

Welcome to Maplewell Hall



Where we aspire, nurture, personalise,
engage and promote success

Parent Information

Welcome to Maplewell Hall School

Where we aspire, nurture, personalise and promote success!

Head Teacher's Welcome



I am very happy to introduce our 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



Chris Hoult
Deputy Head



Kasia Glinka
Deputy Head



Rob Cooper
Deputy Head



Craig Palmer
Assistant Head



Rebecca Ryman
Assistant Head



Jacqui Tarry
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 a Counsellor; an Occupational Therapist; a Speech and Language Therapist; an Educational Psychologist; an Art Therapist; and a Drama Therapist. Students who need to access to this level of pastoral support, will be assessed at COMPASS PLUS Wave 3 (Appendix 3).

A very few students will find that even with the intensive support of our mentors, session staff and therapists, that their pastoral care needs cannot be met. These students may require additional input that is beyond our capacity. We will support you and your child in the process of identifying a more suitable placement that can properly meet your child's needs. These students will be assessed at the COMPASS Priority level of need.

COMPASS Mentors and Session Staff

Extended Day

The Extended Day team assess and manage the additional pastoral needs of students.



Stuart Matthews



Julie Follows

Behaviour Manager

The day to day management of negative, risky behaviour is led by Georgina Smith, the Behaviour Manager. Risky behaviour is defined as behaviour that puts learning, people or property at risk of harm or damage.



Georgina Smith

Home/School Link Worker

Our Home School Link Worker Paula ensures good communication between home and school. She provide a point of contact for you. She can signpost you to services, support you at home, and work as an advocate for you and your child.



Paula Wardle

Compass Mentors and Session Staff (WAVE 2)

Managed by Jacqui Tarry, Compass 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.
-



Martine Johnsen
Compass Coordinator



Karen Rafferty



Ziggy Banks



Claire Welch our Medical Officer takes care of any medical needs on a daily basis.

Support for Looked After and Adopted Children (LAAC)

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

Lead Assistant Psychologist – Amber Hayday

Occupational Therapist – Rachel Waddoups

Occupational Therapist – Gemma Capewell

Speech and Language Therapists – Louise Wilford

Speech and Language Therapists – Lucy Harvey

Art Therapist – Pihla Gross

Drama Therapist – Kez McClelland

Mindfulness and Yoga Practitioner – Jacinda Butterworth

Positive Behaviour for Learning

At Maplewell, there are two sides to how we deal with negative behaviour. Firstly, there is Risk Management where a student's negative behaviour is risky and has the potential to cause harm, injury or damage.



All Maplewell staff are trained to manage risk in these situations. They will employ a range of communication strategies to help your child make safer choices. If these strategies do not work, all staff are authorised to use force to reduce the risk of harm, injury or damage. Staff receive training to help them do this only when reasonable to do so, and to do this as safely as they can. We call this use of force, 'Restraint'.

The second side of how we deal with negative behaviour is Behaviour Management. Behaviour Management describes how we help your child to learn more appropriate behaviours.

Firstly, we reward positive behaviour. We have a token economy and use a points system. Students can bank their points to access prizes and rewards. Positive behaviour is also rewarded through text messages and phone calls home, stickers and certificates. These all work extremely well for the majority of students.

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 Diaries, safety plans; and
- Restorative Meetings.

Finally, we have a set of authorised sanctions that may be imposed following any negative behaviour. At Maplewell, our authorised sanctions are:

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

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 (Pastoral); or
- The Headteacher.

For any more information on our Behaviour Policy, please see our Website.

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)

Maplewell Hall School has recently received the prestigious Autism Accreditation from the National Autistic Society after a three day inspection process. This means that Maplewell Hall School is one of a small group of schools that have been awarded the Autism Accreditation mark.

Maplewell Hall School provides an Autism friendly curriculum through which all students are able to learn to their full potential in a calm, safe 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 high standard.

The school environment is calm, clutter free and well organised. Resources are clearly labelled and well organised, this is a consistent across all classrooms, and helps create an environment that encourages all learners to learn as independently as possible. All teachers are at least Autism Level 1 trained, this enables Maplewell to deliver lessons that are multisensory and visual allowing all learners to access our broad and balanced curriculum.

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

- 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
- Detailed tracking systems for both Academic and Holistic success
- Visuals for students 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: Paula Wardle

Telephone: 01509 890237

Extended Day

The Extended Day Team run our popular after school provision. Students will be invited to take part in this experience once they have settled into school. The aim is to provide students with valuable opportunities to extend their learning whilst developing their independence and social skills. Examples of the activities that students can do are; Taste of the World, Confidence Club, Mindfulness, Fire Cadets, Cooking, Taekwondo and scouts.



Curriculum

We recognise that children attending Maplewell Hall School have specific, diverse and individual needs and our curriculum aims to reflect and meet these.

The intention of our curriculum is to enable students to be active learners who are moving towards employability, independence and autonomy. The ability to learn is underpinned by the teaching through 'Mastery Assessment', where teaching for 'mastery' is crucial in embedding skills, knowledge concepts and values.

We give all students opportunities to make informed choices, effectively communicate their needs and opinions so they are instrumental in developing their own transition pathway. Each individual pathway will be destination led, to maximise prospects of personal achievements and personal development skills, which are transferable to a different setting.

Curriculum Coverage

Our curriculum continues to be delivered through subject-specific offer that provides students with a sound academic grounding. The heavily weighted offer of 14 lessons out of a total of 24 of English, Maths, and Science illustrates the emphasis Maplewell places on academic and skills knowledge provision and achievement.

Our School Day

Monday to Thursday		Friday	
8.45 – 9.00am	Registration/ Numeracy- time tables	8:45 – 9:00am	Registration/ Numeracy- time tables
9.00 – 9.50am	Lesson 1	9:00 – 9:50am	Lesson 1
9.50 – 10:40am	Lesson 2	9.500 – 10:40am	Lesson 2
10.40 – 11:20am	Assembly/ Reviewing EHCP targets	10:40 – 11:20am	Assembly/ Reviewing EHCP targets
11.20 – 11.35	Break	11.20 – 11.35	Break
11:35 – 12:25pm	Lesson 3	11:35 – 12:25pm	Lesson 3
12:25 – 1:15pm	Lesson 4	12:25 – 1:15pm	Lesson 4
1:15 – 2:05pm	Lunch	1:15 – 2:05pm	Lunch
2:05 – 2:15pm	Registration	2:05 – 2:30pm	Registration, Reading & Review
2:15 – 3:05pm	Lesson 5		
3:05 – 3:30pm	Reading & Review		

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

Students receive regular assessments to provide them with the best possible opportunity to learn at their appropriate level. You will receive a Progress and Aspiration Report each year, which will indicate their attainment, academic and EHCP progress. If you would like to discuss any aspect of your child's education during the year, please contact the school at any time.

You will be invited by letter to attend your child's Annual Review meeting at school. This is an important opportunity to discuss your child's Education, Health and Care Plan, their progress in school and to review and update their needs. The meeting aims to successfully develop outcomes and steps towards meeting your child's aspirations. At each meeting your child will discuss their Road Map, this is a record, in your child's words, of their likes, dislikes and aspirations for their future.

Our curriculum is enriched with additional activities that take place during school hours and after school.

Day	Lunch Time	After School	Tuition (invitation only)
Monday	Sports Club, Games Room, Arts and Crafts Group, 	After School activities include- Cooking Swimming Model Making D of E Sport	GCSE English and Maths. KS3 Maths
Tuesday	Computer Group, Lego Group, Remote Control Car Group, Meditation Group, Dance and singing Group and Scooter Club.	After School activities include- FA Football Climbing Club Cycle Maintenance	KS3/KS4 Maths
Wednesday	Sports Club, Games Room, Arts and Crafts Group,  Computer Group, Lego Group, Remote Control Car Group, Meditation Group, Dance and singing Group and Scooter Club. Homework Club.	After School activities include- Fire Cadets Outdoor activities Art First Aid	GCSE Maths, KS3 Maths KS4 Science
Thursday	Sports Club, Games Room, Arts and Crafts Group,  Computer Group, Lego Group, Remote Control Car Group, Meditation Group, Dance and singing Group and Scooter Club, <u>Vizitch</u> .	After School activities include- Warhammer Club Fitness Taekwondo Taste of the world Yoga	KS3/KS4 English GCSE Science
Friday	Sports Club, Games Room, Arts and Crafts Group, Computer Group, Lego Group, Remote Control Car Group, Meditation Group, Dance and singing Group and Scooter Club. 		

Homework

We appreciate the importance of home and school links and the need for parents and teachers to work together to ensure a good education for the children. It is for this reason that we set regular homework in school, although the homework set will vary according to the key stage and ability of the child. The overriding principle is that children benefit if they have parental support in their learning.



Format of homework:

Homework tasks can be given in many different forms and may be differentiated to reflect the individual needs of the children in the class.

Set homework will allow the students to use different skills and techniques from the subjects that they are taught in school. This will hopefully engage the students with learning at home and provide them with some fun experiences that they can share with parents or carers.

Homework is given on a regular basis throughout the school following the schedule below.

KS3

- Students are encouraged to read daily.
- Students are encouraged to do weekly times tables.
- Home learning projects, linked to class themes, will be set every half term. School may provide additional homework and revision materials for Key Stage 3 students as required.

KS4 and KS5

- Students are encouraged to read daily.
- Students are encouraged to do weekly times tables.
- Students will complete a literacy, maths and science task/game/activity every two weeks in rotation.

Towards the exam season school will provide additional homework and revision materials for Key Stage 4 students studying towards GCSE accreditation.

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 may keep switched off devices on them, 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 the Education Welfare Service can work in partnership. All staff will encourage good attendance and the school will liaise with home and other agencies 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 reward good attendance and punctuality in keeping with the rewards system 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 2/3 weeks by the attendance team.

Green
95% and above

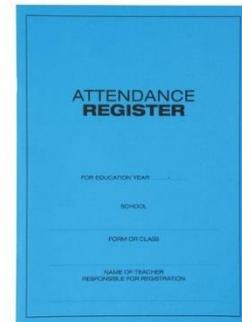
Blue
94.9% - 90%

Amber 89.9% - 85%			
Wave 1	Wave 2	Wave 3	Wave 4

Red 84.9% and less		
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.



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 good 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.yourschooluniform.com
Sports kit can be ordered from www.li:sssports.co.uk

Please look at the Maplewell Uniform Guidance Appendix 6 and our website for more details.

For School you will need:

House coloured polo shirts
Black school sweatshirt with school logo
Black trouser/skirt/shorts
Black shoes

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 £2.40.

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 and password and instructions on how to get started, after your child has started with us. For help and queries please contact Louise Abell our Finance Officer.

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 is will come from Weduc.



Weduc 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 Weduc on your mobile phone or via the website at <https://weduc.co.uk/>.

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 Weduc 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 - Weduc 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.



Appendices

Appendix 1 Policy on Student Use of Personal Mobile Phones & Tablets

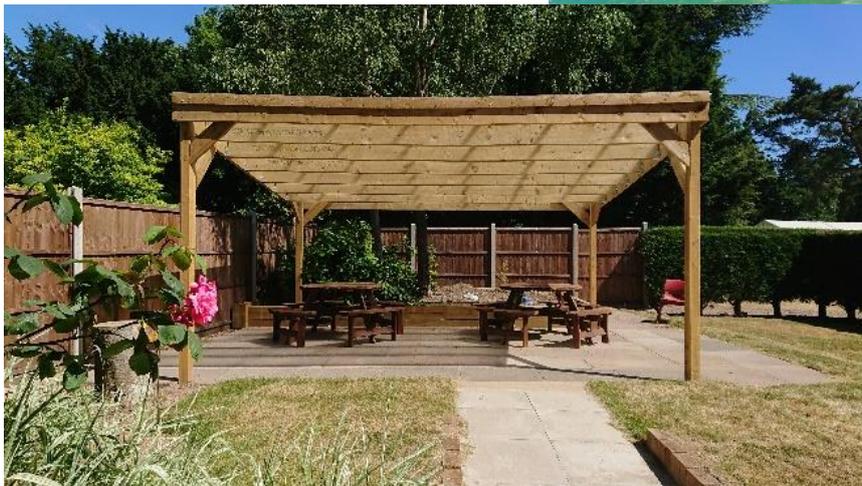
Appendix 2 Steps to Success

Appendix 3 Compass Intervention Letter

Appendix 4 Term Dates

Appendix 5 Online Safety Tips

Appendix 6 Uniform Examples



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