

## The Meadows School

### 6<sup>th</sup> form Self-evaluation document

**2018-2019**

Please note this is a working document and will be updated monthly or when necessary.

	<b>Autumn Term 2018</b>	<b>Spring Term 2019</b>	<b>Summer term 2019</b>
<b>Sixth form provision</b>	<b>2</b>		

#### **SCHOOL CONTEXT**

##### **Our Students**

The Meadows School educates young people aged between 9-19. The Meadows School is a maintained specialist provision in Oldbury, Sandwell. All students have cognition and learning difficulties, which may include severe communication and sometimes behavioural difficulties. Many of the students have a range of complex needs, such as autism, cerebral palsy and complex medical needs. All students have a statement of educational need or an EHCP.

Currently there are 167 students on roll.

##### **Social and economic background**

Sandwell has a high unemployment rate, with associated social challenges. Sandwell has almost twice the national rate of residents claiming incapacity benefits and poor skills performance. (Source Research Sandwell) Despite these, facts we pride ourselves on making a unique and positive difference for our students and their families.

##### **Attainment on entry**

For all of our students', attainment is below National expectation.

##### **Our school**

There is a new leadership structure in place, which has been in situ since January 2018. The Meadows School is purpose built in order to meet all students' needs. This includes sensory rooms, Hydro pool, extensive outdoor learning space and good sports facilities. Due to the complex needs of our students we constantly work in partnership with a range of agencies. We have an onsite hub for physio, children's community nurses, Occupational Therapists and Speech and Language therapists, Hearing Impairment Teacher and Visually Impairment Teacher.

Our students are at the centre of all we do. Our multi team approach focuses on what the student needs in order to be successful.

Within 6<sup>th</sup> form there is a strong emphasis on promoting independence and preparing our students for adulthood. Strong relationships have been built with the local community, including college visits, apprenticeships, internships and we have an active school shop.

**Factual Information:**

Student numbers- total (16-19)	50
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Primary Need	6 <sup>th</sup> form
Severe Learning Disability	28
Profound Multiple Learning Difficulty	14
Autism Spectrum Disorder	7
Behaviour Emotional Social D	0
Hearing Impaired	0
Moderate Learning Difficulty	0
M Sensory I	0
Other	0
Physical difficulty	0
Visually Impaired	0
Speech and Language	1
Social Emotional Mental Health	0
Total	50
Girls	13
Boys	37
LAC	2

**Ethnic Groupings:**

Ethnicity	Post 16
Any other Asian Background	
Any other white background	4
Bangladeshi	4
White/Asian	0
Black/ African	1
Chinese	1
White/Black Caribbean	2
Indian	3
Pakistani	7
White British	22
White Irish	1
Black Caribbean	5
Any other black background	0
Any other ethnic group	0
Gypsy/Roma	0
Not obtained	0

**School awards:**

Achievement of:

- Investors in people

The Meadows Schools are currently working towards the following school awards:

- Charter Mark – SEMH
- Careers Mark

## Outcomes for learners

### **Safeguarding**

As confirmed by Ofsted (Sept 2017) and external Safeguarding audit (June 2018) there are rigorous safeguarding processes and procedures in place.

Safeguarding is of paramount importance and the most significant change to Safeguarding procedures within school is the introduction and embedding of the SafeGuard online system. All staff have means of access to record and report concerns in a timely and efficient manner. Staff have received relevant training to enable them to successfully input student information. Having a central system, allows concerns to be quickly flagged to the Designated Safeguarding Leads within school. Collated reports forms the basis of the weekly safeguarding meetings and allows our safeguarding team to have oversight of trends, generate actions and have confidence in the robustness of safeguarding systems across the school. We value input from multi agency professionals within these meetings e.g. CAMHS and the nursing team.

There is a robust training programme in place to ensure all staff meet statutory requirements e.g. FGM training, PREVENT, CSE. This includes all staff having signed and understood the Keeping Children Safe In Education (Sept 16) document and the Code Of Conduct. We pride ourselves on our positive relationships with Social Care and Health and have strong multi-agency working relationships to ensure best outcomes for all students. Effective measures are in place for monitoring and reviewing Health and Safety and child protection throughout the school. Senior Leaders and Governors all have safer recruitment training. There are relevant health and safety policies to ensure adequate procedures are in place e.g. administering medicines, first aid, mouthing.

The name of the Designated Safeguarding Leads are detailed in our Safeguarding Policy and all staff are aware of the flowchart of procedure, which are clearly displayed throughout the school.

We have yearly audits that are completed by external safeguarding partners.

We have a Secure Single Central Record which meets statutory requirements. To further enhance the statutory guidelines in this area, we have adopted an additional control measure in the form of Safeguarding Governor oversight.

### **Driving improvement through bespoke curriculum**

Through an innovative personalised curriculum designed for personal pathways we strive to offer a bespoke 6<sup>th</sup> form experience which prepares students for their transition post 19. The new curriculum introduced in September 2018 is bespoke and offers a wide range of learning and social opportunities. These learning opportunities enables the students to more effectively prepare for their chosen pathways in life. Students follow individualised pathways which are led by their EHCP.

All students within key stage 5 have weekly opportunities to develop work related learning skills through in-house or external work placements. Travel training, enterprise activities and community based work all form integral parts of our sixth form provision.

Accredited outcomes are achieved by all cohorts of learners, ensuring the delivery is meaningful and relevant to the stage of learning each student is working at. Students have the opportunity to express their preferences, which influences the delivery of accredited units. Accredited courses offer a range of valuable skills to support independence and lifelong learning e.g. Keeping safe, accessing the community, developing communication and social skills, e-safety and personal care.

We carefully monitor teaching and learning to ensure the curriculum is appropriate and delivery is appropriate, exciting and dynamic.

Staff proactively ensure they are aware of national and local new initiatives and they actively seek staff development opportunities to support this.

### **Partnership agreement**

We have strong relationships with Connexions and a range of local colleges. Our development work with Sandwell Connect and Changing Our Lives has provided our learners with a voice in shaping SEN provision within Sandwell Borough. All students receive independent advice from a Connexions personal advisor and families are supported in making choices for future pathways.

### **Our voice**

A proactive school council ensure 'pupil voice' is heard across the school. Our 6<sup>th</sup> Form students play an active part in this council. In the 6<sup>th</sup> form, students participate in and contribute to their EHCP, where appropriate.

Every student has a personal sixth form profile booklet which outlines their current outcomes, and aspirations for their future. This booklet enables learners to track their own progress and discuss this with key members of staff.

### **Community**

We value our strong partnerships with local colleges. Our learners undertake weekly transition visits to ensure that they can make realistic choices about their destinations at 19 years old, and that this process is as seamless as possible.

The partnerships with local colleges are monitored to ensure content is relevant and appropriate.

Additionally, we access a wide range of local community facilities, including leisure centres, sport facilities, local shops and charities. We are excited to be part of a community environmental volunteering opportunity with the Canal and Rivers Trust, and our Sixth Form have taken responsibility to maintain and develop 1 mile of canal towpath.

### **Wider community**

Each student is supported in taking their place in British society. Learners are encouraged to consider the viewpoints and beliefs of others, celebrating events together. Our work with the NHS, local colleges and the Canal and Rivers Trust enables our students to contribute to their local community.

### **Careers**

The Meadows Sixth form are working with the Black Country Partnership which offer work experience placements across two sites. These jobs will have a focus on independence and experiencing the world of work outside the school setting. These roles are in Catering where students label, prepare and serve food to the residents and in reception where they will meet and greet visitors to the building.

As well as our students who work offsite completing placement hours, we also provide in-house opportunities for students to develop life-long learning when external placements are not appropriate. These opportunities include; enterprise, work related tasks and travel training.

## Sixth Form Accreditation Overview

<b>2017/2018 Course</b>	<b>Number of students</b>	<b>Achievement</b>
WTE1 – life skills challenge	26	100% Award
E1 - Lifeskills Challenge	7	100% Award
E2 - Lifeskills Challenge	6	100% Award
E1 PSD	5	100% Award
E2 PSD	6	100% Award
E3 PSD	1	100% Award

<b>2017/2018 Course</b>	<b>Number of students</b>	<b>Achievement</b>
WTE1	28	
E1	11	
E2	7	
E3	2	
PSD E1	5	
PSD E2	7	
PSD E3	2	

