

Maple House School

PROSPECTUS

PART OF

Halliwell Homes Group

Head Office Address:

Pearce House, 80 Cawdor Street
Eccles, M30 0QF

School Address:
546 Manchester Road
Haslingden
Rossendale
BB4 6LN

Telephone: 0161 278 2510

Email: lee.cambray@halliwellhomes.co.uk

Proprietor Mr Mathew Hargreaves

Executive Headteacher Mr Lee Cambray

Head of Education Ms Emma Fletcher

Lead Teacher Miss Jessica Stansfield

DfE No. 888/6070

Member of ICHA
(Independent Children's Homes Association)

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Mission Statement

‘To provide the best quality of education and care for vulnerable children through a vibrant curriculum which fully prepares pupils for their future economic wellbeing and nurtures outstanding personal development.’

This mission statement reflects our belief that education is about the whole child and that staff and pupils should aim high. It also reflects our belief that learning should be an enjoyable and stimulating experience.

Diverse extracurricular activities will promote self-study skills and enriching leisure pursuits. We will boost learning opportunities and raise achievements in a caring ethos which nurtures positive relationships and fosters the growth of responsible behaviour.

Our phased plan of integration and engagement will forge strong links with many other education providers so that pupils are successfully re-integrated on a full-time basis.

The School

The school works closely with the care staff in Halliwell Homes so that the Restorative Parenting Model of care is providing a seamless approach which envelopes both care and education. The team of psychologists and the education psychologist who train, supervise and support all of our practice team and education staff are trained in Restorative Parenting. **Clinically Informed Practice is also followed in the school.**

The school works very closely with its own practice team and a clinical team (therapist), chartered child psychologist and education psychologist so that a clear behaviour plan can be put in place for each child who is attending the school.

There are a number of young people who, for no reason of their own, do not succeed in school and many even switch off from education completely. Maple House School endeavours to get these children to re-engage in the process of education by creating an **INDIVIDUAL EDUCATION PLAN (IEP)** so their journey in education can be brought back on track. The school introduces the pupils to a wide range of knowledge, skills and experiences - literacy, numeric, scientific, technological, moral, physical, aesthetic, creative and social.

The school has clear, positive expectations for behaviour and well-established and successful positive reinforcement strategies that are reviewed regularly. Every child has Individual Education Plans relating to both academic and behavioural achievements that are reviewed each term to ensure positive progress is being made.

Maple House School fundamentally operates within three main principles for all the young people at the school:

- All children, without exception, are to be valued as unique and productive members of society.
- All children can succeed and should be encouraged to ever-greater appropriate challenges in all areas of experience.
- All children need to be nurtured.

All children can succeed and should be encouraged to meet appropriate challenges in all areas of school life. They should be able to recognise that behaviour is learned and therefore can be changed.

Restorative Parenting

At Halliwell Homes we use the Restorative Parenting to guide our model of care. This extends into education in two fundamental ways. The first is to understand that, for children whose life experiences may make them fearful and otherwise unconcerned with learning, it is important to help them develop a sense of belonging that allows them to see the world as an interesting place full of opportunities.

Secondly, to contextualise disruptive classroom behaviour within our wider care model involving Chartered Child Psychologists and the very best of applied Psychology within day to day behavioural management

Every Pupil Matters

We aim to provide a caring, supportive, safe learning environment so that the children are able to learn, and stimulating enough for them to achieve their very best.

We aim to provide the highest quality of teaching and learning for all.

We aim to meet the need of our pupils by delivering a curriculum that reflects the needs of the child.

We aim to encourage respect for moral values and a tolerance of other cultures and ways of life.

Aims

Pupils arrive at school with a history of schooling being disrupted. The school seeks to re-establish the concept of learning as a positive and enjoyable experience and ensure each pupil reaches their true potential.

The school has a multi-agency approach to support other schools, social workers, and vulnerable pupils by providing planned placements for pupils who are exhibiting behavioural difficulties in their education.

To re-motivate pupils in the learning process to enable successful re-integration to a mainstream school wherever possible.

To work with the young people who are in the school in a positive manner to encourage the change in the behaviour they have shown in their recent past.

To enable all pupils to fulfil their potential.

Achieving the Aims

To achieve the aims, a number of beliefs underpin the work of the school:

Behaviour can change...

Through a positive partnership between schools, social workers, pupils and the home where the pupils live will bring about change.

Through staff recognising that pupils' self-worth is integral to their success at school.

Through the use of informed clinical practice, the emotional wellbeing of the pupil will improve.

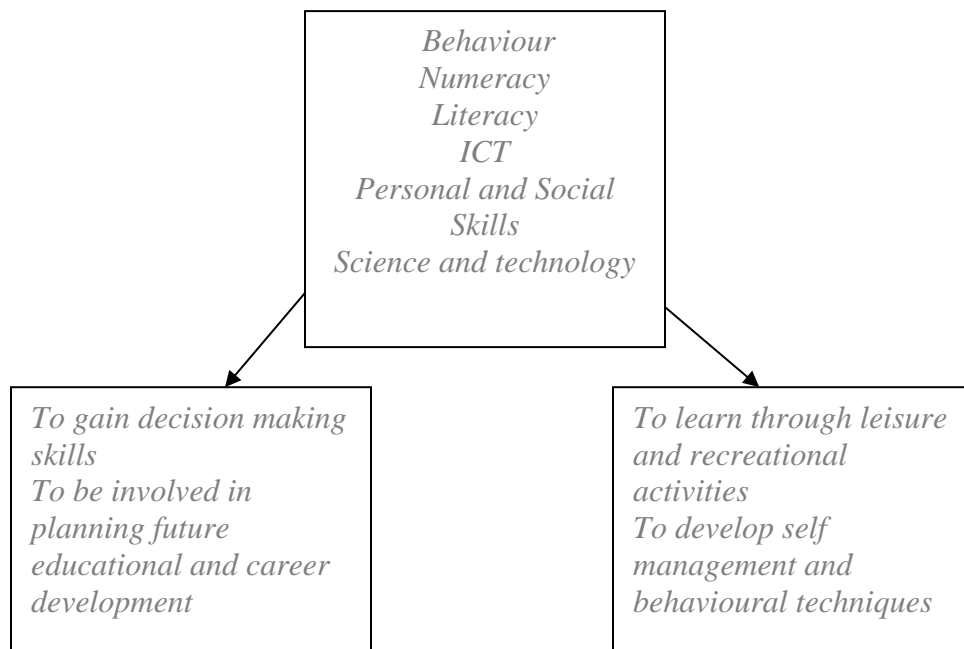
By providing a caring, calm, consistent, and positive environment which is paramount to the learning process.

Through the provision of a broad, balanced and flexible curriculum to meet individual needs of pupils, which is essential.

Key Objectives

To motivate pupils, enabling them to reintegrate into mainstream school, and to re-engage these pupils within their own learning.

We develop and improve the pupil's....



Raising self-esteem via success

The Curriculum

The school has a holistic program approach to childcare and education where the children are looked after within a clinically informed program, educated, and given intense Restorative Parenting as part of a single package (Education and Therapy). Each child, on entry to the education recovery programme, is assessed to establish their needs and a report produced, with an action plan so that all the professionals working with the child know what the short-term and long-term aims are for that pupil. The reports will be both based on academic evidence, produced by the education team and from psychological evidence produced by a team of child psychologists and educational psychologists who train, supervise and support all practice team and education staff. The decisions made about each pupil are made by informed practice and not in isolation. Each month there is a care conference for each child containing a discussion about their progress in care, education and therapy and the clinical recovery programme. After these case reviews, the action plan for education may be changed and the pupil moved onto a new strand in our education recovery programme.

The Phased Education Programme

Stage one: Assessment and Induction stage

Each pupil is assessed in English and Maths. End of key stage assessment results are obtained from the previous school settings and any other information is acquired (completed in first 28 days). A report and IEP is produced ready for the first placement meeting. The pupil obtains 1 to 1 teaching and support, in the school. This will be for the time that the pupil is able to work with the education staff. This period of education needs to be very flexible to accommodate the needs of the child.

Stage two: Consolidation

The pupil has now settled at Maple House School and is accessing the 1 to 1 tuition. The pupil will also access a number of small group work sessions in this stage.

Stage three: Readiness

The pupil is now comfortable accessing a ratio of 1 adult to 2/3 pupils in the school, working with other pupils in a more formal group work setting.

Stage four: Transition

The pupil is ready to access full time education at an alternative education provision with support from the Education staff at Maple House School. What environment or form this takes will depend on the child's developmental, social and behavioural needs.

Provision for children for whom English is an alternative language

Pupils for whom English is a second/alternative language will be treated with respect and care. A supportive education programme will be provided and advice sought as appropriate.

The school has a strong commitment to value a child's cultural and religious heritage. A child's individuality in respect of their age, race and gender is recognised and valued.

Individual Education & Behaviour Plans

On placement with the school, each pupil will not only complete an academic assessment but will also be assessed by a member of the Psychologist team so a base line can be determined for behaviour and emotional development. From this assessment, a programme of work will then be undertaken with each child, under the guidance of a team of psychologists and an education psychologist.

From the individual assessment, action plans of work and a report are produced so that each pupil can gain maximum outcomes from the work undertaken with them. This is fully integrated into the daily life of the school so that both behaviour and academic success can be measured.

Our behaviour management system uses the pupil's Individual Education Plan and Behaviour Management plan as a basis for setting weekly/monthly behaviour targets. Individual behaviour targets are discussed with the child on a daily basis and are monitored, reviewed and revised regularly. All pupils have 3 monthly reviews where a detailed report is produced assessing attitude, attainment and progress in the psychological areas and then this report will be discussed with the Educational Psychologist and the Maple House School team so that progress can be logged and new targets set.

Each pupil will also have lessons where SEAL work is undertaken so that the school can obtain clear outcomes for the work completed in this area. Work is carefully differentiated in order to meet the individual needs of children and regular assessment ensures continuity and progression. Each pupil has individually tailored positive expectations for achievement. This ensures they are challenged appropriately and experience success frequently. The recording and monitoring of pupil's behaviour is done via Class Dojo which is completed with each pupil throughout the day.

At school we aim to overcome the previous negatives experiences our pupils have had of education and eliminate the negative images they have, both of the school environment and of themselves as learners.

We also operate a range of consequences which include losing Dojo points, withdrawal from the class group and back to 1-1 teaching and behaviour planning meetings with parents and carers. We believe that good education attainment can only be achieved with positive emotional and behavioural outcomes.

Positive Expectations

We expect acceptable behaviour and we have high standards;

- Pupils learn that their behaviour has consequences.
- Staff are aware that for most pupils consequences have previously been ineffective.
- Staff recognise the need for frequent positive behaviour identification – ‘Catching them being good’.
- Intended to be proactive to enhance self esteem and a pupils own desire to behave acceptably.
- Unacceptable behaviour is clearly stated and why.
- We accept the pupil not the behaviour.
- We work in a system of informed practice.
- Positive work completed with therapist and behaviour mentor who regularly assess the behaviour plan and modify the work being completed.

Behaviour Strategies

OUTREACH - advice and guidance to schools to support pupils in transitioning mainstream during and after integration.

LIAISON – with mainstream schools and other agencies.

FLEXIBILITY – of curriculum/and integration for individual needs.

REWARDS –pupil of week/month, golden time, attendance awards, praise and Class Dojo.

CONSEQUENCES –removal of privileges, timeout letters home, and a withdrawal system, ignore behaviour, distract and re-direct.

PERSONAL REFLECTION AND ANALYSIS - Work with the pupil on reflecting on their own and other people’s behaviour and then analysing the causes and effects of behaviour.

Provision for Children with S.E.N.

Our objectives and principles in making provision for children with special educational needs are as follows:

- Each child is given a broad-based and relevant curriculum.
- The special needs of each child, as identified in their EHC plan are addressed and statutory reviews are held regularly and completed to a high standard.
- A behaviour management programme is in place and is continually reviewed; staff training in the management of children.

The School has a team approach. Lead Teachers, Teachers, Teaching Assistants, Therapists, Residential Carers, Social Workers and other professionals are all involved in monitoring pupil progress using individual education and behaviour plans.

Citizenship / Religious Education

R.E. is taught regularly both as a discreet subject and also through cross-curricular work in History, PSHE and Citizenship. During these lessons pupils are given opportunities to gain knowledge and respect for religious diversity.

All pupils take part in a daily morning tutor session which promotes opportunities for pupils to reflect upon and develop their self-knowledge, self-confidence and self-esteem. The pupils are encouraged to show respect to each other, to accept responsibility for their behaviour and improve social and friendship skills.

Anti-Bullying Policy

The school is totally opposed to bullying in any form and it will not be tolerated at any level. We are committed to providing a caring and safe environment for all pupils where they can develop both academically and as an individual.

A comprehensive anti-bullying policy operates within the school along with a set of procedures to identify and deal with any incidents quickly and effectively.

Careers Guidance

Within our curriculum offer, we have timetabled Careers lessons for pupils in key stage 3 and deliver careers-based topics throughout the wider curriculum for all ages. As part of our Information, Advice and Guidance (IAG) provision, we work with independent careers advice services to ensure that our pupils receive impartial advice relevant to their interests.

We support pupils in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships) that are most likely to help them to achieve their ambitions. By helping pupils with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for the next steps in their life, whichever pathway they choose.

Wider Curriculum Activities

We aim to offer all pupils a well-rounded curriculum in which, irrespective of academic ability, they can achieve high levels of success. In response to this we offer a variety of practical wider curriculum activities.

Complaints Procedure

It is important to pupils' sense of security and personal confidence that they have a means of "**being heard**" in the event of having a complaint. For this purpose we ensure every pupil is made aware of the complaints procedure and will assist and support them in the event that they feel the need to use it. [Policy held in school]

They can share their complaint with the staff at Maple House School, the lead teacher or Jenny Illsley (Executive Headteacher) if they are still unhappy.

If they feel they cannot talk to the Executive Headteacher then they can speak to the residential staff in the home where they live.

A full and concise Complaint Policy is available upon request.

Child Protection / Safeguarding

The school has a comprehensive safeguarding and child protection policy and will take any reasonable steps to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff will follow child protection procedures and inform Halliwell Homes Company Director and Managers, Ofsted and the Safeguarding Team of the concern.

The child protection/ safeguarding policy is kept on school premises at all times and is available to all to see.

Inclusion Policy

The school does not agree to the exclusion of any pupil and will always work on inclusion. The work done within the school fits a Trauma Recovery Model and the young people will display at time behaviour that might be deemed unacceptable in other schools. The school will do a full risk-assessment of each pupil at each stage of the Recovery Model and Psychology review.

It is our aim therefore to provide a quality education for even the most challenging pupils. **We do not operate an exclusion policy in the school, we do however, if it is right to**

do so, move the child in their Education Recovery Plan, to a place of safety for the pupil, other young people and staff.

If a child is placed lower down the Education Recovery Plan, in all cases, social workers will be notified within 24 hours outlining the reasons for the realignment in the plan. Where an incident has taken place, detailed notes are kept regarding the incident.

Admissions Criteria and Procedures

Admissions Criteria:

Pupils will either be unable to maintain a place in a mainstream school or be thought to be able to benefit from a stable period in a small supportive Education school environment. The pupil will be between the ages of 6 and 12 years. The admission is made in conjunction with admission to the home at the side of the school.

Admissions Procedures:

When a placement is requested, a copy of the child/s EHC Plan (where available) or other relevant documents, such as previous school reports, I.E.P's etc. must be shared with the school.

This is in order to ascertain the suitability of the placement and to set up an education programme appropriate to the child's needs. A planning meeting will then be held to determine if the placement is appropriate to the child's needs.

Planning:

It is essential that a planning meeting is convened before the placement commences.

- Planned re-integration for the pupil is an essential part of the placement; flexible and realistic targets need to be agreed.
- Planning meeting is convened by the manager. To include: Social Worker, Care Staff, Other professionals involved, School Manager, Pupil.

- An Individual Action Plan, Behaviour Management Plan and Risk Assessment is written.
- Integration package is identified.
- Review meeting date set.
- Other provision maybe discussed.

Fees

The academic year is 39 weeks divided into 3 terms.

Fees will be charged on a weekly rate for 39 weeks of the year and will be invoiced on a monthly basis for residential pupils, one month in advance.

Should a child/pupil leave without prior written notice or not as a result of a review, then 6 weeks (half a term) fees in lieu will be required.

Notice to leave the school must be in writing and the 6 weeks (half a term) will be charged from the date of the letter of notice.

Health and Safety

Our aim is to ensure that all staff and pupils are aware of all Health and Safety policies and procedures. Pupils have access to this information through the curriculum.

- The Executive Headteacher and the Head of Education, as members of the Senior Management team are actively involved in the maintenance and development of robust Health and Safety policies.
- Regular opportunities for liaison with the Health and Safety advisor (Wayne Fenton) and Managers of the Residential team allow for awareness and consistency in Health and Safety matters.
- Our commitment to effective Health and Safety practices within the school is evident within the planning process and is included within separate categories in our schemes of work and daily individual lesson plans.

- Risk Assessment Forms are completed in addition to usual procedures when considered appropriate by the Executive Headteacher in consultation with all staff during planning meetings.
- Files containing Risk Assessment Forms, Accident and Incident Reports and documents relating to Child Protection are kept in a separate folder in a secure area of the School office.

All staff have received in-house training in Health and Safety which comprise of:

- Fire Safety
- Health and Safety
- Managing Challenging Behaviour
- Food Hygiene
- First Aid Awareness
- Diversity and Equality
- Nutrition and Diet
- Safe Administration of Medicines
- Safeguarding
- Sexual Exploitation
- Female Genital Mutilation
- Extremism and Radicalisation
- Behaviour Management (Practical and Theory)
- Practical First Aid
- IT Basics Training

There is a named Health and Safety advisory within the company.

The aim of the school is to provide a safe and healthy working and learning environment for staff, pupils and visitors.

The Executive Headteacher accepts that they have a responsibility to take all reasonably practicable steps to secure the health of pupils, staff and others using the school premises or participating in school-sponsored activities.

The Executive Headteacher believes that the prevention of incidents, accidents, injury or loss is essential to the efficient running of the school and is part of the good education of its pupils.

Fire Policy

OFSTED regulation guidance states that it is the responsibility on the proprietor to:

- carry out a fire risk assessment (formally recorded and regularly reviewed so as to keep it up to date)

We will carry out a Fire Risk Assessment annually and adjust procedures in response to the findings to ensure the safety and welfare of staff and pupils is maintained to its highest capacity at all times.

- produce a fire risk policy which includes the elimination or reduction of risks from dangerous substances

We have a Fire Risk Policy which identifies equipment and their location to eliminate or reduce the risks from dangerous substances.

- develop fire procedures and provide staff training (repeated periodically where appropriate)
- ensure the safety of staff or anyone else legally on the school premises
- provide staff and any others working on the school site with fire safety information – the staff are required to take reasonable care.

We have a Fire Risk Policy which identifies procedures to eliminate or reduce the risks from dangerous substances. All staff will receive in-house training in Health and Safety which comprise of Fire Safety.

Visiting The School

Maple House School is happy to welcome visitors and anyone interested in placing a child at Maple House School is encouraged to make an appointment to visit the school.

Representatives from the Local Authority are encouraged to visit.

STAFF LIST

Director of Education - Mr Mathew Hargreaves

Executive Headteacher – Mr Lee Cambray

Head of Education – Ms Emma Fletcher

Lead Teacher – Ms Jessica Stansfield

Teacher – Ms Angela Coxon

Teacher – Miss Joanne Kelly

HLTA – Miss Nicola Smalley

HLTA – Mr David Rooney