

Maplewell SEN Information Report 2021

An SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Maplewell Hall School and Maplewell P16.

What are the kinds of special educational needs for which provision is made at Maplewell Hall School?

This is a maintained day special school for children aged 11-19 years. Children will be provided with an appropriately paced and differentiated curriculum.

Admissions to both schools are within the admissions policies on the website.

In Maplewell Hall School - the pupil's identified needs will be moderate learning difficulties as described in the SEN Code of Practice, often with a secondary identified need. The pupil may also have associated needs in the areas of social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition, pupils may have sensory or physical difficulties.

More detail on our commitment to high quality educational provision for all our children is detailed in our Teaching and Learning Policy.

What are the school's policies for the identification and assessment of pupils/students attending the school?

All pupils who attend the school will have an Education Health and Care Plan (EHCP).

Further information on the admissions and assessment processes to our school can be found on our website.

What is the provision for pupils/students at Maplewell how is it evaluated?

All pupils/students attending Maplewell will have an EHC Plan. There may be agreement with the LA that a child or young person is placed pending the outcome of an assessment for an EHC Plan. Associated policies in this area are accessible on our web site.

Our provision is based on a strong vision that:

At Maplewell Hall School all students receive an education where we aspire, nurture, personalise, engage and promote success.

Aspiring - Our culture of equality through opportunities to challenge, motivate and inspire is at the heart of our curriculum

Nurturing - Pupils develop positive self-esteem and grow in emotional resilience because they are valued as individuals. Families are embraced and value the work of the school.

Personalised - Our personalised approach means that every student has the opportunity to reach their potential.

Engaging - Exciting opportunities encourage students to actively engage in the learning experiences offered at Maplewell Hall School.

Success - In the aspirational, nurturing environment of Maplewell Hall School every child experiences success.

At Maplewell we aim to:

- Develop each student's potential to learn and to achieve.
- Promote all aspects of each student's development preparing them to make a positive contribution to society and to have an understanding of their rights and responsibilities as citizens.
- Encourage students to become independent, responsible, accepting and caring people with respect for the beliefs and values of others.

We are committed to:

- Ensuring that all our students receive the support they need to be physically and emotionally healthy.
- Increasing students' awareness and ability to keep themselves safe at school, at home and in the community.
- Working in ways that enhance students' confidence and self-esteem by encouraging them to take pride in themselves and their school and to value others for who they are.
- Providing opportunities for our students to make responsible choices within clear boundaries, to understand the effect their behaviour has on others, enabling them to become responsible for their own actions and increasingly independent.
- Providing our students with the relevant opportunities and experiences which will prepare them for their adult and working life.

We also have a strong commitment to:

- Ensure that e-safeguarding is paramount in keeping all members of the school community safe
- Provide all staff with training and development opportunities to enable effective practice

Our primary purpose is to plan, deliver and monitor a quality and relevant curriculum for all of our students.

More detailed outlines of our school curriculum and assessment procedures can be seen on our website.

More information is available on work within our school through our school offer. We have worked closely with professionals, parents and carers whilst developing our school offer in order to ensure that it includes detailed and relevant information. Key school staff and contacts are available on the school website.

Staffing levels are enhanced so that pupils are usually taught in classes of up to 14 with a teacher and at least one learning support assistant and an appropriate number of additional learning support assistants to meet the needs of the class group, where necessary.

The school receives advice from a range of professionals in order to assess and meet the needs of the students. We also work closely with our health and social care colleagues in order to implement the SEN Code of Practice.

We have a school improvement plan which is evaluated at set points throughout the year. This is a process that involves School Governors along the way. The plan reflects the ongoing development of the school and its success in meeting its objectives. Progress is recorded in the School Evaluation Form (SEF) at regular intervals and shared with Governors. There is an annual school validation of the SEF by an external advisor.

What training do staff have in relation to the needs of pupils/students at Maplewell?

Maplewell Hall School is highly committed to ongoing training of staff. SLT track all staff training ensuring it is up to date and statutory duties are met, such as child protection and safeguarding.

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have a core training programme related to their work - details of this are in our SEN Policy. Training is specifically related to the needs of children in our school and also as required by statutory guidance. When staff first start working at

the school they are supported with an induction package of training, which includes training in behaviour management, safeguarding, autism, and communication.

Other staff continue to gain a range of certificates to mark their commitment to courses such as Higher-Level Teaching Assistant, Paediatric First Aid and Makaton.

All school staff attend training courses and meetings as part of their continuing professional development. The Assistant Headteachers assigned to Key Stages lead on Behaviour in conjunction with the extensive Pastoral Team and deliver EDR Behaviour Management. The Headteacher and appropriately trained senior lead on Safeguarding and PREVENT training. There are 8 Designated Senior Leads for Safeguarding in school. This is a deliberate school policy which outlines the importance that we place on child protection.

We always look for opportunities to bring highly regarded professionals in to the school and network with other special schools. Maplewell works closely with the 6 other Leicestershire special schools. The Headteacher meets half termly with the Leicestershire Special School Heads.

How will equipment and facilities be provided to support pupils/students at Maplewell?

Maplewell Hall School provides a calming environment set in Charnwood Forest providing students with all of the relevant facilities required for a secondary curriculum.

Maplewell Post 16 Centre provides our older students with an appropriate base for their extended learning.

Resources are continually being updated in order to meet the changing needs of our learners.

Our SEN policy details the wide range of provision for our children including the range of facilities for children with different needs. This policy can be found on our website and is reviewed annually.

All parents and families are welcome to visit the school prior to their child or young person attending the school.

What are the arrangements for consulting parents of children/young people at Maplewell and involving them in the education of their child?

At Maplewell - parents are fully included in the process of working with their children/young adults.

We have planned opportunities to share progress with parents/carers: Parent/Carers evenings in Autumn and Summer Terms and the Annual Review which is on a rolling yearly date. These are also opportunities to look at the progress via Go4Schools and there is the option for each pupil to have a home school diary which can also be used for communication between home and school. Parents and carers are welcome to contact school to arrange meetings with teachers.

These and other opportunities are summarised below:

- Initial visits to school
- Introductory meetings
- Daily home/school book for information exchanges and key messages
- Parent/Carer and teacher meetings including update from professionals
- Annual Review/EHCP meeting and report
- Coffee mornings
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations

What are the arrangements for consulting young people at Maplewell about, and involving them in, their education?

All children and young people in our school are treated with dignity and respect. There is full personalisation for the curriculum for each pupil/student in order that they can access and experience success throughout their school life.

The 'Student Voice' consists of 10 School representatives who meet with Senior Leaders every 2 weeks. Our Student Voice involves students to contributing and deciding on aspects of school life relating to their needs. Minutes from their meetings are passed through to SLT and Governor meetings.

The assessment and annual review process of EHC Plans includes the choices and views of pupils/student.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Maplewell?

The process for all complaints is made available in the school website.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Maplewell and in supporting their families?

The governing body are aware of the wide range of staff working together within the school to support the children, young people and their families. Some staff are employed directly by the school, others have different lines of management as can be seen below. There is a consistent monitoring of practice to ensure that children and family's needs are met through meetings and reports.

Classroom staff are employed directly by the school. This includes teachers, senior teaching assistants, teaching assistants and learning support assistants. Admin staff,

kitchen, premises and cleaning staff are also employed by the school. The school also employs its own Home School Link workers, specialist care staff and Art therapist.

To ensure a coordinated and multi-agency approach to supporting the children, the school commissions its own Speech and Language therapist, Occupational therapist, Educational Psychologist and Counsellor.

Speech and Language Therapists, CAMHS and specialist teaching service teams are employees of Leicestershire Community Health Trust. All these professionals work within school training staff, advising staff, working with children and young people as part of their case load.

Transport to school is organised by the Local Authority. Transport staff are employed by the transport companies. The Local Authority coordinates transport from County Hall.

All contact numbers for support services, described above, are within the parent handbook. If families have a query relating to these areas it is best to contact the professionals directly. This ensures that any message/queries/concerns from families are dealt with in the most efficient way.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

All transitions are well planned throughout school as children and students move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff. Our transition approach involves visits to school by the parents and the child, staff visiting the child in their current placement and a home visit.

Students are increasingly supported in planning for their transition from school to adult life. Specialist careers staff, and the Transition Team work with pupils in school to get to know them and to advise both pupils/students and parents/ carers on appropriate career pathways upon leaving Maplewell. We also have a designated Careers Leader in school to advise and support students on their career pathway.

We continue to have strong links with local provisions including the Colleges of Further Education across Leicestershire. Opportunities to visit the colleges are available for parents and students from Key Stage 4 onwards at Maplewell. The colleges are invited to attend EHCP reviews in school throughout the academic year.

Where is the information on the local offer published?

There is further detail on our website on our own school offer and this links to the Local Offer for children with Special Educational Needs and Disabilities and their families on the local authority website:

www.leicestershire.gov.uk/education-and-children/special-educational-needs-anddisability

If you have any queries or requests for policies or information relating to this report please contact the Headteacher.