



Maplefields Academy

MAPLEFIELDS ANNUAL SEND REPORT September 2024 For Parents, Carers and Trustee's

Maplefields is an all age Special school for pupils aged 5 – 18 years. All pupils have an Education, Health and Care (EHC) plan that identifies severe social, emotional and mental health difficulties according to the SEND Code of Practice 2015. It is recognised that pupils may also have a range of other associated or additional learning difficulties.

This SEND Information Report outlines information regarding ways in which we provide support for all our students in order for them to learn and grow intellectually, emotionally and socially in a nurturing environment.

The information required to be included in the SEND Information Report is stated in the Special Educational Needs and Disability Regulations 2015 Schedule 1: Information to be included in the SEND information report. This can be found at:

<http://www.legislation.gov.uk/uksi/2014/1530/schedule1/made>

We fully comply with: SEND Code of Practice January 2015, Equality Act 2010 and the Children and Families Act 2014.

How Maplefields meets the Special Education Needs of Students

1. What kinds of Special Education Needs does the school provide for?

Maplefields provides for children whose primary need is Social, Emotional and Mental Health (SEMH) difficulties as described in their Education Health Care Plan (EHCP) according to the SEND Code of Practice 2014. They can attend Maplefields from Foundation stage through to 6th form. Many have associated difficulties such as ADD or ADHD, anxiety problems and conduct disorders.

We recognise that their needs are complex and, in addition to their SEMH difficulties, some students may have some degree of generalised cognitive (learning) difficulties, specific learning difficulties such as dyslexia or dyscalculia, expressive or receptive (speaking or understanding) language difficulties although their primary need is SEMH.

2. How will I know how the school supports my child?

During the first six weeks of a pupil's entry, staff use a variety of assessment tools to ascertain the pupil's strengths and needs, including their social, emotional and mental health development. Individual targets are set and shared with the pupil and parents/carers at a post-admission planning meeting.

Individual Behaviour & Learning plans identify strategies which have been successful in helping students to manage their anger, impulsivity or negativity and will identify the academic objectives to work towards and the methods to be used to support the student.

Each term, the school provides a written report on each pupil detailing progress made throughout the year. Parents/carers are invited to school / or virtually to discuss the report or at any time when concerns are raised. The school is also subject to the Ofsted framework for inspection.

3. How will the curriculum be matched to my child's needs?

We strive to motivate pupils who have so far found school a challenge by providing a safe, calm, caring learning environment which is stimulating through the richness of the learning environment and the caring, nurturing approach and encouragement given to each pupil by staff. We work to foster a sense of belonging and to provide the opportunity for all pupils to develop a sense of self-worth, confidence and control over their lives.

Our main aims are:

To provide opportunities for all pupils to follow a broad, balanced and relevant curriculum, which includes the National Curriculum, and to encourage each pupil to succeed and achieve their full potential with accreditation, whilst learning to establish independence through working routines, managing their own behaviour and learning to make appropriate choices and accepting responsibility.

To prioritise Basic Skills giving special emphasis to literacy. Our pupils generally arrive with poor literacy skills and we aim to improve their attainments and achievement in reading and writing using a variety of strategies, resources and learning styles. To build upon previous skills and experience to extend the knowledge of pupils, using practical activities and structured play where appropriate. To offer a progression, through small steps, for the development of skills and concepts.

To provide, in addition, direct timetabled opportunities for pupils to learn social, behavioural and communication skills and self-awareness through structured teaching.

To help pupils develop a respect for themselves and others in order to be able to follow rules and become integrated and accepted members of the larger community who are able to form positive, meaningful and healthy relationships. To prepare pupils for the opportunities and responsibilities of adult life.

To promote effective and supportive relationships with parents, carers and all other professionals involved with the pupils in working towards our agreed aims and values. The school promotes the spiritual, moral, social and cultural development and those identified as British Values of all pupils together with equal opportunities to enable pupils to achieve the individual outcomes ensuring their safeguarding as our priority.

In addition we will aim to offer mainstream experience or re-integration where a child demonstrates that he/she has acquired the requisite social and academic skills.

Teachers plan using students' achievement levels so that work is matched to ability. At Maplefields, teachers aim to support students of all abilities by using a range of teaching strategies to support with their individual needs.

There is a high level of **Specialist Teaching Assistant support** available in school, so that where necessary, students can work **individually or in small groups**. Where appropriate, students access a range of **resources, including technology, to support** their learning. The curriculum is designed to include many activities such as Forest School and Horse-riding, in order to **motivate** students and raise their levels of confidence.

Extended provision offers a nurturing approach and more individualised timetables for some students with specific needs. Maplefields are an attachment aware and trauma informed school and follow the principles of attachment through the interactions with the students. The School has a strong focus on communication and interaction with drama projects to motivate and engage. Speech and language is also a focus for staff training and development leading to programmes to promote good communication skills.

4. **How will I know how my child is doing?**

Your child's progress and attainment is shared with you in a variety of ways, including: The home/school diary, annual reviews for EHC plans, PEP meetings for Looked After Children, annual and termly reports and through informal contact with staff.

During the child's **pre-admission** meeting, we aim to gather information from parents/carers, other adults who have been involved with the child and of course, from the child directly, about what their strengths and difficulties are – where they may need more support. This adds to the assessment information we receive with the **Education Health Care Plan**.

Following the child's start date, we use the first few weeks to make further assessment of their development and progress in order to set targets for learning and behaviour at the **Post-admission meeting** (approximately 6 weeks later). During this time staff observe what seems to trigger behaviours and try out strategies to respond effectively. The outcomes of these observations form the **Individual Behaviour and Learning Plan**.

If we or parents/carers suspect that there are difficulties which were not identified in the original EHCP, we will involve other professionals, such as an **Educational Psychologist** to carry out further assessment.

5. **Our arrangements for consulting young people with SEND and involving them in their education**

Pupils at the school contribute to their Annual Reviews by completing a "Pupil Views" form which is considered at the meeting. This may be completed independently or with support.

The School Council offers the pupils a voice and gives them opportunity to freely express their views and opinions.

All pupils at the school regardless of their SEND are involved in the full life of the school.

6. **Schools arrangements for assessing and reviewing children and young people's progress towards outcomes and the effectiveness of our provision.**

The monitoring and evaluation of the effectiveness of our provision is carried out as follows:

Discussion with pupils about their learning

Discussion with pupils' parents/carers

Observations and learning walks carried out by Subject leaders and Senior Leaders

Work scrutiny carried out by Senior Leaders

Pupil progress meetings between Class teaches and Senior Leaders

Tracking and analysing pupil progress on Classroom Monitor

Annual Review Meetings and monitoring of progress towards their targets on their EHCP

Analysing attendance records

Analysing behaviour records

Head teachers reports to Trustees
Trustees learning walks
Trustees review of School Development Plan targets

7. What support will there be for my child's overall wellbeing?

The school has a variety of ways of supporting your child's wellbeing. They include:

- A high ratio of highly trained adults to children; access to a familiar adult is particularly important to build relationships
- The provision of quiet, safe spaces and benches to spend time with an adult outside of the classroom when necessary
- Access to a range of intervention programmes to develop skills and knowledge with regard to individual well-being
- Analysis of individual children's social and emotional abilities linked to their EHCP
- A safe and calm environment with structured and organised learning opportunities
- Opportunities for our pupil voice to be heard via the School Council
- Therapists including, Music therapist and Counselling psychologist.
- Mental Health Lead and Mental Health 1st Aiders

We also have an **Extended Team** who work to support the whole child and family. The Extended team includes a Manager who coordinates contact with Social Care and attends CIN and CP meetings and a Family Support Worker who plays a key role in working with families and monitoring and promoting pupil wellbeing.

There are special **quiet areas** of school which students can use with staff when they feel unable to cope with the regular classroom and **benches** have been built into the corridors to allow students who have left class to reflect and hopefully return.

8. Students with medical needs

Staff who administer medicine complete training provided by an appropriately registered body and follow DfE guidelines included within 'Supporting pupils at school with medical conditions' Statutory guidance for governing bodies of maintained schools and proprietors of academies in England February 2014

9. Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

We are committed to supporting the emotional wellbeing and safety of each pupil.

A clearly defined Relationship and Behaviour policy is used consistently. Staff are trained in team teach in order to de-escalate behaviours and to support pupils needs.

Staff know the pupils well and assess and respond to each pupils needs. They work tirelessly to connect and engage pupils through a creative approach.

Staff are trained to a high standard in safeguarding. There are 6 designated safeguarding leads.

Designated Safeguarding Lead and Deputies for Safeguarding and Child Protection					
 Jessie Walker Headteacher Lead DSL	 Pamela Bell Assistant headteacher/DDSL	 Dean Willis Deputy Headteacher Deputy DSL	 Paul Lamb Deputy Headteacher Deputy DSL	Online Safety Lead: James Briggs. jbriggs@maplefields.northants.sch.uk Safeguarding Trustee/Chair of Trustees: Howard Reid howardreid@maplefields.northants.sch.uk	
Family Support  Carla Johnstone Family Support Worker Deputy DSL		 Trish Patel SENCO/DDSL	LADOConsultations@NCTrust.co.uk LOCAL AUTHORITY DESIGNATED OFFICER (LADO) North Northants: Sheila Kempster 07831 123193 Sheila.Kempster@NCTrust.co.uk West Northants: Andrew Smith 07850 854309 Andrew.Smith@NCTrust.co.uk		For Whistleblowing and Low level concerns please refer to the Headteacher- Jessie Walker In the case of it being in relation to the Headteacher please refer to Howard Reid- Chair of Trustees

10. What training are the staff supporting children with SEND given?

All staff receive the following training:

- Child protection and safeguarding
- Team Teach
- Attachment and Trauma
- Outstanding Teacher/Teaching Assistant programme
- Reading
- Prevent Training
- Sexual Harassment and Sexual Violence Training

In addition, all staff receive ongoing training to help them meet the varying and complex needs of the individual pupils. This training uses both internal expertise and external providers.

As a provider of Outreach support to mainstream schools, as well as being a member of the Maplefields Training and Development, the school is committed to continuous professional learning and school to school support.

11. How will my child be included in activities outside the classroom, including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities as much as is reasonably practicable to do.

Our ethos is one of inclusion so we will always endeavor to make whatever adaptations are necessary to enable pupils to be included in all educational opportunities, including school trips. This may include making a visit 1:1 with an adult at a separate time to the rest of the group.

12. How accessible is the school environment?

Our school is a safe and accessible building. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help our students, staff and visitors throughout our school including disabled toilets, wide corridors and technology to help with reading and writing. Please see our Accessibility Plan.

13. How will the school support my child when joining Maplefields or transferring to a new school?

Transition Into Maplefields

Senior staff review the EHC Plan and advices sent to the school and make a judgement about whether the school is likely to be able to meet the needs identified. This decision is communicated to the referring authority (usually Northants Local Authority).

Following this, the child and parents/carers are invited to a pre-admission meeting which is an opportunity for school to gain further information and insights and for the family to see the school and ask questions about procedures, rules, uniform etc. Much of this information is contained in the school brochure which is given to families. A start date is agreed, subject to transport arrangements where necessary.

Where possible, staff may visit the child in their current provision to see how they respond.

A few students require an extended integration period with several short visits, gradually extending to longer ones, before they start properly.

A few students who have had reduced timetables or significant amounts of missed schooling may need a shorter day to start with, but most start as full-time students.

Class staff ensure that new students are supported, often by other students, so that they know where everything is and how things work. Parents/carers are kept informed about behavior and progress through the home/school book and/or phone calls.

After approximately 6 weeks, a post admission review meeting is held to formally comment on progress and discuss any difficulties. At this meeting, objectives are set based on the priorities in the EHC Plan.

From Year to Year

Where possible, successful pairings and groupings are continued into subsequent years so that students are familiar with at least some of those in their new class.

Staffing is carefully considered to provide some continuity wherever possible, without creating a dependency on specific staff which is less than helpful as students' progress and move on.

Students are prepared for each move through assemblies and activities which offer the chance to reflect on what change and what will be the same, what might be new challenges and how lessons from one year can help in the next.

A transition session allows students to see their new class, staff and rooms in advance.

For a few students, individual plans allow them to "visit" and touch base with staff they have developed good relationships with, even when they are no longer the form teacher.

From primary to Year 7 and into Year 8

We recognise that this is a particularly difficult change for students to cope with and we aim to minimize anxieties by locating the Year 7 classes in the Primary area.

We use form teachers who deliver several subjects at this level, so that movement around school is minimal and the number of specialist staff they have to form relationships with is kept to a minimum.

Break times are taken at the same time as Secondary, but an area is allocated specifically for the use of Year 7s who do not want to mix with the older students.

Between year 7 and 8, further transition work prepares them to move into the Secondary area and they will then be taught mostly by specialists.

Into 6th Form/further education or training/work

Regular discussions aim to clarify intended pathways/career options so that students are prepared for the types of courses they can follow.

They receive specialist careers advice through Senior staff and Timely Advice and some attend work experience placements.

This may involve mock interviews, support to fill in applications and creating CVs.

This input continues after students leave as we aim to ensure they settle into the next stage successfully.

Post 16 offer has been relaunched in September 2021. Courses on offer are discussed and the criteria for entry to 6th form explained – we offer tailored pathways alongside our Preparation for Adulthood Programme to meet different needs. Attendance and good conduct are a requirement and this is explained to potential 6th formers. Most will carry out some work experience alongside their academic, vocational and life skills studies.

For pupils transitioning out of Maplefields to other school placements, close liaison is established between staff. Opportunities to get to know the new school are put in place, including with mainstream schools where appropriate.

14. How are decisions made about how much support my child will receive?

For pupils with an Education Health Care Plan, the decision regarding the support required will be reached and agreed when the EHC Plan is being produced or at an annual review of an EHCP and recommendations have been accepted by the ECHP Team. Parents/carers, school staff and any other relevant professionals will be able to contribute to this decision making process.

For pupils who are also looked after by the Local Authority (LAC pupils) (Child in Care), further decisions about the amount of support they will receive will be discussed and agreed at Personal Education Plan (PEP) meetings. The decisions will then be recorded in the PEP's and reviewed three times a year.

15. How will I be involved in discussions about and planning for my child's education?

This may be done in a variety of ways, including:

- Discussions with the class teacher, either in person or via telephone
- During EHCP review meetings or post-admissions meetings
- During other meetings with school staff such as PEP meetings or other multi-agency meetings
- During discussions with a senior leadership team member

16. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or have concerns about something regarding your child's schooling please contact one of the following in the first instance:

Your child's class teacher

The School Office on 01536 424090

Headteacher: Jessie Walker

Deputy Heads: Dean Willis and Paul Lamb

Assistant Head SENCO: Pamela Bell

Chair of Trustees: Howard Reid via the school office

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with their child's teacher.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher.

If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the Chair of Trustees. See our complaints policy

17. What specialist services and expertise are available at or accessed by the school?

As a school we can refer to a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; Educational Psychology Service; Prospects; Speech and Language Service; Education Entitlement.

These services are contacted when necessary and appropriate, according to your child's needs. The school uses the Early Help process when appropriate to do so, through the Family Support Worker.

The school and staff work as part of a multi-disciplinary team including:

- School Nurse
- Music therapist
- Counselling psychologist
- Educational psychologist
- Social worker
- Educational entitlement officer

Contact with these agencies is dependent on current situations. Staff liaise with colleagues as appropriate.

The trustees ensure that the needs of pupils are met by monitoring provision, visiting the school, reviewing attainment and progress.

The trustees will ensure that funds are set aside to develop resources in curriculum areas, that staff are kept fully up to date with SEND issues and undertake relevant training (external and in house)

18. Local Offer – What is the Local Offer?

Northamptonshire County Council is required to publish information about services available for children and young people with special educational needs and disabilities. This is called the local offer.

Northamptonshire’s County Council’s local offer can be found on:

www.northamptonshire.gov.uk/localoffer

or by contacting Tel: 0300 126 1000 or email localoffer@northamptonshire.gov.uk

19. Contact Details

The name and contact details of the SEND Co-ordinator:

Pamela Bell, Assistant Head SENCO - pbell@maplefields.northants.sch.uk

The name and contact details of the Designated Teacher for Looked After Children:

Helen Field, Deputy Headteacher - pbell@maplefields.northants.sch.uk

The name and contact details of the Pupil Needs trustee is:

Howard Reid, Chair of Trustees – contact via the school office.

All teachers share responsibility for maximizing achievement of all pupils and making individual arrangements accordingly.