

The Maples Offer

Introduction

At Greenway Academy, The Maples class is a unique school-based offer for pupils on roll at the Academy. The prime aim of the Maples class is to offer a dynamic personalised curriculum tailored to the needs of agreed individuals (from their own starting point), in order to secure academic, social and emotional success.



The Maples class ensures pupils access an appropriate curriculum to develop their curriculum skills, including Literacy and Numeracy as well as enabling them to become self-aware, resilient and confident learners. Pupils are nurtured and encouraged to successfully learn by an experienced team, and includes drawing upon the support of outside agencies, where necessary.

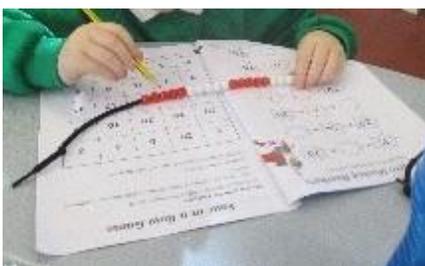
Pupils learn in a purposefully adapted classroom, with its own independent garden, kitchen, bathroom and play area.

Who is it for?

The Maples class is for:-

- vulnerable pupils who may find the mainstream classroom overwhelming
- pupils who need explicit precision teaching in small steps with extensive support using concrete materials and real life experiences
- pupils with social and emotional needs best met by accessing a foundational play approach to learning
- pupils who benefit from an explicit nurture approach, as a result of Adverse Childhood Experiences (ACE)

Routes to the Maples class



Class teachers recommend pupils for the Maples and consult with the inclusion leader and SLT regarding the pupils' needs. The inclusion leader, SLT and Maples teacher decide whether this is an appropriate provision for the pupil or whether the pupils' needs would be better met learning within the mainstream setting. Any pupil within the school may be recommended for this provision.

How much time will a pupil spend in the Maples?

Some pupils need full time access to the provision others need a part time offer depending on their needs. It is also a provision suitable for respite when a child needs a temporary space for supporting an emotional need.

Pupils remain attached to a class and regular contact with class peers and the teacher is important to ensure continuity of positive relationships. The class teacher remains responsible for their progress and works alongside the Maples team to review, plan and assess outcomes for the pupil.



Daily reviews are necessary to ensure the provision remains targeted for the individual.

Formal termly reviews take place using the assess, plan, do review model and individual plans are reviewed using Edukey as a tool. Edukey is a system used by the whole school to plan provision for Special Educational Needs.

Curriculum



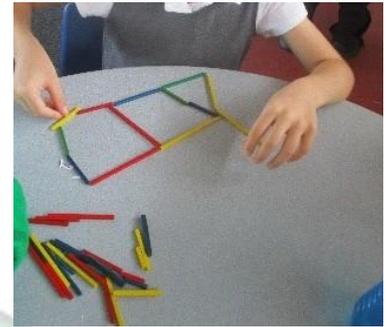
Teachers in the Maples class build personalised learning journeys, around the pupils' interests. Learning covers the primary curriculum as well as a full offer supporting each pupil's personal, social and emotional development. The Early Years Foundation Stage curriculum informs the planning and early learning goals are used as individual targets for pupils.

Curriculum learning includes play-based exploration using the indoor and outdoor areas. The teacher plans opportunities for academic learning through the child's play. Play based exploration encourages pupils to demonstrate the school's core values; aspiration, compassion, courage, integrity and respect. Pupils and adults use social stories to reflect on these play opportunities and pupils are supported to verbalise their actions. Reflecting on the core values and exploring social stories helps the pupils' personal development and makes social and emotional cues explicit to the pupils.

In addition local visits are part of the curriculum giving the pupils opportunities to develop further independence and life skills such as; visiting the shop to buy ingredients for a recipe.

Assessment

Each pupil develops at their own rate and in their own way. Observation is used to monitor the pupils' learning and development. When a pupil reaches their early learning goals and they demonstrate the ability to consistently maintain these, then consideration is made whether it is appropriate for the pupil to re-join the mainstream class. This is likely to be a gradual process and will be dependent on individual need and individual targets being met. Boxall profiling will also be used as an indicator as to a pupil's progress.



A range of assessment tools are used to baseline academic progress including phonics tests and high frequency word tests. On-going teacher assessment and a daily reflection of a pupils' learning informs planning and leads to daily adaptation of the curriculum and learning environment.

Daily achievements are recorded in the pupil's learning journal using annotation and photographs. These achievements are celebrated immediately in order to raise self-esteem.

For those pupils who are not making progress internal support from other professionals within the school is sought. A range of offers including the dyslexic offer and ASC offer are used to support the pupil where needed. In addition, outside agency support and expertise is used for those pupils who are not making progress and programmes of learning are put into place according to need.

Planning



Planning is based around the child as an individual and their evolving needs.

Baseline assessments are made in order to assess a child's attainment.

From this, plans ensure the child has a clear sequential learning journey during their time in the Maples. If any prior learning gaps are identified, these are addressed as part of the learning plan.

Planning takes place alongside the pupil's current year group. The Early Years Foundation Stage, Key stage 1 and Key stage 2 documents are all referenced when planning for a child in the Maples to ensure that children are receiving the very best and relevant provision for them.

A typical day in the Maples

(timetables are adjusted according to personal interest and need)

8.45-9.00 Breakfast (individually within Covid bubbles)

9.00-9.15 Mindfulness/yoga

9:15-10.00 Practical Maths learning. 4 rules of number

10.00-10.20 Structured foundational play session

10.20-10.30 Social story. Setting a target for free play.

10.30-11.00 Story time and playtime (usually within their year group)

11.00-11.30 Phonics learning

11.30-11.45 Finger Gym (fine motor skills learning)

11.45-12.20 Reading (sharing books and using Lexia)

12.20-12.30 Transition to lunch

12.30-1.30 Lunch

1.30-1.45 Mindfulness/yoga

1.45-2.30 Structured foundational play. (Role play writing focus)

2.30-2.45 Tidy up (clear designated roles)

2.45-3.00 Reward time

3.00-3.15 Story time

3.15-3.30 Transition to home-time

Parental involvement

Parents are invited to be active learners alongside their children. Working in close partnership with parents both enables the school to gain a better understanding of the needs of the individual pupil and supports the parent with strategies that can be used at home.



Parents are also encouraged to share any changes to the pupils' routine that may well result in a trigger of challenging behaviour.

Parents are welcomed into the Maples to celebrate success including pupil's learning. This happens each term, in line with the rest of the school, during pupil learning conferences. In addition to this, parents may be invited in to accompany their child on trips/visits and to help support the transition process from another school.

This shared model between school and home helps the pupil make links between home and school, providing consistency of boundaries and helps the pupil feel safe and secure. The class teacher is responsible for communicating to parents with input from the Maples teacher and staff.

The Thursday Offer

A number of local visits out and about are planned for children learning within the Maples. Trips to the local shops or other places within the local community where life skills can be developed. Trips further afield in the school minibus will also take place to a variety of venues in the wider area such as woodland walks, the seaside, nature reserves or other places of interest. Parents are sometimes able to join us on these trips thus reinforcing the pupil, parent, school partnership.

