

Welcome to Maplewell Hall



Preparing for Adulthood

Parent Information

Welcome to Maplewell Hall School

Preparing for Adulthood

Head Teacher's Welcome



I am very happy to introduce our outstanding school. Maplewell is a place where students continue to achieve and flourish both educationally and socially in our supportive and friendly environment.

At Maplewell the expectation of high aspiration and a 'can do' approach for all, starts from the moment students join our school. Our ethos of raised aspirations bears out our belief that all students are able to achieve the very best of their ability.

We are always seeking to broaden students' horizons in order to inspire and foster a deep seated sense of self belief, which will aid them in becoming lifelong learners.



Moving to Maplewell is an important step for your child and we are here to provide support every step of the way. We understand that this period of change and transition may be a source of anxiety. Please be reassured that we are here to support you and your child, during this time of transition and throughout the next phase of your child's education.

This booklet aims to provide you with some essential information as your child joins Maplewell Hall School. Please come and see us at our school or contact us for any more information.

Jason Brooks

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Meet the Team



Mr Brooks, Head Teacher

As a leadership team we are committed to looking after your child and ensuring that they succeed in every part of their education. We are excited to welcome your child into our school and look forward to working in partnership to ensure your child reaches their fullest potential.

Leadership Team



Kasia Glinka

Deputy Head



Rob Cooper

Deputy Head



Chris Hout

Deputy Head



Craig Palmer

Assistant Head



Jacqui Tarry

Assistant Head



Rebecca Ryman

Assistant Head



Emma Braisby

Assistant Head



Andrew Patterson

Business Manager

Compass: COMplementary PAStoral Support



Your child is about to begin the next stage of their journey towards adulthood and we are very proud to be able to travel with them on that journey. Preparation for Adulthood means preparing students to take responsibility for their own needs.

Pastoral Care and Education at Maplewell describes everything we do at Maplewell to support students and their parents and carers, so that they can access the wonderful education we provide and leave us with the knowledge, skills, qualities and understanding to lead happy, healthy, and fulfilling lives, as independent and valued members of their communities.

Every student at Maplewell has additional pastoral needs related to their special educational needs and disabilities. Your child's pastoral needs will be assessed according to their level of need. For most of their time at Maplewell, the majority of students' pastoral needs will be met by their tutor teams and they will be assessed at Tutor Wave 1. At certain times however, this pastoral support may not be quite sufficient and they may need additional support from our COMPASS Mentors and Session staff. Whilst your child is accessing this additional support, their pastoral level of need will be assessed at COMPASS Wave 2.

Some students need more intensive support from specialist therapists. The school has on its staff; an Occupational Therapist and Occupational Therapy Assistant; a Speech and Language Therapist and a Speech and Language Therapy Assistant; an Educational Psychologist; an Art Therapist, who guides our Art Therapy Students. Students who need to access to this level of pastoral support, will be assessed at COMPASS PLUS Wave 3 (Appendix 3).

COMPASS Mentors and Session Staff



Martine Johnsen – Compass Lead

Sessions include; Art Therapy, Bio Feedback, Phonological Awareness, Self-Awareness & Self Esteem, Growth Mindset.

Behaviour & Medical Staff



**Georgina
Smith**



**Stuart
Matthews**



**Emma
Colman**



**Clara
Hurst**



**Sacha
Cooze**



**Nikki
Arkley**

Student Support Workers



**Richard
Gross**



**Sylvie
Lindo-Crowther**

Home School Link Workers



Paula Poxon



Debbie Smith



Helen Thirlby

Home/School Link Workers

Our Home School Link Workers, Debbie, Paula and Helen, ensure good communication between home and school. They provide a point of contact for you and can signpost you to services, support you at home, and work as an advocate for you and your child. Paula is Solihull Approach trained, offering parents support for your child at home.

Compass Mentors and Session Staff (WAVE 2)

Mentors and Session staff will support your child's additional pastoral care needs. They might provide a familiar face to talk to on an informal basis, or they might deliver personalised COMPASS sessions designed to help your child. A number of our COMPASS Mentors and Session staff are ELSA trained and deliver a variety of sessions including:

- Regulating emotions;
- Making and Sustaining friendships;
- Anger management; and
- Self-Awareness.

Compass Intervention & LAAC



Karen Rafferty

Looked After and Adopted Children are automatically assessed at COMPASS WAVE 2 level of need, and assigned a mentor to support them. Karen Rafferty is the mentor for all Looked After and Adopted Children.

COMPASS Therapists (WAVE 3)

Educational Psychologist – Dr Mel Shirley

Occupational Therapist – Tammy Harris

Occupational Therapist Assistant – Zoe Holmes-Barr

Speech and Language Therapist – Lauren Burgess

Speech & Language Therapy Assistants – Hope Restell & Stephanie Webster

Art Therapist – Pihla Gross

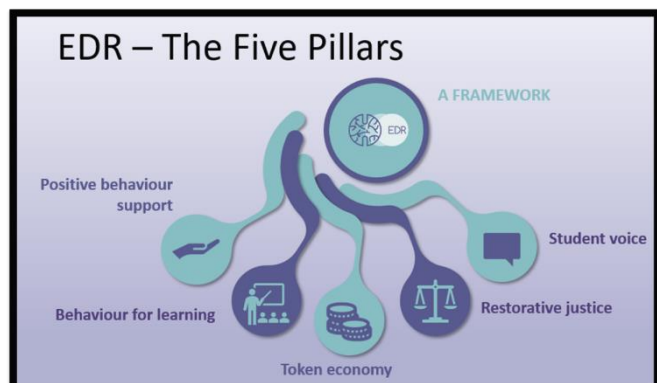
Mindfulness and Yoga Practitioner – Jacinda Butterworth



Positive Behaviour for Learning

Many schools will refer to Behaviour Management in their Behaviour Policies. For us, Behaviour Management places too great an emphasis on what the school does to manage student behaviour. At Maplewell we use the term Positive Behaviour for Learning to reflect our emphasis on promoting behavioural habits that help students to manage their own behaviour. Positive Behaviour for Learning habits enable students to engage in learning, make good academic progress and sustain good relationships with both adults and peers. Establishing Positive Behaviour for Learning habits helps students make smoother transitions into college, employment and adult life. This approach to behaviour is underpinned by EDR (Engage, Disengage, Re-Engage), a framework developed by Maplewell and other Leicestershire special schools to promote positive behaviour support. EDR is a framework that is underpinned by 5 pillars:

- Positive Behaviour Support
- Behaviour for Learning
- Token Economy
- Student Voice
- Restorative Justice



Whatever behaviour management strategies a school uses, there must be a behaviour policy that provides structure, boundaries, and protection for staff and students alike. Our policy is a lengthy and complex document that reflects the fact that every student at Maplewell has a unique set of needs as a result of the difficulties and disabilities identified on their Education, Health and Care Plan, and that every student requires a unique combination of approaches to

help them to achieve to their full potential. This can be accessed via our website.

We reward positive behaviour through our token economy which directly feeds into our points system. This is reinforced each and every lesson where students are awarded points for their effort and attitude within the lesson:

- Unacceptable
- Hasn't met expectations
- Met expectations
- Beyond expectations (green token awarded)
- Excellent (certificate)
- Outstanding (breakfast with Mr Brooks)

In addition, students can be rewarded with a green token simply by 'doing the right thing' in and around school, such as being kind to others, showing excellent manners, being courteous etc. Students can bank their points to access items from the termly shop, and trips on our termly rewards day celebrations. This is a system that works extremely well and will no doubt be the focus of the conversation between you and your child each evening.

We also respond to negative behaviours by putting in place supportive consequences. These are not sanctions. Supportive consequences are structured sessions used to reflect on and teach more appropriate responses. At Maplewell, these supportive consequences include:

- Reflection time;
- Behaviour reports, safety plans; and
- Restorative Meetings.

However, we also have a set of authorised consequences that may be imposed following any chosen negative behaviours. At Maplewell, our authorised consequences are:

- School Day detentions;
- After-School detentions;
- Internal Exclusions;
- Fixed-term Exclusions; and
- Permanent Exclusions.

We log all students concerns using our secure online safeguarding tool so we can refer back to an incident any time, but more importantly analyse what we're experiencing over time. If your child's behaviour becomes a concern,

then you will be contacted by one of the following, according to the level of concern:

- Subject Teacher;
- Tutor;
- Home/School Link Worker;
- Behaviour Manager;
- Assistant Head of Key Stage;
- Deputy Headteacher; or The Headteacher.

Preparation for Adulthood

All students have Preparation for Adulthood (P4A) on their timetable. The P4A aims are Good Health; Employment; Independent Lives; and Friends, Relationships and Community Inclusion.



Through curriculum P4A, we deliver our Relationships and Sex Education, our Drugs Education, and our Careers Programme.

Across the whole curriculum, all tutors and subject teachers will assess your child's P4A progress against 7 outcomes: Body Health; Emotional Health; Work; Independence; Safety; Engagement; and Relationships.

These assessments will help us to make informed decisions about appropriate P4A outcomes that will be recorded on your child's EHCP during the Annual Review process. By setting appropriate P4A targets, we can better prepare your child for independent adult life, education and employment.

The Annual Review Process

The annual review process begins at the start of each academic year in your child's P4A lessons. During the first half term of the academic year, your child will produce a personalised 'road map' detailing their aspirations for the future in terms of education, employment and independence.

This will form one part of Section A (Views, Interests and Aspirations) of your child's EHCP.

Towards the end of the first half term, you will be invited to attend a 'meet the tutor' parents' evening. During this meeting, you will be asked to contribute your own aspirations for your child's future. This will also contribute to section A of the EHCP.

All your child's teachers will assess their progress in all subjects, including P4A, throughout the year. Based on these assessments, teachers will report to you and set appropriate targets. These reports will form part of the Annual Review process and contribute to both sections B (Needs) and E (Outcomes).

When you come into school for your child's annual review meeting, your aspirations, your child's aspirations, and their teacher's reports and targets, will help to ensure that your child's EHCP remains accurate and up to date, and helps direct time and resources to helping your child make progress towards independent adulthood.

The Annual Review meeting is the single most important planning meeting of the year for your child. In most cases, your child will be invited to attend at least part of the meeting.



Maplewell Autism Provision (MAP)



National
Autistic
Society

Autism Specialist
Award Advanced
2022



Maplewell Hall School is one of only a few providers that holds the Advanced Accreditation from the National Autistic Society after a three day inspection process.

Maplewell Hall School provides an Autism friendly curriculum through which all students are able to learn to their full potential in a calm, safe and specifically designed environment. The School has developed strong links with other facilities off site and demonstrates a commitment to Autism, by ensuring that all staff are trained to a very high standard by half termly CPD and staff induction.

The school environment is calm, clutter free and well organised with emotional displays following the zones of regulation framework, in all classrooms. Resources are clearly labelled and well organised, this is a consistent across all classrooms, which helps create an environment that encourages all learners to learn as independently as possible. All teachers and support staff are trained following the SPELL framework, this enables Maplewell to deliver lessons that are multisensory, accessible and visual, allowing all learners to access our broad and balanced curriculum.

The National Autistic Society outlined many key strengths in the Advanced Autism Accreditation report including:

- Use of Zones of regulation
- Extensive extended day activities
- The Compass Team (Pastoral and Intervention Team)
- Autism trained staff
- Sensory rooms
- Low arousal environment and whole school colour schemes
- Access to sensory equipment where needed
- Emotional wellbeing of pupils
- Opportunities for all pupils
- Detailed tracking systems for both Academic and Holistic success
- Visuals for pupils where needed, such as timers and visual timetables

Free School Meals

Registering for free school meals does not mean your child will have to eat the school lunch - there are other benefits, such as Pupil Premium Grant (PPG) which provides your child with a certain amount of money which can help towards trips, school uniform, extra tuition, interventions.

Your child may qualify for free school meals if you receive one of the following:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

If you require any further information please get in touch with the school, we will be happy to confidentially and discreetly support you with completing this information.

Home School Link Workers: Debbie Smith, Paula Poxon & Helen Thirlby

Telephone: 01509 890237

Extended Day

We run a very popular extended day provision which is offered to all students in years 7-11. Students will be invited to take part in this experience prior to each full term. The aim is to provide students with valuable opportunities to extend their learning whilst developing their independence and social skills.

Extended day activities are changed termly and students have the opportunity to stay for tea. Activities on offer vary from on-site activities to off-site, within our local community.

Activities could include: Swimming, Scouts, Dance, Football, MasterChef, Pony Care and much more.



Curriculum

The ultimate goal of the Maplewell curriculum is to achieve equity for our students, allowing them to compete with their peers for the very best academic and employment opportunities. Our curriculum is designed to empower students with knowledge beyond their own boundaries, exposing them to a wide range of arts, literature, sports, mathematical concepts, scientific theories and much, much more that they would otherwise be unlikely to encounter in their daily lives. At Maplewell, we disrupt and challenge the status quo through a shared understanding that an exceptional education is intrinsically linked with social mobility.

In our curriculum, we tirelessly challenge stereotypes and prejudices, not only through its diverse content, but also in our aspirations for our students. We firmly believe that knowledge is power; with a curriculum rich in knowledge, and with exceptional teaching, additional needs need not be a barrier to achieving academic excellence at any stage. We do not limit our students' experiences and we do not make assumptions about their future prospects based solely on additional needs or background. We are committed to offering a vast range of knowledge and experiences which will allow students to make their own realistic choices about their future. The world of work is rapidly changing for the better to support people with additional needs to access a full range of meaningful employment, and our aspirations for our students reflect this.

It is our aim that, no matter their starting point or additional needs, our students leave us as resilient, confident and articulate individuals, who are equipped with the knowledge and understanding to become critical thinkers who can successfully navigate aspects of adulthood.

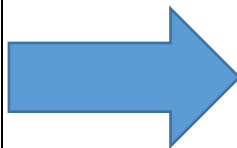
How does our curriculum meet the individual needs of our students?

Our curriculum is carefully planned and organised to meet the needs of our students and support them to work towards their EHCP targets.

Outlined below are just some of the ways in which our curriculum meets the specific issues our students may face due to their primary needs:

Students with **Communication and Interaction** as their primary need may have difficulties with:

- Receptive language skills
- Expressive language skills
- Comprehension
- Social interaction appropriate for age and context

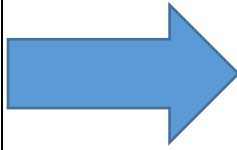


We address this through:

- Pre-planned teaching of Tier 3 vocab across the curriculum;
- Explicit day-to-day teaching and practice of Tier 2 vocab;
- Opportunities for oracy;
- Opportunities for interaction with the wider community.

Students with **Cognition and Learning** as their primary need may have difficulties with:

- Processing information
- Working memory
- Reading and literacy
- Numeracy
- Linking ideas and concepts

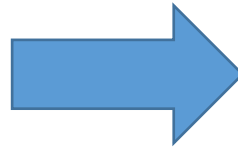


We address this through:

- More time for core subjects, with opportunities for extra tuition;
- Interdisciplinary planning;
- The Reading Curriculum;
- Daily numeracy practice;
- Embedded retrieval practice.

Students with **Social, Emotional & Mental Health** as their primary need may have difficulties with:

- Anxiety
- Managing pressure
- Perfectionism
- Self-esteem
- Self-expression

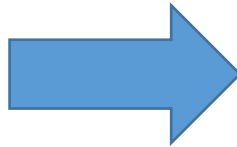


We address this through:

- Starting exam prep early;
- Self Study sessions in KS4&5;
- Low-stakes knowledge checks to support assessment;
- Focus on curriculum coverage rather than a grade outcome in KS3.

Students with **Physical and/or Sensory Needs** as their primary need may have difficulties with:

- Motor skills
- Communication
- Hyper- or hypo-sensitivity
- Attention and concentration



We address this through:

- Learning resources designed for the needs of each group;
- Similarly-structured lessons across the curriculum;
- Adapted communication methods;
- Short bursts of learning followed by independent practice.

Our School Day

Monday to Thursday		Friday	
8.35 – 8.55am	Registration/ Numeracy- time tables	8:35 – 8.55am	Registration/ Numeracy- time tables
8.55 – 9.45am	Lesson 1	8.55 – 9:45am	Lesson 1
9.45 – 10:35am	Lesson 2	9.45 – 10:35am	Lesson 2
10.35 – 11:10am	Reading	10:35 – 11:10am	Reading
11.10 – 11.25am	Break	11.10 – 11.25am	Break
11:25 – 12:15pm	Lesson 3	11:25 – 12:15pm	Lesson 3
12:15 – 1:05pm	Lesson 4	12:15 – 1:05pm	Lesson 4
1:05 – 2:05pm	Lunch / Social Time	1:05 – 2:05pm	Lunch / Social time
2:05 – 2:25pm	Registration / Assembly	2:05 – 2:25pm	Registration
2:25 – 3:15pm	Lesson 5		
3:15 – 3:30pm	Review		

Your child will be issued with a timetable and a copy will be sent home.

Homework

We appreciate the importance of home and school links and the need for parents and teachers to work together to ensure high quality education for all our pupils. It is for this reason that we set regular homework in school.



Homework set will vary according to the key stage and ability of the child.

The over-riding principle is that children benefit if they have parental support in their learning. With parental support, we aim to help pupils create consistent study habits which will support them throughout their academic and working life.

Format of Homework

Homework tasks will focus on core subjects, and take a range of forms to reflect the individual needs of the children in the class. Homework may be set using online platforms such as Google Classroom; it may be research based to prepare pupils for a new topic; it may consolidate and check retention of knowledge.

Alongside mandatory homework, we also provide an **optional** Homework Project for KS3 pupils who want to extend their learning outside of core subjects. The aim of this optional project is to stretch, challenge and build cultural capital.

Homework will allow pupils to use different skills and techniques from the subjects that they are taught in school. We aim to engage pupils with learning at home and provide them with experiences that they can share with parents or carers.

Tools for Learning



Maplewell is committed to providing our students with the best possible resources for learning. Excellence in education requires that technology be seamlessly integrated throughout the students learning experience. Students and parents will be required to read and sign the school's ICT Acceptable Use Policy.

Use of Mobile Phones

Maplewell Hall School seeks to maintain an environment conducive to learning - one which safeguards the rights of other students to be educated, and fulfils the responsibility of the school to ensure an orderly climate for learning. In order to promote effective teaching and learning during lessons and create an appropriate ethos around the school, for Key Stage 3 & 4 students, **Maplewell Hall School does not permit the use of mobile phones / electronic devices** during the school day, and any devices must be handed in at the start of the day. Key Stage 5 students are asked to hand devices in, but they are available for use depending on activity, e.g. independent travel, Enterprise etc., and may be required to use them as a teaching and learning tool. Please refer to our Policy on Student Use of Personal Mobile Phones and Tablets for full details, Appendix 1.



Attendance

We recognise that good attendance is important for the wellbeing of students in both their personal and academic development.

We are committed to co-operation between the school, parents/carers and students to achieve the best possible attendance. Prolonged absence and irregular attendance undermines the educational process and leads to educational disadvantage. Accordingly, the school will actively pursue the aim of high attendance in relation to individual students and for the student body as a whole.

The school aims to achieve good attendance by operating an attendance policy within which staff, pupils, parents, the local community and other agencies can work in partnership. All staff will encourage good attendance and the school will liaise with home and other individuals if this is appropriate.

Non-attendance is an important issue that is treated seriously. Each case is different and the school acknowledges that no one standard response will be appropriate in every case. Consideration is given to all factors affecting attendance before deciding what intervention and/or strategies to apply.

Aims and objectives:

- To create a culture in which good attendance is normal by: ensuring children are only absent due to illness.
- Actively promote the importance and value of good attendance to pupils and their parent/carers.
- To implement whole school policy on attendance and ensure all staff understand their roles in monitoring and recording attendance.
- To reduce unauthorised absences within the school at all levels – whole school, year group, class, individual and internal truancy.
- To acknowledge good attendance and punctuality in keeping with the token economy in the school.
- To keep an accurate and up to date record of attendance and to analyse attendance data to identify causes and patterns of absence.

Escalation of Attendance Interventions:

Students will be placed into one of four groups based on their overall attendance. The outline below gives an indication, and guide to the stages of intervention required for each group. Groupings will be discussed and reviewed every 4 weeks by the attendance team.

<p>Green 95% and above</p>

<p>Blue 94.9% - 90%</p>

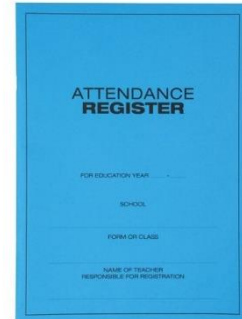
<p>Amber 89.9% - 85%</p>			
Wave 1	Wave 2	Wave 3	Wave 4

<p>Red 84.9% and less</p>		
Wave 1	Wave 2	Wave 3

Both the Amber and Red groups have several waves of intervention. This is to provide a strategic approach to improving attendance and allows layers of support systems to be employed.

- Students will move to the next stage at the 'review meeting' if their attendance has not improved.
- If a student's attendance is improving, they stay at the same wave until they move down to the previous group.
- Students will move up a wave if they have been at the same wave for at least two review meetings.

Parents / Carers will be contacted and informed throughout the process.



Transport





County Hall Transport will allocate an appropriate method of transport to your child. Your child will be expected to arrive at school for registration at 8.45am and will be collected by their allocated transport at the end of the school day at 3.30pm, Monday to Thursday, and 2:30pm on Fridays, as the school day finishes earlier.



House System

Our 'Houses' at Maplewell Hall introduce the students to the benefits of team work and the opportunity to take various roles and responsibilities, to lead and take initiatives in a variety of differentiated competitions, throughout the school year. The House System Rewards, supports and develops positive behaviour and student progress.

Students will be allocated to one of the following house groups:

Bradgate	Beacon	Charnwood	Swithland
 Bradgate	 Beacon	 Charnwood	 Swithland

Uniform

The colour of your school uniform is affiliated to the colour of your House. Uniform can be ordered directly from the suppliers at www.rosebuddiesonline.co.uk/
Sports kit can be ordered from www.lissports.co.uk

Please look at the Maplewell Uniform Policy (Enclosed)

For School you will need:

House coloured polo shirts
Black school sweatshirt with school logo
Black trouser/skirt/shorts
Black shoes
Black, grey or white socks; must be plain
Religious Dress; Abayas must be plain black. Religious headwear (headscarves, topis, turbans) must be plain black with no decoration on them.

For PE you will need:

House coloured hoodie (or plain red sweatshirt)
House coloured t-shirt (or white polo shirt)
Black tracksuit bottoms/shorts
Trainers
Towel and soap/shower gel
Deodorant – **not aerosol**

Your child will need to take responsibility for their own belongings. To reduce the risk of losing belongings, **please ensure all items are labelled and easily identifiable.**
For more information, please see our website maplewell.leics.sch.uk

Lunch

Your child can choose to bring a healthy packed lunch or have a hot dinner at school. Our school cook creates appetising weekly menus that are all cooked on site. The weekly menu is available to see on our website. School lunches can be ordered daily during morning registration, at the cost of £2.55.

If your child has any specific dietary requirements or allergies, please inform the school.

If your child is in receipt of Free School Meals and requires a packed lunch for off-site trips, our kitchen staff will provide this.

Lunchtime is supervised by school LSA's who are able to monitor behaviour and support where necessary.

Please be aware that we are a 'nut free' school, this includes any foods coming into school in packed lunches.



ParentPay

Maplewell Hall School operates a cash-free payment system. All lunches and school trips must be paid for through ParentPay. You will receive a letter with your own login, password and instructions on how to get started, after your child has started with us. For help and queries please contact Kirstie Allen our Office Manager. If you don't have regular access to the internet, or a bank card to pay online, you can pay at Post Offices and shops which display the Pay Point logo.

For further information please read our leaflet.



Communication

At Maplewell we are committed to ensuring communication between parents / carers and school is easy, accessible and useful.



We welcome visits by arrangement at any time. Staff can be contacted via the school reception and are able to return your call to discuss any issues or concerns that you may have. Initially, whilst your child is settling in to life at Maplewell, staff will endeavour to provide regular feedback about their experience at school. Most of this communication will come from Reach More Parents by Weduc.

Reach More Parents is a communication app that connects teachers and school staff to parents / carers who can use it to share photos, videos and messages. You can access this on your mobile phone or via the website at <https://www.reachmoreparents.com/>

You will receive a code from school that you can use to access your child's account. Once you are set up with your Class account, you will be able to directly message your child's tutor and the school office.

We also realise that 'technology' is not the answer to everything – Reach More Parents will not be replacing phone calls or face to face meetings. Our experience is that this online tool provides further opportunity to improve communication between home and school.

With Your Permission

We strive to ensure that your child's time at Maplewell Hall School is a richly rewarding experience and therefore have a varied programme of activities that the students will be involved in, away from the school grounds. Please take the time to read the information contained in the enclosed permission letters and give your signed consent for them to participate.

Following GDPR requirements, we require parental signed permission, so please check through the documents that need signing carefully.





Maplewell Hall School

Maplewell Road, Woodhouse Eaves, Leicestershire. LE12 8QY

Tel: 01509 890237

office@maplewell.leics.sch.uk

www.maplewell.leics.sch.uk