



Social, Moral, Spiritual, Cultural, and British Values at Maplewell Hall School

Rule of Law

- Positive behaviour for learning policy and practice is implemented across the whole school and residential provision
- Regular assemblies provide opportunities for pupils to reflect on their learning and celebrate achievements
- Pupil survey on feeling safe in school
- Police and youth workshop provisions
- Tutor group rules and ethos
- Restorative justice
- Liaison with police to support individual pupils if concerns are raised
- E-safety practice and policy
- Preparation for adulthood lessons and pathways throughout the school to develop understanding of local and wider communities

Tolerance

- Challenge and aspiration day based around the token award system
- Assemblies based on world events and culture to support pupil understanding of their community and world around them
- Links with other schools through trips and visits
- A broad range of topics covered in RE and Art to support cultural understanding
- Visits to a range of places of interest
- Links with the 'A century of stories' county team to enable pupils to understand British history
- Equality and Accessibility policy plans
- Planned interventions to support social and emotional understanding towards others
- Social communication promoted at all times across the school



British Values

Responsibility & Liberty

- Understanding how to become a responsible citizen through behaviour and attitude to learning in school
- Student voice roles within the school
- Visits from the local community police office and youth offending service
- Respecting the school values & ethos
- Fundraising for charities through the house system

Democracy

- Student voice team includes voting, discussing pupil opinion, implementing improvements across school, liaising with SLT and governors to keep all stakeholders involved
- Special assemblies dedicated to voting and enables potential student governors to promote their agenda and ideas
- K5 pupils engage with local councillors to enable them to understand party agendas.
- Support with travel arrangements for K5 pupils to be able to vote
- Democracy topic covered through 'Preparation for Adulthood'

Mutual respect

- SEAL taught and promoted at all times during lessons and pastoral sessions to reinforce positive relationships between pupils
- Dedicated 'Preparation for Adulthood' sessions and promotion through transition and annual review meetings
- Positive relationships and encouraged and modelled by staff
- Inclusive ethos across the whole school to meet individual pupil needs
- A thorough RE curriculum and opportunity to study up to GCSE
- Anti-bullying week
- Working with 'Beyond bullying' as a pilot school for accredited award
- Anti-bullying leaflet available for parents/carers
- Student council
- Parent groups
- Sports and activity links with other schools and businesses

Social

- Planned activities for social time
- Social interventions ran by support staff
- Positive behaviour for learning policy promotes key social skill development
- Restorative justice promotes understanding through social skills
- Assemblies promote the social world and community around pupils
- Preparation for Adulthood curriculum supports the development of socially inclusive pupils and adults
- Clear routines and structure in lessons to enable positive social interactions to occur between pupils and staff
- Team work is evident in a range of lessons to promote social inclusion for all pupils
- Clear transition pathways to include making friends and understanding the other pupils that attend MHS
- Restorative justice support for pupils who require additional support in understanding positive social interactions
- Foundation subjects deepen the social interactions of all pupils, especially in PE, RE, Art and Performing Arts
- Provide extra-curricular activities that enables pupils to deepen their social experiences during their time at Maplewell. This includes residence, trips and visits across the county, overnight visits, after school club, after school tuition, reward week activities, whole school dinner experiences, fundraising for their House charity
- Invitation of visitors from the local community to deepen the teaching experiences within school- counsellors, police, YISP, Kooth, transition/careers events at annual reviews
- Work experience and support for pupils who wish to volunteer within their local community
- NCS K5 pupil volunteers
- Transition opportunities for all new pupils and those transferring into other provisions
- An embedded House system that promotes the Behaviour for learning policy, along with pre-arranged reward and challenge events that occur termly to promote a positive society across school
- Whole school events celebrate progress and achievements- celebration assembly, Christmas dinner, party buffet, BBQ
- Teams are pre-arranged to represent the school society for events outside of school- sports events, music events, ,theatre performances



SMSC

Moral

- Steps to success poster to secure positive behaviour for learning
- Professional standards made by staff at all times
- Liaison with home via the HSLW to promote clear moral development
- Anti-bullying policy and posters throughout school with issues identified, prevented or intervened to ensure clear morals across the school at all times
- Reflection supported moments available throughout school
- House system promotes moral principles of expected behaviour and rewards
- Equality policies in place for anti-discrimination, Hate incidents, SRE, alcohol and drug education
- Preparation for Adulthood clearly defines creating positive morals and ethos between pupils, staff and the community
- Interventions support pupils understanding of morals and decision making
- Assemblies enable pupils to understand the morals of the wider community, cultures and the world around them
- Celebration events occur during every term as a minimum
- Student voice team promotes a positive ethos and values around school
- Behaviour manager support for pupils to enable them to take responsibility for their own actions
- Varied learning experiences across all subjects to develop deep morals and values for influences in these areas
- The school has a vision and ethos set by the Head teacher. This is promoted on the website, newsletters and the website

Spiritual

- RE covers a range of religious and cultural topics to enable pupils to understand people in their local community and around the world
- Assembly plans cover a range of spiritual topics
- Whole school and key stage collective worship opportunities within assembly
- House events to promote understanding of a team spiritual ethos
- Preparation for adulthood promotes understanding of others
- Interventions support further pupil development in understanding others
- Feelings and emotions boards in every tutor room space and occurs throughout the school day
- Opportunity to respond to positive experiences through the house reward system- house shop, reward weeks, activities
- Opportunity for all pupils to visit numerous places of interest in the local and further field community- residential trips, museums, town centres etc
- Supporting and ensuring positive faith for pupils promoted by all staff and discussed in tutor times throughout the day
- Positive views expressed by pupils and staff around school. Opportunities to ensure memorable events
- Display boards around school promote spiritual values and aims from the different learning environments
- Inspirational visits to promote awareness of different opportunities available throughout the year
- Opportunities to discuss spiritual meaning and understanding in a range of subjects including English, Art, PERE and Humanities
- Moments of reflection time occur as a minimum three times daily as a tutor time and further 1:1 support available through support staff interventions
- Reflection and calm areas are available around the school site- Y7 garden, The Eaves garden, back field, kitchen garden, cedar cottage garden, MAP 1 and 2, sensory areas
- Debate and discussion times available in lessons and pastoral times to enable pupils to develop positive opinions
- Positive behaviour policy and EDR strategies practiced throughout school
- Providing a range of teaching strategies and activities to support pupil progress and learning



Cultural

- Pupils learn about a range of cultures through Humanities, RE and Art
- We work with the 'A century of stories' team in English and Art on projects based around British values and history
- Whole school and key stage assemblies based on themes from around the world and local events
- Equal opportunity policy in place to ensure pupils and staff have values across the school
- School vision and aims reinforce a positive environment and learning culture
- A range of literature resources are used to support pupil understanding of different cultures and influences
- Preparation for adulthood enables pupils to learn about the values and expectations of local communities and cultures
- Restorative justice and interventions used to positively discuss and enable pupils to understand Hate incidents
- SLT, HSLW and tutor team commitments to ensuring parental engagement and continued development within this area
- Additional transition opportunities to ensure successful placements within school and enables a development of school culture awareness
- Celebration events recognised at different times of the school year- Christmas, Easter, reward and achievement assemblies, reward weeks, music assembly, drama performance
- Newsletter and website communication to promote school culture and community events
- Residential and after school commit to trips/visits within Leicestershire to promote cultural understanding- theatre, cinema, parks
- Performing arts covers a range of topics and liaise with external professionals to promote cultural experiences- Curve visits, drumming, Arts Award
- Responses to local and worldwide influential events to enable pupils to understand the community of where they live



S **Social** Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

M **Moral** Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

S **Spiritual** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

C **Cultural** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

SMSC & Wellbeing AT MHS.
Developing skills, respect and understanding of each other and the world around us.

Introduction

At Maplewell all staff constantly and consistently promote spiritual, moral, social, cultural and British values through the numerous learning experiences that pupils have the opportunity to participate in. The promotion of SMSC and British values is not only evident through the subjects that form our curriculum, but through our pastoral support systems.

Maplewell supports pupils who have a range of special needs, and come from a range of backgrounds and cultures. All staff and governors support, and reinforce: -

- Aims and visions of the school
- That all pupils and staff feel valued and cared for
- That Maplewell is a fully inclusive school and ensures equal opportunities for all
- That pupils should have access to a range of learning experiences and opportunities to develop SMSC and British values throughout lessons, curriculum and extra-curricular activities
- That everybody is subjected to the rule of English civil and criminal law and our educational experience promotes this consistently across the school through our 'Positive behaviour for learning' policy along with the schools vision and ethos

Definition of SMSC and British Values

Spiritual, moral, social and cultural development are key in actively promoting British values. Staff at Maplewell not only support the academic development of pupils, but also their social and emotional needs- this all impacts directly on positive SMSC development and understanding.

The Head teacher and governors expect and monitor the following principles at Maplewell: -

- **Spiritual.** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.
- **Moral.** Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.
- **Society.** Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.
- **Cultural.** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.
- **British Values.** 'Fundamental British values' are democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

SMSC is crucial for society as an individual and whole. These principles occur at all times across the academic and pastoral curriculum, social times and extra-curricular activities due to the SEN of pupils at Maplewell. It is a long-term learning commitment to ensure all pupils make progress not just academically, but socially and emotionally in developing understanding in all of these principles.

Pupil development and aims at MHS

Spiritual development

All staff promote the progress of individuality, understanding of ones needs, the meaning and purpose of existence. In turn they support pupils with understanding of themselves and others. Within this pupils overtime will develop understanding of feelings, emotions, attitudes and beliefs. Spiritual development is not linked to particular beliefs or religion and therefore can be accessed by all pupils.

The aims for spiritual development are: -

- Be able to listen and be still
- Be able to reflect
- Be able to sense wonder and mystery in the world

- Be able to sense the special nature of human relationships
- Be able to develop imagination
- Be able to develop self confidence

Moral development

All staff need to support and promote the understanding and need for common expectations/laws and to follow it with positive purpose- rather than because of sanctions or consequences occurring. We work towards what is right and wrong, supporting pupil understanding and development in making these decisions and judgment's. In time, this enables pupils to take responsibility for their own actions and behaviour.

The aims for moral development are: -

- Be able to tell the truth
- Be able to understand principles behind independent decisions and actions, accept and understand consequences of own actions
- Be able to tell the difference between right and wrong and respect the schools 'Steps to success', civil and criminal law
- Be able to use taught morality from school in developing independence in taking responsibility for their own moral decisions
- Be able to respect the rights and properties of others (including staff, the school environment, family, carers and in the local community)
- Be able to help look after others who are more unfortunate than them
- Be able to be considerate towards others
- Be able to exercise self-discipline
- Be able to develop high expectations and a positive attitude
- Be able to conform to rules and regulations to promote order for the good of all

Social development

All staff need to promote and develop pupils in becoming conscientious members of the school, family, class, local and wider community. This includes supporting pupils in making a positive contribution to the lives of others in school, at home and their community. All pupils are supported in developing their friendships so that they feel a part of a group, along with understanding the demands, obligations and co-operation that is required to maintain these positive relations.

The aims for social development are: -

- Be able to relate positively to others (including peers, staff, family and the community) and share emotions (such as love, joy, hope, anger and fear)
- Be able to participate fully and take responsibility in class, groups, school activities and their local community
- Be able to use positive behaviour across a range of situations in school and their community
- Be able to work collaboratively with others
- Be able to use their own initiative responsibly
- Be able to understand their place in family, school and society
- Be able to show and develop respect for democracy and support in the democratic process, including respect for the law
- Be sensitive to the needs and feelings to others
- Be able to show care and consideration for others in and outside of school
- Understand that every individual can do well and overcome their needs to become a positive and successful citizen

Cultural development

All staff support pupils in developing individuality, personal identity and the understanding of others that are around them. This includes acquiring awareness, understanding and tolerating others from a range of traditions and beliefs. This will include providing opportunities of learning in school, along with visits to a range of places of cultural information.

The aims for cultural development are: -

- Be able to develop a sense of belonging to their own culture and background, along with a sense of pride
- To challenge opinions or behaviours in school that disagree with British Values
- Be able to respond to cultural events appropriately
- Be able to share different cultural experiences and beliefs that educate others
- Respect different cultures, traditions, genders, religions and beliefs
- Understand codes of behaviour that are based on different cultures, religions and beliefs
- Be able to develop a balanced approach in retaining traditions, along with modernisation of our Christian society, whilst accepting that other cultures and religions contribute to the modern world and community we live in
- To provide a broad, general knowledge of and respect for public institutions and services in England
- To develop an awareness, recognition and appreciation of the Arts
- To develop a love for learning of different cultures
- To develop an understanding of different cultures and beliefs, including Christianity
- To develop appreciation for the values and customs of other ethnic and faith groups which make up modern British society, communities, and the world beyond
- To develop the ability to value ethnic and faith groups independently

Curriculum

The curriculum at Maplewell offers numerous opportunities for a range of opportunities to promote the learning of SMSC and British values. Staff progressively work towards embedding this understanding to ensure pupils use this knowledge to respect and keep safe in their local community and/or world around them.

Policies that support SMSC and British values at Maplewell are: -

- Positive behaviour for learning policy
- E-safety policy
- Anti-bullying policy
- Safeguarding/child protection policy
- Sex and relationships education policy
- Equal opportunities policy
- Disability policy
- Alcohol and drug policy

These policies all underpin the curriculum model as putting the child centre of everything that we do in promoting SMSC and British values.

Maplewell's curriculum offers a range of experiences to promote pupils SMSC needs and British values. All subjects have completed a curriculum map to show where SMSC and British Values falls within their lesson structure.

Intervention support

The school offers a range of interventions to continually support, develop and reinforce SMSC and British values to ensure the skills are mastered and used productively in school, at home and the wider community. These interventions are a key part of our pastoral system, and are constantly refined during academic lessons.

Our interventions and enhanced learning in all lessons provide additional support for: -

- Using social skills in a range of different contexts willingness to participate in a variety of communities and social settings, acceptance and engagement with the fundamental British values of democracy, rule of law, liberty and mutual respect, emotional understanding and resilience, communication development and positive social interactions
- Understanding of the morals at school and at home, support with understanding what is right and wrong, applying positive behaviour in school and at home, understanding consequences and actions of behaviour, development of respecting the civil and criminal law of England, interest in investigating and offering reasoned views around ethical issues, understanding and appreciating the view of others

- Spiritual support in understanding beliefs, religions, enjoyment and fascination in learning about themselves and others, use of imagination and creativity in learning, opportunities to reflect on their own experiences
- Cultural support in understanding and appreciating the wide range of cultural influences that shape our world, understanding of the different cultures in school and the local community, preparation for life in Britain
- Understanding that our country has a range of British values that are used in our everyday lives and communities. Supporting pupils in understanding these and provide opportunities for pupils develop their understanding of the rule of law, respect for others and positive morals as an individual

Intervention sessions are provided in small groups or on a 1:1 basis to enable pupil understanding and knowledge to be developed to ensure they fully understand. This builds on further any concerns that have been flagged in lessons, from home or the local community.

School Behaviour for Learning system

All lessons at Maplewell enable pupils the chance to earn points for: -

- Behaviour for Learning
- Social and emotional skills during social times

The points are based as follows: -

- 5- Outstanding work and behaviour during a lesson
- 4- Going above expectations
- 3- For meeting the expectations
- 2- For not meeting the expected target
- 1- For not completing what is expected
- 0- For leaving a space without permission

These points are then calculated throughout the year and the following certificates can be gained: -

- Wow certificates- recognition fantastic moments of pupil development at school
- Consistent behaviour points- not losing any points throughout the academic year
- Overall behaviour points- the overall total points winners for the year
- Attendance certificates- termly and yearly certificates, along with improvement certificates
- Merit certificates- bronze 50 points, silver 125 points, gold 200 points and platinum 250 points
- House Endeavour certificates
- Subject specific certificates
- '5' certificate recognised by the Headteacher

These certificates recognise SMSC personal development of pupils, along with their promotion of British and School values.

Student voice

Maplewell has a student voice team that are continually developing their presence within school. They cover a wealth of topics including: -

- Pupil behaviour, safety and welfare
- Feedback from all representatives about improvements in school pupils recommend
- Debate
- Social times
- Curriculum offer
- Uniform
- Student governor reports

To become a Student representative for their tutor group pupils need to: -

- Nominate themselves for the role
- Be voted for by their tutor group onto the committee
- Attend fortnightly meetings to discuss current affairs within school
- Feedback in assemblies from the meetings to all pupils

The student voice team also nominates representatives to attend full governor meetings, and then an election is held in school. To do this they have to: -

- Promote their reasons for wanting to be elected
- Record or deliver a speech addressing their reasons to all pupils
- All pupils will vote on an election day in school

Maplewell runs an election day based on the British voting system. All pupils are supported during the voting process to ensure they communicate their preference of vote.

Maplewell House system

Maplewell has an effective House system that promotes: -

- Teamwork
- Group positive ethos
- Fair competition
- Equal opportunities

The houses are made up as: -

- Charnwood (Blue)
- Beacon (Black)
- Bradgate (Maroon)
- Swithland (Green)

All staff and pupils are allocated to a House group. Throughout the year the following events occur: -

- House rewards shop
- Reward days (in house activities and trips)
- Challenges for Houses to gain points
- House assemblies
- Whole school assemblies
- Winning House cup
- Sports day

All Houses have a staff leader and a pupil captain that is voted for based on the House participants.

Teaching and Learning

Through teaching and learning opportunities all pupils at Maplewell are constantly taught and reinforced to: -

- Develop their self-knowledge, self-esteem and self-confidence
- Enable them to distinguish right from wrong
- Respect the civil and criminal law of England
- Encourage them to accept responsibility for their behaviour
- Show initiative within school, at home and their community
- Understand how to contribute positively to the lives of those living and working in school, at home and in society
- Enable them to acquire a broad general knowledge of and respect for public institutions, services and school

- Encourage tolerance, appreciation, respect and harmony between different cultural traditions
- Encourage respect for their peers, staff, family/carers and other people
- Encourage respect for democracy and support for participation in democratic processes
- Encourage respect for the basis on which law is made and applied in England
- Understand how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between bodies that are held account by parliament or others
- An acceptance that other people have different faiths or beliefs to themselves and that these should be tolerated and accepted, and they should not use prejudice or discriminatory behaviour towards them
- Understand the importance of identifying and combatting discrimination

These principles are embedded in our expectations and have formed our ‘Steps to Success’ that are constantly enforced throughout the school. This forms part of our induction day and is presented to parent/carers and pupils at the beginning of each academic year.



Maplewell Hall Students' Steps to Success

Students' Rights

At Maplewell we have the right:

- To learn
- To take part in extra-curricular activities
- To be encouraged to do our best.

Students' Responsibilities

At Maplewell we are responsible for:

- Being ready to learn
- Starting work quietly and sensibly
- Developing independence with the support of staff.
- Wearing school uniform
- Bringing the correct equipment.
- Believing how good we can be.

Respect for everyone

At Maplewell we:

- Help each other
- Take care in the way we treat each other (students and staff)
- Take care of our own and other people's property.

- The ‘Steps to success’ was formed by our student voice team and presented to SLT and governors to ensure that our expectations are clear and reinforce the ‘Positive behaviour for Learning’ policy.
- They have been written in ‘pupil speak’ to ensure that all pupils can access them
- The poster is an autism friendly resource to ensure that all pupils understand their rights, responsibilities and respect.
- It embeds the development of positive citizens so that this supports pupils within their local communities
- It is reviewed yearly with staff, governors and the student voice team to ensure it is always current and relevant to the activities around school

Staff constantly reinforce SMSC and British values within our curriculum, interventions, social times, extra-curricular activities, pastoral activities and transition times. This evidence can be found in our school audit.

Extra-curricular opportunities at Maplewell

Along with SMSC and British Values promotion and opportunities occurring throughout the school day and our residential provision, staff provide a range of extra-curricular opportunities to develop and reinforce the strands of personal development.

The following opportunities occur every year at Maplewell: -

Opportunity	Regularity of event	Values being promoted
Annual review meetings for every pupil	<ul style="list-style-type: none"> Once a year for all pupils, further meetings for individual pupils when required 	<ul style="list-style-type: none"> SMSC development Personal development
New starter transition events	<ul style="list-style-type: none"> 2 days of formal induction July Further planned transition days on request Home meetings completed by HSLW and/or Head of care School visits to meet key staff and pupil Completion of formal admin work 	<ul style="list-style-type: none"> SMSC development British values School values
JAM music sessions	<ul style="list-style-type: none"> Weekly for pupils (optional) Yearly performance assembly Access to further events in the Holiday for pupils at Bosworth (optional) Further performances in a range of locations with other schools (yearly) 	<ul style="list-style-type: none"> British values Cultural experiences Personal development
Sporting events	<ul style="list-style-type: none"> Pupils are selected to represent the school at a range of sporting events across the county and further afield. This has included: - - Table cricket in Leicestershire (Midlands) and London (Nationally) - Leicestershire sports hall athletics - Boccia championship - Cross country championship onsite - Leicestershire School games level 3 finals day - Aviva premiership wheelchair rugby (Nationals) - Leicestershire athletics (Midlands) - Ellesmere BMX track - Leicestershire CC indoor cricket - Leicestershire Basket ball 	<ul style="list-style-type: none"> British values Cultural experiences Personal development
Sports day	<ul style="list-style-type: none"> Whole school participation in a day sports events based in House teams 	<ul style="list-style-type: none"> SMSC development British values Personal development School values
In house coaches	<ul style="list-style-type: none"> Leicester Tigers Rugby union Leicester cricket Leicestershire Disability Basketball Moving together Dance group Leicester city FA coach- Liechtenstein event 	<ul style="list-style-type: none"> SMSC development British values Personal development School values
Century of stories county team	<ul style="list-style-type: none"> Maplewell Scribes literacy group Bronze Arts Award project with Y10 Art/DT group- included visits 	<ul style="list-style-type: none"> SMSC development British values Personal development

	<p>to Bosworth battle ground, Charnwood museum, Carillion. Along with talks from historians on site and in school</p> <ul style="list-style-type: none"> • Gatlin-gun filming. Drone footage of the school, trench creation and film making 	<ul style="list-style-type: none"> • School values • Academic progress
Collections centre team	<ul style="list-style-type: none"> • Heritage museum 'Technology history through the ages' workshop • Y10 Art/DT group visit to the collections centre to support their Arts Award 	<ul style="list-style-type: none"> • SMSC development • British values • Personal development • School values • Academic progress
County Music service provision	<ul style="list-style-type: none"> • Y7 singing group to support transition and friendships upon starting at MHS 	<ul style="list-style-type: none"> • SMSC development • British values • Personal development • School values
Scouts	<ul style="list-style-type: none"> • Weekly Scouts group opportunity • Linking with Thringstone Scouts to go on scout camping events 	<ul style="list-style-type: none"> • SMSC development • British values • Personal development

Numerous trips and visits occur constantly throughout the school year to reinforce and enrich pupil's development in subjects, SMSC and British Values. All pupils at Maplewell are included in trips and gain many experiences from doing this.

Learning journals

Every pupils has their own unique learning journal that shows evidence of their personal development in numerous areas during their time at MHS. This includes evidence of their SMSC and British Values development, along with multiple 'Wow' moments that occur during their time with us.

This information is kept electronically and constantly updated by tutor teams. It includes photographs and small comments about the event that has occurred. A teacher monitors and leads on this area in school.

Residential opportunities

Along with having our own school residential provision we are able to offer further opportunities to have residential off-site. These will include: -

- Residential and activities at Beaumanor Hall, Woodhouse
- Residential and activities at Walesby, Newark
- Residential and visit to EuroDisney, Paris

SMSC & British Values calendar

We have a live overview of events that directly impact and support SMSC and British Values. This is updated based on new events that occur, but also includes other key events that are important to parent/carers and pupils. This can be found on our website.

Annual Reviews & Parent meetings

All pupils have an Annual review at Maplewell, along with regular parent's evenings and meeting availability. During these important meetings individual progress in subjects and social/emotional development are discussed. These meetings tie in with our reporting schedule that formally recognise pupil development.

This development is key in ensuring pupils gain successful outcomes, along with the skills in 'Preparation for Adulthood'. This information forms each pupils EHCP that is regularly reviewed to ensure it always contains key information about the child.