

Provision Specifications

Maplefields Academy

Tower Hill Road, Corby, Northamptonshire NN18 0TH

www.maplefieldsacademy.co.uk

01536 424090

Type of Provision

Maplefields Academy caters to pupils whose Education, Health, and Care (EHC) Plan identifies social, emotional, and mental health (SEMH) conditions as their primary need. Pupils will have associated challenging behaviours. The academy is run as a single-academy trust. It is designed to accommodate 114 pupils across primary, secondary, and post-16 provisions.

Maplefields Academy is for pupils whose primary needs are:

- Social, Emotional & Mental Health (SEMH) Needs

Pupils may also have (as secondary needs):

- Cognition & Learning Needs - Specific Learning Difficulties Such As Dyslexia (SpLD)
- Communication & Interaction Needs - Speech, Language & Communication Needs (SLCN)

Admission Criteria and Arrangements

- The Local Authority determines admissions under the [Special Educational Needs and Disability Code of Practice: 0 to 25 Years \(2015\)](#). All pupils will have an EHC Plan. The Local Authority will follow these documents, consult with the academy, and then decide on the placement.



- All pupils will have an EHC Plan. The Local Authority will have identified their SEMH needs and stated that Maplefields Academy is best-placed to meet those needs.
- The Local Authority will determine the pupil's admission to the provision. It will consider parental preference and consult with the governing body and headteacher.
- Placements are made throughout the year, although most admissions happen at the start of the academic year.
- Wherever possible, a staff member will attend the pupil's Year 6 Annual Review (AR) before the transfer.
- Staff will liaise with the pupil's current academy to enable a smooth transition.

Academy Characteristics

- Maplefields strives to provide meaningful opportunities for all students regardless of starting points through a broad, balanced and relevant curriculum which provides rich, concrete and fully encompassing experiences. By learning to develop their communication skills, building healthy relationships, promoting independence, and developing a sense of self-worth pupils are able to make informed decisions about their futures and become successful, lifelong members of the community.
- Skills builder, Preparation for Adulthood and basic skills are the golden threads that run throughout a pupil's learning journey at Maplefields.
- Maplefields follows attachment aware and trauma informed practices which has a focus on positive relational experiences which supports increased access to the curriculum.
- Pupils are taught in classes of eight. Where possible, pupils are taught in Key Stage groups depending on need and social relationships.
- There are a variety of pathways across the school including Green Class, Nurture Provision, The Futures Group and Post 16. These pathways allow for an extra layer of provision to offer bespoke support for those pupils with additional needs.
- The individual needs and learning styles of pupils will determine the teaching methods that are used. Teaching methods might include one-to-one and small

group learning. They might also include integrated individual programmes of work (as suggested by therapists and other professionals) for some of the time.

- Each pupil has a form teacher who coordinates their pastoral and curricular needs. They will also ensure the EHC Plan is implemented, monitored, and reviewed.
- Maplefields Academy is committed to offering carefully structured access (with the appropriate support) to a mainstream school curriculum if it's appropriate to the pupil's needs.

Reviews

Role of the Academy:

- Review arrangements for pupils with EHC Plans are set out in the SEND Code of Practice. Maplefields Academy will adhere to them, ensuring that due process is followed and relevant timeframes are adhered to.

Role of the Local Authority:

- The Local Authority will review a pupil's EHC Plan under the SEND Code of Practice. It will ensure that due process is followed and relevant timeframes are adhered to.

Assessment and Monitoring

Of the Pupils:

- Each pupil is entitled to a statutory review of their EHC Plan (in addition to the academy's internal assessments, reviews, and monitoring). Statutory reviews provide a formal setting in which to discuss the progress and provision of the pupil's EHC Plan.
- If a pupil makes significant levels of progress, the professionals and parents might agree that the EHC Plan is no longer required. Under these circumstances, Maplefields Academy will work with the Local Authority to identify a more appropriate provision.
- Individual learning programmes are written to ensure that all interventions are of

high quality. The programmes are reviewed on a needs basis.

- Behaviour Plans are written and reviewed on a needs basis.
- A full range of targets are used from Stages (which are equivalent to the year group the pupil is working at) through to GCSEs.

Of the Academy:

- Maplefields Academy is inspected and graded by OFSTED. Latest report: Outstanding (02 November 2016).

Exit Criteria and Arrangements

The needs of individual pupils are paramount. It should not be automatically assumed that all pupils who attend Maplefields Academy will do so permanently. The practice of placing pupils with SEND into selected mainstream settings (based on their skills) is known as 'mainstreaming'. Mainstreaming can have many social and educational benefits for pupils with SEND. Their inclusion (alongside their mainstream peers) should be properly prepared and well supported. It should take place in education settings that have demonstrated a positive ethos in regards to SEND inclusion. However, for many pupils, the specialist placement will remain the most appropriate. It will continue to offer the best opportunities for future employment and life skills.

Future Plans

- Maplefields Academy evaluates the needs of pupils (in relation to the staffing ratio) on an ongoing basis.
- The academy continues to monitor the impact of COVID-19 so they can best support the pupils.
- Maplefields Training and Development Centre offers support for schools in and around the county. It prioritises Initial Teacher Training (ITT) to produce the best teachers and build capacity, but also provides behaviour outreach and school-to-school support for both mainstream and special schools.

Staffing Details

- Maplefields Academy includes teachers, cover supervisors, higher level teaching assistants (HLTAs), and specialist teaching assistants. All staff are experienced in meeting the SEMH needs of pupils.
- The academy has appropriate numbers of staff for each group of pupils.
- Individual support, staff training, and induction is given to all staff across the academy.
- The academy's management structure comprises:
 - i) Headteacher
 - ii) Deputy headteacher
 - iii) Head of finance
 - iv) Assistant headteachers

For more information about Maplefields Academy, please visit their website:
www.maplefieldsacademy.co.uk.



**North
Northamptonshire
Council**

www.northnorthants.gov.uk