



Mayfield College



#### COLLEGE CONTACT

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## PROSPECTUS 2024-25



Mayfield College







# WELCOME to Mayfield College

This prospectus outlines our three provisions that make up Mayfield, with a comprehensive focus on what we offer at Mayfield College.

Mayfield College is based in Preston, Paignton and we strive to develop our facilities and provision continuously. We are very proud of this provision so we hope you find the information of interest and help to you.

If you require any further information please do not hesitate to contact the College using the details on the back page.

*Stuart Heron, Headteacher*



**Rachel Hawthorne**  
Head of College



**Stuart Heron**  
Headteacher

## OUR PROVISIONS

We are a large special school organised over 3 sites in Torbay catering for a range of learners with complex educational needs and disabilities.



### Mayfield School

At Mayfield School in Torquay we have 180 pupils with severe and profound learning difficulties arranged in 19 classes from Foundation through to Key Stage 4. We have highly skilled staff and fantastic facilities to support the ongoing development of every pupils' EHCP needs in a safe, nurturing and happy environment.



### Mayfield College

At Mayfield College in Paignton we have 51 students in Key Stage 4 and 5 with severe and profound learning difficulties. The highly skilled College team provide a holistic programme of study for our young people which utilises challenging, relevant and fun learning experiences whilst supporting individual progression and preparation for adulthood.



### Mayfield Chestnut

At Mayfield Chestnut in Brixham we have 32 Primary aged pupils with social, emotional and mental health difficulties arranged in 6 classes. Our highly skilled staff support our pupils to maintain academic progress whilst securing attachment and promoting resilience and wellbeing through playfulness, acceptance, curiosity and empathy.





## Our VISION for Mayfield

Mayfield will be regarded and recognised as a Centre of Excellence for SEND.

Mayfield will be viewed as a learning community in which everyone; pupils and staff, are making progress towards their individual learning goals.

Mayfield will maintain a family feel with a focus for all on wellbeing, nurture and positivity.

## Our MISSION



- Learning together to be the best that we can be.
- Inspire each other through positive relationships.
- Provide a safe and creative environment.
- Offer enjoyable, stimulating, personalised opportunities.
- Celebrate individual achievement.
- Building on the success of today for the challenges of tomorrow.

## Our LEARNING VALUES

### Pupils will **FEEL**...

Proud  
Loved  
Valued  
Secure  
Included  
Nurtured  
Confident  
Important  
Successful  
Listened to  
Empowered  
Safe and happy  
Able to make a choice

### Pupils will **BE**...

Polite  
Curious  
Enabled  
Resilient  
Realistic  
Inspired  
Sociable  
Motivated  
Responsible  
Resourceful  
Aspirational  
Communicative  
Respected/Respectful

### Pupils will **RECEIVE**...

Challenge  
Needs met  
Consistency  
Quality resources  
Quality teaching  
Positive role models  
Creative opportunities  
Equality of opportunities  
Access to other agencies  
Stimulating environment  
Access to the community  
Home/school partnerships

### Pupils will **ACHIEVE**...

A voice  
Feel safe  
Progress  
Functionality  
Accreditation  
Independence  
Physical wellbeing  
Choice of where to live  
Sense of community  
Positive relationships  
Further learning opportunities

## OUR VALUES

### WE WILL WELCOME AND CARE BY:

- Providing a happy and secure environment.
- Nurturing confidence, wellbeing and self-esteem.
- Working together with you to build a supportive community.
- Making sure your voice is heard and valued.
- Responding with sensitivity.
- Communicating expectations clearly.
- Emphasising strengths and achievements.

### WE WILL WORK IN PARTNERSHIP BY:

- Encouraging participation.
- Valuing your contributions.
- Working together to develop plans, set targets and create and deliver specific programmes.
- Involving you in decisions about organisational changes and improvements.

### WE WILL COMMUNICATE OPENLY BY:

- Asking for your views and involvement.
- Being available when you need to talk and making time to listen.
- Listening calmly and respectfully.
- Responding promptly and following up.
- Reviewing regularly.
- Providing all the information needed in a timely way, in a way that will be understood.
- Striving to use positive and constructive language.

### WE WILL VALUE AND INCLUDE YOU BY:

- Identifying needs early, welcoming involvement at every stage.
- Having a 'can do' approach.
- Making sure all of our staff have the right skills and understanding.
- Sharing information about strengths and needs sensitively.
- Being creative and flexible to respond in the best way to individual strengths, needs and changing circumstances.
- Involving everyone in decision making.
- Encouraging all to contribute to the development of our values, systems and policies.







### The College aims to:

Prepare young people for adulthood with high aspirations for a fulfilling adult life.

Provide individual pathways suited to the needs of each young person, based on their Education, Care and Health Plan (EHCP).

Promote student and family choice.

Provide opportunities to gain nationally recognised qualifications where appropriate.

Support students and their families through the transition years.

Encourage students to have life experiences.

Develop a shared vision across all partners including education, local business, health and social care with families and young people at its heart.

Ofsted 2019

'Pupils transfer successfully from Mayfield School to Mayfield College. The development of the College has significantly raised the aspirations and opportunities for the students.'





## LEARNING for LIFE

The College provision is designed as a stepping stone between a students' school career and adult life. Mayfield College supports all students and builds their ability to become active and valuable members of their adult communities, whilst gathering independence along the way.

Each student is encouraged to achieve and is given the opportunity to develop skills that will enable them to make more informed choices about where and how to live and the work opportunities available to them.

We aim to provide a holistic programme of study for young people with learning experiences that are challenging, relevant and fun whilst supporting individual progression and preparation for adulthood.

Our programme is underpinned by the principle that in order for learning to take place, all physical, medical, sensory and social needs are met within a fully inclusive community provision and that opportunities to grow in confidence and self-esteem are abundant, without the fear of failure.

At Mayfield College we use a range of learning methods and resources which utilise links with other professionals, agencies and the community to ensure students achieve improved outcomes. The curriculum offer is in line with the 21st Century Skills of Communication, Basic Living Skills, Creativity, Citizenship & Work Related Learning, Digital Literacy & Computing, Personal Development and Leisure & Exercise.

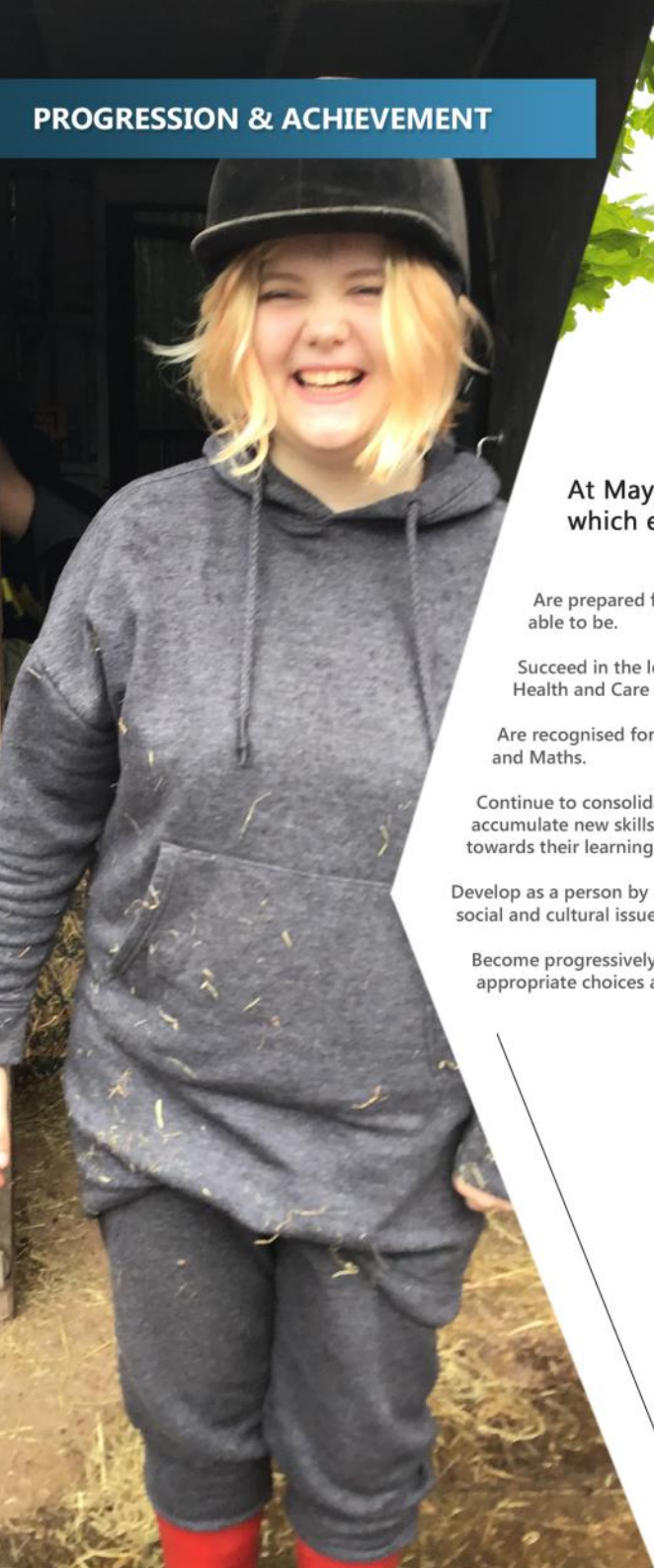
The areas outlined above are taught both in the classroom and, more importantly, in real life contexts, such as on work placements or out in the community. Progress in Maths, English and Computing are embedded into the students' learning programme.

The College provides person centred pathways and is committed to working with students, families and multi-disciplinary agencies including partners from social care and health to establish appropriate progression routes when students leave.





## PROGRESSION & ACHIEVEMENT



### At Mayfield College we value progression which ensures that students:

Are prepared for adult life and are as independent as they are able to be.

Succeed in the long term outcomes as outlined on the Education, Health and Care Plans (EHCP) and life outcomes.

Are recognised for both linear and lateral progression in English and Maths.

Continue to consolidate skills and knowledge already in place, accumulate new skills and knowledge and have positive attitudes towards their learning.

Develop as a person by having a greater understanding of spiritual, moral, social and cultural issues.

Become progressively more capable of making informed and appropriate choices about their own career and life aspirations.



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### Initial assessment, setting targets, assessment & reporting

Prior to starting at the College, students take part in a transition link in order to facilitate a smooth transition. This is achieved through meetings, sharing information and consistent approaches.

During the initial half term students are fully assessed in all areas of Daily Living Skills and Self Help Skills. Assessment is then ongoing and recorded daily through progression files. Students are also assessed at key intervals, some with external exams in English and Maths.

Progress data is reviewed throughout the year and reported to parents through Annual Review meetings and teacher reports.

Where it is evident that students are not meeting set targets, interventions are put in place accordingly.



Ofsted 2019

'All students are well prepared for their next destination. The work of the College means that students have the skills and personal development to succeed.'





# Our Learning PATHWAYS

Ofsted 2019

'Tailored Pathways mean that the curriculum is comprehensive and well designed to meet students' needs. Students are engaged and interested.'

## An Introduction to Pathways

The Pathways form the basis of the College curriculum of which all students study; what differs is the emphasis of each pathway. Which pathway a student follows is determined by a number of factors based on a person centred approach, where the young person's views are key.

Other factors which are taken into consideration are:

- Recommendations of the students' EHCP
- Attainment achieved at the end of KS4 in English, Maths and Secondary Pathway
- The students' individual learning plan
- The students' aspirations for the future

These factors are independent; whilst a student may have achieved a level in English and Maths which suggests a long term goal of supported work, additional factors such as complex autistic needs may mean that adjustments to the programme will be made in order to make it meaningful, whilst remaining aspirational.

## Pathway Trajectories

### Route A

Engagement  
Skills for Life



Life & Living  
Skills for Life



Transition  
Skills for Life

### Route B

Life & Living  
Careers & Further Education



Independent Learning  
Careers & Further Education



Transition  
Careers & Further Education



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# Our Learning PATHWAYS

## ENGAGEMENT PATHWAY

The students within this pathway have a range of complex learning needs, challenging behaviour and complex Autism. The Engagement Pathway aims to develop communication, life, social and work-related learning skills.

For some students, individualised learning spaces are provided to add an additional layer of support.



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### The Engagement Pathway offers:

The students are taught through a specially adapted, meaningful topic-based curriculum. A great deal of emphasis is placed on promoting independence and developing increased levels of engagement within the seven strands of Cognition & Learning; Responsiveness, Curiosity, Investigation, Discovery, Anticipation, Persistence and Initiation.

Activities are designed to encourage the students to respond to the environment and give them access to a purposeful, individualised curriculum that fully meets their specific needs.

Emphasis is placed on developing communication strategies that allow our students to 'have a voice'. A range of communication strategies are used to best meet the specific requirements of the individual student. Communication, language and literacy are a key element/focus, enabling students to thrive and unlock their potential.

Structure and routine play a fundamental role in the students' day and this is ensured through the use of visual timetables, Now & Next boards and cue cards to support transitions and independence.

### Outcome & Progression

Students leaving this pathway should be able to engage with the world around them more independently, be more able to use coping strategies to cope with a sensory world and be able to carry out work related activity.

They should be able to contribute to the local community through social enterprise activity, make choices and indicate preferences in relation to elements of their EHCP such as living arrangements, support, friendship and leisure opportunities.





# Our Learning PATHWAYS

## LIFE & LIVING PATHWAYS



The Life & Living pathways aim to provide our learners with important life skills, knowledge and experiences to help them lead an independent and fulfilling life. We aim to enhance confidence building, physical and social skills and English and Maths skills, with a focus on:

- Independent living at home, e.g., basic home cooking skills or keeping the home clean and tidy.
- Community engagement, which may include learning to go shopping, using public transport and using local services such as a doctor's surgery or dentist and explore interests.
- Personal development and good health, developing behaviours for learning; including learning to keep safe, the importance of staying healthy, developing English, Maths and ICT skills, use of technology to enhance learning and communication and employability skills through the college's work placement strategy.

Our vision is to support our learners to be independent, confident and resilient so that they are well prepared to engage with the wider community.

## Intended Destinations & Progression

All of our learners will have individual goals and targets to work towards throughout their programme. We will strive to help them to achieve their goals, transferable skills and work towards their independence. This will enable them to have a choice on their future, as much independence as possible and a control of their support.



Achieving more independence will enable a majority of our learners to progress onto Independent Learning Pathway and subsequently the Transition Pathway.

## Accreditation

All Year 11's will be accredited within English, Maths, and ICT. Students can also work to achieve The Duke of Edinburgh's Award.



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## Curriculum Implementation & Sequencing:

The emphasis will be to help pupils to think about what a community is, the different people in their community and how people help and respect each other. We will learn about why rules are important and what contribution they can make to their community. We will focus on preparing our young people for independence by supporting them to use buses and trains as independently as possible.

PSHE will be a focus within these activities as students have to think about how they behave, dress, take responsibility for their personal belongings, own personal hygiene, work as a team, think about their personal safety.



## Parent Feedback

'Our daughter has made incredible progress. She loves College and everything that goes with it.'





# Our Learning PATHWAYS

## INDEPENDENT LEARNING PATHWAY



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### The Independent Learning Pathway offers:

Students engage in sessions intended to develop their behaviours, attitudes and skills for lifelong learning, supporting them to be independent, confident and resilient so they are well prepared to continue with further vocational study or progress to work.

The main aim of this pathway is to build on learners' English, Maths and ICT skills for life and work, as well as their ability to communicate, problem solve and organise themselves.

English and Maths qualifications will be the focus for the whole academic year. This will be taught in the form of 1:1 and small group sessions, ensuring students make expected progress. The delivery of ICT and Media will be taught simultaneously.

### Outcome & Progression

This programme supports skill development in preparation for higher-level learning, therefore increasing opportunities for learners to progress. It is ideal for learners progressing to the Transition Pathways and accessing an extended educational offer.

The Independent Learning Pathway is not designed to lead directly to employment but will provide for the development of transferable skills, which are valued by employers.



Students may progress onto the Transition Pathways.





# Our Learning PATHWAYS

## TRANSITION PATHWAYS



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### Skills for Life Pathway

### Careers & Further Education Pathway

The Transition Pathways aim to prepare learners for the next step in their education, social care, or vocational next steps, gaining the skills and knowledge needed to successfully transition.

### Intended Destinations & Progression

All learners will have individualised goals and targets that they will be working towards and be supported with in order to progress. Learners will have opportunities within their lessons to gain a further understanding of their options for the future, whether this is a further education placement or supported employment or social care.

All lessons are based on transferable skills which will be emphasised to learners throughout the year. Learners will talk to careers advisors and meet with local employers (where appropriate). Learners will visit identified next steps provisions to ensure they are able to make meaningful choices for their own futures.

### Accreditation

Where appropriate, students within these pathways will be accredited within First Aid, Basic Food Hygiene and Health and Safety at Work. Students may also be accredited within bespoke vocational qualifications (Students will have been accredited in English, Maths and ICT in Y13). Students can also work to achieve The Duke of Edinburgh's Award.

### Curriculum Implementation & Sequencing:

The schemes within these pathways are sequenced for learners to first develop an idea of their own skills and interests that might impact what next steps they would like in the future. Early in the plan learners will develop communication skills, supporting them to articulate their needs and give and receive feedback to help develop. Learners will then develop research skills, ensuring they use reliable sources of information and organisational skills, to plan workload and to accurately record information.

Where appropriate, learners will gain bespoke work experience within their chosen field within the academic year. Learners will learn to apply for next steps, preparing applications, CVs and undertaking interview prep, readying them for the next stage in the education or employment. Within these pathways, students will be prepared and begin transition to their next steps.

Focus will be placed on ensuring all information is shared with next step providers and students will prepare their own student friendly versions of this.



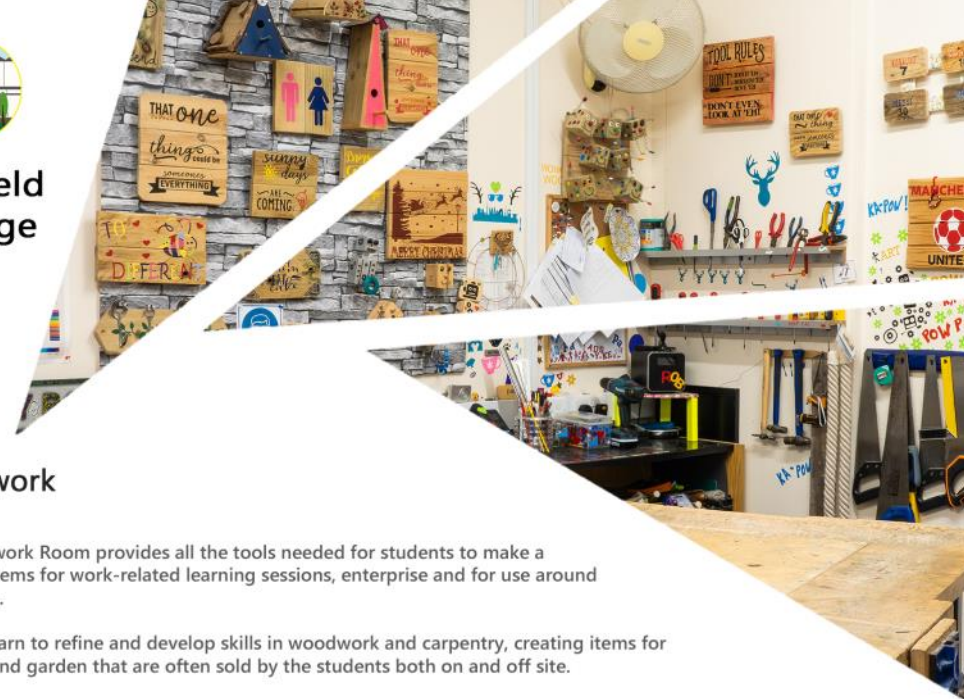


# Our SPECIALIST Facilities

## INDOOR LEARNING ENVIRONMENTS



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### Student Common Room

The learning environment within Mayfield College is warm and welcoming, with dedicated spaces for all areas of the curriculum. The student common room provides a light and airy welcome to the college day, allowing for social interactions, games and relaxation during free time periods.

### Woodwork

Our Woodwork Room provides all the tools needed for students to make a variety of items for work-related learning sessions, enterprise and for use around the College.

Students learn to refine and develop skills in woodwork and carpentry, creating items for the home and garden that are often sold by the students both on and off site.



### ICT Suite

Our fully equipped ICT suite boasts large screen displays enabling students to access their learning easily.

Learners engage with online resources and programmes to develop core curriculum, life and vocational skills, along with online safety skills.



### HUB/Kitchen

The College spaces support all areas of independence including life skills, functional English and Maths and social skills.

Students prepare their own lunches during the College day, learning vital independent living skills.





# Our SPECIALIST Facilities

## INDOOR LEARNING ENVIRONMENTS



### Gym/Dance Room

The Gym, one of the more recent additions to the College, supports the creativity of the students within drama and dance as well as providing a bright and airy space for health and fitness activities.



### Review Meeting Room

Our dedicated meeting room enables students to attend their annual EHCP Review meetings along with family and other professionals.



### Reading Intervention



### Art Room



### Maths Intervention



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# Our SPECIALIST Facilities

## OUTDOOR LEARNING & RECREATION



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### Horticulture Area

The students at Mayfield College have developed the grounds over recent years, creating productive fruit and vegetable plots, flower beds as well as mini habitats for garden wildlife.

For students who are interested in the outdoors and wish to explore future opportunities in this area, our horticulture space enables students to practice skills in a familiar environment ahead of work experience placements.



### Garden & Recreation

Our generous garden offers a calm and enclosed space for students to socialise in during free time.

Many events are hosted here, including the annual Garden Party, business enterprise activities and community engagement days.

Students are often inspired by our grounds during in Woodwork and Art sessions, creating bird boxes, garden plaques and ornaments for College enterprise sales.





# SAFEGUARDING & Child Protection



Rachel Hawthorne  
DSL



Hayley Loveday  
Deputy DSL



Helen Bailey  
Deputy DSL

We are very proud to belong to our college and believe it is a caring, safe and supportive place to be, that has the students at the heart of all we do. We are fully committed to safeguarding.

Promoting the welfare of students is of paramount importance as safer young people make more successful learners. All of our staff and volunteers are DBS checked to ensure they are safe to work with young people. They are then trained to identify safeguarding issues and what to do if they are concerned. The college has a Designated Safeguarding Lead (DSL) who has had extra training to deal with any concerns appropriately and efficiently.

As part of the PSHCE curriculum, students are taught how to keep themselves safe online and out in the community. Students are taught that staff are always available to talk about any concerns.

All of our latest Safeguarding and Child Protection Policies can be found on our website.



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Ofsted 2019

'The arrangements for safeguarding are effective. Keeping pupils and students safe is a priority for the school. A kind and caring approach underpins practice.'

# Mayfield College Prom



## FAREWELL, not goodbye....

We are very proud to see our students venture on to their next step provisions, whether that's going into employment, supported living or further education. After attending the College Prom in their final weeks, students are equally excited to move onto their next chapter.

Students know that a friendly face will always be here to greet them if they want to drop by and we love catching up with old students to hear about the fun and exciting things they have done!



'My name is Toby.  
I went to Mayfield College  
and I work at ROC Farm.'



'My name is Milly.  
I went to Mayfield College  
and I live in Supported  
Living.'



'My name is Ethan.  
I went to Mayfield College  
and I am a qualified Fitness  
Instructor at Winners Gym.'