

Meadowfield School Special Educational Needs and Disability Information Report 2024/25



Meadowfield

To inspire and motivate all pupils and staff who learn
and work together to aspire to endless possibilities.

Meadowfield School Special Educational Needs and Disability Information Report 2024/5

In line with the SEND Code of Practice 2015 the following report sets out how Meadowfield School meets the needs of pupils with SEND.

Meadowfield School meets the needs of pupils with profound, severe and complex needs (PSCN). Prior to entry all pupils will have an EHCP with a diagnosed primary need within one of following categories; many pupils will have additional needs or combined diagnoses.

- Communication and Interaction – ASD
- Cognition and Learning - SLD and PMLD
- Physical and Sensory - MSI, VI, HI, PD
- Social, emotional and mental health

All pupils who join the school have an EHCP which details their needs and the provision required to meet those needs. Over time needs may change, some pupils may need to move on to other more appropriate provisions. In addition to the annual review of the EHCP pupil progress reviews are a forum through which teachers and senior leaders monitor progress and identify any pupil whose needs may have changed. In this case an early annual review will be called to review the provision and needs of the pupil.

There are a range of opportunities through which parents are included in their child education; these include but are not limited to:

- Initial planning meetings within the first term for new pupils
- The annual person-centred review (PCR)
- Termly updates to EHCP Section F provision plans and EHCP targets on EFL
- Open evening
- Home / school contact books
- Open afternoons / celebration assemblies / coffee mornings / workshops
- Informal discussion and telephone conversations
- End of year report
- Child in Need meetings
- Child in care reviews

Where possible, pupils are included in their EHCP person centred review and are active participants. Pupils receive and give regular feedback on their learning as part of classroom practice.

The school has a clear schedule of assessment updates which includes updating the assessment tracking tool, Evidence for Learning (EFL), cross phase moderation and work scrutiny. At the beginning of the academic year challenging and aspirational end of year and end of year targets are set in all subjects. New pupil baselines are completed within the first four weeks of pupils joining the school. Summative assessments for core subjects take place three times within the year. Data analysis at whole school level takes place following the summative assessment update and this is followed by pupil progress meetings with teachers. Any pupils whose progress is a cause for concern is discussed and interventions implemented. Provision plans are updated as part of the assessment schedule and sent home to parents, parents can then request a meeting if they wish to discuss targets or provision.

Transition is a key time in any child or young person's life whether that is starting school, moving class, moving phase or moving on from school. Ensuring the pupil and parents feel supported and prepared so that learning can continue is a very high priority at Meadowfield School.

We offer at least two transition sessions for existing pupils moving within school or new to school, depending on the needs of the pupil and cohort. New 6th Form pupils will be offered sessions at the 6th Form department. For each of the new classes of reception children coming to visit, our existing reception children will relocate to the nursery for this period. Reception pupils are offered 2 sessions in school with their parents/carers and 1 session unaccompanied, if able, but this is dependant on the cohort. All reception pupils phase into school at the start of the academic year over a three/four week period, gradually increasing their time in school until the 4th or 5th week where they are fulltime. Children joining our school at year 7 will have a taster session towards the end of the academic year and dependant on need we may offer a phased transition into school at the start of the academic year.

Our transition process, regardless of year group is based on the needs of the pupil(s) and may vary year on year to reflect this need and what enables to the pupil to join Meadowfield School in a positive and confident fashion, to enable them to embrace every part of their education.

Our Explore and Enquire pathways span primary and secondary phases. This has a benefit from the perspective of transition, as pupils leaving year 6 and moving to year 7 are not having to change pathways therefore the transition will involve far fewer changes.

Pupils in Explore pathway may however, move into the Enquire pathway if their progress is such that this is deemed an appropriate move for them academically. Inversely it is also possible pupils may move from Enquire to Explore pathway if the more academic curriculum is deemed inappropriate. These would present a more significant transition for these pupils and each case of this kind will be planned for the individual.

At Meadowfield School we recognise and celebrate the individual learning styles of all our pupils. There is no 'one approach fits all' however all classes have, on average between 10 to 12 pupils, and high staff ratios, typically one teacher and three TAs although this will vary according to the needs of the pupils. Pupils are grouped according to their needs, this enables teachers to create classroom environments that best meet the needs of the pupils, within any class room a range of teaching approaches are used which may include:

- Visual supports
- Work stations
- TEACCH
- SCERTS
- Symbol support
- Sensory circuits
- Signing
- Values Based Education
- Zones of Regulation
- Nurture strategies
- Sensory integration
- SALT/OT

Through grouping pupils according to their need the curriculum is adapted to the learning styles of the pupils. Lesson planning reflects the needs of the pupils, learning intentions may be fully individualised or grouped for two or three pupils. The way pupils learn is at the centre of all teaching. "If the child does not learn the way we teach then we must teach the way the child learns" is at the heart of our curriculum and learning environment.

There is a wealth of staff expertise in all aspects of SEND at Meadowfield School. Staff joining the school who are new to teaching in a special school are supported through a robust induction programme, peer support from more experienced teachers along with access to training courses. The Specialist Teaching and Learning Service teachers who support Swale schools are members of Meadowfield staff. Meadowfield staff access training delivered by the STLS at the Midas centre. We are committed to providing CPD each Friday afternoon either face to face or virtually and

consistently access 'The National College' courses. All CPD is expected to impact our educational offer and is monitored through appraisal. Experienced staff are supported to access higher level qualifications in order to maintain and deepen their expertise.

We pride ourselves on 'growing' our own teachers through TA's access to ITT programs.

The school carries out self-evaluation throughout the year to monitor the effectiveness of the provision through:

- Deep Dives
- Learning Walks
- Governor monitoring
- Pathway monitoring
- Work scrutiny
- Moderation
- Quality assurance of specific aspects of teaching and learning
- Monitoring visits by the School Improvement Partner and external consultants

All pupils are fully included in the life of the school. Making adaptations to meet pupil needs to enable access is a daily part of what we do. A high priority is to ensure pupils are included in the community through;

- Trips and visits
- Pathway assemblies
- Using community facilities
- Participating in inter-school sports /arts/music events

Pupil health and well-being is a high priority.

All classes have one teacher delivering most of their curriculum; the teachers know their pupils well and quickly identify any changes in behaviour or demeanour which may indicate a pupil has an emotional need. Subject specialist teachers deliver PE, Art and Music across all pathways.

To further ensure the mental health of all pupils is supported, formalised wellbeing monitoring takes place through Boxall profiling and targets set accordingly. We also have a dedicated Wellbeing team who deliver talk time and drawing and talking and we also employ a trained counsellor to provide a more in-depth wellbeing intervention across the school.

We also have a range of established wellbeing activities, which include:-

- Yoga
- Massage
- Therapeutic singing
- Mindfulness
- Dance massage
- Go Noodle

In addition to these we have other more substantial activities and interventions aimed at raising self-esteem, confidence, team work and resilience namely, Forest School, the Duke of Edinburgh's Award, swimming, soft play, use of the hydro-pool for aqua splash.

There is a strong School Council. Whole school representatives are voted for in classes in Term 1. Each of the following terms, the whole School Council meets to discuss an item or issue, often linked to the School development plan.

The ideas or concerns of the School Council are recorded and shared with the Principal. The School Council consults with other classes to explore ideas, concerns and share developments or initiatives.

Pupils know that if they report incidents of bullying or racist comments these will be dealt with seriously and immediately “*Who can you talk to if you feel sad or unhappy?* Teachers, TAs, Friends” quote from the pupil survey. The school safeguarding procedures are very robust; systems and processes are in place to ensure any cause for concern is dealt with systematically and shared with relevant agencies. These systems also ensure any pupil at risk of radicalisation or extremism are identified rapidly and support strategies implemented.

Meadowfield School works closely with all agencies involved in supporting pupils. Therapy targets are embedded into pupil learning across the week. Agencies involved with the school include:


- School Nurses and a wide range of medical practitioners, paediatricians and doctors involved in pupil care.
- NHS Speech and language Therapist
- NHS OT
- NHS Physiotherapists
- Dieticians
- Social services
- NELFT (formerly CAMHS)
- Educational Psychology Service
- Social Services
- Early Help service
- Kent CAT Team (Communicative Assistive Technology)
- STLS - MSI/VI/HI teachers

There are a number of pupils within the school who are in the care of a local authority. The designated teacher is Liz Hymus, Deputy Principal. We also have in place a wellbeing team. Our Wellbeing Officers are Gemma Munoz, Mark Taylor and Katie Jacob. They oversee the processes relating to our Looked After Children such as attending the Child in Care reviews and chairing the PEP meetings. The school works closely with carers, social workers, virtual schools and other agencies involved with the pupil. Pupil progress of this cohort of pupils is monitored closely.

Any complaints or concerns regarding any aspect of pupil education should initially be raised with the class teacher or the pathway Assistant Principals. If not resolved satisfactorily please contact one of the Deputy Principals (Liz Hymus or Joe White) or the Principal (Angela Howe).

Formal complaints should be made through the school’s procedures. The Complaints Policy is available on the school’s website or can be obtained from the school office.

The Kent County Council Local Offer can be accessed through the following link <http://www.kent.gov.uk/education-and-children/special-educational-needs>

 Statutory Policy Approved by Governing Body	
Policy Adopted:	September 2024
Policy Approved:	18 th October 2024
Next Review:	Academic Year 2025/26