



MINERVA MAY SCHOOL

An independent special school
dedicated to educating Students with
SEMH needs, aged 11-18

P R O S P E C T U S

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Our Headteacher's Welcome

We warmly welcome you to Minerva May School, where we are proud to offer a supportive and nurturing environment for your child. This prospectus provides insight into the exceptional opportunities we offer, and we hope it inspires confidence in the journey ahead.

Minerva May is a vibrant and thriving specialist school, dedicated to fostering independent learners who are prepared for adult life. We are deeply committed to providing each child and young person with the opportunity to realise their full potential, regardless of the challenges they may face. Our pupils are among the most vulnerable children in society, and it is our mission to create a safe, inclusive space where they can grow, learn, and flourish.

We are based in Surrey, we provide school places for up to 34 students and we take referrals from all local authorities. Our vision—to nurture independent learners who are prepared for adult life—is at the heart of everything we do. Our motto, Together We Can, captures our commitment to working in partnership with families, local authorities, and the wider community to ensure every student's success.

At Minerva May, we offer a broad, personalised curriculum designed to meet the needs of students with Education, Health, and Care Plans (EHCPs) for Social, Emotional, and Mental Health (SEMH). Our students often face additional challenges, including ASC, ADHD, speech and communication difficulties, and attachment disorders, but our dedicated staff and tailored approach ensure that every young person can thrive.

In addition to core subjects such as English, Maths, Science, Art, Employability and Life Skills, History, and Physical Education, we provide provisions that focus on developing positive mental and emotional health. These include PSHE (Personal, Social, Health, and Economic Education), ELSA (Emotional Literacy Support), Mindfulness, Animal Care, and a range of wellbeing-focused activities. We are committed to nurturing our students' overall wellbeing, helping them build resilience and confidence for the future.

Our trauma-informed practices are integrated throughout the school, allowing us to offer targeted support to help students overcome the effects of difficult childhood experiences. Every student is unique, and we respect their individual journeys, tailoring pathways that allow them to achieve and succeed at their own pace.

Our dedicated team of skilled professionals is central to our vision of nurturing independent learners who are prepared for adult life. We recruit passionate, perceptive staff who are committed to the wellbeing and success of every student. Continuous professional development is a key part of our ethos, as we encourage collaboration, best practice sharing, and mutual support amongst staff, living out our motto 'Together We Can' every day.

We invite you to come and experience Minerva May School firsthand, where you can witness the supportive, nurturing, and aspirational environment we have established. I sincerely hope that Minerva May becomes your choice, and I look forward to the opportunity of meeting both you and your child soon. In the meantime, for the latest updates about our school and a closer look into everyday life at Minerva May, feel free to explore our website. We look forward to welcoming you and your child to our school community!

Melvin George – Headteacher

Our Vision and Values

Our Vision “Nurturing Independence”

Our Vision Statement: “We nurture independent learners who are prepared for adult life”

In our daily practice, this means that

- We ensure that every young person has access to outstanding education.
- We ensure that their education is delivered within a nurturing environment designed to foster their growth, potential and independence in life.
- Our nurturing environment would empower students to be resilient and to overcome obstacles.
- Our students’ resilience would lead them to achieve success, and flourish, regardless of the challenges they have encountered in the past or those they may encounter along the way.

Our Values

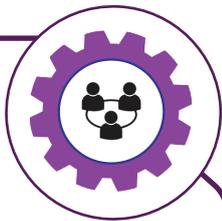
Our school values are based on the guiding principles of **“We CARE.”**

Collaboration

We care about how we collaborate with our local authorities, partners, staff, parents/carers and students; this is central to all that we do. We care about our stakeholders and partners, and how effectively we work with them to make a difference in life.

How we Collaborate:

...by working in partnership, sharing ideas, problem-solving in teams, learning and developing together, being proactive and getting involved, respecting diversity and diversity of views, encouraging open communication, and celebrating achievement and success.



Aspiration

We care about our students and supporting them to develop as aspirational young people. We believe that disrupted past experiences should not limit our students from being ambitious about their future or from being motivated to work towards realising their full potential.

How we Aspire:

...by being ambitious, having self-worth, leading by example, having high expectation, offering encouragement and mentorship, setting SMART targets, goals, and visions, creating opportunities for others, by striving for excellence and celebrating our successes.

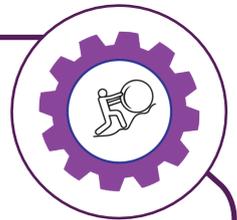


Resilience

Within our school doors, students and staff develop and demonstrate resilience. We care about developing resilience and that through positive connections and relationships, we can adapt (neuroplasticity), take on challenges and thrive in life.

How we show Resilience:

...by adapting to adversity, facing and learning from setbacks, seeking support during difficult times, developing problem solving, engaging in self-care activities (exercise, mindfulness or hobbies), resilient thinking and adapting to change.

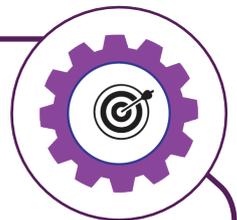


Empowerment

We equip students with the skills and attitude to face the challenges in this ever changing world. We care about the high-quality curriculum we offer, to develop students who are not just skilled but are also determined, courageous and persistent, as they work towards their future goals.

How we Empower:

...by building confidence, promoting self-efficacy, offering a calm, supportive and aspirational learning environment, offering personalised quality teaching, learning and growth opportunities, providing guidance and encouragement for overcoming challenges and the achievement of goals, promoting collaboration, celebrating our small -wins, achievements, and success.



Our Proprietary Body

The Minerva May Proprietary Body (Minerva May Limited) is an independent organisation dedicated to establishing new specialist schools for children and young people with Social, Emotional, and Mental Health (SEMH) needs, enabling them to learn, grow, and achieve their potential.

Established in 2022, the MMPB functions as a leadership team focused on providing education for students aged 11–18 with SEMH needs. Our mission is to inspire and drive meaningful change by delivering a broad, high-quality curriculum within a structured and supportive setting that prioritises individual progress.

We work in partnership with local authorities and community organisations that share our commitment to developing exceptional, research-informed schools for children with SEMH needs. By forging new collaborations, we aim to expand our impact and extend support to more young people facing these challenges.

Minerva May School operates under the governance of the Minerva May Proprietary Body, which consists of experienced professionals with the expertise, knowledge, and strategic insight required for strong and effective leadership.

Our Admission Process

Our Admission Principles

- The school embraces inclusion and personalised provision, aiming to include as many children as possible, despite some needs that may be beyond its capacity.
- Local authorities, parents, or carers should contact the school Administrator to discuss admission arrangements for prospective students.



- At Minerva May School, we are committed to continuous professional development to ensure the highest standards of teaching and learning. Through structured and continuous training, collaboration, and reflection, we support staff in refining their practice to enhance student outcomes.
- The Admissions Policy is available upon request from the main office.

Our Admission Overview

Admissions at Minerva May School take place throughout the academic year. The school provides only day placements and does not offer residential services.

We welcome consultations from Local Authority SEND Casework teams.

Although the consultation processes may differ slightly between local authorities, decisions are mainly based on the student's Educational Health Care Plan (EHCP) and recent professional assessments. Our top priority is to ensure that each student receives the most suitable educational placement. The consultation between Minerva May School and the local authority will assess whether the school can accommodate the individual needs of the student.

Once a placement offer is accepted, a start date and transition plan will be established. Parents/carers are responsible for coordinating transportation to and from school in collaboration with the local authority (School transport).

If parents believe that Minerva May School can support their child's needs and wish to explore placement options, they should discuss this with their child's Placement Case Worker.

Our Ten Point Admission Process



- **Referral and Consultation**
Local Authorities refer students who require admission due to their current educational settings being unable to meet their needs or if they are not receiving any education.
- **Admission Consultation Documents:**
Referrals include essential documents sent by the Local Authority to the Headteacher for evaluating the student's suitability and conducting risk assessments. If an EHCP is not available, additional assessments may be requested.
- **Admission Criteria**
Students must have an identified Social, Emotional, and Mental Health (SEMH) need. For those with an EHCP, the SEMH need must be specified. If an EHCP is necessary for students without one, the Local Authority collaborates with the SENCO to initiate assessments.
- **Special Considerations**
For students with attachment disorders, understanding their educational needs and behaviour management is crucial.
- **Previous Educational Placements**
All referred students have prior placements in various educational settings.
- **Placement Offer**
Offers are based on the student's needs, available resources, peer group compatibility, and the needs of existing students. Once agreed upon, the school and Local Authority coordinate the admissions process and establish a start date.
- **CYPMHS Intervention**
If post-placement assessments indicate a need for mental health services, the school consults the Local Authority for arrangements.
- **School Visit**
Prospective students and their families are invited to visit the school for a meeting with a member of the school's Senior Leadership Team (SLT)
- **Transition Plan**
A plan is created collaboratively to ensure a smooth transition for the student, involving current providers and the family.
- **Information Sharing**
The school will notify the Local Authority regarding student admissions and departures, particularly during non-standard transition points. Two emergency contact numbers will be held for each pupil.

Our Waiting List

If the school is fully enrolled, prospective students will be placed on a waiting list, with the Local Authority notified when a vacancy arises.

Our Teaching Approach

Our Signature Pedagogy - Nurturing Independence in Learning and Life (NILL).

The word: Nill

Meaning 1: An aversion to something

Meaning 2: to be unwilling to (accept, place emphasis or) do something

Our teaching approach is based on our 'unwillingness to accept' that most of our students cannot develop independent learning skills, life routines and positive habits. It focuses on the support we offer, and the strategies we adopt to empower our students to develop the highest levels of independence in learning and in life. As such, NILL is an aspirational pedagogical approach by which we deliver learning to all our students.

We recognise that no-two students are the same, and our educational objective must be realistic for it to be successful. As such, our aspiration is to empower every child and young person at Minerva May School, to be as independent as they can possibly be, in line with their specific needs (and relative to their starting point at Minerva May School).



In this phase where the teacher is no longer the knowledge-giver or provider of the learning, the student is skilfully supported and encouraged to take ownership of their learning and the completion of a holistic project. This holistic project is referred to as Produce, i.e., what the student produces from their engagement during the 'Acquire' and 'Apply' phases of learning). The student applies acquired-skills, knowledge and attitude in a scaffolded manner; within a safe, nurturing, confidence-building and aspirational environment.

In the process of the student completing their project and taking ownership of their learning, they are able to develop a range of skills, knowledge and attitudes in line with our Framework for Nurturing Independence (FNI). Please refer to our FNI documentation for further details of the skills, knowledge and attitude that the student develops.

Produce

The holistic project (Produce) is key to the development of independence and to encouraging the progress of learning. Produce is not a learning phase; it is the final/holistic piece of work that the student produces by the end of their project, to substantiate their learning and progress for that specific half-term, term or unit of work.

The Produce (project) can be described as

- A holistic assignment
- Portfolio-base work, assessment booklet created by the teacher or simply a 'Big Question' for students to explore and produce work to address
- Holistic project/task set to last for at least half term or maximum a whole term.
- A holistic project/task skilfully created and set to capture all core learning opportunities, objectives and outcomes for a specific period (half term or a whole term)
- A holistic project/task skilfully crafted and set in a sequential manner, in line with the order by which lessons, components and topics are planned (in the scheme of work) and delivered (to the students)
- A holistic project/task that clearly shows progressive links between components and elements of learning towards a bigger unit or programme of study
- A holistic project/task that students can collaborate on with support (if necessary)

Acquire – Apply – Produce

At the heart of our signature pedagogy is the way that our teaching staff deliver their lessons through two different phases of learning, namely The Acquisition of Learning (Acquire) and The Application of Learning (Apply).

NILL Phases of Learning:

Acquire – In this phase, the teacher delivers learning as the expert, knowledge giver and provider of learning. The teacher is the leader of the (new or consolidating) learning and the direction that the learning activities take. This phase is delivered through a student-centred approach.

In this phase, **the student** gains knowledge, skills and attitudes from the teacher. They are supported by their (Learning and Pastoral Support) to follow the teacher's lead towards the acquisition of new learning.

Apply – In this phase, the teacher sets a project linked to the new learning that the student obtained during the 'Acquire Phase' and periods of learning. Once the project is established, the teacher's role shifts from the knowledge-giver to that of facilitator, mentor and/or coach. The teacher (along with the Learning and Pastoral Support) works collaboratively to personalise and adapt the support on offer to the student. They make deliberate decisions and judgements, to regulate their involvement, engagement and support on offer to the student throughout the Apply phase. In doing so, they encourage and nurture independence in our students.

Our Curriculum Offer

Key Curriculum Considerations

Alternative arrangements/provisions have been made for students who are unable to access GCSE courses/qualifications at Key Stage 4. The statutory RSE programme is integrated into the PSHE curriculum at Key Stage 3 and into Citizenship at Key Stage 4. For further information on our RSE provision, please refer to our school website (under the school policies heading) feel free to contact the school office directly for a copy of this policy.

Curriculum Format for Key Stage 3

The Independent School Standards	Curriculum Contents	Rationale and Purpose
Mathematical	KS3 Maths - Possible Qualifications: Entry Level Functional Skills Maths (Entry Level 1, 2 and 3)	Basic mathematical skills and ability to use reasoning for solving simple problems in familiar situations.
Linguistic	KS3 English - Possible Qualifications: Entry Level Functional Skills English (Entry Level) ...with SPAG embedded	To build foundational English skills in reading, writing, speaking, and listening for effective communication in everyday life.
	Phonics Reading Programme: Read, Write, Inc	This phonics programme helps pre-readers develop skills to decode unfamiliar words and read fluently, effectively addressing reading gaps caused by SEMH-related barriers.
Scientific	KS3 Science - Possible Qualifications: AQA Entry Level Certificates in Science (ELCs)	Entry Level Certificates (ELCs) are recognised qualifications offering students certified awards. The ELC Science serves as a foundational step towards GCSE Biology, with on-demand assessments to support student motivation and flexibility.
Technological	KS3 ICT is subsumed within the Employability strand of Employability and Life Skills (ELS) Possible Qualifications: Open Award in Skills for Further Learning and Employment at Entry Level.	<p>This qualification helps students develop ICT skills through practical tasks in various contexts. It is unit-based; this means that the qualification can be tailored to meet the individual needs of our students, allowing flexibility in how students earn credits toward the full qualification in Skills for Further Learning and Employment at Entry Level.</p> <p>The units focus on different aspects of ICT, such as presenting, finding, sharing information, and creating graphs. This structure enables the qualification to be tailored to individual needs.</p>

Curriculum Format for Key Stage 3

The Independent School Standards	Curriculum Contents	Rationale and Purpose
Human and Social	<p>KS3 PSHE (Personal, Social, Health, and Economic)</p> <p>(RSE subsumed within KS3 PSHE)</p>	<p>PSHE/RSE education is crucial in the school curriculum, preparing students for life by covering physical and mental health, healthy relationships, sexuality, and skills for careers and financial management.</p>
	<p>KS3 Entry Level History</p> <p>Possible Qualifications: OCR Entry Level 3, 2 or 1 History Certificate.</p>	<p>Our Entry Level History Certificate is crafted to captivate and motivate our students with a dynamic and engaging curriculum.</p> <p>It covers a variety of topics, including Crime and Punishment, modern American history, and the Vikings, and can be taught alongside GCSE (9-1) History. The program consists of three parts: a thematic unit covering broad historical themes, a depth study focusing on specific countries or periods, and an exploration of either a notable historical figure or site.</p>
	<p>Entry Level ELS (Employability and Life Skills) Possible Qualifications: Open Award in Skills for Further Learning and Employment at Entry Level.</p>	<p>The programme combines training and practical experience to help students gain essential skills and improve their life and employment prospects, covering a range from basic tasks to advanced skills like financial planning, ICT Skills, and relationship building.</p> <p>This course is unit-based; this means that the qualification can be tailored to meet the individual needs of our students, allowing flexibility in how students earn credits toward the full qualification in Skills for Further Learning and Employment at Entry Level.</p>
Physical and Aesthetic	KS3 Core Physical Education (PE)	<p>Physical education (PE) provides structured activities that help children and young people gain the knowledge, motivation, and skills needed to lead an active lifestyle.</p>
Creative	<p>KS3 Art - Possible Qualifications: Unit Award Scheme in Art (Entry Level)</p>	<p>The GCSE Art curriculum has been broken into smaller units for the Unit Award Scheme, making it more accessible for learners. Students receive a certificate for each completed unit, which supports their engagement and progress towards their goals.</p>

Curriculum Format for Key Stage 4

The Independent School Standards	Curriculum Contents	Rationale and Purpose
Mathematical	KS4 Maths - Possible Qualifications: GCSE Maths	Nationally recognised Maths accreditation at the end of Key Stage 4.
	Level 1 or 2 Functional Skills Maths - Possible Qualifications: L1 or L2 Functional Skills Maths	Vocational alternative to GCSE Maths at KS4, focus on practical application and essential numeracy skills
Linguistic	KS4 English - Possible Qualifications: GCSE English ...with SPAG embedded	Nationally recognised English accreditation at the end of Key Stage 4.
	Level 1 or 2 Functional Skills English - Possible Qualifications: L1 or L2 Functional Skills English ...with SPAG embedded	Vocational alternative to GCSE English at KS4, provides essential skills for work, further study, daily life, and communication.
Scientific	KS4 Science - Possible Qualifications: AQA GCSE Biology	The course explores life and living organisms, insights into human existence and the environment in a practical way applicable to everyday life.
	Level 1 Science - Possible Qualifications: AQA Science Unit Award Scheme (at Level 1)	Vocational alternative to GCSE Biology: The Unit Award Scheme (UAS) allows students to engage in learning and earn certificates for completed units. These certificates build a portfolio showcasing their skills, knowledge, and experience.
Technological	KS4 ICT is subsumed within the Employability strand of Employability and Life Skills (ELS). Possible Qualifications: Open Award in Skills for Further Learning and Employment at Levels 1 and 2.	This course develops practical ICT skills, providing essential knowledge and tools to enhance learning in other subjects and improve employability. It helps students develop valuable skills like planning, research, and effective communication, preparing them for personal development and future economic success. It is unit-based; this means that the qualification can be tailored to meet the individual needs of our students, allowing flexibility in how students earn credits toward the full qualification in Skills for Further Learning and Employment at Levels 1 and 2.

Curriculum Format for Key Stage 4

The Independent School Standards	Curriculum Contents	Rationale and Purpose
Human and Social	Humanities: Citizenship (RSE subsumed within Citizenship)	Citizenship education develops the skills and awareness needed for students to actively and knowledgeably participate in democratic communities.
	KS4 GCSE History Possible Qualifications: OCR (9-1) History B – School History Project	<p>The GCSE (9–1) History B (SHP) course, developed with the Schools History Project, engages students with significant historical themes and events, promoting critical thinking and a better understanding of the present through the past.</p> <p>The assessment features five equally weighted components across three groups—British History, History Around Us, and World History—with students selecting one component from each group to ensure a balanced study of various historical periods.</p>
	Level 1 or 2 ELS (Employability and Life Skills) - Possible Qualifications: Open Award in Skills for Further Learning and Employment at Level 1 or 2.	The programme combines training and practical experience to help students gain essential skills and improve their employment prospects, covering a range from basic tasks to advanced skills like financial planning and relationship building.
Physical and Aesthetic	KS4 Core/GCSE PE Possible Qualifications: GCSE Qualification in Physical Education (PE)	Physical education (PE) provides structured activities that help children and young people gain the knowledge, motivation, and skills needed to lead an active lifestyle.
Creative	KS4 Art - Possible Qualifications: GCSE Qualification in Art	Students explore their chosen topic through various methods, including practical work, critical thinking, and contextual understanding, allowing them to engage with original materials and apply their learning using their preferred or combined mediums.

Our Enrichment, SEMH and Therapeutic Provision

Enrichment Curriculum Examples of our Enrichment Options	SEMH Curriculum
Animal Care Club (ACC)	Zones of Regulation/Positive Behaviour Planning
Sports and Fitness Club (SFC)	PACE
Artistic Expression Club (AEC)	Enrichment
Gardening and Environmental Club (GEC)	Mindfulness/Pastoral Time Support
Reading and Storytelling Club (RSC)	Employability and Life Skills
Musical Expression Club (MEC)	Trauma Informed Practice

Therapeutic Interventions

Therapeutic interventions are commissioned separately to the above (curriculum, SEMH enrichment) provisions. Arrangements can be made (between the school and the placing local authority) for these to be provided either by the school or commissioned externally by the local authority. These may include (but not limited to), Speech and Language Therapy (SaLT), Occupational Therapy (OT), Cognitive Behaviour Therapy (CBT), Play Therapy, Animal Assisted Therapy...

PACE is an approach created by Dr Dan Hughes, an American psychologist specialising in traumatised children. It stands for Playfulness, Acceptance, Curiosity, and Empathy. These principles are designed to foster a sense of safety and connection with young people by engaging with the emotional aspects of their brain first. PACE emphasises that children need to feel emotionally connected before they can effectively use their cognitive, problem-solving skills.

In practice, this means first establishing an emotional connection—right-brain to right-brain—when a child is upset. Only after this connection is made should cognitive and disciplinary lessons be introduced, once the child is more controlled and receptive.

Our Framework for Nurturing Independence (FNI)

Our curriculum is a tailored framework founded on two fundamental components. It adheres to the Independent School Standards, ensuring alignment with recognised national benchmarks while promoting creativity and flexibility. Furthermore, it is informed by our Framework for Nurturing Independence (FNI), which includes four core skill areas necessary for achieving independence in adulthood:

◆ Skills for spiritual and personal health

Students will develop self-awareness, emotional regulation, and mindfulness practices that promote overall well-being and resilience.

◆ Skills for further learning

This area focuses on cultivating a growth mindset and effective study skills, enabling students to pursue lifelong learning and adapt to new academic challenges.

◆ Skills for employment

Students will gain essential job skills, including communication, teamwork, and problem-solving, preparing them for successful careers and workplace dynamics.

◆ Skills for independent living and active citizenship

This skill area equips students with practical life skills, such as financial literacy, self-care, and civic engagement, empowering them to contribute meaningfully to their communities.

Additionally, our curriculum is enriched by thoughtfully selected schemes and subscriptions. These supplementary resources have been carefully curated to enhance our unique educational approach, adding greater depth and breadth to our students' learning experiences. Together, these elements form a cohesive and comprehensive curriculum model tailored to address the diverse needs of our learners while promoting excellence and innovation in education.

In essence, our curriculum transcends mere guidelines; it serves as a dynamic framework designed to empower students to become resilient, adaptable, and lifelong learners, equipped with the skills and knowledge needed to thrive in an ever-changing world.



Our Exceptional Team

At Minerva May School, we have a highly skilled team dedicated to supporting our students in every aspect of their learning and development.

Our specialist team includes:

- **Qualified and experienced specialist teachers** who are responsible for the adaptive delivery of our broad, balanced, and engaging curriculum.
- **Learning and Pastoral Leads (LPL)**, commonly known as class tutors, who provide guidance and support with all aspects of our students' school life, including their academic, personal, social progress, and their wider school experience.
- **Learning and Pastoral Support (LPS)**, commonly known as Teaching Assistants (TAs) or Learning Support Assistants (LSAs), who are trained (in both ACEs and PACE) to offer additional trauma-informed learning support for both academic and behaviour progress.
- **Restorative Behaviour Specialists** who work closely with students to address behaviours that may impact their learning experience through restorative approaches.
- **Speech and Language Therapists (SaLTs)** who help students build their communication and social skills.
- **Emotional Literacy Support Assistants (ELSAs)** who provide emotional support, helping students manage feelings and develop resilience.
- **Safeguarding Leads**, who ensure the safety and welfare of all students, taking responsibility for managing safeguarding concerns and promoting a safe environment.

We are committed to ensuring our staff are well-equipped to provide the best possible support. We place a strong emphasis on continuous training and professional development for all adults working with our students, including but not limited to, Neurosequential Model in Education, ACEs, PACE, Demand Avoidance, Oppositional Defiant, ASC, SEMH, and many other relevant professional development opportunities on offer.

Our Restorative Behaviour Approach (RBA)

Our Restorative Behaviour Approach (RBA) includes a range of strategies designed to create a welcoming, inclusive, and supportive learning environment. The main idea behind RBA is that our staff use instances of student misconduct as opportunities for behaviour and character education to develop social and emotional skills in our students.

By applying RBA to manage and address behaviour, we encourage students to take steps to repair the harm caused and rebuild relationships. Where practicable, we bring together everyone involved in an incident to discuss what happened, agree on how to make things right, and restore trust.

The views of all parties involved, including students, staff, and families, are valued to support those impacted and others connected to the situation. Throughout this process, we support and guide our students in advocating for themselves and others, preparing them for similar situations in their future adult lives.

Our RBA has been implemented to reduce suspensions, enhance our school culture, strengthen relationships, and promote greater inclusion throughout the school.



Our Early Intervention Approach

Minerva May School adopts an early intervention, trauma-informed approach to foster and reinforce positive behaviours. This strategy prioritises early intervention, establishing an environment that nurtures desirable behaviours and discourages negative ones.

This is achieved through various measures that are directly linked to our school values:

Collaboration

- Offering integrated support for behaviour management, safeguarding, and special educational needs and disabilities (SEND).
- Conducting end-of-day phone calls from our Learning and Pastoral Leads (LPL) or Learning and Pastoral Supports (LPS)
- Cultivating a culture of listening, learning, and collaboration under the leadership of the Head
- Providing family support through our dedicated Learning and Pastoral Leads
- Assisting with induction processes, including collaborating with parents/carers on behavioural expectations and conducting risk assessments.

Aspiration

- Supporting and setting targets for improving attendance.
- Keeping average class sizes small, with a Learning and Pastoral Support (TA) in each class.
- Carefully forming class groups based on academic, age, and social development criteria.
- Having a team of senior staff members with long-term dedication and aspiration for the school.
- Conducting regular reviews of Education, Health, and Care Plans (EHCP) and Individual Education Plans (IEP) towards progress and achievement

Resilience

- Maintaining a high staffing-to-pupil ratio during break and lunchtimes by way of supporting students to manage the demands of the school day
- Delivering tailored inductions for every student.
- Offering in-class support to minimise any aversions to learning and education
- Providing individual literacy support.
- Providing twice daily pastoral and mentoring sessions for all students by way of building resilience

Aspiration

- Implementing proactive curriculum pathways for students aged 14-19.
- Conducting staff training sessions focused on meeting the needs of students with SEND, Adverse Childhood Experiences, Autism Spectrum Condition/Attention Deficit Hyperactivity Disorder and Mental Health.
- Recognising academic effort, good behaviour, and adherence to uniform standards through weekly praise and monetary rewards.
- Hosting biannual award ceremonies to celebrate achievements, including awards for new students and most improved students.
Issuing weekly academic and behaviour report sheets.

Keeping Our Students Safe

At Minerva May School, every member of staff is responsible for the safety and wellbeing of our students.

We are committed to safeguarding young people who may be at risk and have established designated safeguarding leads along with effective practices to ensure student safety. Our safeguarding policies, including our Preventing Extremism and Radicalisation Policy—which protects young people from extremism and radicalisation—are available on our website.

Minerva May School has three designated safeguarding leads: our Assistant Head for Behaviour, Inclusion and Pastoral Care, our Assistant Head for Teaching, Learning and Assessment, and our Special Educational Needs and/or Disabilities Coordinator.



Our Support for Parents and Carers

We recognise that for our students to thrive both socially and academically, the involvement of parents and carers is crucial. We provide various formal and informal opportunities for parents and carers to feel connected and engaged within our school community. These include:

Weekly Progress Reports

These reports are sent home each week to demonstrate our ongoing commitment to keeping parents and carers updated on their children's progress at school.

Annual Review

This formal review of each student's Education, Health and Care Plan provides an opportunity to evaluate progress towards the targets set in the EHC plan and establish new targets for the upcoming year.

Community Events

We invite all parents and carers to participate in a range of activities throughout the year, such as the Parents Information Evening and the MMS Summer Barbecue.

Celebratory Events

All parents and carers are welcome to join us in celebrating our students' achievements at events like Sports Day, the Arts Exhibition, and Student Achievement Assemblies.

Parents/Carers Information Evenings

Our Parents/Carers Information Evenings focus on various topics, including sharing information about our core curriculum, ways to support learning at home, and strategies for the wellbeing of parents, carers, and students.

Parents/Carers Evenings

Our Parents Evenings provide key opportunities for parents and carers to meet with teachers and specifically explore and discuss their child's progress. As part of these events, we encourage our students to attend with their parents.

CONTACT US



Referrals

Email: referrals@minervamayschool.org

Headteacher

Email: melvingeorge@minervamayschool.org

Proprietor Body

Minerva May Proprietorial Body (Minerva May Limited)
Chair of the Proprietor Body: Melvin George

Minerva May School



Schooloffice@minervamayschool.org



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www.minervamayschool.org