pupil progress and attainment.

The headteacher will provide termly reports to the directors on the quality of teaching, learning outcomes, and curriculum development to ensure strong oversight and continual improvement.

3. Equal opportunities

The school will ensure that all pupils have access to all aspects of educational life at the school, regardless of SEND. The school will provide reasonable adjustments wherever necessary to ensure that pupils with particular support needs can access the same opportunities as pupils without those needs.

The school will ensure that all teaching is made accessible for all pupils, and appropriate additional learning resources will be provided to ensure this wherever this is necessary, e.g. support from TAs or sensory materials.

Teaching staff will ensure that pupils' needs are assessed and reviewed where necessary in response to their behaviour, progress and attainment, and that these needs are catered for wherever reasonably practicable.

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

Staff will maintain high expectations of all pupils and will be expected to provide an environment where all pupils feel included, supported and challenged, and can achieve their best outcomes.

The school will implement a whole-school approach to the promotion of the fundamental British values, and will ensure that these values are taught throughout all relevant areas of the curriculum.

4. Curriculum

The school offers a curriculum that is broad, balanced and differentiated to suit all pupils' needs.

The curriculum is designed to promote the spiritual, moral, social and cultural (SMSC) development of pupils and to prepare them for life in modern Britain, reflecting the school's commitment to the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.

The school follows the national curriculum, adapting and adjusting this curriculum as necessary to meet the needs of pupils. The school offers the following subjects:

- English
- Maths
- Science
- Design and technology
- History
- Geography
- Art and design
- Music
- PE
- Performing Arts
- Animal Studies
- Computing
- Modern foreign languages
- RE
- Relationships and health education
- RSHE
- PHSE
- Horse Studies
- Motor Vehicle
- Horticulture
- Hair and Beauty

Pupils will also complete national assessments that are appropriate for their KS and abilities. Special measures and adjustments will be made for pupils to sit national assessments wherever necessary.

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

5. Lesson planning

Teaching staff will provide general overviews of their overarching learning plans for pupils to the headteacher and subject leaders at the start of each term – these are available to parents upon request.

Lessons will be developed for the abilities and needs of each class, and differentiation in learning activities is used to ensure all pupils can achieve their best outcomes and to fulfil any measures outlined in pupils' EHC plans. TAs and support staff will be strategically placed to support learning as directed by teaching staff and the headteacher.

Lessons will be designed with accessibility in mind, and will include:

- A combination of whole-class, group and individual teaching.
- Materials which cater to a variety of learning styles.
- Individualised targets for pupils.
- Adaptations for the needs of specific pupils, including the effective use of resources, where necessary.
- Assessment that is both formative and summative, used to inform planning and to evaluate progress against pupils' individual targets and EHCP outcomes.

The quality of teaching and learning will be monitored through lesson observations, learning walks, and scrutiny of pupils' work. Findings will be used to inform staff development and ensure consistent, high-quality teaching across the school.

6. Behaviour management

The school holds high behavioural standards for all pupils, while recognising the barriers some pupils will face to what is traditionally considered 'good behaviour' as a result of their needs. The school's overall behavioural standards, rules and methods of sanctioning poor behaviour are laid out within its **Behaviour Policy.**

Teaching staff will work with pupils to devise their own classroom rules, and pupils will sign learning agreements to show they will adhere to these rules. Each class will work towards their own reward system which will be designed to encourage pupils to focus on their learning.

In the first instance, teaching staff will work with pupils who exhibit challenging behaviour to develop individualised targets which take their needs into account. Where this does not improve a pupil's behaviour, their class teacher will work with the headteacher to devise a behaviour support plan in collaboration with the pupil's parents, and the pupil where appropriate.

Where challenging behaviour persists, or serious poor behaviour is exhibited, pupils will be sanctioned in line with the Behaviour Policy.

Behaviour interventions and support strategies will be recorded and reviewed regularly as part of each pupil's individual support plan or EHCP review to ensure a consistent and integrated approach across the school.

7. Classrooms

Teaching staff will ensure that their classrooms are clean, accessible and suitable for the sensory and ambulatory needs of the pupils in the class.

Teaching staff and the headteacher will take into account pupils' EHC plans when requesting and allocating resources and equipment to classrooms.

The headteacher and site manager will collaborate to ensure that lighting, furniture and other fixtures and fittings in the room are suitable and conducive to a positive learning environment for pupils with a variety of support needs.

All classrooms have the following to ensure that they are accessible for all pupils:

- **Tables that are height-adjustable.**
- **Additional space between tables to allow space for wheelchairs or additional equipment.**
- **Dimmable lights to ensure sensory comfort.**
- **Comfortable cool-down areas.**

The school nurse will be responsible for ensuring that classrooms are equipped with medical supplies that pupils may need throughout the day, and teaching staff will receive training on how to use these medical supplies.

The headteacher will ensure that TAs are deployed to classrooms in such a way as to ensure a suitable staff:pupil ratio for the needs of the pupils in each class. The school TAs will be deployed for one-to-one support for specific pupils.

8. Homework

Homework will be set by individual teachers to supplement the teaching delivered to pupils in class. Assignments will be differentiated and balanced and will be set at a frequency that is appropriate for each pupil's age and individual needs.

Homework set will always be:

- Relevant, meaningful and set for a purpose.
- Used to supplement learning and give pupils additional opportunities, rather than used as a means of 'catching up' or finishing work not completed in class.

- Differentiated based on each pupil's needs, capabilities and prior performance.

The school will evaluate the effectiveness of homework and the types of assignments set with pupils' parents to ensure it remains helpful to their education and development and will adjust assignments accordingly.

If the content or frequency of homework proves to be problematic for any pupil, that pupil's parents will be expected to contact their child's teacher via **email** so that alternative arrangements to ensure home-school links in the pupil's learning can be established.

9. Parents

The school is committed to working with parents to ensure that they feel included in their child's education and development. Parents will be encouraged to be open and honest with the school to ensure that any barriers their child is facing regarding their education can be overcome.

The school will ensure that parents are regularly updated about the progress their child is making, and the learning they are engaged in. The school will also provide regular opportunities for parents to visit the school and participate in their child's learning.

Parents will receive termly reports outlining their child's progress towards academic, social and EHCP targets, as well as details of the support and strategies in place to meet their needs.

The school will work with parents to ensure that pupils are supported to complete homework assignments.

10. Attendance

Attendance at school is mandatory for all pupils; however, the school recognises that some of our young people may have medical and/or support needs that present additional barriers to attendance.

Parents will be expected to call and inform the school of their child's absence by **8:00am** on the first day of this absence and each day thereafter.

While the school is mindful of, and sensitive to, these additional barriers, we are also aware that these pupils' right to a full-time education is the same as that of any other pupil. For this reason, the school will maintain high attendance ambitions and targets for all pupils, and will provide additional support to pupils whose circumstances make this more difficult.

The school will work on a continuous basis with the parents of all pupils whose attendance drops below **90 percent** to identify specific barriers to attendance and to work out strategies to address those barriers and to ensure that the risk of pupils falling behind in their education is mitigated as far as possible.

Holidays will not be taken during term time unless in exceptional circumstances; the decision to grant or deny term-time holidays is solely at the discretion of the headteacher and the headteacher's decision cannot be appealed.

11. Monitoring and review

This policy will be reviewed **annually** by the directors and headteacher.

Monitoring of this policy will include a review of teaching quality, pupil progress data, and curriculum accessibility to ensure the policy remains effective in meeting the needs of all pupils.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The next scheduled review date for this policy is **Sept 2026.**