[Area Wide Local Offer](https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0)

[**How we identify & assess**](#Identification) **need**

[**Teaching, learning & support**](#Teaching)

[**Keeping students safe & supporting wellbeing**](#Wellbeing)

[**Additional Information**](#AdditionalInfo)

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**[Working together](#Working_together)**

[**Joining & moving on**](#Joining_and_moving_on)

[**Inclusion & Accessibility**](#Inclusion)

[](https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page)

| **How we identify and assess needs** |
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| **How will you know if my child or young person needs extra help?** |
| Young people attending The Meadows School already have an Education, Health and Care Plan identifying a learning or behavioural need(s), and often associated communication difficulties. All admissions are controlled by the Local Authority. Students attending The Meadows School undergo continuous assessment. Their learning, social and emotional and communication needs are monitored continuously, and provision is adapted as their needs change and evolve. Any changes in needs are formally reported through the EHCP review process but are discussed with families before this stage. |
| **Where can I find the setting/school’s SEND policy and other related documents?** |
| *https://www.themeadows.staffs.sch.uk/* |

| **Teaching, Learning and Support** |
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| **How will you teach and support my child or young person with SEND?** |
| Each young person has a class tutor who is a qualified teacher. This person is the lead professional when it comes to the teaching and learning of any young person in that class. Families are encouraged to be actively involved with a young person’s education and are also expected to be part of planning their education through the Annual Review of EHCP as well as many less formal conversations. Each young person’s education offer is personalised. There is no ‘one size fits all’ approach at The Meadows School. Teaching approaches are adapted to meet the needs of young people. The School makes good use of specialists including those with specialist SEND knowledge. The school has subject specialist teachers, employs a specialist outdoor education teacher, contracts a specialist in communication and commissions interventions from counselling services to name but a few examples. In some cases, families will have more regular contact with the Family Support Team which the school provides to try and ensure that every student has the right support outside of school, so that teachers and young person can focus on learning. |
| **How will the curriculum and learning environment be matched to my child or young person’s needs?** |
| The school is broadly divided into three groups using the three floors of the building. On the ground floor are the most complex students, some with significant physical or behavioural needs. The classrooms here are specifically designed to meet their health and care needs. On the middle floor are the majority of students aged 11 to 16. On the top floor are the majority of sixth form students, aged 16 to 19. Within each group, classes are tutored by a qualified teacher. The majority of classes then follow a timetable that provides them with specialist subject teaching as well as specific interventions to meet their individual needs. Every class has at least one teaching assistant (TA) providing additional learning support. All students access the statutory National Curriculum, but this is adapted according to the learning needs. The School uses three pathways to structure the curriculum: learning for life, learning for independence and learning for employment. Students are matched to the appropriate pathway based on their aspirations for the next stage in their education and adulthood. The majority of students make use of the shared facilities with the co-located High School. This includes use of the shared canteen at lunchtime and Sports facilities. Many Sixth form students will also attend local colleges, gaining qualifications and experience of different environments but also in preparation for their transition at 19. |
| **How resources are allocated to meet children or young people’s needs?** |
| The Meadows School is funded through planned places directly from the DfE and individual top up funding for a young person based on a needs-led formula. The school meets a wide ranging physical, medical and learning needs of young people aged 11 to 19. Broadly speaking the funding for planned places pays for the school infrastructure, leadership and management, whilst the needs led funding pays for the staffing and resources within an individual classroom. Some children qualify for additional funding through Pupil Premium schemes. These funds are allocated appropriately to ensure all vulnerable groups identified across our school population have their needs appropriately met. |
| **How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?** |
| The LA is responsible for the EHCP and commissions placements at the school following a consultation process. The LA and School must agree that it can meet the needs of a young person and the level of support and funding required. Parents/Carers and when appropriate the young person are involved in reviewing the EHCP, identifying the priorities for development and the support required at least once a year. Any significant changes in support involving funding will need agreement by the LA. In complex situations, detailed assessments are made to determine whether additional resources are required to meet specific needs. This is done through applications to the LA. This can be a medical continuing-care assessment, or an Exceptional Needs assessment. Where young people meet criteria, additional funding and support is provided in line with the individual application. It is important that we always consider an appropriate balance of support for a young person with our ethos of encouraging and developing independence, self-advocacy and mobility. |
| **How will equipment and facilities to support children and young people with SEND be secured?** |
| A range of specialist equipment and facilities are available to support the education of young people at the school. Some of these are fixed within certain areas or classrooms such as the sensory room or specialist classrooms with hoists, set up to meet health and care needs. Other equipment is portable and can be moved between individual classrooms as appropriate. All resources are allocated on a needs led basis and are informed through the provision for each young person detailed in their EHCP. |
| **How will you and I know how my child or young person is doing?**  The relationship between family and school is an important part of our ethos and is demonstrated by the resource put into the Family Support Team. We work hard to ensure parent and carer relationships with the class tutor are strong and we do this through regular home/school communication. We encourage positive but honest conversations so that we can be clear about how a young person is doing and be responsive to a young person’s needs as they change. Our Family Support Team, when involved with a young person, can provide even more information about how a young person is doing outside of their educational progress.  On a formal basis, parents are invited to meet with class tutors at the annual review of EHCP and at parent consultation meetings. These meetings review progress against the EHCP outcomes, academic progress and reflect upon the physical, social and learning needs of the young person. The school also provides an annual progress report which describes the progress each young person has made in various areas of their learning. This includes progress toward Accredited Qualifications. Parents and Carers can also meet with a member of the leadership team so that they can be assured that we are meeting a young person’s needs appropriately. We are happy to listen and discuss concerns so that we can ensure that our provision is always adapting and improving to meet the needs of young people. Progress in education and learning is important to us as a school, but we place equal importance to the quality of personal care, and to the physical and emotional needs of young people. |
| How will you help me to support their learning? |
| Class tutors are the main contact for support with learning. We can provide advice and resources that will support learning at home. The Family Support Team may also put on training and events for parents and carers who want to know more about specific subjects or approaches that might help young people maximise their potential. There are many useful links to websites and resources on the school website. The school has developed its remote learning offer during the pandemic and it provides even more resources and tools to support parents and carers. |
| How do we consult with and involve children and young people with SEND in planning and reviewing their education? |
| All young people are consulted on their views ahead of the review of their EHCP, however involving young people in self review is something that happens across the school day. For example, our marking policy sets out how young people will receive feedback and how they are actively engaged in agreeing the next steps in their learning. |
| How do you assess and evaluate the effectiveness of provision for children and young people with SEND? |
| The School leadership team review the school evaluation document termly and review progress against the development priorities. This is informed by lesson observations, learning walks, work scrutiny and progress data. Information from stakeholders also contributes to this, for example, parent surveys, pupil surveys, school council minutes, staff surveys, internal and external monitoring, all add to the assessment and evaluation of effectiveness. |

| **Keeping students safe and supporting their wellbeing** |
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| How do you ensure that my child or young person stays safe outside of the classroom? |
| The majority of students travel to school on dedicated school transport – the school is rigorous in ensuring that all drivers and PAs on school transport have appropriate identification to show that suitable checks have been made by the Local Authority and will challenge as appropriate.  The Meadows School building is secure. When young people transition to other parts of the Leek High Campus they are always accompanied by staff on a ratio appropriate to the needs of the group. Young people who may be at the greatest risk do not transition outside of the Meadows School building. The high levels of staffing mean that young people are supervised at all times and additional risk assessments are carried out when required.  The curriculum provides a significant amount of information to young people on how to keep themselves safe as young people and as adults. This includes keeping themselves safe online. |
| **What pastoral support is available to support my child or young person’s overall social and emotional development and well-being?** |
| We place great emphasis on the wellbeing of young people. All staff are trained in Mental Health first aid and the school actively seeks out the latest approaches for supporting positive mental health in young people. It is important that young people not only know how to keep themselves safe physically but how to keep themselves emotionally well and how to maintain positive mental health. Class Tutors work closely with our Family Work Team, school nurse, physiotherapists and other agencies to ensure that wider physical, medical and emotional needs are properly supported. This is done through not just the curriculum but specific interventions. We take particular care to develop positive relationships between staff and young people, so that they feel able to freely express their concerns and worries. This enables our staff to design the curriculum, respond to needs, and to deal quickly with any particular issues that may need intervention at an early stage.  Creating a calm and positive school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour also helps support well being. Respect and positive behaviour are the norm. We have a zero tolerance of bullying and discrimination. We encourage team work and mutual support. We work closely with parents, carers and young people where behaviour may require support. We adopt models that promote positive behaviours. We work closely with other agencies and professionals where appropriate, such as Education Psychology, Learning Disability Teams and CAMHS. |
| **How will you manage my child or young person’s medicine or personal care needs?** |
| The school has an Intimate Care Policy in place which recognises that some young people need assistance with their personal care needs within the school. Intimate care includes such activities as feeding, oral care, washing, changing clothes, toileting, first aid and medical assistance, comforting and support, and supervising intimate self-care that may be required to meet the personal needs of a child. We endeavour to develop independence in every young person but on those occasions when they need assistance they must feel safe, have personal privacy, feel valued, be treated with dignity and respect, and be involved and consulted about their own intimate care. All staff receive training in Safeguarding, First Aid, intimate care procedures, and moving and handling.  Young people who require medication in school and those with more complex needs will have Individual Health Care Plans drawn up in partnership with the whole school team and other healthcare professionals. These are shared with the class team and agreed by parents/carers so that all adults working with the child understand the care plan and how to meet the pupil’s needs. The school has a named school nurse who supports in this area. Where pupils have medical appointments, we ask parents/carers to consider the least impact on attendance at school, but where this is not possible, medical appointments are authorised absences.  In the case of a medical emergency, Individual Care Plans are followed as appropriate and/or emergency services are called. Listed emergency contacts are contacted by the school and we maintain communication and devise a plan of action with emergency contacts. It is important that all young people have at least two emergency contacts. |
| **What support is there for behaviour, avoiding exclusions and increasing attendance?** |
| The school holds PROACT-SCIPr-UK® trained status – this is a positive behaviour support programme that all staff are trained in. It’s principles are in increasing life opportunities and increasing quality of life for pupils whose behaviour may challenge. The school has a trained instructor and also utilises the expertise of Educational Psychologists to look at teaching proactive strategies for pupils.  Exclusions, both permanent and fixed term are rare at The Meadows School. When used they are as a last resort and are used to ensure the safety of the young person or others. They are used to ensure that the next steps for that young person are positive and that the needs of that young person are fully re-assessed.  Attendance at the Meadows is excellent. When the attendance of a young person becomes a concern, the school uses its Family Support Team to identify and tackle issues and ensure there is a plan with parents and carers to get the young person back in school regularly at the earliest opportunity. |
| **How do you support children who are looked after by the local authority and have SEND?** |
| The school has a named Designated Teacher (DT) for Looked After Pupils who supports the educational achievement of these pupils. The DT works with the social worker and Virtual School to ensure this process is effective. |

| **Working Together** |
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| **Who is involved in my child’s education?** |
| A wide variety of adults may be involved in a young person’s education at The Meadows however the main people responsible for their education will be the class tutor and the class TAs |
| **How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?** |
| All information about a young person is stored securely in the school office. The school also keeps secure cloud based information about young people such as safeguarding records. Relevant staff can access or request access to this information. The school holds regular staff meetings during which individual young people causing concern are discussed. |
| **What expertise do you have in relation to SEND?** |
| The Meadows staff team has an excellent level of knowledge and experience in working with young people with SEND. Many staff have worked at the school for a significant number of years and have developed their knowledge through direct experience and regular CPD. The school succession plans effectively. We make good use of apprenticeships, developing staff ourselves and then appointing them permanently. We have a record of developing our TAs to become Teachers. The school has a pro-active approach to CPD, encouraging all staff to identify gaps in their knowledge and seek out training to support them in helping young people with SEND. The School has particular experience with working with young people with complex ASD and communication difficulties. |
| **Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?** |
| The Meadows School works closely with our medical, Physiotherapy, Speech and Language Therapy colleagues and other agencies to ensure that we provide the appropriate support for each child. This ensures that each child can access a relevant and challenging education curriculum while making sure that their wider holistic needs are also being met. The school also has a Family Support Team consisting of four members of staff. This team can support families with a wide range offers. |
| **Who would be my first point of contact if I want to discuss something?** |
| In the first instance contact should be made with the school office. In most cases the first conversation will be with the class tutor. The class tutor may feel it is appropriate to put you in contact with another member of staff, the Assistant Headteacher or Head of sixth form for example. In some cases you may wish to talk to the Head of School to discuss particularly sensitive or complex issues. The Designated Safeguarding Lead, Sarah Rubanski, is also available to discuss any safeguarding concerns. The most serious concerns will be shared with the Executive Headteacher by the Head of School or DSL. |
| **Who is the SEN Coordinator and how can I contact them?** |
| All teachers at the Meadows fulfil the main responsibilities of the SENCO. In the first instance the class tutor should be contacted in relation to issues that would normally be the responsibility of the SENCO in a mainstream school. |
| **How will my child or young person be supported to have a voice in the setting, school or college?** |
| The school council gives all young people a voice and allows them to make their views known in a range of communicative ways. At each Annual Review of EHCP, pupil views are sought – this may be through adult observation or through direct communication with the young person. In addition there is an annual pupil survey which allows young people to show their views in a range of ways. |
| **What opportunities are there for parents to become involved in the setting/school/college and/or to become Local Academy Board members?** |
| There are many ways in which parents can be involved in school life. Parents’ Consultation meetings, the Annual Review meeting, Christmas concerts, social events and fairs are held regularly throughout the year. The Family Work Team are also availaible to listen to any parents ideas for how they would like to be involved with the School and they will organise training or social events for parents. Our Local Academy Board includes Parents. When there are vacancies, they are advertised on the LAB webpage of the School website. |
| **What help and support is available for my family through the setting?** |
| The school has a dedicated Family Support Team who will support families with signposting to other agencies, supporting with meetings, supporting with paperwork, direct work with children and their families, etc. Families can contact the Family Hub directly via the school office to discuss the support they may need. Equally the team may contact families to offer support. |

| **Inclusion & Accessibility** |
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| **How will my child or young person be included in activities outside the classroom, including trips?** |
| The Meadows School uses learning outside the classroom as a tool to maximize young people’s progress. We look for every opportunity to take our lessons outside of the classroom. We also make use of the outdoors. The School has an outdoor education teacher who delivers bushcraft and Duke of Edinburgh amongst a wide range of activities. The school tries to ensure that every young person whatever their physical needs gains access to these activities. The sixth form includes college and work placements as part of their curriculum. The school has in previous years provided extensive trips including residential trips in the UK and across Europe. |
| **How accessible is the setting’s environment?** |
| The Meadows School is a fully accessible environment. It is fully wheelchair accessible. Any specialist equipment required in school for a young person is assessed and agreed with other agencies, and purchased by the school. Where the equipment is generic it is more often purchased by the Health Authority. Equipment can include specialised seating, access to standing, walking and lying, sensory equipment or specialised work stations or desks.  Is the building wheelchair accessible?  Fully Accessible  Partially Accessible  Not Accessible  Are disabled changing facilities available? Yes  No  Are disabled toilet facilities available? Yes  No    Do you have parking areas for pick-up and drop-offs? Yes  No  Do you have disabled parking spaces for students (post-16 settings)? Yes  No |

| **Joining and moving on** |
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| **Who should I contact about my child or young person joining your setting?** |
| The Admissions information can be found on our website – [www.themeadows.staffs.sch.uk](http://www.themeadows.staffs.sch.uk)  All admissions are conducted via the local authority so parents/carers should contact the SEND key worker. |
| **How can parents arrange a visit to your setting, school or college? What is involved?** |
| Please contact the school office to arrange a visit with the Head of School. This will be a personalised discussion about the needs of your child and the school and will involve a tour of the school, ideally during the school day. |
| **How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?** |
| Starting a new school at any age or moving on to another setting can be a challenging time for young people and families. This process of transition is important. Before considering a placement at the school, we encourage young people and parents to visit us, where we give a tour of our facilities and give an opportunity for parents to meet the students and staff. When a Local Authority formally consults with the school about a placement we will seek to ensure we have all the information we need to understand the needs of a young person and whether we can provide a place. When a placement is agreed we have a flexible approach to induction which can include phased or part-time induction or in some circumstances an immediate start. Once started at the school, young people are assessed during their first half term, if any adjustment to class group or provision is needed it can be discussed at the earliest stage.  Transition out from the Meadows School generally happens at 19, although some young people may leave at 16 to attend mainstream colleges. The transition process is managed through the annual review of EHCP process. A young person who may be thinking of leaving at 16 will generally have this discussion at their Year 9 review. The conversation about post 19 destinations will start at the review in Year 11 or Year 12. We work closely with colleges, other agencies and providers, and parents and students, to ensure that families are properly informed and supported through this process. The decision of any placement lies with the Local Authority but we try to ensure that students and families have all the information they need to be clear in deciding their preference. |

| **Additional Information** |
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| **What other support services are there who might help me and my family?** |
| In addition to the Family Support Team, Class Team, School Leaders and SEND Key Worker, SENDIASS are Staffordshire’s independent support and advice service. Further information can be found at <https://www.staffs-iass.org/home.aspx> |
| **When was the above information updated, and when will it be reviewed?** |
| Last updated – January 2022 |
| **Where can I find Staffordshire’s Local Offer?** |
| Staffordshire’s SEND Local Offer can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info) |
| **What can I do if I am not happy with a decision or what is happening?** |
| We consult with parents/carers with decisions and the provision on offer, however, if parents/carers are unhappy we would hope they would feel comfortable to discuss this and give us the opportunity to resolve the concern informally. However, the school does have a complaints procedure which is available on the school website. |
| **Type of Setting** *(tick all that apply)* |
| Mainstream  Resourced Provision  Special  Early Years  Primary  Secondary  Post 16  Post 18  Maintained  Academy  Free School  Independent/Non/Maintained/Private  Other (Please specify below) |
| **DFE Number** |
| **8607028** |
| **District** |
| Cannock  Lichfield  East Staffordshire  Tamworth  Newcastle  Moorlands  Stafford  South Staffordshire |
| **Specific Age range** |
| 11-19 years old |
| **Number of places** |
| 120 |
| **Which types of special educational need do you cater for?** |
| inclusive mainstream school  special school  Offer specialisms in. Tick all those that apply.  Resource for autism  Resource for social, emotional and mental health  Resource for cognition and learning difficulties  Fully accessible environment – for pupils with physical or sensory needs  Deaf friendly  Resource for moderate learning difficulty  Resource for physical disability  Resource for profound and multiple learning difficulty  Resource for severe learning difficulty  Resource for speech, language and communication needs  Visual impairment friendly  **Other specialist support/equipment:**  Specialist technology  Comment:  Rebound trampoline  Hydrotherapy  Accessible swimming pool  Medical  Outreach and family support  Therapy services  Bought in support services  Hearing loop  Sensory room/garden |