



MAIDSTONE AND MALLING
ALTERNATIVE PROVISION



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The Maidstone and Malling Alternative Provision is a school where pupils are at the heart of our ethos and culture - where we improve wellbeing and develop every child's skills and abilities to their full potential.

BELIEVE ACHIEVE EXCEED

Welcome to Maidstone and Malling Alternative Provision (MMAP)

MRS S SMITH, HEADTEACHER, SAYS...

Welcome to Maidstone & Malling Alternative Provision. We are very proud of our provision and the work that goes on here.

We are driven by an unshakeable belief in the potential of young people. Working in collaboration with families and agencies, our commitment to nurturing and engaging young people in a safe and supportive learning environment is unwavering.

Offering an holistic approach, we aim to empower young people to overcome barriers, build resilience, develop positive relationships and acquire the knowledge and skills to become valued and effective members of society.

Safeguarding and Personal and Social Development underpin everything we do, as we know that many of our young people have suffered significant childhood traumas and our priorities are to address these and access specialist support in order for our children to engage in and enjoy formal learning.

We inspire and motivate our pupils to thrive with a culture of respect, dignity and celebration, where everyone feels equal and valued.

At MMAP we believe in continued professional development. All of our staff strive to continuously improve pastoral support, and teaching and learning, so that our pupils can achieve the best possible outcomes.

We are committed to the idea of a partnership in education between home and school and feel the only way to achieve best results is for us all to work closely together.

We hope that you are able to support us in this very important venture.

Get in touch

We would love to show you around our school so you can see for yourself the lengths we go to support and care for the children who need it most. Please either ring on 01622 753772 or send us an enquiry on our website to arrange a visit.



Sophie has learnt valuable life skills and been taught how to handle different situations in the comfortable environment of Maidstone and Malling Alternative Provision

SOPHIE, NOT THE REAL NAME OF THIS CASE STUDY SUBJECT, HAS JUST COMPLETED KEY STAGE 4 AND TAKEN HER GCSES.

GREAT PROGRESS

Sophie feels she is a much happier person now and that she has made real progress during her time at Maidstone and Malling Alternative Provision. She is now looking forward to going on to college to further her studies. She says: "The school has felt like my second home and I remember that I felt happy and settled there after just one week."

DEVELOPING SKILLS

The staff have helped Sophie with both her behaviour issues and her mental well-being. "I had anger issues when I first started at the school but the staff have taught me how to express my feelings in a different way now," she says. "I have felt very well supported there. The staff have helped me improve my social skills and I know how to handle situations better now. I lose my temper less easily now and it takes a lot more to get me angry than it used to before I started at the school."

UNDERSTANDING

Sophie started at Maidstone and Malling Alternative provision after the Covid 19 lockdown ended. "The staff were all very welcoming and they made me feel very comfortable there. I thought it was a lovely environment to be taught in. It helped me to have a counsellor that I could talk to. They were always very understanding. It was great that I knew there was always someone I could go to when I needed some support," she says.

MAKING FRIENDS

"I now know how to take myself away from certain situations and I have learnt to think a lot more about what is going on. This has helped me a lot. I am now much more equipped to deal with the things that can happen to you. I have enjoyed being around the other students and I like my class teacher. We all get on well together and they feel like my second family. All the staff members are very approachable and you know you can always go to them and that they will help you," Sophie says.

KIND TEACHERS

"The atmosphere I have been taught in has really helped me to feel better. You know that the staff will never judge you. I really like the Head teacher and all the art teachers. They have really understood me and helped me," she says.

"I have made good progress at the school and I am now looking forward to going to college to study Health and Social Care and I plan to get a job in a nursery after I am qualified."

ENJOYING

Sophie says the food they serve at the school is very nice and that she has always enjoyed the lunches. "The whiteboards are very good and I particularly liked the technology board and enjoyed drawing on it. I have enjoyed doing all the creative work. I liked the art lessons because I have found art to be very therapeutic and I always liked doing painting because it felt relaxing."

BUILDING CONFIDENCE

Sophie has done GCSEs in English, Maths, Science, Biology and Art, and studied for BTECS in Construction and Sports Studies. She says: "I have enjoyed doing Construction and learning things such as tiling, brick laying, painting and decorating, and wiring and plumbing. I have also learnt a lot of other useful things to help me in life, such as what I need to know about finance. The staff at Maidstone and Malling Alternative Provision have helped me to become more confident and much happier."



The school day:
settling in

SCHOOL TIMES

Our school day runs from 8:30 a.m. to 2:30 p.m. on a Monday through Friday. We have four main lessons a day each one hour long. Two of these are in the morning, and two after lunch in the afternoon. We also have a half hour reading session each day, as well as tutor time. Lunch is served for pupils at 11:30 a.m.

UNIFORM

Uniform standards are high at MMAP and our uniform code is inclusive, de-gendered, smart and comfortable. Parents are expected to ensure that students arrive at school in correct uniform and that on the rare occasion where for medical reasons uniform cannot be adhered to, then a note must be provided clearly explaining any temporary change from this code. Parents choose our school because of its high standards so we make no excuses in enforcing this code to uphold the values we share with our parents and students in this area.

FOOD IN SCHOOL

Pupils entitled to Free School Meals will be provided with a lunch. Pupils not entitled to Free School Meals can either bring a packed lunch, or purchase a school lunch for £2.00. Please ensure that if your child would like lunch, that they let the school office know.

Water is always available and we actively promote the drinking of water to reduce/ prevent dehydration so that pupils can function and learn at their best.

We do not allow children to consume fizzy drinks, energy drinks, or milk shakes during school time, as they will affect children’s ability to concentrate. However, we do provide pupils with squash at breakfast and lunch, should they choose this. We also provide tea, coffee and hot chocolate.

At breakfast, pupils are provided with toast with their chosen spreads, as well as a hot drink, or squash/water.

We feed all children breakfast and lunch and we have our own cook who makes the lunches on site. If a child has specific dietary needs, we will accommodate this.



Tom’s confidence has been boosted and he can now look forward to a bright future thanks to the help of dedicated staff at Maidstone and Malling Alternative Provision

TOM, NOT THE REAL NAME OF THIS CASE STUDY SUBJECT, IS 16 AND HE HAS JUST COMPLETED KEY STAGE 4 AT MAIDSTONE AND MALLING ALTERNATIVE PROVISION. HE HAS NOW TAKEN HIS GCSES AND WILL BE STARTING AT COLLEGE IN SEPTEMBER.

HELP WITH ANXIETY

Tom’s parents are grateful for all the care and support their son has received at Maidstone and Malling Alternative Provision and for the help he has had with dealing with his depression and anxiety. His mother says: “The staff have been willing to go above and beyond to help him cope with his issues and they have boosted his confidence and his sense of self-esteem.”

FURTHER STUDIES

His parents have been highly satisfied with the school and were pleased that Tom has been able to take his GCSEs. “He now has the confidence to go to college and he cannot wait to start. He will be studying Media and he is hoping to work in sports media one day,” Tom’s mother says.

WELCOMING TEACHERS

Tom joined Maidstone and Malling Alternative Provision at the age of 14. His mother says: “We did not know much about the school when he first went there, but because of his personal circumstances, it was the only option available to him. He had some tutoring at home from one of the teachers before starting, which helped. Tom settled in there very well which was a big relief to us. The teachers were all very friendly and welcoming to him.”

PSYCHOLOGY SESSIONS

His mother says that very quickly Tom seemed to become like a different boy. “The staff were very good and reassured him and let him know that they cared about him. The school psychologist was particularly good with him. She would have one-to-one sessions with him and, by talking to him, made him feel much better about himself. He knew she was always there for him if he wanted to talk to her.”

MENTAL HEALTH SUPPORT

The staff were also willing to tutor him on his own, away from the classroom. Sometimes he was taught in the library, sometimes at home, his mother says. “They gave him a lot of help with his mental health all the way through. All the staff were brilliant with him and very supportive on the days when he did not feel that great. He liked all the staff, particularly the lady at Reception, who was always very friendly towards him.”

SPECIALIST CARE

Tom loves football and F1 motor racing and he has taken a BTech in sport. He has done both English Language and English Literature GCSEs. “He is good academically, but emotionally he has needed a lot of support along the way,” his mother says. “We think Maidstone and Malling is a truly wonderful place. Because the staff specialise in helping children with social and emotional needs, it is a very nurturing atmosphere to be taught in. They are like one big family. The staff are all very kind to the pupils and everyone is very accepting of each other.”

CHILDREN

Tom’s mother says her son would say that he was very grateful to the staff for all the support they have given him. “He has been able to put his trust in the tutors and the other staff. He knows that if they say they are going to do something, they will always do exactly what they have said they will do. I know Tom would say that he has been very happy at Maidstone and Malling Alternative Provision.”



Curriculum: removing barriers to learning and realising potential

SUPPORT AND ENCOURAGEMENT

We recognise that pupils who attend our school can have a wide range of emotional, social and educational needs which can impact negatively upon progress. We are determined to offer support and encouragement to help remove any barriers to learning and ensure that all have the most inclusive education that we are able to provide.

High quality

Our curriculum has been designed to offer the highest quality provision, which is enriched with a wide range of activities and opportunities for pupils to expand their cultural capital, prepare them for adulthood and gain a wide range of GCSEs or equivalent qualifications, which will support them to secure a solid progression route and future career pathway.

TAILORED CURRICULUM: TREATING EACH CHILD AS AN INDIVIDUAL

The delivery of the curriculum is flexible and this enables us to provide an individualised programme of education tailored to meet the needs of each pupil. The aim is to stretch and challenge each pupil to reach the highest standards in everything they do and provide them with a sense of achievement and encouragement to exceed their potential.

BELIEVE, ACHIEVE, EXCEED

We are driven by an unshakeable belief in the potential of young people. Working in collaboration with families and agencies, our commitment to nurturing and engaging young people in a safe and supportive learning environment is unwavering.

Overcoming barriers

Offering a holistic approach, we aim to empower young people to overcome barriers, build resilience and acquire the knowledge and skills to become valued and effective members of society. We inspire and motivate our pupils to thrive with a culture of respect, dignity and celebration, where everyone feels equal and valued.



Lauren’s life has been turned around by the caring teachers at Maidstone and Malling Alternative Provision

LAUREN, NOT THE REAL NAME OF THIS CASE STUDY SUBJECT, HAS AUTISM. SHE HAS JUST COMPLETED KEY STAGE 4 AT MAIDSTONE AND MALLING ALTERNATIVE PROVISION AND HAS TAKEN HER GCSES. SHE LIVES IN KENT WITH HER MOTHER AND OLDER BROTHER.

EMOTIONAL SUPPORT

Lauren’s mother says Maidstone and Malling threw the family a lifeline when her daughter joined the school at the age of 15. “Lauren flourished in the caring environment and the staff gave her emotional support and helped her cope with her feelings. Lauren now has a bright future and hopes to get an apprenticeship in hairdressing, or to go to college to study hair and beauty,” she says.

GOOD RECOMMENDATION

Lauren had struggled at the mainstream school she had attended since Year 7, where her autism, due to long waiting lists, was not formally diagnosed until nearly the end of Year 10. When the school refused to take Lauren back after a failed managed move to another mainstream school, Maidstone and Malling was recommended to the family.

UNDERSTANDING

Lauren and her mother were initially concerned about her moving to Maidstone and Malling, because of their preconceived ideas of the school, but Lauren remembers settling in well at the school within a couple of days and feeling much better because of the support she was given. Lauren says: “The big difference was they would welcome me when I arrived and there was always a TA I could talk to if I had difficulty understanding something. The class had just eight people in it, so the staff had time to go over things with me again.”

DIFFERENT APPROACH

Lauren’s mother says it took her longer to be happy about her daughter attending Maidstone and Malling, but the first thing she noticed was that Lauren was willing to get up and go to school in the mornings and stay in school all day, whereas she had never been willing when at her mainstream school. “I was also relieved not to receive constant phone calls complaining about Lauren’s behaviour. The difference was that if Lauren was having a bit of a wobble, the staff at Maidstone and Malling would sit and talk to her before her lesson, rather than just telling her to go into the classroom immediately,” she says.

SAFE AT SCHOOL

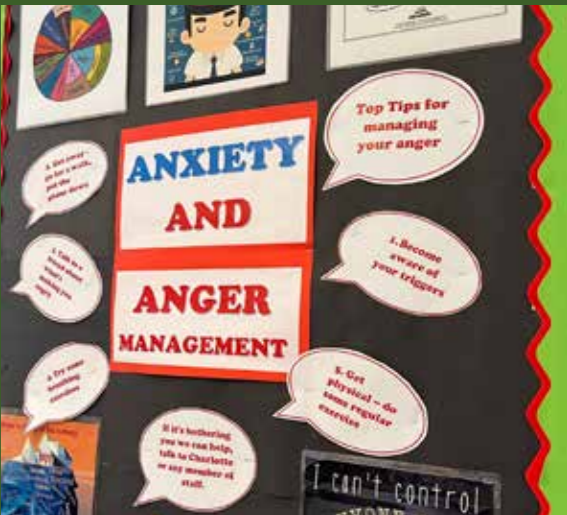
Lauren was grateful the staff gave her plenty of one-to-one time. “This was helpful if I was finding it difficult to concentrate. They were able to talk me through the bits I didn’t understand and helped me catch up, which made a huge difference,” she says. “It made me keener to learn. I felt I was in a safe place where I could talk to the teachers and enjoyed going to school more.”

HAPPY LIFE

Lauren’s mother thinks the points scheme at Maidstone and Malling is effective. She says: “The pupils get points for their achievements and at the end of term receive vouchers to spend, or get treats and outings. Lauren has been taken bowling and paddle boarding and gone on a spa day. This way of rewarding pupils is different from her previous school and it works. It has been wonderful to see Lauren happy at school. The years of anxiety affected my work and personal life and to see Lauren’s life turned around now is a big relief.”

HELPFUL TEACHERS

Lauren is grateful for the way the staff would talk to her and try to understand her and how the careers teacher helped her every step of the way to prepare for a career in hair and beauty. She says: “One of the best things about Maidstone and Malling is that you have two teachers you can go to if you need help, a subject teacher and a TA, and that extra support really helped me.”



SEMH and SEND:

High quality education and support for all

INCLUSION

We recognise the importance of helping all children achieve their full potential; emotionally, socially, physically and academically. We ensure they are fully included in all school activities, seeking external support and facilities when needed.

SEN register

All pupils at MMAP will be on the school SEN register. This is because MMAP is an additional, specialist provision for pupils who have been, or are at risk of being, excluded from mainstream school. All pupils will have been identified through the In-Year Fair Access Panel and will already have received a range of support from their mainstream schools.

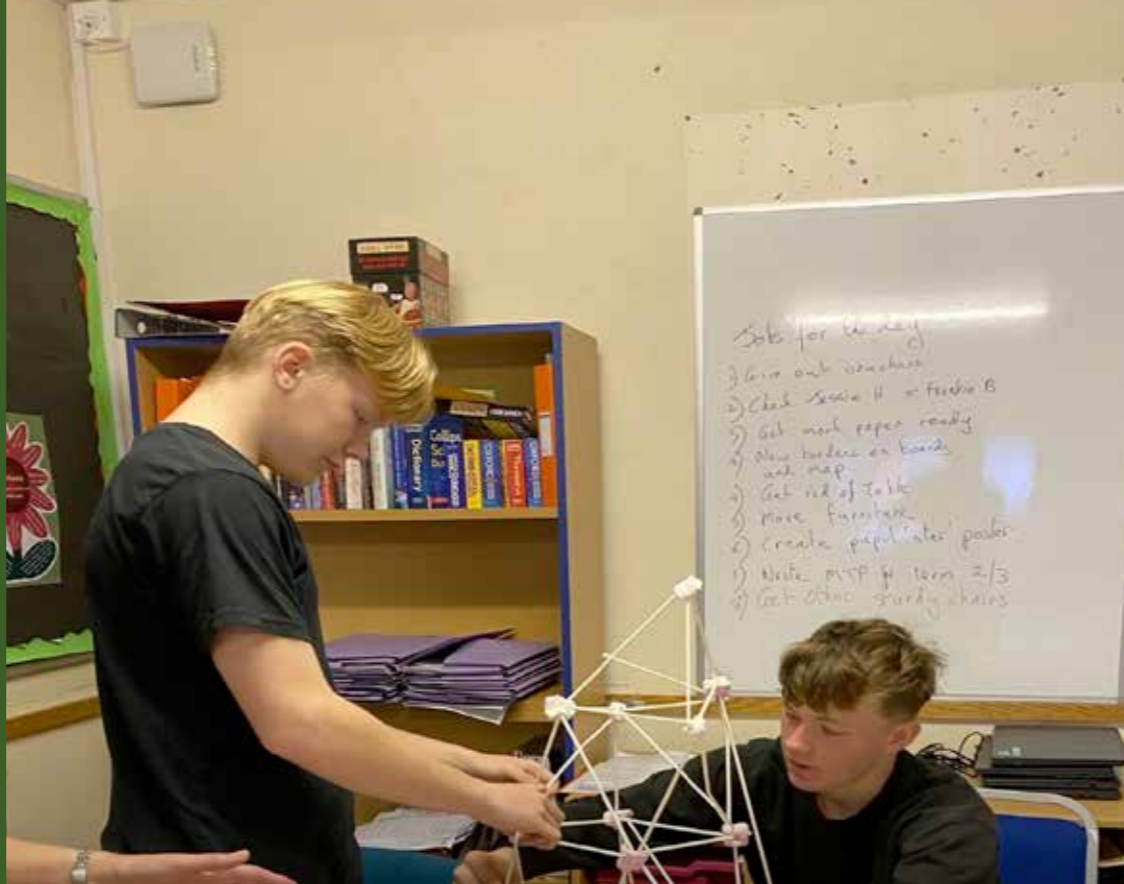
WHAT SENDS DO WE PROVIDE FOR?

All pupils referred to MMAP have social, emotional or mental health needs (SEMH) which affect their ability to learn and their behaviour (e.g. ADHD, ADD, ODD, anxiety disorders, attachment disorders). Some pupils may have additional difficulties with communication and interaction (e.g. ASD, Asperger's) and others a range of associated special educational needs, such as specific learning difficulties (e.g. Dyslexia, Dyspraxia) or sensory and/or physical needs. We support our pupils with all of these needs and more.



Additional support to build confidence, resilience and re-engage in learning

- 1:1 interventions in literacy and numeracy as required
- 1:1 mentoring to help with personal development
- External agency support as required
- School reports every two weeks to mainstream
- Wellbeing activities personalised to interests with an emphasis on animal care and the Arts
- Project work to improve teamwork and social skills
- Initial assessments: Lucid Exact, Hodder Reading, SEBD, Mathematics and specific risk assessment, so that gaps can be addressed during in-class learning and through interventions



PARENTS/CARERS SUPPORT

We want to involve parents at every stage of planning and review. We hold regular formal meetings and reviews but we also encourage parents to contact us with any issues that may affect their child's learning or any worries about their special educational needs, as soon as possible. This can be in person, by telephone, text or email.

We are often able to give parents/carers the opportunity to meet with specific members of staff at very short notice. Similarly, we aim to contact parents as soon as possible with any concerns or successes.

Pupils

As a small provision, we aim to work really closely with both pupils and their parents/ carers. We ask pupils for their views about their special educational needs and use these to help plan individual programmes. Should you require more information please contact the

school and ask to speak to our SENCO. Our full SEND policy can be seen on our website under Information/SEND.

Experiences outside of school:

widening horizons

WIDE RANGE OF ACTIVITIES

In place of traditional physical education sessions, we provide our pupils with various experiences outside of school that involve physical activity and exercise, but give our pupils variety and a taste for different adventures. These outings are also important in developing our pupils wider experiences. Key Stage S3, Year 10 and Year 11 all have their own Wellbeing time one afternoon a week.

Activities we do with our pupils include, but are not limited to:

- Bowling.
- Ice Skating.
- Skiing.
- Swimming.
- Mini Golf.
- Driving Range.
- Go-karting.
- Climbing.
- Canoeing.
- Kayaking.
- Ropes courses.
- Paintballing.
- Fishing.
- Laser Tag.
- Trampolineing.
- Zorbing.



Admissions and getting involved

ADMISSIONS

We only take referrals from a pupil’s home school. We do not take casual admissions.

We also collaborate with the home schools. Our aim is to reintegrate whenever possible with the right supports in place.

Parent support groups

We offer parent support groups involving topics that parents need information about to further support their children. Sessions we have done in the past include: Setting Boundaries; Understanding ASD; and Issues in the Local Community. We listen to parents and will run sessions based on parental feedback.



Liam’s self-esteem has been boosted and his talents encouraged by the caring staff at Maidstone and Malling Alternative Provision

LAURA LIVES WITH HER SONS, LIAM, AGED 11, AND OLIVER, AGED 9, IN A VILLAGE IN KENT. LIAM RECENTLY SPENT SOME TIME IN YEAR 7 AT MAIDSTONE AND MALLING ALTERNATIVE PROVISION.

QUICK RESULTS

Laura is thrilled with the way Maidstone and Malling were able to turn Liam’s life around in the few weeks he was at the school, teaching him valuable new skills and boosting his confidence. She says: “Liam loved his time at Maidstone and Malling and was sad when he had to leave the school, but the staff managed to make him feel much better about himself and gave him enough self-belief to enable him to succeed in a mainstream secondary school.”

SETTLING IN

Liam had been involved in an incident during his taster week at a previous mainstream secondary school, and as a result was unable to join the school as planned. He was given a place at Maidstone and Malling when he was due to begin Year 7 instead, Laura says. “He was understandably nervous before starting at Maidstone and Malling because he didn’t know what to expect there, but he settled in well immediately. He had met some older children on the bus on the way there and they were nice to him and encouraged him to think he would get on all right at the school and this meant that he had a good first day.”

INTERESTING ACTIVITIES

Laura says in the short time Liam was at Maidstone and Malling, he made some good friends and was taken out to do a lot of activities. “As a result, he has developed a love of fishing and still goes fishing at the weekends when he gets the chance. The staff also encouraged his talent for art and encouraged him with his drawing, teaching him new skills, such as shadowing. I was very happy with the way they picked up on his artistic ability and helped him develop his skills.”

ENJOYING SCHOOL LIFE

Liam was always enthusiastic about going to Maidstone and Malling each day and would talk about what he had been doing there when he came home from school. “The things he told me about were always positive. He said he loved the school and wanted to stay there permanently,” Laura says. “However, Maidstone and Malling staff believed he was ready to go back into a mainstream school after just a few weeks. But while he was there, he was always enthusiastic about getting up in the mornings and going in and he particularly liked the school grounds and the football pitch.”

CONFIDENCE BOOSTED

The staff at Maidstone and Malling prepared him well for going to his new school and he was able to make new friends there because of what they had taught him. “Liam is now enjoying sport more than he ever did before he attended Maidstone and Malling.

He is small for his age, but the Maidstone and Malling staff taught him to have a lot more belief in his abilities. Previously he had suffered from a lot of anxiety, but now he is more confident about things,” Laura says.

NEW INDEPENDENCE

“In the short time he was at Maidstone and Malling the staff managed to turn his life around. He is now able to travel to his new school alone on the train because he has more belief in his ability to cope with the journey. It is amazing what they achieved with him in just a few weeks and I am grateful for all the help they gave him. I would not hesitate to recommend the school to other families.”

CHILDREN SAY

Liam says: “I thoroughly enjoyed my time at Maidstone and Malling and it was great to meet new people and learn new skills there.”



Our Aims

AIMS

- To offer a robust and personalised learning experience that is high quality and engaging
 - To meet pupils' individual needs to provide them with the skills and qualifications to secure a solid foundation for the future
 - To have high expectations of our pupils in all aspects of their lives
 - To support pupils with their emotional and social wellbeing, equipping them with effective coping strategies
 - To remove all barriers to learning and treat all pupils and families with empathy and respect and provide effective support networks to develop skills and confidence.
 - To support children with gaps in their learning by mapping curriculum subjects together in an attempt to strengthen key elements of the core subjects.
 - To challenge inappropriate behaviour and language to ensure that children develop responsible social interaction.
 - Work with children and families to build trust and positive relationships.
- Providing an engaging and broad curriculum that is enhanced by creative teaching and learning
 - A range of qualifications tailored to suit the needs of all pupils which will enable them to secure a clear progression route
 - Acknowledging that each day is a fresh start and working with pupils to build resilience
 - Providing a highly experienced and dedicated pastoral team with expertise in mental health and wellbeing with links to external agencies
 - Working alongside families to support our pupils and parents/carers to overcome challenges.



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