



Meadow High School

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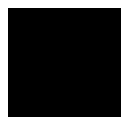
Website: www.meadowhighschool.org

Headteacher: Mr Ross Macdonald

Deputy Headteacher: Mrs Jenny Rigby

MEADOW HIGH SCHOOL

LOCAL OFFER



MEADOW HIGH SCHOOL ~ LOCAL OFFER

GENERAL INFORMATION

- Meadow High School is a large Community Special school maintained by the London Borough of Hillingdon (On occasion the school, subject to numbers, is able to provide placements for other Local Authorities).
- Current capacity is 240 pupils.
- Admission to Meadow High School is currently through an application to the Local Authority (any direct application will be returned).
- All children and young people currently attending the school must have a Statement of Special Educational Needs and for future placement will require an Education, Health and Care Plan.
- The school is identified as providing placements for children and young people who have Complex Moderate Learning Difficulties (CMLD) and/or Autistic Spectrum Disorders (ASD).
- The school caters for children and young people aged 11-19.
- The range of pupils is from those working at lower P levels (>p3+ through to National Curriculum 5 (in some areas of the curriculum)).

PROFILE OF PUPILS

- All children attending Meadow High school are likely to have multiple difficulties and the specific range is that all children will have a complex moderate learning difficulty and/or ASD. Where a complex moderate learning difficulty has been identified there will usually be an additional need, difficulty or syndrome that increases the requirement of specialist teaching in a specialist setting.
- Pupils placed at Meadow High School would have been identified as not being able to access mainstream schooling.

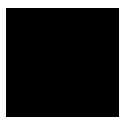
ORGANISATION OF SCHOOL

- The school is organised on a “themed” basis where pupils are matched in terms of need and/or ability. The three themes are class base, class base plus and secondary.
- Class base are those students that generally need higher levels of support and consistency. Pupils in class base often require teaching that follows a more “life and living” skills and towards independence curriculum.
- Class base plus are pupils that have consistency around a number of subjects but access practical subjects with specialist teachers. Class base plus pupils are identified as pupils that can cope with some degree of movement around the school.
- Secondary as implied are pupils who move for most of their teaching and learning to designated teachers.

In all cases teachers are responsible for ensuring pupils achieve their highest potential including, where appropriate, certification courses.

MULTI-DISCIPLINARY TEAM

- The school has an established Multi Disciplinary Team (MDT) currently consisting of a Lead Practitioner, Occupational Therapy, Speech and Language, Physiotherapy and Welfare staff. The aim is to meet the needs defined within a pupil’s statement of special educational needs (soon to be education, health care plans) and any emerging needs.
- The Multi-Disciplinary Team will undertake clinical assessments and therapeutic intervention with those pupils placed at the school.
- Access to the varied Multi-disciplinary teams is based on need and the capacity of the number of Therapists available.
- The team has a principle aim in supporting all children to “access” learning.



CURRICULUM

- All students follow the National Curriculum with no students disapplied.
- The school is split into 7 Faculties: Mathematics, English, Art, Physical Education, Humanities, Technology (including Science) and Vocational. Each faculty has a designated lead teacher responsible for standards and ensuring an appropriate curriculum is available. In addition there are separate departments for Functional numeracy skills, Read Write Inc (reading development programme), Life and Living and Work Related Learning
- The curriculum is tailored to meet the varied needs of the pupils.
- There are a range of Certified courses

Teaching and Learning

The children are at the heart of Meadow High School and teaching and learning strategies are matched to their individual needs. This includes:

- Ensuring an appropriate classroom learning environment is matched to the needs of the pupils
- Small class groups with high staffing ratios to enable a high percentage of individual and small group support for learning
- Highly trained and skilled staff who are experienced in working with children with a wide range of learning difficulties and disabilities
- The provision of highly specialist teaching and learning strategies and breadth of resources to match the individual needs of all learners.
- A differentiated curriculum which is matched to the needs of all of our learners
- Consistent implementation of total communication strategies, that is, use of signing, symbols and communication technology in addition to the spoken word.
- Regular advice and support from a wide range of therapists including Speech and Language, Physiotherapists and Occupational Therapists.
- All children have an Individual Education Plan (IEPS). IEPs also shared with parents / carers who are encouraged to be involved and working together will be given strategies to share good practice at home and school.

In our Ofsted inspection of October 2013 and previous inspections, both 'achievement and standards' and 'teaching and learning' were judged to be Good with Outstanding features

Annual reviews

Currently pupil reviews at Meadow High School are held once a year for pupils in year 7 to 14. These dates are set in early September, and where deemed appropriate involve a member of the leadership team, admin staff, teachers, key workers, school nurse, parents and carers, representatives from the Local Authority, other multi agency staff and support staff, who are involved with the child, and of course, the pupil.

These meetings are designed to be informative, inviting and helpful to all parents and carers, pupils and the staff involved.

Parents are invited via letter to these reviews at least 10 working days prior to the meeting and parents need to think about any key questions they may wish to ask and discuss any issues that may arise.

All professionals working with the child will be invited to the annual review. If they cannot attend, it is anticipated that they will forward a report that can be shared at the meeting.

Each child is invited to join the review and share their pupil views that includes what they like/dislike about school, what they have learnt so far, what they have enjoyed learning, what they would like to learn in the future and how they learn best, to name a few. These are differentiated to accommodate the child's level of ability.



Parents and carers are invited to contact school via the form tutor at any time, if they need advice or support in regard to their child's education.

Keeping our children safe

Risk assessments are planned for very specific reasons to keep children safe they include:

- Individual Pupil Risk Assessments for Behaviour
- Equipment Checks are made on P.E and Outdoor play equipment
- Individual Pupil Risk Assessments for Moving and Handling and other Health Care Plans
- Curriculum Risk Assessments for PE, DT and Science (and where necessary other subjects)
- Risk Assessments for Offsite Educational Visits
- Disclosure and Barring Checks are carried out on all appointed staff and volunteers at the school; as well as ensuring visitors, and students have appropriate supervision.

Risk assessments and checks are carried out for the school premises on a regular basis. These include fire safety, moving and handling, electrical supply etc. Risk assessments are carried out in accordance with statutory requirement and in line with school policies on a regular basis; the school also carries out dynamic risk assessments to meet changing needs. Staff are trained in accordance with their roles and responsibilities across the school, to be able to carry out assessments of risk and plan to reduce and manage the risk; staff with key responsibilities are named in respective policies.

Travel/Handover Arrangements

Most of the pupils attending Meadow High School arrive on home to school transport, managed by the Local Authority. There are procedures in place for all staff to receive the children off the vehicles in the morning and to return them to their vehicles in the afternoon. Children arriving with parents/carers are welcomed into the school and can wait in the reception area until the school commences.

Children are registered in classes in line with the Schools Attendance Policy and first day absence calls are made to parents when reasons for absences are not known.

At the end of the school day children leave the premises in vehicle groups in a managed and controlled way; parents/carers collecting children wait in the entrance hall and pupils are handed over.

Parking areas for pick up and drop offs – parking is at the front of the school premises for vehicles bringing children to school and is organised by a senior member of staff; there are clearly marked parking bays for disabled badge holders, and private cars. The vehicles entering and leaving the premises with children on local authority vehicles, including sub-contractors is managed in a safe a way.

Supervision of children during breaks and lunchtimes – Break time

Arrangements are managed by the Senior Higher Level Teaching Assistant and teachers and support staff are deployed to designated areas and where there is a specific pupil need then they have additional supervision throughout this time.

During lunchtimes we have a team of lunchtime staff on duty for both lunch period breaks.

Anti-bullying Policy – 'Behaviour Management Policy'

There is information on the schools website and in the school brochure. Parents/carers are welcome to request the policy in full.

In our Ofsted inspection of October 2013, Behaviour and Safety was judged as Outstanding



Health

The school's policy on the administration of medication follows the guidance laid down in 'Managing Medicines in Schools and Early Years Settings' 2007 UPDATE.

Consent for the administration of medication is given by parents and the Headteacher consents to ensure the procedures are followed. In the main the school welfare team dispenses and administers medication to the children.

Staff are trained by the appropriate bodies on an annual basis. Named staff are trained to administer emergency rescue medication for pupils requiring it when on the school premises or when offsite. Where required the school will have a copy of the care plans written by a health professional and shared with school staff. Examples of care plans include tracheotomy care, Gastrostomy feeding, continence requirements, epilepsy and medication. Care plans are kept in the pupils Purple Folder. Strict records are maintained by those involved.

Medical emergencies are dealt with in a calm sensitive manner, staff are informed of pupils' health needs and know when and how to call for assistance. Each classroom and some public areas in the school have assistance alarms to call for assistance. Administration staff, senior leaders and health staff are located near the alarms to respond immediately and assess what action needs to be taken.

Health and Therapy Services – the school works closely with all health and therapy Services and has a very strong Multi Disciplinary Team on site.

The school is PROUD to retain the Healthy Schools Award and has renewed the award in June 2013

Home- school communication

Parents / carers can contact us in a range of ways including:

- By telephone
- By email
- Through a face to face meeting
- Home- school diaries (link books)

During the prescribed transition period pupils and parents/carers are invited to visit school and meet relevant staff. Relevant information is passed at this point, from the parent/carer and other involved professionals to the school staff, who use this information to ensure a smooth transition and maximise the pupil's learning, health and wellbeing.

The school has an 'open door' agreement and parents and carers are welcome to drop in although an appointment is advised if they wish to speak to someone in particular to ensure they are available to meet.

To support parents / carers in having a single point of contact in school, all children have a designated 'form tutor' who will keep in touch with them on a regular basis (the home- school diary is provided for this purpose).

Parents and carers are kept up to date with their child's progress via the form tutor. Parents can ring school and discuss progress at any other time. Parents and carers will receive termly reports to support their understanding of their child's education and behaviour.

Annual School Reports will be sent out. These clearly show the child's progress level to date, and share examples of wonderful learning experiences. Parents and carers are invited to discuss the report at a parents evening.

Special events that are held in school are well attended by parents and carers, such as Christmas Concerts, Leavers Celebration of Achievement evening, individual class coffee mornings and workshops to name a few. Invitations are sent to parents/carers via letters and the events advertised on the school website.

Parents and carers are asked annually for their views/feedback in regards to matters such as communication between home/school, school meetings, events in school, reports/information on your child, behaviour of the children, and general views of aspects of the school. This information is collected and collated then shared with all parents' carers and staff and governors.



Parents and carers are encouraged to be proactive in whole school life. For example, parents support class trips, attend workshops and parents support fundraising events. Parents and carers are encouraged to be part of the Governing Body, when vacancies occur. Information regarding vacancies will be sent via letter to all parents and carers and will also be on the school website.

Extra curricular activities

We run after school clubs on various days. The clubs are voluntarily run and staffed by adults from the school who are highly skilled and familiar with and able to meet the full range of the individual needs of all the children who attend. The clubs are very popular so in order to ensure they are appropriately staffed we have on occasion to limit the numbers of pupils attending.

Costs of placement (Including top up fees)

- The current cost of a school placement inclusive of top up fees has been set by the Local authority. This funding includes a very small element for some additional input from the Multi Disciplinary team (see separate heading).
- The school can cater for some children requiring additional 1:1 support but only on a short term basis. Any pupils requiring full time 1:1 will require the appropriate level of funding and this would have to be agreed prior to the placement commencing.
- Any specialist equipment would also have to be approved
- Where parents have been granted additional personal budgets or funding the school will work with parents/carers to identify the resources and time available for the use of these resources (subject to current legislation).

ACCESSING PLACEMENTS

- The numbers of placements are decided by the Local Authority (in consultation with the school) on an annual basis.
- Placements are offered to the local feeder Primary School, Hillingdon schools and on very rare occasions Out of Borough schools
- The school has been significantly upgraded to ensure that any child with a physical disability can access classrooms and the site
- Open visits (related to considering a placement for your child) are available the first Tuesday of each month at 11.30 (except August). Please contact Pauline Hardy on 01895 443310

Application Process

Applications can only be made through the London Borough of Hillingdon and a child **must** have a Statement of Special Educational Needs and/or Education Health Care Plan to be considered.

Address/ Contact Number for application

London Borough of Hillingdon, Civic Centre, High Street, Uxbridge, Middlesex UB8 1UW
Telephone 01895 255011

Reviewed 2016

