

## *The Local Offer – The Meadows Sports College*

*A Secondary School for students aged 11-19 years with Complex and Profound Learning Disabilities.*



*Note – The Term Parent will be used throughout the document to signify parents and carers*

*Children at The Meadows receive a high level of care in a safe, nurturing and educationally stimulating environment. In our recent Ofsted June 2013 we were given outstanding for our Behaviour safety and care*

*'Students enjoy school and teachers are skilled at removing obstacles that interfere with their learning. This enables them to engage with the challenging and interesting activities that the school provides.'* (Ofsted Report 2013 page 5)

*In the Ofsted Report June 2013 page 1 it says*

*'Parents are thrilled with the ways in which the school supports them with their children's development at home.'*

***At The Meadows we are 'Here for You' that means students and their families. We signpost families to where they can receive support in the homes and outside from CAMHS, Short break providers etc. as well as post-school provision e.g. Colleges.***

*We have a variety of agencies on site including a team of nurses so that children's health needs can be met and all agencies contribute to planning and meeting children's needs. There are monthly medicals by a visiting Consultant. If a parent is concerned about their child's weight they are informed a dietician can be arranged by appointment.*

***Through effective communication and multi-agency working we are able to support your child and your family. We have regular multi-agency support from Speech and Language, Physio, OT, School Nurses and the Sensory OT (more information about these agencies can be found further on in this document)***

*Staff in our school have a high level of expertise in meeting children's special educational needs and we always seek additional professional development to meet any specific needs.*

*'All leaders, including governors, are meticulous in checking the quality of teaching and provide extensive ongoing training for teachers. This enables them to improve how they teach; raises students' achievement and supports school improvement'. (Ofsted 2013 page 1)*

***We have 2 Specialist Communication Tutors, 5 Specialist Behaviour Support Instructors, 5 Moving and Handling Instructors, and a specialist in working with students with a visual impairment. We are willing to share this training with families and outside agencies who are keen to learn.***

*Teaching children to communicate is fundamental to our curriculum; it is at the heart of learning and, of every activity we undertake, throughout the day in the school. We believe in a total communication approach. This teaching is re-inforced by sharing information with parents and other agencies. In our recent Ofsted June 2013 Communication was awarded outstanding.*

*'The development of students' communication skills lies at the heart of every classroom activity. Flexible use of a wide range of communication techniques and creative resources enables all students to communicate their needs very effectively and in a comfortable way. In the same class, one student will say 'yes' by eye pointing; another will use a switch; and yet another will vocalise.'*  
*(Ofsted Report 2013 page 5)*

*Through careful planning we ensure that there is a smooth transition when children move between school or onto post school education. We have active links with our feeder schools and local colleges and post school providers. We attend all Year 6 Annual Reviews. We encourage multi agency partners to attend or to provide reports at all Annual Reviews. In year 13 there is the opportunity for your child to attend a link course at a local college if it is appropriate.*

*We have active governing bodies, which include parent governors, who offer the school support and challenge. This information is shared with parents so they know how to make a comment or give a compliment.*

*If we do not get things right you have a right to complain and we will inform you how to do this on request.*

## ***The Buildings***

*Our school is modern and purpose built with facilities such as a hydrotherapy pool, a sensory room, a sensory processing room wide corridors and spacious teaching areas. These are always maintained so parents gain maximum benefit.*



*Our outdoor environments have appropriate equipment to deliver fun and skill development in a safe environment. We have a sensory walkway called 'Meadowland' which the Ofsted inspector in our recent inspection called 'awe inspiring'.*



## **Working with Parents**

- *We work in partnership with parents and actively listen and take action.*
- *We have regular coffee mornings where parents can get together to share issues.*
- *Parents can contact the school by phone, school diary, email or just pop in at any time to make arrangements to discuss progress or other issues.*
- *Parents can be involved in the delivery of learning and therapy programmes if that is their choice.*
- *At least 3 x a year we will invite parents into school to discuss progress-one of these meetings will be your child's Annual Review.*
- *Parents Evenings provide other opportunities to find out about other useful agencies.*
- *We have a Home-School agreement.*
- *Every child has a Home/School Diary where parents can tell school about important things that have happened at home and school can let you know about events and activities in school.*

## **Learning**

- *We expect children to make the best progress they can from their starting points.*
- *Each child is individually assessed for suitable opportunities available outside of school. In Ofsted 2013 it says: 'Students develop good life skills such as using a picture shopping list to select groceries from the shelves in a supermarket and cooking a healthy and tasty meal.'*

*Also*

*'Students achieve well and gain the qualifications required to join suitable college courses or community placements when they leave.'*

- *We make a holistic assessment of needs which includes any health and care needs alongside a child's educational needs. We involve parents in this assessment to make sure we know as much about the student as we can.*
- *Skilled staff plan and deliver a differentiated curriculum to meet children's individual learning needs.*
- *Individual learning programmes are developed for every child. Parents can take part in this through regular homework and feedback. This reinforces teaching at school.*
- *Teaching is in small groups with a teacher and highly experienced support staff to ensure individualised learning programmes can be delivered and that children make progress.*
- *Opportunities are available for children to have inclusion opportunities in the local community or residential experiences where appropriate. Information is shared with parents through letters sent home, on the website or through our regular newsletters.*
- *If children are not making progress then we will look at the reasons and put in additional support and/or programmes to help them if appropriate. We work with parents on this.*

## **Health**

- *Health needs such as enteral feeding; administration of medication, continence care etc. can usually be accommodated within the school day. We have a team of Health Care Assistants to assist school staff and nurses.*
- *The Meadows has qualified nursing support staff on site during the day. Parents/Carers of all students are sent a form in September requesting their consent for all medical procedures to be carried out, e.g. first aid requirements, weight monitoring, medication etc.*

- *Students, who require the administering of medication and/or other close medical supervision, will be subject to a medical action plan. This plan will be drawn up in consultation with Parents/Carers, the nurse and where necessary, your GP or consultant.*
- *Students who require hoisting etc. will be subject to a comprehensive Moving and Handling plan drawn up by the qualified School Moving & Handling Instructors, Class staff and Physiotherapists. All staff are trained regularly in Moving and Handling and to recognised national standards including any temporary agency staff or those involved in other activities such as enrichment clubs, play schemes etc.*

## **Other agencies**

- **Educational Psychology Service**

*The main task of the Educational Psychologist is to advise families, the Local Authority and staff at The Meadows on the educational, social, behavioural and emotional factors which affect the development of the student who is referred to them. If there is a particular concern about your child's progress and development, we are able to call upon them for advice and support. The Psychologists also prepare psychological advice if your child is undergoing Assessment, or if we decide that your child's Special Educational Needs should be reassessed.*

- **Speech and Language Therapy**

*We currently have a speech and language therapy service which provides support for students with specific problems in the development of their communication and feeding. Our therapists can also offer advice and training to Parents/Carers and to teaching staff. They are able to cover a variety of specialisms, such as sign-supported language (e.g. Makaton), on body signing for students with PMLD (e.g. TASSELS) working with students with language difficulties, and eating and drinking difficulties. The team also support students to develop interaction skills within a social context. We work with and support parents to access these. The Speech and Language Therapy Service can be contacted via us at The Meadows, should you wish to discuss your child's progress.*

- **Physiotherapy**

*The Physiotherapist and Physiotherapist Assistant work with staff on writing, developing and implementing physio programmes for students with physical difficulties. The Physiotherapists can make home visits where it is deemed necessary and appropriate.*

- **Occupational Therapy**

*Occupational Therapists work with students who have difficulty in participating in everyday activities (like self-care, school work, play and leisure) as a result of problems with movement and perception. Therapists assess students' needs and consider the challenges specific activities and the environment present to the students. A therapy programme is devised to support students to develop their skills and / or advice on provision of specialist seating or small items of equipment is made available to school and home.*

- **Teacher for the Hearing Impaired**

*The teacher for the Hearing Impaired service visits The Meadows regularly to advise staff on education provision and resources for students with a hearing impairment.*

- **Visually Impaired Service**

*The teacher for the Visually Impaired spends two days a week in The Meadows and advises staff on education provision and resources for students with visual impairments.*

- **Other Agencies**

*Other agencies that come into The Meadows to support our students include orthotics, paediatrics and education welfare department. Short Break providers use our premises to further extend access to activities.*

## Transition

*We start transition in Year 9 and encourage all agencies to attend the young person's Annual Review or ensure that a report is produced by the agency. We ensure the final year or before that parents and students are aware of all options to consider e.g. college, day care, residential supported living or other opportunities.*

*We work with agencies including Connexions and Social Workers or Transition Support Workers to ensure a smooth transition between our school and post 19 provision. We also follow students and report on their destinations for the other students to see and be inspired.*

*We ensure parents are aware of timelines and deadlines for different options e.g. for College and various providers. We also encourage adult service providers to link with students to experience the service before leaving school in order to ensure a better experience of transition after school.*

- **Emotional and Social Development**

*We understand and respect that all children respond differently according to circumstances, but an important part of The Meadows is to prepare children for adult life. In working towards this aim we will, in partnership with Parents/Carers and when necessary other professionals draw up appropriate behaviour support plans.*

*The Meadows Sports College Behaviour Policy contains a more detailed explanation of our approach to the management of behaviour. This includes the proactive approaches we take to avoid physical interventions we are a 'hands free' school. The School has adopted the Proactive Strategies for Crisis Intervention and Prevention (Proact SCIP), which is a nationally recognised strategy for dealing with behaviour management. Recently we have been told by Proact-Scip we are leading in this area as we demonstrate excellent practice. OFSTED in 2013 confirmed we were OUTSTANDING for behaviour & Safety.*

*In all schools, students misbehave at times. However, when they do we pride ourselves on how well we deal with behaviour. Parents who wish to be more informed are signposted to agencies and training in behaviour management (e.g. Scope) and we work with parents to ensure continuity of learning and behaviour is managed in a good way. This was recognised by Ofsted (2013) who awarded the school 'Outstanding' in this area.*

*'Behaviour is outstanding. There has been no recorded bullying or racist incidents. Rare instances of challenging behaviour are related to students' particular difficulties. When they occur, they are dealt with swiftly. This is a calm school where students relate exceptionally well with one another and with staff. The most-able older students look out for any student who may be alone during lunch time and involve them in purposeful games in the playground.'* (Ofsted 2013 page 5)