

School Self Evaluation (SEF) Academic Year 2023/24

The school SEF is a live working document that focuses on monitoring progress towards improving pupil outcomes and the effectiveness of the School Development Plan. The SEF is presented to Governors.

Meadowfield School



Self-Evaluation Form

OVERVIEW

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Key for Grading and Colour Coding
1 (Blue) – Outstanding
2 (Green) – Good
3 (Orange) – Requires Improvement

CONTEXT

Grade	Overall Grade 2
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Meadowfield School is a large special school serving the Swale District of Kent, which is the second most impoverished borough in Kent. Our number of children on FSM is 'well above average'. Our school serves children ages 3 – 19 with profound, severe and complex needs including autism. The school roll has doubled in the last 10 years and the demand for pupil’s places continues. We are seeing pupils with increasingly complex needs including medical and physical needs, severe autism, behavioural and mental health needs. Across all departments including the satellite provision we have 392 FTE pupils on roll and over 260 staff.

We have a very successful Observation and Assessment Nursery and our 6th Form is located in a separate building approximately 3 miles from the main site. In September 2022 we opened our first satellite provision in a neighbouring primary school. This has helped us to better meet the demand for pupil places and has enabled us to further develop an inclusive approach in our local community. We are currently working with the local authority and a local secondary school to expand our satellite provision for September 2024.

In the last academic year, we faced some leadership challenges that culminated in a new Principal, Angela Howe being appointed from this academic year. The Senior Leadership Team are working hard to re-establish school values, stability and cohesiveness. We continue to rise to the recruitment and retention challenges since the COVID pandemic through the use of different recruitment agencies, reviewing our pay and progression opportunities and through the review of teacher workload and staff wellbeing.

We run, in conjunction with the local authority, a very highly regarded Specialist Teaching and Learning Service (STLS) made up of a team of highly specialist staff who support inclusion and professional development for the 52 schools and 73 settings in the Swale District. In addition, they run a range of workshops and training opportunities for parents, carers and families.

We work cooperatively and collaboratively with the local authority to improve life chances for SEN pupils and recent contributions include participation in the High-Cost Placement Panel and a lead role in the Inclusion Leadership Programme which is a part of KCC’s drive to improve inclusion in mainstream settings.

Meadowfield School is a founding member of KSENT – Kent Special Educational Needs Trust – which serves as the organised voice of special schools in the county. The vision of KSENT is to enable children and young people in Kent who have special educational needs to have access to high quality specialist provision in order to improve outcomes. Collaborative work with KSENT has helped us to improve our practice and to share our expertise with other schools within our Trust, via. for example, moderation, joint

safeguarding deep dives and professional development opportunities for school leaders.

The Governing Body is growing in strength with newly appointed governors bringing new perspectives, skills and experience. The Chair of the Governing Body is Vice-Chair of KSENT Board and ensures the wider landscape is considered when developing strategic plans for Meadowfield School. Governors have an established practice of school monitoring exercises such as informal and formal visits, deep dives and learning walks therefore enabling them to know the school well and contribute to strategic direction. The pupil attendance team has been praised by the LA Attendance Liaison Officer for our proactive approach to attendance whilst providing families with a nurturing and supportive approach to encouraging attendance. Although the school as a whole has not reach the target of 96% attendance set by the DfE; we compare very favourably with other special schools and some mainstream schools. The LA Attendance Liaison Officer acknowledged with our pupil's complex medical needs 96% is an unrealistic target but we continued to strive towards this figure.

Attendance headline figures so far, this academic year (as at 15/11/2023):-

	sessions	%
Attendances	25422	88.9
Authorised Absences	2098	7.3
Unauthorised absences	1066	3.7
Possible attendance	28858	N/A

Our attendance so far this year is below the expected level of 96%. There have been a number of contributing factors, such as issues with transport and general ill-health – Covid, chicken pox, hand, foot and mouth, flu, sickness and diarrhoea, sleep disorders.

We have 6 pupils whose parents are withholding their attendance at school as they would like a change of placement or Elective Home Education. 1 pupil has already been taken off roll following Tribunal paperwork in an agreed move and 1 pupil is set to go to Tribunal, the remaining pupils are going through the standard SEN review system. The local authority is aware of the situation and has provided guidance. We are in regular contact with the families, including some home visits and continue to encourage them to send pupils to school.

We continue to work with families and where necessary seek additional support from the LA School Liaison Officer where pupils are considered persistent or severe absence. Our Attendance Policy, Statement and parent leaflet have been updated in-line with the DfE guidance and expectations. We continue with the termly monitoring and action meetings with the attendance team and the Assistant Principals.

Our attendance percentage data is fairly evenly spread across the groups of students, including PP and Non-PP.'

Curriculum Overview

The Curriculum pathways are organised into need type, each led by an Assistant Principal offering a personalised and ambitious quality of education, which ensures individual needs of all pupils are met together with preparing them for adulthood.

The **Early years pathway** is designed for our Reception and year 1 pupils who have a range of severe learning difficulties (SLD) and are mostly pre-verbal. Pupils follow an Early year's approach of learning through play that focuses on the development of early executive function, communication and behaviours for learning.

The **Engage pathway** is designed for our pupils with profound and multiple learning difficulties (PMLD) and significant medical needs who require extensive sensory input to make sense of the world. This pathway follows the IMPACTS curriculum, which dovetails the care/medical and sensory needs such as physiotherapy, administration of medication and feeding programmes to offer a holistic approach to teaching and learning.

The **Explore pathway** is designed to meet the needs of our pupils with SLD. Pupils in this pathway often have a diagnosis of autism and severe communication difficulties who learn best through an Early Years approach of learning through play and exploration of manipulatives with a focus on the development of communication, executive function and behaviours for learning.

The **Enquire pathway** is designed for our pupils with SLD who have developed positive behaviours and approaches for learning who are able to access our subject-led learning approach with a continued focus on development of communication and executive function.

OVERALL EFFECTIVENESS

Grade	2
2. Overall Effectiveness - 2 <ul style="list-style-type: none"> The quality of education is good and improving All other key judgements are good and outstanding apart from the 6th Form which is good and improving Safeguarding is effective <p><u>Brief summary of main strengths and areas for development:</u></p> <p><u>3. Quality of Education - 2</u></p> <p>Senior and middle leaders support teachers to carefully plan the curriculum for their classes from Early Years through to KS5, ensuring it is sequenced, personalised, reflecting EHCP targets, and enables pupils to leave with the cultural capital, knowledge and skills that they require for future learning and adulthood. Preparation for Adulthood is at the heart of our curriculum.</p> <p>The curriculum from KS1 to KS5 is organised in pathways according to the developmental and cognitive abilities of pupils; Engage (PMLD), Explore (Complex SLD and ASD), Enquire (Higher attaining SLD, ASD and MLD pupils). All pupils follow a curriculum based upon either the National Curriculum expectations or the Engagement model, relating to their ability, which is child centred, broad, balanced and aspirational. The adapted offer in Explore focuses on the Pre-Stage Curriculum across KS1-4 as pupils are working at Primary level. In Enquire, for pupils on the cusp of engaging with subject specific learning pupils continue to work at Primary levels yet may enter stages 1 and above.</p> <p>Appropriate national accreditation is offered at the end of KS4 in all pathways. 100% of year 11 pupils have achieved 1 or more certificates at national accreditation level 2021/22 and 96.2% of Year 11 pupils achieved one or more nationally recognised certificates in 2022/23.</p> <p>The Curriculum is aspirational for all pupils, including pupils with the most complex needs and the disadvantaged and higher attaining pupils. Literacy is a strength of the school. Knowledge is taught in a sequenced way in all subject and topic areas. Last academic year saw training for Senior Leaders on a whole-school pedagogy focus (Rosenshine's Principles of Instruction), which is being cascaded to teachers and teaching assistants this academic year.</p> <p>Areas for development</p> <ul style="list-style-type: none"> Address areas of within-school variation e.g. Higher achieving pupils (HaPs) and across phases Further improve teachers' subject knowledge and expertise including training on a whole-school pedagogy (Rosenshines Principles) Embed the updated Meadowfield planning, teaching and learning expectations Focus appraisal targets more intensely on ensuring that all subjects, yet in particular English and Maths are coherently planned and sequenced so that pupils in all key stages make good progress in all subjects, and in particular in Writing and Number through adding to prior knowledge Embed the whole school approach to teaching reading Greater consistency in checking for misconceptions and marking Ensure the robustness and rigour of the reading, writing and maths interventions programme 	

- Further improve the KS4 and KS5 vocational education and accreditation offer
- Embed the cross-curricular skills across key stages 2, 3 and 4
- Embed teaching of meta-cognition and addressing development of executive functioning in all phase
- Monitor and carry out annual audits of planned teaching of British Values and opportunities for SMSC within the curriculum and report to governors

4. Behaviours & Attitudes - 2

The school has high expectations for pupils' behaviour and conduct. Whilst many of our pupils have complex needs which result in frequent periods of sensory and behavioural dysregulation, our pupils behave consistently well on the whole, and they are consistently positive towards their education. When pupils do become dysregulated, we have effective processes to quickly bring them back to readiness for learning, and the support of our Therapeutic team and Nurture provision is instrumental in this. The rearrangement in terms of class teaching in the secondary phase and reorganisation of the physical space in pathways has had a positive impact on behaviour across all classes.

In addition, fixed-term exclusions are rare and are used appropriately. A clear message to the whole school community is that bullying of any type will not be tolerated.

In June 2021 Ofsted found safeguarding to be effective. Pupils feel safe at school and the school is able to identify quickly pupils who need early help or who are at risk of significant harm. A recent external review of safeguarding confirms our evidence that the school has in place effective arrangements for safeguarding.

Areas for development

- Ensure that the school's new Behaviour Policy is consistently implemented by all staff across the school
- Continue to train staff in understanding the complex needs of our pupils with Autism and how to support them to learn to self-regulate
- Continue to increase the school's capacity to offer targeted mental health support to students and staff
- Improve pupils' attendance by 8%.
- Further reduce persistent absence rates
- Continue to provide support for the safe use of social media for students and parents
- Embed the reporting of low-level concerns through the introduction of My Confide
- Raise awareness of and embed understanding of the Whistleblowing policy
- Develop whole school 'professional curiosity' to ensure that low-level concerns are highlighted
- Ensure that DSL's have access to Supervision to support their own wellbeing
- Ensure that termly focused Safeguarding training is delivered

5. Personal development - 2

The school consistently promotes the extensive personal development of pupils because of its key focus on Preparation for Adulthood, especially in Key Stages 4 and 5. As a result the school prepares pupils well for future success in education, employment or training as well as for life in modern Britain. Pupils at Meadowfield become responsible, respectful and active citizens and the school is committed to promoting equality and respecting difference.

Areas for development:

- Create more opportunities for pupils to participate in the community
- Develop a Vocational Curriculum offer in KS4
- Further embed the RSE and Health Education programme into the school curriculum

- Ensure the SEND Gatsby benchmarks are fully delivered to a high standard
- Arrange for the school to have an independent Careers adviser
- Develop provision of careers guidance for KS3 pupils

6. Leadership & Management - 2

The school meets all criteria for good in leadership and management. Particular strengths of leadership and management are: CPD focused on the complex SEND learning, provision for the physical and medical needs of our pupils and safeguarding.

Areas for development:

- Effectively manage our work by reviewing and sharpening the roles of Senior Leaders and ensuring equitable workloads for all staff at all levels
- Develop a system of measuring the impact of our CPD programme
- Train governors in challenging Quality of Education evidence further to strengthen their accountability
- Continue to develop our community links and engagement programme
- Complete and implement the staff Wellbeing policy

Areas for development:

- Embed the reporting of low-level concerns through the introduction of My Confide
- Raise awareness of and embed understanding of the Whistleblowing policy
- Develop whole school 'professional curiosity' to ensure that low-level concerns are highlighted
- Ensure that DSL's have access to Supervision to support their own wellbeing
- Ensure that termly focused Safeguarding training is delivered

7. Post-16 provision - 3

In the 2019 Ofsted inspection it was stated that "the 6th Form provides students with good opportunities to prepare for their next stage of education or training." We have developed this offer further in successive years, notwithstanding the impact of Covid and then the need to relocate twice to the new building. Since 2019 the profile of the learning needs of the students has changed with a shift to more complex cognitive and communication needs. The Post-16 provision does not yet meet all the criteria for good as the past two years have been a period of uncertainty and change both in location, the curriculum offer, staffing and leadership. Senior Leaders have a very clear understanding of what is working well and the priorities for improvement, and are working to a rigorous plan which is being implemented but not yet completed. As a result, our current students have not had the full experience of the quality of the educational offer in Post-16 towards which we aspire.

The attendance of 6th pupils is below expected levels. For the academic year 23/4 attendance to date (23/11/2023) is 86.7% with 18 pupils classed as persistent absence (10% absence or more)

In term 1 three pupils classed as severe persistent absence (50% or more absence). Of the 3 severe absence pupils 2 are experiencing long-term medical illness and/or medical complications; the other pupil was subject to an in-care order but has been returned to parent, the school have made an application to social services.

Term 2 to date (23/11/23) there are 17 persistent absence pupils and 4 severe absences. 1 of these pupils remains unwell but the other pupil who was suffering poor health and medical complications in Term 1 is back in school and this term has attendance of 94.7% to date. Concern remains over the pupil who was previously in care and the school continues to push for social service involvement. The additions to the severe list include 1 pupil where school is experiencing challenge to meet need and

manage parent expectation and the other is a pupil who has decided they no longer wishes to attend school but seek employment. The AP is in contact with the parents and a formal meeting has been arranged.

Areas for development:

- Ensure that the students in all areas offered a sequenced curriculum that centres on Preparation for Adulthood, Functional skills (where appropriate) and vocational education and work-related learning opportunities through the current planned educational offer in preparation for Post-16
- Improve classroom pedagogy based on Rosenshine's Principles
- Improve assessment for and of learning practices

8. EYFS - 2

The EYFS provision meets all the criteria for good securely and further. Pupils enter the provision with significantly low-levels of development, especially with regard to communication, physical and readiness for learning. The high focus on establishing routines for learning and developing communication within the 7 areas for learning in the EYFS curriculum ensures that most pupils are confident and ready to move into KS1 with improved communication skills. EYFS staff are well trained in the EYFS curriculum and there is a secure focus on learning through play.

Areas for development:

- Ensure that there is clear sequenced planning over the 3 years that pupils are in the EYFS provision (N2, YR & Y1)
- Embed continued opportunities for pupil communication development
- Embed engagement from parents / carers within their children's learning
- Improve engagement from joint professionals who support the nursery children

QUALITY OF EDUCATION

Grade	2
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Quality of Education - 2

Summary

Since the Covid pandemic we have had a decrease in numbers of applications and successful recruitment for teacher and support staff, together with a decrease in retention. During the last three years we have seen a decrease in those employed with effective SEN experience and a rise in those joining us from mainstream schools with no SEN experience. This has led to a continual need for core CPD, improved and robust Quality Assurance and an increased offer of recruitment for ITT students and ECT's to ensure robust quality of teaching.

Last academic year saw an improved retention of teachers and a successful ITT student embarking on their ECT year, which has promoted collaborative practice across school and within each department to ensure that best practice is modelled, shared and embedded across school.

Subject leaders for most subjects demonstrate robust effectiveness shown in deep dives and learning walks, understanding what needs to be improved as identified in their action plans.

Senior and middle leaders support teachers to carefully plan the curriculum for their classes from Early Years through to KS5, ensuring it is sequenced, personalised, reflects EHCP targets, and enables pupils to leave with the cultural capital, knowledge and skills that they require for future learning and adulthood. Preparation for Adulthood is at the heart of our curriculum.

The curriculum from KS1 to KS5 is organised in pathways according to the developmental and cognitive abilities of pupils; Engage (PMLD), Explore (Complex SLD and ASD), Enquire (Higher attaining SLD, ASD and MLD pupils). All pupils follow a curriculum based upon either the National Curriculum expectations or the Engagement model, relating to their ability, which is child centred, broad, balanced and aspirational. The adapted offer in Explore focuses on the Pre-Stage Curriculum across KS1-4 as pupils are working at Primary level. In Enquire, for pupils on the cusp of engaging with subject specific learning pupils continue to work at Primary levels yet may enter stages 1 and above.

The Curriculum is aspirational for all pupils, including pupils with the most complex needs and the disadvantaged and higher attaining pupils. Literacy is a strength of the school. Knowledge is taught in a sequenced way in all subject and topic areas. Last academic year saw training for Senior Leaders on a whole-school pedagogy focus (Rosenshine's Principles of Instruction), which is being cascaded to teachers and teaching assistants this academic year.

Last academic year saw an improved retention of teachers and a successful ITT student embarking on their ECT year at our school. This academic year we are supporting two ITT students and five ECT's working across the curriculum pathways.

Evaluation & evidence (Grade)

INTENT: Curriculum ambition: knowledge, skills & cultural capital - 2

Our curriculum is personalised, so that it is ambitious and meaningful for each pupil and ensures Preparation for Adulthood from EYFS onwards. The nurturing approach is the basis to our curriculum intent and implementation. We aim to prepare pupils for the next phase through a holistic approach, involving learning of knowledge and skills, supported by a therapeutic approach to address the physical, sensory and wellbeing needs of our pupils. EHCPs are at the heart of our curriculum.

Teachers plan for opportunities across the curriculum for our pupils to gain the knowledge and skills that they require for later life such as a strong focus on British Values and SMSC opportunities. Pupils are taught to respect the traditions of other ethnic backgrounds throughout the year in all curriculum pathways and also through termly topics such as Remembrance Day.

Provision for pupils' spiritual and moral development is very strong. This is delivered through theme days and assemblies and evidenced on the assessment platform, Evidence for Learning (EfL). Pupils study PSHE weekly including topics such as health and wellbeing, resilience, living in the wider world, government and politics, world religions and careers. Most of the SEND Gatsby benchmarks are met. We hold an annual Careers Week. The school meets the statutory RSE expectations set by the Department for Education.

Numerous opportunities are provided to give pupils the cultural capital that they need to succeed in life. Throughout the year there are planned days relating to SMSC and increasing cultural capital. There are school trips to museums and art galleries and to local community groups. Pupils have opportunities to perform in school events. There is a strong focus on PE and healthy living, and a significant portion of our curriculum is delivered through our outdoor learning programme, including our Forest School. The school organises for outside speakers to give work related and vocational presentations to pupils in KS4 and KS5. Secondary pupils have the opportunity to join our Challenger Group which increases their independence and capacity to take responsibility and make decisions. Cross-curricular projects increase pupils' cultural capital such as 'Meadowbury', our annual whole-school Creative and Performing Arts day.

All pupils access a core curriculum of Reading, Writing, Maths, Science, Computing, PSHE including RSE, PE, Art & Music, RE, MFL, History and Geography are taught through themes based upon The World Around Us, as termly themed days. Pupils are grouped into pathways for learning according to their ability to access subject specific learning. There is a specific whole school focus in our setting of EHCP targets, planning and implementation of the curriculum on developing Executive Functioning to enable our pupils to overcome their barriers to learning.

We strive for excellence in our curriculum offer and have achieved the following awards; Vision Award for the school's contribution to charitable work and community links, Music Mark Status, Gold Mark for PE School Sport and Physical Activity (PESSPA) and we have the Woodland Trust Green Tree Gold Standard Award for conservation and nature-based learning obtained through our Forest School offer.

Coherence of planning and sequencing - 3

The DP leading on Curriculum, Teaching & Learning leads on planning and sequencing of the curriculum, supported by the Assistant Principals for each pathway and subject leaders. In addition, there is an Deputy Principal responsible for curriculum intent, implementation and impact for Post-16 provision.

Sequencing of planning was introduced 12 months ago, and whilst it is becoming embedded, it is not yet consistent across all subjects or classrooms. There are a growing number of examples of excellent practice.

There are 2 approaches to ensure a planned and sequenced curriculum for all pupils.

1. The Pathway curriculum model. The intent and implementation of the whole school curriculum model is adapted for each of the 3 pathways.

Planning and sequencing in the **Engage Pathway** is based upon the ImPACTS curriculum model.

[https://www.rosewoodfreeschool.org.uk/curriculum/impacts/#:~:text=The%20ImPACTS%20programme%20offers%20a,\(Gross%20and%20Fine%20Motor](https://www.rosewoodfreeschool.org.uk/curriculum/impacts/#:~:text=The%20ImPACTS%20programme%20offers%20a,(Gross%20and%20Fine%20Motor). Planning is highly personalised for each pupil in this pathway, and progress is tracked through the ImPACTS assessment model. In each key stage it is the contextualising of the learning at an age-appropriate level which is important. A Total Communication approach is used with these pupils.

The curriculum for pupils in the **Explore** pathway offers the core NC subjects (English, Maths, Science, Computing, PSHE, PE, Art, and History, Geography, MFL and RE are delivered through a thematic topic approach) but at the Pre-Key stage level, since many of the pupils in this pathway are on the cusp between either Engagement Scales or subject specific learning. The model for curriculum delivery is tailored to the needs of the pupils, considering that the majority of pupils have a developmental age between 3 and 5 years. An Early Years, play-based approach to learning has been adopted, supported by the use of alternative communication systems, elements of TEACHH, Attention Autism, Zones of Regulation and reduction in sensory dysregulation.

The curriculum for pupils in the **Enquire** pathway offers the core NC subjects (English, Maths, Science, Computing, PSHE, PE, Art, and History, Geography and RE are delivered through a thematic topic approach) and is based largely upon planned outcomes relating to the Primary NC. In this pathway implementation is more akin to KS1 and KS2 primary classrooms, with group work, table work and individual work.

2. Subject specific planning: Subject Leaders plan Long-term planning from KS1 – 4. The EYFS lead plans the 7 areas for EYFS pupils, including the Honey Bees nursery & Observation provision. Each class teacher writes both the MTP and STPs from EYFS upwards due to the diverse needs of each class. Subject leaders ensure that the curriculum offers for each pathway are carefully planned in order to sequence learning and ensure that pupils are building on prior knowledge and building schemas of knowledge. This is still work in progress and some subjects such as English, PE and PSHE are further ahead than others. Teams of teachers within a pathway and phase meet termly with their AP lead to translate LTPs into class MTPs and lesson plans. All subjects have shared lesson resources on the school system and this helps to give all teachers a common understanding of the subject's curriculum intent. This also enables teachers to work systematically in their short-term planning.

From September 2022 pupils in the Secondary phase have been taught all subjects in their class groups by their class teacher following the Primary Phase model. This is to maximise continuity and progression in learning for pupils who mostly find frequent transitions difficult to manage. The subject leaders have been supporting class teachers in delivery of subject specific learning.

Each pathway has discussed what sequenced planning means in the context of their learners. A recent subject knowledge audit has shown teachers being less secure in the prior learning in the key stage before, and training by subject leaders is now addressing this. Significant work has been carried out to ensure that our Key Stage 3 curriculum is carefully planned to build upon the KS 2 curriculum. Through shared CPD sessions, lesson observations, and meetings, there is a very good knowledge of the expectations of KS2 pupils and this has led to a more challenging KS3 curriculum.

Each subject leader is reflecting on the sequencing of the curriculum and considering progression documents that outlines the way that key knowledge and skills are built upon. This includes links to prior knowledge in each key stage and pupils' end points at KS5.

Feedback from learning walks and deep dives now includes discussions about how the taught knowledge builds upon previous knowledge and how it will be built upon in future lessons.

All teachers are having compulsory CPD in planning and delivery of core subjects, which will be developed into a rolling programme based on an annual Quality assurance.

Teachers' plans are monitored during the term of delivery, an area that needs further development. A new programme of Quality Assurance has been introduced from Autumn Term 2023. Subject leads monitor the Quality of Education on a termly basis (Intent, Implementation, Impact). The wider SLT monitor the Quality of Education through learning walks and observations as identified in our self-evaluation schedule.

Moderation of core subjects occurs twice a year within school, and similarly twice a year with KSENT partners per subject.

Meeting the needs of SEND pupils - 2

The curriculum is ambitious for each individual because of our personalised approach, adaptations to the planned curriculum and full integration of each pupil's EHCP targets within planning. Since the majority (70%) of our students either operate at Engage, or Pre-key stage standards of cognition, we do not offer MFL as a discrete subject. At KS 4 all pupils work towards accreditation at a level that is appropriate for them. This ranges from Entry Pathways to evidenced based Entry Level to test based Entry Level.

Higher attaining pupils in the Enquire pathway are offered a broader curriculum in KS3 and 4, and have the opportunity to access national accreditation on a personalised basis. Students follow WJEC accredited courses in KS4 for core subjects and are offered additional options; arts award, computing, PE.

Nurture is at the heart of our support for the learning of our pupils with all pupils working towards Boxall Profile targets. Since September 2021 we have been able to offer a designated Nurture provision (Wildflowers). Pupils who attend our nurture groups typically remain an active part of their main class group, spending sessions within the nurture group and returning full time to their own class on a daily basis. Staff here assess learning and social and emotional needs through Boxall Profiles and support the pupils to remove barriers to learning, and help to develop Executive function.

Pre-School provision: Honey Bees is an Assessment and Observation nursery, which is integrated within Meadowfield School EYFS provision. They have their own indoor facilities including food preparation area and personal care suite yet join other EYFS classes during free flow learning, which supports development and prepares them for their next phase into school.

Our Satellite provision follows the Enquire curriculum offer yet offers more inclusive opportunities for pupils to be included in the mainstream provision such as Art and Science week projects and weekly assemblies.

Teachers are trained in SEND specialist pedagogy such as Attention Autism, aspects of TEACCH, use of visuals, use of different communication modes (Total Communication), and how to develop executive functioning. TAs are well trained and experienced to work well with class teachers to help pupils to make progress, and work is adapted where required. They receive training every Friday afternoon, which is specifically targeted based upon a self-evaluation.

We have a large Wellbeing and Therapeutic team to support the physical, sensory, communication and mental health needs of our pupils to able them to access learning successfully. There is a wide range of SEND specialist rooms to support personalised learning, including sensory rooms, music therapy room, a hydrotherapy pool.

The school follows the requirements of the SEND CoP 2015 Graduated Response well, and Annual Reviews are carried out to a high standard. Senior leaders ensure that EHCP targets are sequenced and aspirational through bi-termly monitoring. Our PCR team are responsible for organising and running Annual Reviews, supported by the class teacher, members of the SLT and Wellbeing Team. Where parents/carers are unable to attend these meetings on site, virtual meetings are held.

Breadth of curriculum, EYFS, Primary, Secondary, P.16 - 2

The EYFS department follows the EYFS Curriculum Framework, with a strong focus on the development of communication, receptive and expressive language and social skills and behaviours for learning.

The Engage pathway curriculum for our PMLD pupils is bespoke focusing on developing an environment where communication including the use of technology is embedded. Through the meeting of physical, cognitive and personal, social and emotional development we aim to foster independence and self-advocacy.

From KS1 – KS4 pupils in the Explore and Enquire pathways are offered a core curriculum of English, Maths, Science, Computing, PSHE including RSE, PE, Art, Music and in addition a termly topic centred upon 'Who are we' (RE and MFL) and 'where are we' (History and Geography). Planning for each subject is targeted at the pupils' individual progress levels to reflect our personalised approach to the curriculum offer.

In Post-16 the curriculum focuses on Preparation for Adulthood and work-related learning. Accreditation (national formal or semi-formal) is offered at KS4 and KS5.

Teaching of the Arts is a strength in the school and the school has been awarded the Art Builders School 2023 Certificate for our commitment to creativity and the Arts. We are a validated course provider for Trinity College for Awards and Certificates in Musical Development.

IMPLEMENTATION - Teachers' subject expertise - 3

Teacher's subject expertise is variable (staff audit). Many teachers, especially in the secondary phase, are teaching outside their areas of subject expertise. Where teachers are teaching outside of their areas of expertise subject leaders provide resources along with guidance.

Newly qualified/ECT (3 currently) and 2 ITT teachers are mentored by members of the SLT. They belong to the Thames Gateway Teaching Hub and follow the DfE approved Education Development Trust programme of study, which includes weekly coaching meetings, and on-line programme of instruction, readings, videos, and quizzes, half-termly formal lesson observations, and termly formal progress reports which are submit to the Thames Gateway Awarding Body.

As a result of the recent staff subject knowledge audit of core subjects there is a specifically designed in-school programme to raise standards in subject knowledge delivered on Friday afternoons. More work is needed in Computing and Science and all teachers are being trained in English and Maths by the subject curriculum team. Subject leaders continue to audit by strand to match training with need. Where teachers are teaching outside of their areas of expertise, the subject leaders have a bank of teaching resources for each topic within the planned curriculum and offer bespoke workshops to support CPD.

Teachers participate in the Arts Award Course led by teachers trained to deliver the award.

The Phonics teacher and intervention TA have completed Sounds Write training.

Some staff follow SEND specialist accredited courses such as BSL, Makaton, ATSPRA (Hydro pool Rescue), MOVE.

Teachers can also apply for CPD courses (many of which develop subject knowledge) and there are many on-line resources available. There are several subject leads who have improved their subject knowledge further through joining national subject associations.

Adaptive teaching - 3

Teachers use questioning to confirm understanding as well as to extend pupils' answers further, although this is not yet consistent or embedded practice. Teachers use a variety of methods to ascertain pupils' understanding throughout lessons and then act upon misconceptions. Teachers use Total Communication approaches to check for understanding with our non and pre-verbal children. There have been training sessions on the whole-school pedagogy focus (Rosenshine's Principles of Instruction) for SMT. Our programme of IRIS Peer observations and discussions about pedagogy involving all class teachers has a sharp focus on all aspects of the Quality of Education including effective questioning and checking for understanding.

Often questioning is targeted and does not use a 'hands up' system. Pupils will sometimes write down answers on mini-whiteboards so that teachers can identify misconceptions.

In the Explore and Enquire pathways teachers also mark any work in books and give next step feedback. When a misconception is identified, the teachers give immediate feedback, adapting planning and teaching where necessary. Work is modelled by teachers and also by pupils (e.g. teachers sometimes use visualisers in lessons to model work). Pupils practice new skills in lessons and teachers check on the progress of individuals through a range of ways and offer individualised support to aid further progress.

Teaching to remember long term with fluency – 3

This is a high priority for the academic year 2022-23, and teachers do use a variety of practical activities and manipulatives to help pupils embed new knowledge to long term memory. The school's focus on developing Executive Functioning includes training on extending working memory and SEND specialist techniques to commit learning to long term memory. These techniques include Talk partners, frequent use of visuals and manipulatives, independent practice, play based learning to extend schemas of knowledge, and investigations in science, whereby pupils hypothesise, investigate and evaluate.

There are cross-curricular links such as Literacy and Maths days, and careers activities, that help pupils to embed new knowledge. Pupils are taught to remember subject specific vocabulary in a variety of ways such as quizzes, vocabulary tests, games of bingo, and other games. The learning of key words enables sequenced learning and pupils to make links between different concepts. Learning walks have demonstrated that retrieval activities are being used across the curriculum though not yet consistently.

Teaching environment & resources - 1

The teaching environment in Meadowfield school is constantly being developed so that it fully meets the growing complexity of our pupils' needs. The main school site is arranged in phase areas; EYFS, Primary and Secondary, and as far as possible each learning pathway within each phase is grouped together. Within each area there are small rooms for interventions.

All classrooms have interactive whiteboards and projectors and a PC/laptop. Classes are well-resourced in terms of visuals, manipulative resources, equipment for play based learning and for sensory diets.

The EYFS have well equipped outdoor learning areas. There is a well-funded library, a reading and maths intervention room, Music Room, Health suite, PE hall, outside play areas, a MUGA area, a sensory garden, a soft play room, well-resourced Art room with kiln, a Music room, Science room, two food Technology rooms, a diverse range of technical equipment and offsite Forest school. All primary classes have individual outdoor teaching areas. In addition, we have a number of rooms for therapy and mental health support including a Nurture provision, plus a hydrotherapy pool, and dedicated rooms for personal care.

Use of assessment - 2

Assessment is a strength of the quality of education at Meadowfield. We are part of the KSENT group of schools and we all use a tried and tested assessment model developed by this group of special schools for all curriculum areas including personal development, which is developmental and therefore covers the entire range of cognitive ability.

In the MTPs for the Explore and Enquire pathways there are planned outcomes for each unit of learning, and teachers track pupils' acquisition of these in their lesson planning. This is a curriculum-based approach to assessment whereby the National Curriculum is broken down into strands; at the end of each topic, pupils are assessed, and are designated as emerging in, developing in, secure in or mastering the National Curriculum planned outcomes. On a termly basis these assessments are entered on the KSENT Assets mark sheets and teachers and APs and class teachers can identify individual pupils who need extra support, or sub-topics that need to be re-taught due to larger proportions of pupils not securing their knowledge and/or skills.

The planned knowledge and skills outcomes are also recorded on a daily basis on our Evidence4Learning programme (EfL). This enables our class teams to record progress towards the planned lesson, topic or unit outcomes, and towards each pupil's EHCP targets, which are integral to our planning and assessment model. There is a programme of in school moderation of assessment, supported by cross moderation groups within KSENT.

The data from the termly assessment drops and Evidence for Learning (EfL) is used in the termly pupil progress meetings organised by class teachers and supported by the APs and senior leaders.

This leads into a programme of reading, writing and maths interventions, and assessment data is used to evidence their impact. The interventions programme is developing to cover all key stages.

Assessment in the Engage pathway follows the ImPACTS assessment model which is closely linked to the DfE guidance on assessing Engagement. Outcomes are recorded on specially designed tracking sheets and on Evidence4Learning. Again, progress towards achievement of EHCP targets for this pathway is recorded through EfL.

Work matches curriculum intent – 3

Assessments for each pathway and phase match the expectations of the National Curriculum yet in incremental small steps. For each unit of work pupils are set learning objectives on MTPs with intentions with success criteria on STPs. Any work recorded in exercise books, folders or on Evidence for Learning (EfL) matches the intent. In addition, pupils have their EHCP targets and according to need understand how they are working towards them within each lesson. More able pupils have workbooks and folders which evidence progress through the planned curriculum. All pupils have EfL learning journals and these are an outstanding resource that demonstrate all pupils' progress throughout their entire time at Meadowfield, which have been in place for 2 years. Work samples demonstrate that there is a fairly consistent quality and quantity of work produced by pupils yet the medium varies depending on need type. These are monitored by senior leaders, subject leaders and our Data and Assessment officer.

Reading - 2

The whole school literacy lead has reviewed the programme and introduced a whole school approach to the teaching of phonics for EYFS, Explore and Enquire pathways. We have had a well embedded model of teaching phonics within EYFS and KS1 for several years, and since September 2022 this has been extended throughout KS2,3,4 and 5. We use the 'Sounds Write' scheme and an intervention called 'See and Learn' with pre and non-verbal pupils. Every pupil at Meadowfield accesses sessions in the planned curriculum that contain a phonics element. This can be through targeted interventions, during class lessons or through a range of phonics games and activities. Those pupils who have been identified as having gaps in their reading have access to regular one-to-one interventions outside the classroom by the Phonics Intervention Team. These one-to-one sessions allow each lesson to be child specific and tailored to best suit their individual needs in order to support and develop their reading skills and phonetic knowledge. Recording of the progress in acquisition of targeted pupils by the Phonics Intervention Team is meticulous so that they know which phonics have been learned. Recording of progress in reading for all pupils is well embedded, and more work is being done on tracking of acquisition of phonics for all pupils.

Within English lessons, at each Key Stage, reading proficiency is assessed and gaps are addressed. Within all curriculum areas, the teaching of new vocabulary is a focus. There are many whole-school initiatives aimed at promoting reading for pleasure. Reading is promoted within the curriculum theme days and there are many other strategies, such as visits by authors for National Book Day and National Poetry Day.

In the Engage pathway stories and texts are built into Medium-Term planning and lessons, using sensory stories to enable pupils to engage, experience new vocabulary and show preferences for types of literacy and genres.

Teachers' own speaking, listening, writing – 2

Teachers model the speaking, listening and writing skills that are expected from the pupils. We have a Total Communication approach throughout the school which is used across whole school. Teachers have had training in the communication and interaction needs of pupils, and understand the importance of targeting Receptive and Expressive

language skills. The Total Communication policy is used in lessons and teachers model their expectations in their own speech and reading. Teachers use technical vocabulary throughout lessons to model correct use for students, and address misconceptions. Teachers are given the opportunity to grow in confidence in their own public speaking through presenting to staff at department or whole-school training sessions.

IMPACT - pupils' knowledge & skills - 2

The impact of the curriculum on pupils is evident through their consistently positive behaviours for learning throughout the school, in lessons and in extra-curricular activities. Personalised behaviour plans enable our most complex pupils to reengage quickly in learning after a short period of dysregulation.

As a result of our personalised planning and delivery of the curriculum, supported by the integration of EHCP targets, our EfL and termly progress data indicates that the majority of our pupils are on track to meet planned end of year academic and EHCP targets. There are variations within pupil groups and across key stages in each pathway, and we know where these are and how to address them.

The impact of the SMSC curriculum is demonstrated in low-levels of bullying, low exclusions and good attendance and in increasing literacy levels. Pupils gain in confidence in and around the school through participation in the School Council, Challenger Group, enterprise projects, and other roles and responsibilities that pupils take up. The impact of the curriculum on pupils' knowledge and skills is also demonstrated through the high-quality school performing arts activities, the sports day and Pathway assemblies.

Accreditation outcomes 2022-2023:

By the end of KS4 the progress of our pupils is such that all pupils achieve a range of nationally recognised accreditation, suited to their individual pathways. At the end of 22-23:

96.2% of Year 11s were entered and achieved a range of accreditation during 22-23.

46.2% of Year 11s achieved WJEC Entry Pathways Entry 2 or 3 in Mathematics.

46.2% of Year 11s achieved WJEC Entry Pathways Entry 2 or 3 in English.

46.2% of Year 11's completed a range of WJEC Entry Pathway units; including Science Today, Healthy Living & Fitness, Creative, Media & Performing Arts and ICT Users.

38.5% achieved WJEC Personal Progress units and 7.7% ASDAN Personal Progress units.

3.8% of Year 11s completed Entry Level 1 Functional Skills Mathematics and an Entry 1 ASDAN unit at the 6th Form.

For KS2 SATs in May 2023, we entered one pupil in mathematics. This pupil received a scaled score of 97/100 (100 being age expected standard).

Three pupils were entered for the Year 4 Multiplication Tables check, with scores of 4, 9 and 19 out of 25.

National tests & exams meet government expectations - 3

By the end of KS4 the progress of our pupils is such that all pupils achieve a range of nationally recognised accreditation. Where a pupil is able to access GCSE courses in KS4 we offer these either on site.

Outcomes in 2022-23;

96.2% of Year 11s were entered and achieved a range of accreditation during 22-23.

46.2% of Year 11s achieved WJEC Entry Pathways Entry 2 or 3 in Mathematics.

46.2% of Year 11s achieved WJEC Entry Pathways Entry 2 or 3 in English.

46.2% of Year 11's completed a range of WJEC Entry Pathway units; including Science Today, Healthy Living & Fitness, Creative, Media & Performing Arts and ICT Users.

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Quality of pupils' work - 3

The quality of pupils' marked work across the curriculum is still inconsistent because of variations in standards of teaching and learning in the classroom. Through a very clear stance by senior leaders since December 2022 the variation is rapidly diminishing. High quality work is celebrated and shared with parents. Our pupils take pride in their work and are keen to show off their work to observers in lessons e.g. for learning walks.

Homework is available for pupils as appropriate and with the families' agreement.

Where pupils' work is of a high standard it is because teacher's successfully model work. This is part of the whole-school pedagogy focus this academic year – Rosenshine's Principles of Instructions.

Readiness for next stage – 2

Pupils leave Meadowfield with the knowledge and skills that they require for the next stage in their journey towards adulthood. In each pathway the pupils gain appropriate qualifications and vocational experience so that they gain the knowledge, life skills and cultural capital that will maximise their independence and employment opportunities as young adults. Most Post-16 pupils in 2022 left Meadowfield 6th Form to go on to FE College or into supported internships or employment opportunities, and the others were enabled to transition successfully into supported adult living. By the end of Post-16, pupils who are verbal and cognitively able are literate and confident to express themselves. We aim to ensure our pupils have good leadership skills by the time they leave Meadowfield.

Progress of disadvantaged pupils – 2

There is very little difference between the progress of our disadvantaged pupils and non-disadvantaged, because of our personalised curriculum approach. The disadvantaged students have made good progress over time. We are confident that we have used our Pupil Premium Grant and Covid catch up grants responsibly and creatively to enrich the learning experience of our disadvantaged pupils.

Areas for development

1. Address areas of within-school variation e.g. Higher achieving pupils (HaPs) and across phases
2. Further improve teachers' subject knowledge and expertise including training on a whole-school pedagogy (Rosenshines Principles)
3. Embed the updated Meadowfield planning, teaching and learning expectations
4. Focus appraisal targets more intensely on ensuring that all subjects, yet in particular English and Maths are coherently planned and sequenced so that pupils in all key stages make good progress in all subjects, and in particular in Writing and Number through adding to prior knowledge
5. Improve pupil outcomes in Writing and Number across whole school by 10-15%
6. Embed the whole school approach to teaching reading
7. Greater consistency in checking for misconceptions and marking
8. Ensure the robustness and rigour of the reading, writing and maths interventions programme
9. Further improve the KS4 and KS5 vocational education and accreditation offer
10. Embed the cross-curricular skills across Key Stages 2, 3 and 4
11. Embed teaching of meta-cognition and addressing development of executive functioning in all phases
12. Monitor and carry out annual audits of planned teaching of British Values and opportunities for SMSC within the curriculum and report to governors

BEHAVIOUR AND ATTITUDES

Grade	2
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<p>Behaviour and Attitudes - 2</p> <p><u>Summary</u></p> <p>The school has high expectations for pupils’ behaviour and conduct. Whilst many of our pupils have complex needs which result in frequent periods of sensory and behavioural dysregulation, our pupils behave consistently well on the whole, and they are consistently positive towards their education. When pupils do become dysregulated, we have effective processes to quickly bring them back to readiness for learning, and the support of our Therapeutic team and Nurture provision is instrumental in this. The rearrangement in terms of class teaching in the secondary phase and reorganisation of the physical space in pathways has had a positive impact on behaviour across all classes.</p> <p>In addition, fixed-term exclusions are rare and are used appropriately. A clear message to the whole school community is that bullying of any type will not be tolerated.</p> <p><u>Evaluation & evidence (grade)</u></p> <p><u>Expectations for behaviour & conduct - 1</u></p> <p>We pride ourselves on our expertise in understanding and responding to challenging behaviours associated with our pupils’ very complex needs. Our recently reviewed Wellbeing/Behaviour policy which is about to be adopted by governors is very clear on our intent and implementation of procedures and strategies to ensure that our pupils’ behaviour and readiness for learning is at least consistently good. We ensure that all staff have appropriate training in the Positive Management of Behaviour through our adoption of the PROACT SCIPr UK Training approach. Where necessary pupils have Wellbeing Support Plans and Risk Assessments, so that the class team has full confidence in their ability to manage a behaviour incident and enable the pupil to calm and return to learning. The PROACT SCIPr UK Training includes a specific element on physical restraint. The DP responsible for behaviour ensures that PROACT SCIPr UK Training for all staff is regularly updated and any physical restraint is recorded and monitored.</p> <p>When pupils are admitted to the school the Wellbeing / Behaviour Policy and Restraint element is shared with parents so that they understand the school’s approach to behaviour.</p> <p>Where appropriate teachers share class and school rules with their pupils at the start of each academic year. Because of the complexity of our pupils’ needs a traditional approach to rewards and sanctions for good or poor behaviour is inappropriate. These are determined at a personalised level for each pupil, and personalised interventions to avoid exclusions are arranged as appropriate.</p> <p>We have a range of interventions to support the behaviour of individual pupils. This support may be outlined in a pupil’s EHCP or identified in the Wellbeing Support Plan. It is generally therapeutic and delivered by specially trained Meadowfield staff and includes; MOVE therapy, Hydrotherapy, Pets as Therapy (PAT), Lego Therapy, Wellbeing Interventions, Pupil-Mentors, TAC-PAC, Intensive Interaction, Play Therapy, Forest School, Gateways to Proactive Management, restorative conversations.</p> <p>A range of professionals within the school support pupils at risk of exclusion; the class teacher, therapists, the Wellbeing team, members of the SLT, the LA Educational Liaison Officer.</p>
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Parents and pupils have commented positively about the support the school offers and this has had a positive impact on improving pupils' behaviour and conduct.

Environment (including dealing with bullying & discrimination) - 1

The school takes sensitive but affirmative action on incidents of bullying and/or discrimination. Both the victim and the perpetrator would be offered tailored supported interventions. We have to consider our pupils' varying levels of cognitive understanding with regards to relationships and communication. Our PSHE curriculum from EYFS onwards emphasises the importance of positive relationships and being kind to each other, including how to deal with bullying. Class teachers, APs and Senior leaders keep a record of bullying incidents through the use of MyConcern, and this is analysed systematically by the VP responsible for behaviour.

Our pupils are particularly vulnerable to on-line bullying and we do a lot of work in PSHE, Computing and across the curriculum to teach them how to be safe. We communicate with parents/carers very regularly as to how to keep their child safe online. We work closely with the School Co-ordinator Kent Police.

Improving behaviour & attitude of pupils with particular needs - 1

As stated above, we have a high focus on improving the behaviour of our pupils with the most challenging needs, and a very good record of turning these behaviours around to enable the pupils to access and make progress in their learning. Staff are well trained in understanding autism and the challenges of sensory regulation. The Therapeutic Team is instrumental in helping class teachers to plan for the needs of pupils with challenging behaviours. Our Nurture approach and provision is another very effective tool in helping these pupils.

We regularly and systematically analyse our data on behaviour incidences, suspensions and exclusions to identify where interventions or revised wellbeing support plans are needed.

Our Wellbeing team provide a strong Tier 1 approach to supporting pupils with significant mental health or other social interaction issues. There are very strong links with outside agencies to enable them to access Tier 2 and above support. This is further supported by home visits from the school Wellbeing team and contact with other relevant outside agencies.

We are very focused on promoting Equality and Diversity, and we consider the additional pressures for some of our pupils such as Travellers and those whose families are subject to high mobility which translates into behaviour and attendance issues.

Many of our pupils have complex medical needs, and this results in prolonged absences from school. We do everything we can to ensure that continuity in learning is maintained. When they are in school, we are proud of the expertise and care of staff in meeting their medical, feeding and toileting needs, and our staff work closely with Health and the Therapists team to ensure that Medical Care plans are followed meticulously so that the pupils are at their optimum to engage in learning. Senior Leaders regular quality assure the implementation of our Medical Care policy.

Pupils' attitudes to their education - 1

Annual Reviews and the Parents' evenings up to the February half term 2022 were delivered virtually, but the school re-introduced face-to-face parents' meetings for the rest of the academic year, with the offer of virtual meetings for individual families. As a result, parental engagement in supporting their child's education is high across all pathways and phases.

The rewards system at Meadowfield is bespoke for each pathway and area achieved for all areas of development including academic, independence, communication, engagement, sport, citizenship etc. Our pupil voice surveys and parental surveys consistently tell us that pupils love coming to Meadowfield and are very positive about their learning.

Attendance & punctuality - 2

Class teachers are responsible for maintaining an accurate and up to date register. They work with the APs, Attendance and Wellbeing Teams and inform them of their concerns. The administration team have a very rigorous first day response procedure with regard to absence, and this team, the Wellbeing team and Senior leaders are tenacious in tackling non-attendance and persistent absence. If the problem continues the Attendance Team will set up an appointment with the family. If there is no improvement school will seek advice and assistance from outside agencies.

Similar to all special schools nationally the attendance of our pupils is below our pre-Covid figures. This is mainly due to higher rates of infection and illness post-COVID, an increasing number of pupils with complex medical needs, and an overall increase in pupil and family anxiety and mental health.

In comparison to other schools National Data Attendance who are part of the DfE direct collection, Meadowfield's absence is below the national average for special schools.

National Average 6 th November 2023 Overall Absence 12.2% Authorised Absence 9.1% Unauthorised Absence 3.0% Persistent Absence – not currently available	Meadowfield to 6 th November 2023 Overall Absence 10.9% Authorised Absence 7.4% Unauthorised Absence 3.5% Persistent Absence 3.4% <i>Data Year R- 11</i>	Meadowfield to 6 th November 2023 Overall Absence 11.4% Authorised Absence 8.1% Unauthorised Absence 3.3% Persistent Absence 4.4% <i>Data Year R- 14</i>
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Punctuality to 6th November 2023 = 0.69%

Punctuality is not usually an issue because the majority of pupils come on designated transport or are brought to school by their parents. However, the national shortage of transport drivers and escorts has had an impact on attendance in Autumn Term 2023.

Recent major roadworks around the County and especially near Sittingbourne, Stockbury, Teynham and the Isle of Sheppey have had an impact on arrival times.

Use of exclusions

There have been no exclusions to 6th November 2023.

We have no Permanent Exclusions at Meadowfield because of the complex SEND of our pupils. We do have a few pupils whose behaviour is so much of a risk to themselves and others that we realise that we cannot meet their needs. We work with the LA to find appropriate placements. Whilst we are awaiting these, we have individualised learning programmes and arrangements provided the by LA.

A fixed term exclusion is the very last resort when all other support systems have been unsuccessful in helping a pupil reach their full potential and meet the high standards expected by the school. We work with the LA to find appropriate placements, and whilst waiting individualised programmes are put in place.

Safeguarding - 1

Our school is noted for its happy relationships between staff and pupils, and feedback from parents highlights this.

The DSL has a high profile in the school together with the wider team of DSLs including the Wellbeing Team. Pupils are confident in sharing concerns about themselves or other pupils. The lead DSL delivers safeguarding training sessions for all staff on an annual basis and updates all staff of any changes that occur to statutory safeguarding requirements. In addition, all senior staff and the Wellbeing team have passed an on-line safeguarding certificate.

The school places the health and safety of our pupils as the number one priority and this is reflected in the high staff presence on duty in school at the start of the school day, break time and during lunch. Parental surveys comment positively on the measures the school has put in place for the health and safety of our students.

Staff wellbeing has become a whole school priority and issues raised on staff questionnaires are addressed where possible. Feedback at the staff meetings is positive and the vast majority of staff acknowledge the way the calendar is structured to allow for essential training sessions to take place. Fire drills take place every half term and the school has carried out a lockdown practise so that all pupils and staff are aware of their responsibilities in case of either of these emergencies.

In our recent Safeguarding review, the assessor met with a range of pupils, all of whom felt confident that school was a safe and positive place with each identifying staff whom they would speak to if they felt concerned or worried about anything happening either in school, or at home. The pupils were able to talk to about what would happen if a child or adult was presenting unkind or bullying behaviours and their responses were in line with the school's policy on behaviour. These children were of the view that bullying or banter would not be tolerated in the school and they felt their view was reflective of their peers.

Areas for development:

1. Ensure that the school's new Behaviour Policy is consistently implemented by all staff across the school.
2. Continue to train staff in understanding the complex needs of our pupils with Autism and how to support them to learn to self-regulate.
3. Continue to increase the school's capacity to offer targeted mental health support to students and staff
4. Improve pupils' attendance by 8%
5. Further reduce persistent absence rates
6. Continue to provide support for the safe use of social media for students and parents
7. Embed the reporting of low-level concerns through the introduction of My Confide
8. Raise awareness of and embed understanding of the Whistleblowing policy
9. Develop whole school 'professional curiosity' to ensure that low-level concerns are highlighted
10. Ensure that DSL's have access to Supervision to support their own wellbeing
11. Ensure that termly focused Safeguarding training is delivered

PERSONAL DEVELOPMENT

Grade

2

Personal Development - 2

Summary

The school consistently promotes the extensive personal development of pupils because of its key focus on Preparation for Adulthood, especially in Key Stages 4 and 5. As a result the school prepares pupils well for future success in education, employment or training as well as for life in modern Britain. Pupils at Meadowfield become responsible, respectful and active citizens and the school is committed to promoting equality and respecting difference.

Evaluation & evidence (grade)

Wider curriculum incl. SMSC - 2

Meadowfield is a joyous community, where pupils learn the spiritual, moral, social and cultural foundations for good citizenship as we prepare them for Adulthood in the modern world. We provide many opportunities for pupils to participate in a vibrant and dynamic enriched curriculum, which contributes to whole school outcomes. The Wider Curriculum includes all of the additional activities, events and visits that we encourage pupils to take part in outside of lessons such as Challenger troop, Forest school, offsite swimming and use of gyms; as well as PSHE and RSE related learning about staying safe and preparing for life in modern Britain. Pupils are provided with a wealth of opportunities to participate in the various aspects of school life and there is clear evidence that the school promotes the extensive personal development of pupils. Through our in-school enterprise projects such as the Café in 6th Form, we encourage pupils to understand the role of money in their daily lives. We are aiming for the Arts Award because our Music and Art staff provide many opportunities for the enrichment and furthering of the personal development of all students including individual music lessons sometimes leading to exams, therapy music sessions, summer concert, KsENT annual celebration of music events, theatre and concert trips.

A range of extra-curricular activities are also arranged which enhance the personal development of pupils. Students also engage in termly 'Who are we' (MFL/RE) focus days to learn about the diversity of the community in which they live.

SMSC is embedded in all subjects throughout the curriculum. Pupils learn about a variety of different cultures and there is a shared understanding that all people are valued and important; this permeates throughout the school. An SMSC and British Values audit occurs annually and includes lesson observations in all departments which provide evidence that SMSC and British Values are embedded throughout the curriculum.

Character development - 1

There is a culture of high expectations from all staff that pupils are expected to adhere to. Pupils are taught to be independent learners and are encouraged to become mature and responsible young adults through our Preparation for Adulthood programme. Through the curriculum and extra-curricular opportunities pupils are able to develop their self-esteem and confidence. Pupils can attend lunchtime clubs and activities including Art, IT and various sport activities. In Performing Arts, they routinely work in social situations and they are required to cooperate and rehearse in group environments. All pupils who have been identified as being entitled to pupil premium funding are provided with Music therapy, access to Forest School and a number of other therapeutic interventions.

Pupils are encouraged to interact and engage with one another in classrooms and in the playground, with adults supporting them and providing structure. This has helped them form friendships and build their confidence and self-esteem. We are very proud of the impact of our Challenger Troop provision in enabling our secondary pupils to grow in terms of personal development.

All pupils are part of a pathway celebration system, which encourages positive and healthy competitiveness to be awarded with certificates during termly assemblies attended by parents. The system allows pupils to be rewarded for their work, behaviour, living the school values and being good citizens of the school.

Pupils are given many opportunities to develop their views about various moral issues throughout the curriculum.

Pastoral support - 1

Pastoral support at Meadowfield is outstanding. Pupils and parents regularly report that they are pleased with the support that their child receives and that they feel safe at school.

The work of the Nurture provision and team is the basis of our support for pupils at risk. The school has expanded the work of the Wellbeing team and has access to a counselling service from Edify who provide talk time and structured counselling sessions for pupils and work with some of the most vulnerable who may not access services outside of school. This service allows pupils to talk in a safe environment and provides strategies for them to deal with any anxiety that they may be facing. Pupil premium funding is used to provide Drawing and Talking Therapy, Pets as Therapy (PAT), Yoga and Lego Interventions.

The school has a Mental Health Lead who has provided strategies for staff and students. She has set up staff training.

In addition to all of the above, the school will also seek the services and support of external agencies. The school works closely with the LA Inclusion team, children services and has used additional services such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists, the Physio therapy team, Early Help, Social Services and Mental Health support through NEFLT (NHS) to support students and families who are in need of additional support. We make home visits for those pupils whose attendance is low and support hard to reach families by conducting parent/carer surveys, utilising our Wellbeing Team to build trust between home and school, using a variety of communication methods and providing resources for families to use at home.

Extra-curricular activities - 1

From EYFS to Post-16 pupils are offered a wide breadth of opportunities as part of the Meadowfield programme of extracurricular activities: academic, sports, cultural, musical to enhance Cultural capital.

Meadowbury, our end of year creative festival, brings the whole school together - a collaboration between music and art that showcases pupils' artistic talents through performance and art-based outcomes.

The art department like to take part in the Turner Contemporary annual Portfolio Prize and organise visits to the gallery for pupils engaged in the Arts Award. KSent Music Festival for both Primary and Secondary pupils. Music therapy sessions with a qualified therapist, peripatetic music lessons and private music lessons including a summer concert. A wealth of PE opportunities including; Judo experience, KSent Olympics, Football competitions etc. Duke of Edinburgh Award, Snowden experience, Challenger Troop, Forest school and a wealth of educational visits.

Preparing pupils for life in modern Britain -2

The school prepares all pupils for life in modern Britain effectively, developing their understanding of the fundamental British Values of democracy, the rule of law, individual liberty, tolerance and respect. All pupils, so far as they are able, are taught about Fundamental British Values through the curriculum and events that take place in the school. Through the PSHE curriculum and topic themes, pupils' complete lessons on topics such as civil liberties, tolerance, democracy.

The PSHE programme also ensures that pupils understand Human Rights. The PSHE curriculum continues to be updated on the basis of changes in society. During the academic year 2021-22, peer on peer abuse has been addressed during PSHE lessons and through the RSE curriculum. Assemblies and lessons were delivered across the year to ensure that all students are aware of what harassment is, how to report it and the knowledge that it will be dealt with appropriately while always listening to the wishes of the student raising the concern.

Equality of opportunity & diversity - 2

We aim for exemplary practice in promoting equality of opportunity and diversity in the school. A Deputy Principal leads on Equalities, Diversity, and Inclusion and she has begun to identify further CPD opportunities for staff to help improve EDI issues across the school.

In our PSHE lessons and termly 'Who are we' days pupils are given time to be reflective about their own identity and beliefs and also learn about the importance of other people's identity faith, feelings and values as evidenced in the study of Jewish, Muslim and Hindu faiths through our topics and theme days. In PSHE pupils' study other faiths and are taught tolerance, empathy and the importance of understanding people from different backgrounds.

Respect for difference - 2

Leaders have adopted a Values-Based curriculum and pupils are rewarded for displaying the values of honesty, kindness, respect, teamwork, understanding. Staff regularly remind pupils of these values and constantly recognise and reward pupils when they see these values being displayed. The barriers to cognition and understanding of many of our pupils mean that whilst we plan and deliver RSE topics around relationships and differences, our teaching will be targeted at the pupils' levels of cognitive and emotional understanding.

Developing responsible, respectful, active citizens - 2

The school works hard to ensure that our pupils become active participants in the community, contributing to community work and local charities. Our pupils are encouraged to become active citizens within the community so far as they are able, through planned activities within the KS4 and KS5 curriculum.

Some of our older pupils participate in the Duke of Edinburgh Award. Our PE lead has a programme for developing Sports Leaders in the Secondary phase. The School Council provides opportunities for pupils to become involved with certain aspects of school community.

Careers (including Gatsby benchmarks) - 3

The careers programme based around the SEND Gatsby Benchmarks is developing under the leadership of the recently appointed Deputy Principal. The Careers Offer is set out in the school's Curriculum Policy which is available for all stakeholders to view on the school website.

All pupils are given the opportunity to explore their gifts and talents throughout the curriculum. This is an important aspect of the PSHE programme in school, which is part of the weekly curriculum for the pupils. Links are frequently made across the curriculum on topics students are taught and how this will be applied in the world of work. Pupils are able to see how their learning is applied to the world of work both in and out of the classroom. Examples of this visits into the local community to look at shops, libraries and local businesses. We have recognised the need to develop a more specifically focused Vocational Education offer in KS4.

In the Post-16 provision pupils are given mock interviews. They work on designing their own CV. During Covid our opportunities for work related learning in the community were closed down, but these are beginning to open up again. Pupils in KS3 and KS4 have the opportunities to run small enterprises on site.

Our Post-16 students are given the opportunities to make links with local FE providers to enable them to make choices about the next stage of supported learning or training.

We are working with an LA colleague to identify a suitable external career advisor who will understand the needs of our pupils. In the meantime, careers advice is given in Annual Review in Yr.9, 11, 12 and 13, and the relevant professionals attend these transition meetings. During this time, families and pupils are offered advice and guidance on their future aspirations.

We are dedicated to preparing our students for meaningful and fulfilling careers, tailored to their unique abilities and aspirations. We provide a supportive and inclusive environment that nurtures the talents and interests of our students, and equips them with the skills and knowledge they need to thrive in the world of work. We are committed to ensuring that our students leave our school with a clear understanding of their career options, the skills and knowledge to pursue their chosen career pathways, and the confidence to navigate the world of work. We work in partnership with parents, carers, employers, and other stakeholders to provide a comprehensive and inclusive careers program that prepares our students for successful futures.

We follow the Gatsby Benchmarks framework, which provides a structured progressive approach to careers education. The Stable Careers Program is embedded into the curriculum and delivered across all key stages based on age.

Learning from Career and Labour Market Information provides resources to support our students to understand the world of work including labour market information, career case studies, employer visits and guest speakers.

The Needs of Students is a priority. Personalised support and guidance around strengths, interests, skills, and suitable career pathways. Work Experience is provided through workshops, job shadowing and work experience placements to develop employability skills.

Further and Higher Education: We share information on further and higher education options, including vocational courses, supported internships, apprenticeships, and Further Education and support them access these opportunities.

We regularly review and evaluate our careers programme and policy in conjunction with CEIAG and from feedback from work experience and placements we can assess the impact of our careers programme.

Areas for development:

1. Create more opportunities for pupils to participate in the community
2. Develop a Vocational Curriculum offer in KS4
3. Further embed the RSE and Health Education programme into the school curriculum
4. Ensure the SEND Gatsby benchmarks are fully delivered to a high standard
5. Arrange for the school to have an independent Careers adviser
6. Develop provision of careers guidance for KS3 pupils

LEADERSHIP AND MANAGEMENT

Grade	2
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<p>Leadership and Management - 2</p> <p>Summary The school meets all criteria for good in leadership and management. Particular strengths of leadership and management are: CPD focused on the complex SEND learning, provision for the physical and medical needs of our pupils and safeguarding.</p> <p>Evaluation & evidence (Grade)</p> <p>Ambition of school vision - 2 Whilst leadership at SLT level is currently in a state of flux, we continue to ensure that leaders at all levels of the school have a clear and ambitious vision for providing high quality education and care to all pupils. Leaders at all levels (SLT, Middle Leaders and Teachers as leaders in their classroom) have created effective teams, act as good role models and provide motivation (for pupils and staff). Successful middle and classroom leaders are sharing their skills, knowledge and good practice with others. The Principal and SLT have promoted strong shared values and are committed to running an equitable and inclusive school. There is a strong emphasis on pupil achievement as it is recognised that this area has a major impact on pupils’ personal development and wellbeing. Leaders at all levels are focusing on high quality learning and more effective teaching. There is also recognition of the critical role that Middle Managers (our subject and pupil experts) play in the leadership of the school. The vision and ambition for the school is based on the values of ethical leadership. There are clear policies and practices which are communicated to stakeholders (particularly pupils, parents and the wider local community) through a variety of means including formal and informal meetings, our website and newsletters.</p> <p>Use of CPD to develop teacher knowledge - 2 Since September 2022 we have a new approach to CPD for all staff. This includes direct training programmes, the IRIS programme for peer group development of teaching and learning practice, and planned opportunities for online learning and off-site course attendance. Our IRIS programme facilitates professional discussion and dialogue, involving the whole school community in observation and reflection. The IRIS programme provides an opportunity to teachers to implement the guidance from Standard for Teachers’ professional development published by the DfE.</p> <p>We have a rolling programme of personal development every Friday afternoon. Training is delivered through a combination of specialist Meadowfield staff, partner agencies, external trainers, online training and webinars. Elements of this are pre-planned linked to the School Development Plan. We have built in flexibility to respond to unforeseen pupil needs such as therapy or medical training. Our investment in in-house trainers means we can deliver accredited but bespoke training in first aid and behaviour. A teacher is completing a Makaton tutor course to enhance our total communication approach. Part of our CPD time is devoted to action research. This can be seen in Orange, and Red corridors with new sensory pathways developed collaboratively. There is also an “Imagining Autism” pod that links to a University of Kent research project in collaboration with the Beacon School in Folkestone.</p> <p>Each Week a subject lead delivers a specific curriculum training that they have developed based on evidence and experience. This is to ensure consistency of the quality of specialist pedagogical approaches across the school.</p>
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Due to the national lockdown, there have been fewer external courses attended by teachers in the past two academic years. However, many sessions have been held remotely (.... courses have been attended either in person or remotely). The school also has a two-year effective induction programme for ECTs (accredited by the Thames Gateway) whereby new teachers are given a reduced timetable, assigned to a mentor and have access to well-planned CPD. Moreover, our CPD programme is clearly linked to our Appraisal Policy and Procedure to ensure that our pedagogical content and knowledge consistently builds on and enhances the teaching of the curriculum.

We strongly encourage our leaders and aspiring leaders to participate in national leadership accreditation. This year we have two staff doing their NPQH, , 1 member of staff is completing their NPQSL. Two members of Staff are enrolled on the NPQLTD.

Inclusivity (e.g. not gaming or off-rolling) - 1

The school effectively identifies and meets the needs of pupils who are disadvantaged or have additional needs through the work of class teachers, APs and by working with other outside agencies. The school strictly adheres to statutory guidance and agreed FAP protocols in respect of removing pupils from the school roll. The school only enters students for examinations that are in their educational best interest and does not send pupils to alternative or offsite provisions.

The school is hoping to develop a second satellite provision in the coming academic year, with the support of the LA.

Engagement with pupils, parents & wider community - 1

Prior to the pandemic parents' meetings and Annual Reviews on site were very well attended with attendance typically over 95%. The response from parental questionnaires given out at parents' meetings or Annual Reviews is almost always positive. During this academic year face-face parents' meetings and Annual Reviews have resumed and attendance is typically over 95%. We still offer Virtual meetings to families as their individual circumstances mean that these are more effective. In addition to Parent's evenings parents have had the opportunity to attend a Careers Fair.

The school developed a very relevant Coronavirus Catch Up programme ensuring that priority was made to pupil's wellbeing with an increase in the delivery and assessment of PSHE together with ensuring gaps in attainment were identified early and interventions put in place.

Communication with parents is good as a result of the texting system and a weekly parents' newsletter. At the end of each term a newsletter is available to all families highlighting the key achievements of the term and upcoming events. We have strong links with local Secondary and Primary schools as well as the other special schools in KSENT so that we learn from each other and identify possible sharing links for our pupils. Our Executive Headteacher and Principal regularly attend the KSENT Headteacher meetings as well as LA Headteacher meetings.

We have strong links with local community groups, especially those supporting children and young people with disabilities. Students in 6th Form have a wide variety of work experience to choose from because of great community links with local employers.

We have a 2-class satellite provision based within a local primary school where community links are developing to ensure inclusive practice.

Managing staff workload - 2

Our Staff Wellbeing Policy is currently under review and staff working parties have been established to review and explore recent results from the latest survey. One of the top outcomes showed staff are concerned with increases in workload therefore a review of expectations has begun.

In addition, staff at all levels are supported through very clear line management structures, the induction programmes for ECT and new staff, link governor meetings and the appraisal system, which are all firmly embedded into the school calendar. Staff surveys report a medium level of support for managing staff workload. From September 2022, a staff CPD offer has been introduced for Friday afternoons as a pilot to increase pupil outcomes and staff morale.

The Senior Management team are currently reviewing workload and training and outcomes will be shared with staff on completion of this review.

Protecting staff from bullying & harassment – 1

The school has clear and effective policies and procedures for protecting staff from bullying and harassment as set out in our Staff Handbook and Anti Bullying policy. Consequently, incidents of staff bullying and harassment are extremely rare and not tolerated.

Effectiveness of Governors/trustees - 2

The April 2019 Ofsted report noted that "The governing body is highly supportive of the school. The governing body's members have a wide range of skills, enabling them to provide an effective balance of support and challenge to leaders. Governors visit the school regularly. They know the school well and have a clear understanding of pupils' outcomes and the impact of leaders' actions. As a result, the governing body holds leaders to account and sets clear targets for the school's improvement." Governors have a good committee structure (meetings are attended by members of SLT) which enables them to discharge their responsibilities appropriately. Through the work of these committees the governing body helps to shape the vision and direction of the school. Governors ensure that the school is accountable to key stakeholders through documentation sent to and meetings with: parents, our SIP and external SIP, and the local community.

The Chair of Governors is a very effective critical friend who supports and challenges the Principal. Each Governor also has responsibility for liaising with a subject lead thereby ensuring that effective accountability is achieved and enabling good lines of communication with staff and Governors. Accountability for curriculum is further achieved through the work of the Governors Curriculum Committee, discussion of the subject action plans, SEF and development plan (by subject leaders, senior leaders and link Governors) and the Principal and Deputy Principals report to the full Governing body. The Governors Finance Committee meets every half term and receives a detailed management accounts report from the SBM; and they also make use of LA Finance Officer advice to ensure that there is an appropriate level of financial accountability. The Governors' Personnel Committee also annually reviews the school Pay & Appraisal policies and receives a detailed report from the Principal in respect of the outcomes from the Performance Management of all staff. Governors with the support of an independent advisor rigorously Performance Manage the Principal and Executive Principal.

Governors make good use of a professional clerk and LA training in key strategic areas including data analysis, admissions, finance and safeguarding & child protection. Governors are made aware of the strengths and areas for development of the school (particularly in respect of Teaching & Learning and assessment) and are consequently able to hold the SLT to account for areas for development and improved outcomes for pupils.

Meeting statutory duties (e.g. Prevent) – 1

The Principal has with the appropriate Governors sub-committees reviewed all of the policies that schools have a statutory duty to comply with e.g. safeguarding requirements (the designated safeguarding governor and SLT lead also meet termly), inclusive policies related to SEND, equality legislation, personal development & wellbeing of pupils & staff and community cohesion; as well as GDPR. In Autumn 2022, staff and governors received updated Prevent training and are aware of their responsibilities to report any concerns around radicalisation and extremism.

Safeguarding - 1

In May 2021 the school had an NFD inspection which focused on inspection, which was found to be effective. There were no recommendations relating to safeguarding policy and practice. A recent external review of Safeguarding has found safeguarding to be very secure.

Recently the school has signed up to 'My Confide' which allows us to log low-level concerns for staff so that we are able to track and monitor any trends. This information is stored securely.

Pupils feel safe at school and the school is able to identify quickly, pupils who need early help or who are at risk of significant harm. This is in part due to all members of staff being given annual safeguarding training with more in-depth training every three years, as well as regular updates in the weekly school bulletin. Senior staff are successfully trained in the updated Safer Recruitment training and at least five senior staff, including the Designated Safeguarding Lead (DSL) are trained to a minimum Level 3 in Safeguarding Children. The DSL and the nominated Governor for safeguarding meet on a termly basis. In addition, we have clear policies on safer recruitment of staff

and how to deal with allegations about adults who may be a risk to pupils. The DSL ensures that case notes are up to date and case meetings are attended, with follow up action points undertaken. Referrals and subsequent action points are recorded and acted on systemically through the use of MyConcern. All staff received training in MyConcern to ensure a consistent approach to reporting incidents and disclosures. Governors also receive appropriate training every year with the link governor being Level three trained every two years.

In September 2022 all staff received in-depth training focusing on the new updates that have been published in KCSIE 2022 (including child on child abuse). Consequently, the school has in place effective arrangements for safeguarding.

Areas for development:

1. Effectively manage our work by reviewing and sharpening the roles of senior leaders and ensuring equitable workloads for all staff at all levels
2. Develop a system of measuring the impact of our CPD programme
3. Train governors in challenging Quality of Education evidence further to strengthen their accountability
4. Continue to develop our community links and engagement programme
5. Complete and implement the staff Wellbeing policy

SIXTH FORM

Grade	3
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6th Form - 3

Summary

In the 2019 Ofsted inspection it was stated that “the 6th Form provides students with good opportunities to prepare for their next stage of education or training.” We have developed this offer further in successive years, notwithstanding the impact of Covid and then the need to relocate twice to the new building. Since 2019 the profile of the learning needs of the students has changed with a shift to more complex cognitive and communication needs. The Post-16 provision does not yet meet all the criteria for good as the past two years have been a period of uncertainty and change both in location, the curriculum offer, staffing and leadership. Senior leaders have a very clear understanding of what is working well and the priorities for improvement, and are working to a rigorous plan which is being implemented but not yet completed. As a result, our current students have not had the full experience of the quality of the educational offer in Post-16 towards which we aspire.

Evaluation & evidence (grade)

Relevance of study programmes to local & regional needs - 2

The 6th Form Curriculum at Meadowfield school prepares our young people for adulthood and is centred around the four Preparing for Adulthood outcomes. The curriculum is personalised, meaningful and appropriate for our students.

The curriculum is delivered through five key zones: World of Work and Careers, Independence, Health & Wellbeing, Business and Enterprise, and Community.

Within the **Independence zone**, we deliver a curriculum designed to help our students to gain confidence in their own ability to live a more independent life; learning to problem solving, cook practical healthy meals, shop within a budget maintain hygiene and physical health, household chores and travel safely.

All learning within the Independent Zone serves to enable all our students to have the confidence in their own ability to further develop their learnt skills in the wider world of living and travel.

The **health and wellbeing** of our students is pivotal to all that we do within the 6th Form and underpins our curriculum and all we do. In addition, to promote and support healthy lives for our students we have:

- Individual Healthcare Plans
- Wellbeing Support Plans
- Physio and OT Programmes
- Wellbeing Sessions
- PSHE and RSE
- A range of leisure opportunities

In the **Community Zone**, our students explore what the local community has to offer and how they might use them. They explore ways to make positive contributions to their community by means of volunteering and raising money. Throughout their time in the 6th Form, the students will encounter members of the community who can answer their questions about how they contribute and can help them in their local area.

The curriculum in the **Careers and Employment** zone is designed to help our students make informed choices about their future. Students explore career options, undertake a vocational profile and learn about, and develop, key employability skills.

Business and Enterprise: Students are matched with work experience opportunities in school or work placements within the local community and gain experience of working within mini-enterprises, including the school tuck shop or café. Students learn about product design and development, advertising and promotion, accounting and stocktaking while discussing career aspirations and developing their skill-set, self-esteem, independence and confidence.

To enable the delivery of the curriculum, each teacher takes a lead on one zone and students move between them across the week. Teaching groups are mixed years dependent on pupil needs, planned final destinations and whether students will be spending one, two or three years in the 6th Form.

Maths, English and computing are embedded across all zones and are not taught separately. For example, in the Community Zone students may learn about using timetables when they plan a journey in their local community, or they might write an advert for their Business in the Business Zone. Once a term, there are English and Maths focus days to assess learning and to help inform future planning within the zones.

The PE offer for Post-16 students is secure delivered through the Duke of Edinburgh qualification and has an emphasis on health and fitness. Students have activities on site, on the main site and at the local gym. The school's Music and Art teachers also attend the Post-16 site regularly to deliver lessons.

Meadowfield 6th Form Centre works with outside agencies, local businesses, and the Meadowfield School community to provide appropriate **Work and volunteering** placements for each of our students. All agencies involved in our work experience opportunities share a joint interest in enabling our students to achieve their full potential through realistic work-based placements. Local companies and charities support the students and help make reasonable adjustments for them to thrive in the workplace. We have built some very strong relationships with local businesses and our school community.

Work experience placements are bespoke to the students interests and skills, usually taking place regularly after being risk assessed by the 6th Form Work Experience Co-ordinator. Some students are supported in work experience placements and others attend independently after a few sessions. Students complete a work experience log book sequencing and evidencing new knowledge and skills, next steps, employer's evaluation and achievements; these logs are used to support applications and CV's for moving on after 6th form into the world of work or College.

The Duke of Edinburgh Award offered in Bronze, Silver and Gold, have ran successfully in the 6th Form for over five years and support our students to be better equipped to make a successful transition to the workforce, college or other structured community settings.

Coherence of planning & sequencing - 3

Curriculum planning is an area of development as we have identified the need for clearer sequenced planning for acquisition of knowledge and the acquisition of skills at MTP and lesson planning level, with a need to focus on planned knowledge to be learned term by term in Yr.12, 13 and 14.

Curriculum ambition (including for SEND, high needs & disadvantaged) - 3

The intent of our Post-16 curriculum is ambitious, relevant to local and regional employment and training priorities and is designed to give 6th Form pupils, particularly those with the most complex needs and the most disadvantaged, the knowledge and skills they need to succeed in life.

Their educational barriers are not seen as a hurdle to their success. There are no obvious differences between the outcomes for disadvantaged pupils and non-disadvantaged pupils compared to their peers and other sub groups.

Quality assurance by leaders - 3

Senior leaders have a regular programme of monitoring Post-16 standards including assessments against functional skills, progress towards EHCP and curriculum target setting for our students as outlined on the Self-evaluation schedule.

Regular reviews of the quality of pupils' work folders are undertaken throughout the year. This is done by SLT during learning walks, Post-16 staff meetings and also in Line Management meetings.

Teachers' subject knowledge – 3

Subject teacher knowledge and expertise is variable, and we have identified this as an area for improvement. All teaching staff access weekly CPD.

Adaptive teaching (checking for understanding - 3

In a recent review of the Post-16 provision (October 2022) standards of questioning and checking for understanding were identified to be variable, as well as opportunities for more pupil led learning.

Challenging work - 3

Our monitoring and the Post-16 review have identified variation in the level of challenge in content and learning activities within the different zones, especially Independence. Our focus is to ensure our medium and lesson term planning is now carefully sequenced, builds on prior learning, and stretches pupils in acquiring further knowledge and skills.

How well teachers encourage pupils to use subject-specific vocab - 3

Teachers ensure that new subject, professional and technical vocabulary is; identified in planning, understood by students through addressing misconceptions and its use encouraged.

Teaching to remember long term with fluency and independence - 3

The school's CPD programme for this year has a strong focus on teaching to remember long term with fluency. We are aware that this is variable across the Post-16 Zones, and again, this is high priority for improvement.

Use of assessment - 3

Functional Skills focus week occurs each term to assess learning and inform future planning within the zones. However, we know that assessment for learning and of progress in the Post-16 is an area for improvement, especially in relation to assessment of the acquisition of the planned knowledge in the Medium-Term Plans.

Teaching resources & environment – 3

The Ufton Lane site is close to town amenities and has been utilised well by the Post-16 provision providing a good and meaningful experience for these pupils embarking upon further Education. Learning zones are well resourced including opportunities for leisure.

Impact on pupils' knowledge & skills – 3

Students are successful in terms of their next steps and over the past 3 years many students have moved into further education, training or employment due to the high level of preparation. We do this through providing: unbiased information to all pupils about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.

National tests & exams meet gov expectations – 3

Students leave our provision with relevant and aspirational accreditation that will successfully take them into further education, training or employment.

Readiness for the next stage - 3

Students leave with the knowledge and skills that they require for the next stage in their lives better prepared for adulthood. They have developed their communication and literacy skills to confidently express themselves, developed mathematical knowledge to better equip them with their daily lives, greater confidence and self-esteem to make informed choices.

Attendance & punctuality - 2

The attendance of 6th Form pupils is below expected levels. In 2021-22 attendance we 85.5% with 11 pupils classed as persistent absence. For the Autumn Term attendance stood at 86.4% and for Spring Term the level was 85.5% with an overall level to the end of Term 4 being 86%. To the end of Term 4 there are 14 pupils classed as persistent absence.

Staff work in partnership with parents to ensure that attendance is high and work to resolve any challenges that might hinder attendance.

Attitudes from both students and parents are consistently positive.

Careers and employment information and guidance – 2

Our careers programme is guided by the Gatsby Benchmark and we support our students and families to explore Post 19 options. Our successful Preparing for Adulthood Event is held each year hosting providers of education, accommodation, employment and care services who provide unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work. In Annual Reviews and upon request students are given opportunities to meet with an independent careers advisor and are provided with unbiased information on their future prospects.

Students develop personal, social and independent learning skills – 3

our ambition is to promote independent adults, who have well rounded personal development and social skills. We know that we can do more if our planning is more robust, secure and challenging.

Students' conduct and attitudes, including in non-qualification or enrichment activities and/or work experience, prepare them for employment or progress to higher levels of study - 3

Our students are keen to learn and enjoy their lessons. We see them growing in confidence and independence, and in their willingness to take on responsibility and leadership both within the 6th Form and the community through work experience.

Areas for development:

1. Ensure that the students in all 3 pathways are offered a sequenced curriculum that centres on Preparation for Adulthood, Functional skills (where appropriate) and vocational education and work-related learning opportunities through the current planned educational offer in preparation for Post-16
2. Improve classroom pedagogy based on Rosenshine Principles

3. Improve assessment for and of learning practice

EARLY YEARS

Grade

1

EYFS - 1

Summary

The EYFS provision meets all the criteria for outstanding. Pupils enter the provision with significantly low-levels of development, especially with regard to communication, physical and readiness for learning. The high focus on establishing routines for learning and developing communication within the 7 areas for learning in the EYFS curriculum ensures that most pupils are confident and ready to move into KS1 with improved communication skills. EYFS staff are well trained in the EYFS curriculum and there is a secure focus on learning through play.

The extent to which the curriculum and care practices meet the needs of the range of children who attend - 1

The EYFS Department consists of two reception aged classes, two year 1 classes working with the EYFS framework, and the Specialist Intervention Nursery (Honey Bees). The Specialist Intervention Nursery is managed on a day-to-day basis by the Early Years Lead.

All pupils receive their entitlement to an EYFS curriculum. Teachers use the statutory and non-statutory guidance to plan for, teach and assess each pupil, carefully scaffolding their experiences to promote learning and progress.

The Early Years curriculum is child centred and tailored to provide our pupils with meaningful experiences, through a thematic and sequential approach in a safe and positive environment working towards the Early Learning Goals. Each day is arranged with a mixture of Teacher Directed sessions and Planned Play. The Teacher directed sessions plan for the Specific Areas of Literacy, Mathematics, Understanding the World and Expressive, Arts and Design and incorporate the Prime Areas of Communication and Language, Physical development and Personal, Social and Emotional Development.

Free Flow Play: Every morning and afternoon our Early Years classes engage in free flow play. During this time all classes open their doors to the shared outside area where pupils can access a range of learning activities both inside and out linked to the Environment plan, which links to the focused teacher directed sessions in the medium-term plan.

Content, sequencing and progression in the 7 areas of learning are secure - 1

Much of our learning in the Early Years Foundation Stage focusses on learning through play both during planned play sessions and teacher directed sessions where staff will facilitate learning through the use of a range of fun, engaging practical activities that support pupils to achieve their targets. The learning is supported with the use of symbols and supported environment cards with key questions. During this time pupils are free to make choices yet are encouraged to build on what they know, develop and extend their knowledge and skills through adults expert modelling and scaffolding. The planned play opportunities allow pupils to develop the characteristics of effective learning which are embedded in the Early Years Curriculum. We ensure that the sequenced planning in the EYFS provision builds into the sequenced planning in KS1 through regular scrutiny by APs and senior leaders.

Curriculum ambition (including, high needs & disadvantaged) - 1

Executive functions, Behaviours for learning & Communication: Within our Foundation Stage we work hard with our pupils to establish executive functions and behaviours for learning including developing their resilience and confidence to explore and find out new things through high levels of motivation, and persist when things are challenging. To be able to self-regulate and find ways to manage their own emotions and sensory needs. We strongly encourage parents to support this. The pupils achieve this through a range of ways including; visual timetables, now and then boards, symbol supported activities and use of photographs. Adults scaffold learning to challenge thinking and provide activities that encourage learning through trial and error, and problem solving.

Early communication is based on getting your needs met, and in being able to do this, frustrations are reduced. We support early communication through a range of strategies and interventions including PECs, SCERTs, Signing, gesture and eye pointing following the school's Total Communication policy.

We recognise the challenges that our pupils face and employ strategies to develop these key skills over the year, enabling them to be ready to transition to the next phase. For some of our pupils who remain working below 30-50 months this transition is to a Year 1 class that allows for a continuum of learning towards the Early Learning goals. For those above 30-50 months they will transition into a Key Stage 1 class.

Physical/Sensory: In order to support pupils physical and sensory needs a range of different activities are offered across the week including but not exclusively limited to, sensory circuits, soft play, OT Programmes and time in the multi-sensory room.

Community Experiences: Throughout the year we try to provide opportunities for the children to experience transitioning into the community. We have visited Sittingbourne Library where we have shared in a sensory story, visited Faversham soft play, Demelza, Windchimes, wildlife parks, local parks and Little Potter's. We are always looking for other opportunities to experience learning out within the wider community.

Each term activities are put on our learning platform 'Seesaw' for parents and carers to do at home with their child. These activities reflect the topic for the term and support the learning taking place at school. We seek the views of parents regarding their child's learning throughout the year.

Coherence and sequencing of planning - 1

The Early Years Foundation Stage establishes expectations for children to achieve by the end of Reception Year. At Meadowfield children work towards these expectations through a mixture of teacher directed and planned play sessions. Teachers write medium term plans with a topic theme considering the developmental stage of each child and their next steps in learning. Weekly plans are developed from these, setting smaller targets to be achieved and assessed. Both teacher directed and planned play sessions (Environment plan) include all seven prime and specific learning areas and allow pupils to develop characteristics of effective learning. These also incorporate spiritual, moral, social and cultural learning.

Staff develop children's communication and language through singing songs, nursery rhymes and playing games - 1

We ensure that nursery rhymes, songs and stories form part of our everyday routine and use these to promote positive engagement and relaxation. We encourage pupils to make choices and to develop preferences in what they hear and what they do and do not like.

The majority of our pupils are non-verbal when they enter our EYFS provision. We use Total Communication to develop their language skills. All pupils have communication books and we work with their families to develop pupils' knowledge of signs, symbols and communication. In this we are supported by the Speech and Language Therapy team.

We have developed weekly Communication groups, which gives pupils opportunities to engage in learning through play with peers who are at the same communication level. This provides opportunities to develop both social and effective communication skills through sharing, turn taking, using PECS and SCERTS and expand their vocabulary whilst develop executive function skills.

Staff develop children's love of reading through reading aloud and telling stories and rhymes - 1

Developing a love for books in our Early Years classes is paramount in our early reading development. We expose our pupils to a wide range of high quality and captivating books with accompanying symbols and props. Key vocabulary is introduced through the use of props and explanations, and attention grabbers such as 'What's in the bag' activity. We encourage the children to develop the concepts of reading by asking them to help turn pages and find items in the pictures. We use texts containing repetitive language, sharing the same book several times over a few weeks to build working memory, communication, and literacy skills such as joining in with the repetitive phrases or answering simple questions.

We ensure that there are always books and other reading materials accessible both indoors and out and include letters and words building activities within sensory media, key words relating to the topic and rhymes and stories. We encourage our children to share books with adults and each other, retell the story and role play with puppets and other small world props that will help capture the interest and extend their imagination.

Teachers' subject knowledge - 1

We are committed to ensuring that all of our EYFS teaching and non-teaching staff are well trained in the EYFS curriculum and approaches. We have given a high priority to teaching our Early Years and Foundation staff about Executive Functioning and language and communication development. Our staff work closely with the Therapeutic team so that staff have a deep understanding of sensory, language and social needs of our pupils.

Children attending the nursery setting often have dual placements. The EYFS Lead supports mainstream settings to ensure consistent teaching and learning strategies are embedded across both settings and a sequential approach to teaching and learning is adopted through the sharing of targets.

All staff are trained to observe, record and assess accurately on EFL and understand sequential development to know the next steps. We are committed to the continuous development of knowledge and skills within the Early Years, which is identified during induction, as a pupil need emerges or through the appraisal process.

Adaptive teaching - 1

Early Years staff work closely with a range of professionals to support each child's learning and development. Therapy programmes and interventions are fully integrated into the class routines and reviewed frequently.

Use of assessment - 1

Children in the EYFS at Meadowfield School are assessed in accordance with statutory requirements as set out in the EYFS Profile Handbook. Using EFL, a baseline of performance is established for each child using a combination of transfer information from pre-schools, attendance at meetings and observation during the settling in period.

Recording of observations are used to track each child's progress both formatively and summatively, together with EHCP outcomes and shared with parents three times yearly.

Internal moderation using the exemplification materials happens as per our Monitoring Self-evaluation Schedule and externally with other special schools through the KSENT forum.

Towards the end of the academic year the EYFS Profile is completed and the data sent to the Local Authority.

Teaching environment and resources - 1

Our classrooms are adapted to meet the unique needs of each pupil whilst giving them the opportunity to experience all aspects of the curriculum. All of our classrooms have direct access to a secure outside area which is used to promote learning in the seven areas. Children can also benefit from additional spaces such as the sensory garden, soft play and PE hall. Early Years staff work with a range of other professionals to support each child's learning and development; these will include speech therapists, educational psychologists, physiotherapists, occupational therapists and specialist teachers.

PE lessons are planned and delivered by the specialist PE teachers.

Therapy programs will be integrated into class routines and reviewed by the individual services.

The progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education - 1

Our assessment data tells us that our EYFS pupils make very good progress from their low starting points, so that by the time they reach KS1, whilst they may not have reached all of their ELG, they are ready for the KS1 curriculum. There is no difference between advantaged and disadvantaged pupils.

Transition arrangements at Meadowfield School have been developed to achieve a positive, safe and secure start for children entering either the Nursery or Reception and for children moving into Year 1.

A secure transition is achieved through the children being invited for at least two taster sessions in term 6 and staggered entry in Term 1 that gradually builds up to full time by week four.

Year R pupils moving on will experience at least two transitions sessions in term 6, where they will meet their new teacher, teaching assistants and experience their new classroom environment. Both new and existing reception children receive a transition book to help them become familiar with the changes to come.

Children demonstrate their attitudes and behaviours through the key characteristics of effective learning:

Playing and exploring, active learning, creative thinking and thinking critically - 1

Many of our pupils arrive in our EYFS provision at varying stages of physical development and social skills, in addition to profound communication needs. Through our emphasis on consistent routines, high expectations of behaviours for learning, and on developing self-regulation while reducing sensory over stimulation, we enable our pupils to develop the routines for learning, executive function, and improved communication and social development. We support an independent environment that encourages pupils to take responsibility for themselves, their belongings, each other and their environment. We provide planned learning environments that encourage and develop learning through trial and error, taking safe risks, problem solving and choice making, all of which supports enquiring minds and helps to develop creative and critical thinkers.

Children's personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy - 1

Any potential environmental risk is managed daily to ensure the safety of the environment before pupils are exposed. The wellbeing of pupils is monitored daily and any concerns shared with the AP or DSL and parents together with implementation of thorough Wellbeing Support Plans, which identify specific needs of pupils such as positive behaviour support and are reviewed termly.

Each child has a named key person whose role is to ensure that the pupil settles securely within the class through the development of good partnerships with parents while responding sensitively to the pupil's feelings, ideas and behaviour. The key person also contributes to the child's assessment of PSED through EfL, which is monitored termly and discussed with the AP and parents if concerns are evident.

Spiritual, Moral, Social & Cultural development is evident in curriculum planning, particularly in PSED and Understanding the World. A range of cultures are represented termly through resources, for example costumes for role play, stories and songs from other cultures. Assemblies are held regularly to celebrate success.

Attendance & punctuality - 2

The attendance of pupils in the EYFS provision is below expected levels. In 2021-22 attendance we 85.3% with 16 pupils classed as persistent absence. For the Autumn Term attendance stood at 79.0% and for Spring Term the level was 83.6% with an overall level to the end of Term 4 being 81.2%. To the end of Term 4 there are 14 pupils classed as persistent absence.

Note. Some of our Reception pupils are non-statutory school age but we still use the DfE codes to reflect their attendance at school rather than use X code to enable us to monitor attendance absences reasons.

Illness. This academic year we have seen an increase in Chicken Pox, Foot and Mouth and Strep type illness.

We follow the school's procedures for addressing non-attendance.

Areas for development:

1. Embed the three-year plan across the pathway to demonstrate sequential learning in years N2, R and 1
2. Embed continued opportunities for pupil communication development
3. Embed engagement from parents / carers within their children's learning
4. Improve engagement from joint professionals who support the nursery children