



**Breakspeare School**

Gallows Hill Lane  
Abbots Langley  
Hertfordshire  
WD5 0BU

**Tel:** 01923 263645

**Fax:** 01923 260087

**Meadow Wood School**

Coldharbour Lane  
Bushey  
Hertfordshire  
WD23 4NN

**Tel:** 020 8 4204720

**Fax:** 020 8 4205497

admin@breakspeare.herts.sch.uk

admin@meadowwood.herts.sch.uk



**MEADOW WOOD SCHOOL**

**Special Educational Needs and Disability (SEN) Report, September 2021**

**PROVISION** Meadow Wood School is a local authority, community day school catering for pupils aged 3-11 who have physical or neurological impairment. The students' attainment levels cover a wide range from using engagement model, pre key stage standards or National Curriculum levels in assessment. The school is maintained by Hertfordshire LA and has provision for 36 students.

Some students have additional needs such as: a visual impairment (VI), autism (ASD), hearing (HI) and complex medical needs.

We ensure that all pupils achieve their potential not only academically in all areas of the curriculum but also personally, socially and emotionally. Our pupils are equal and their individual needs are respected regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

**PROFILE OF THE STUDENTS, total 36**

Primary Need		Additional Need		Gender		Pupil Premium
PNI	36	ASD	1	Male	16	9
		VI	10	Female	20	
		HI	1			
		SEMH	1			

38% of the students have multiple special needs e.g., they have PNI as their primary needs and additional need such as VI.

Vast majority of the students speaks English as their first language.

**LOCATION AND CATCHMENT AREA** Meadow Wood School is located in Bushey, South West Hertfordshire. We have a wide catchment area centred on Hertsmere, Watford and the surrounding areas. The economic and cultural mix of this area is reflected in the population of the students.

**SCHOOL ORGANISATION** The school is organised into four teaching groups that are formed with the consideration of the students' age and learning needs.

Currently we have

- 8 students in EYFS
- 5 students in KS1
- 23 students in KS2

In each of our 4 classes we have 8-10 students who are supported by a class teacher and 4-6 learning support assistants.

There are 42 members of staff at Meadow Wood School; 6 teachers and 38 support staff.

## **FEDERATION**

In May 2017 Meadow Wood School and Breakspeare School formed a hard federation which is called The Sunflower Federation. The federation operates under one leadership structure; there is one governing board and has the executive leadership of one head teacher and two deputy heads. The schools' finance and administration and premises' teams are led by the finance and resources manager. Some specialist staff work across the federation, such as the ASD and ICT leads and the MSI teacher. Both schools have their own middle leaders.

Meadow Wood School and Breakspeare School have different provision. Therefore their school curriculum, assessment and organisation is specifically tailored to meet the needs of their unique students' population.

**FACILITIES** Meadow Wood School is located in a green belt area; the school grounds have a large leafy park area. From each classroom there is access to an out-door play area with wheelchair accessible outdoor equipment.

In the Meadow Wood grounds there is a new purpose build classroom for one Breakspeare School class. Co-location with Breakspeare School's outstanding provision brings many positive outcomes for the students and staff such as: integration, staff training and enriched learning opportunities.

### **Classrooms**

- 4 Classrooms; Whiteboard, computers and iPads in every classroom
- Each classroom has a small separate teaching area for quiet work
- Music / Domestic since studio
- Disabled toilet facilities with appropriate changing facilities
- Hoists throughout the school
- Environmental audits assess the environment for visually impaired pupils

### **Specialist areas**

- Therapy Department
- School Nurse
- Sensory Facility: MSI room
- Art and design area
- Hydrotherapy Pool
- Library
- Combined assembly, dining Hall and PE hall
- School 'lets' a small classroom for an 'Early Years Development Centre'; this space is used for music therapy or for small group learning when available
- Purpose built soft play (by end of 2021)

### **Outside areas**

- Outside classrooms; covered areas
- Sensory garden
- Horticultural area with a 'poly' greenhouse and raised beds
- Wildlife area
- Park type large grounds
- Cycle tracks
- Flat tarmac areas for mobility training and ball games
- Swing area and VI track (during the academic year 2021-22)

### **Additional**

- Minibus
- Rebound facility

**IDENTIFICATION AND ASSESSMENT OF PUPILS' SEN NEEDS** When the students start their education at Meadow Wood School they either have a statement or an education, health and care plan (EHCP) that identifies their special needs. On request we provide places for an initial SEN assessment.

The statements and EHCPs are reviewed and updated annually with targets set in each of the key areas of need. Assessing pupils against these targets will ensure that we keep the EHCP outcomes at the centre of our teaching to ensure the best possible pupil progress. Every pupil has an assessment within 6 weeks of starting at the school and initial targets are jointly set with parents.

## **EFFECTIVENESS OF PROVISION**

The school is graded 'GOOD' by OFSTED in March 2017

The schools has the following quality marks

- EYFS quality mark – Silver (2021)
- Move – school award – Gold (2021)

The school is working towards

- EYFS quality mark – Gold
- Communication School Award

We use the Ofsted framework as a basis for a robust system of **self-evaluation**. We have in place a School Improvement Plan (SIP) that is prepared in discussion with staff and governors. Our Priority Action Plan for SIP includes the following areas:

1. Leadership and Management
2. Quality of Education
3. Outcomes for the Students
4. Behaviour and Attitude
5. Personal development

Each of these areas is regularly monitored by the leadership team, staff and the governing body. Our self-evaluation includes yearly staff and parent surveys.

We work rigorously to ensure the outstanding progress of our students. Working in partnership with parents and carers secures the best possible outcomes for all our learners. Our learners' views are also crucial to ensure that the right provision meets their needs. We strive to ensure that all necessary adjustments are made to overcome barriers to learning.

Working in partnership with other agencies not only enriches our curriculum but also ensures that we utilise the best expertise and knowledge to support our students. Important partners for us are;

- Parents and carers
- Therapy department and school nurse
- Social service and respite care providers
- LA, SEN teams, Herts SEN schools and local mainstream schools
- Educational Psychology, Sensory Team, Advisory teachers, MHST
- International Partnerships
- Sports and Arts Partnerships

## **CURRICULUM CORE OFFER TO MEET THE EDUCATIONAL NEEDS OF OUR STUDENTS**

We follow the Early Years Foundation Stage curriculum (EYFS) for our Nursery, Reception and KS1 students.

At Meadow Wood School we follow the National Curriculum as a guide to learning; our curriculum is formed by three pathways – pre-formal, semi-formal and formal curriculum. All pathways benefit from strong cross curriculum links and topics.

The focus is to further develop students' functional skills; particularly communication, social skills and independence in the different curriculum areas. Whilst in school the students consolidate their skills and strive hard to excel in their learning and be ready for the next stage in their education.

We use a topic based approach and incorporate children's personal interests where possible to make the subjects motivating for them.

Where appropriate we include out of school visits and have various visitors come to school, this supports the students life experiences and makes learning as relevant as possible.

We offer differentiated learning opportunities and support according to the student's educational needs and individual interests. Teaching and learning is delivered in whole class groups, in small groups and in 1:1 settings, this can take place inside the school building and within the grounds, as well as in the local and wider community.

The students benefit from a wide range of enrichment opportunities such as horse riding, inclusion opportunities at mainstream schools, access to Forrest School, Funky Pie – arts program, Pet Therapy, music or art therapy and community visits. For some of these interventions the priority access is for our Pupil Premium students or those with a specific need; but generally we ensure that during their time at Meadow Wood all students benefit from these extra curricula activities.

The differentiated aspects of our core offer for our students are;

<b>SPECIAL EDUCATIONAL NEEDS</b>	<b>All Learners</b>	<b>Some</b>	<b>Individualised support</b>
<b>Cognition and Learning</b>	Broad and balanced curriculum Teaching providing appropriate challenge and support Differentiated learning Visual learning approaches Daily personalised learning sessions Structured teaching Trained staff (high quality CPD) Literacy –programme for reading and writing Active learning approach for numeracy Technology to support active learning Parental workshops to support learning at home Onsite and offsite enrichment activities	Developmental Curriculum Reading interventions Inclusion links Multi-sensory curriculum Sensory integration	Individualised timetables 1 to 1 support
<b>Communication &amp; Interaction</b>	Personalised Planning LSA support Total Communication (PECS, Objects of reference, sign and symbol) EVOLVE training/ staff Writing with symbols SALT Communication Profiles Parental/carer workshops to support communication Trained staff (high quality CPD) Liaison with the parents	SALT Communication Aids (iPads/Grid player) PECS  Social stories Communication books Visual Aids	Intensive interaction 1 to 1 intervention Dedicated iPad to improve communication
<b>Social, Emotional Development including Behaviour</b>	Social development programme PSHEC (personal social health and citizenship) curriculum Enrichment activities Herts Steps approach to promoting positive behaviour Horticultural activities Family liaison Educational visits Learner profiles Assemblies Art and Craft Music RE School Trips Inclusion links Pet Therapy Trained staff (high quality CPD) Liaison with the parents	Behaviour Management Plans Individual Risk Assessments Travel training Funky Pie /Arts Award  Multi-agency work (CIN, eCAF etc.)	CAMHS (Children adolescent mental health services) Behaviour support Family Support worker Sensory team VI support Herts Step Support
<b>Sensory Physical</b>	Comprehensive PNI support PE curriculum Rebound	Mobility equipment Specialised equipment Sensory equipment	Sessions to promote readiness for learning Medical care

	Swimming/hydro Outdoor learning Motor Physical and kinaesthetic strategies used to promote learning Out of school provision Offsite sporting activities Trained staff (high quality CPD) Liaison with parents and carers Access MSI	Occupational Physiotherapy Rebound Therapy Access to MSI Vi profiles	and Meal time management programmes Intimate care VI stimulation programmes Intensive Interaction
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**Safeguarding** We have extremely robust safeguarding procedures in place. Designated Senior Persons (DSP) are the Head teacher, two Deputy Heads and all phase leaders. HT leads on Safeguarding and works in conjunction with the school nurses and other professionals. Our safeguarding governor monitors our practice regularly.

Pupils' health and well-being is paramount. Personal Care is conducted discreetly and with dignity, fostering independence whenever possible. There is a high level of staffing in each class who take the pastoral care of the pupils as seriously as they do their academic progress. If a child shows distress, withdrawal, or any level of emotion that is unusual staff will liaise with parents/carers and follow the school's safeguarding protocols. Children will be given time to talk or encouraged, through the use of pictures, toys or books to indicate what is troubling them. We will always liaise with parents if we have any concerns over the wellbeing of our pupils.

**Other useful documents such as our SEN Policy and Disability Accessibility Plan are available on the school website in the 'Documents' section. If you would like further information about what we offer at Meadow Wood School please do not hesitate to contact us directly.**

**ASSESSING PROGRESS OF THE STUDENTS** The students' individual learning targets (IEP) in different curriculum areas are monitored and assessed regularly. We change IEP targets as soon as the child has achieved them in order to maximise their learning. The students' progress is reviewed annually at the statutory Education Health and Care Plan Reviews (EHCP) and in the Early Years every 6 months. Parents receive curriculum progress reports once during the academic year and they are also invited to attend a 1:1 progress meeting with the child's teacher.

The students' attainment level is assessed using engagement model and the SOLAR- assessment system. We use the Quest for Learning Route Map to assess key milestones for those for whom it is appropriate. This information assists us to set appropriate targets and assess their progress.

When assessing the progress of our Nursery and Reception age students we use the EYFS Profile.

Parents receive a curriculum report once during the academic year and regular meetings are held with the parents to have discussions about their child's learning. Parents' annual surveys constantly give positive feedback about their child's progress at school.

In order for us to monitor the accuracy of our assessment we carry out regular moderation programmes both internally and externally with other schools.

The SOLAR assessment-system collects evidence of all students' progress over the key stages. These files are shared and celebrated with the students and their parents and carers: these are called 'STAR' cards.

Assessment for learning is part of teaching and learning. The students are given feedback about their learning using oral, written, symbol or sensory rewards. For most of our students assessment for learning is made tangible by using simple skill descriptors e.g. key words supported by visual aids. The students are encouraged to take pride in their learning whenever the learning and success takes place. We celebrate the students' achievements at our achievement assembly, and through our newsletters.

## SPECIALIST SUPPORT WITHIN SCHOOL

1. **PNI** The school provides the students with comprehensive support in the area of physical development. All staff are skilled in supporting students with physical disabilities and neurological impairment receiving regular CPD in this core area. Amongst its staff the school has specifically skilled and trained teams in swimming and rebound-therapy. The school has also a MOVE-programme co-ordinator who ensures that there are integrated cross curricula opportunities for physical development. It is an integral part of our provision to work closely with NHS physio- and occupational therapists. Some students also have private therapists that work closely with the NHS therapists of the school.
2. **Targeted support in communication** is a way of providing the students with additional support to develop their communication and social skills. Our staff is trained to utilise opportunities to enhance the students' communication during their school days in closed liaison with SALT provision. Our teachers and learning support assistants deliver specific sessions for students that need specific support in this area.
3. **Sensory needs and VI.** One of the teachers is the liaison person for work with the Advisory Teachers for Visual Impairment and Dual Sensory Impairment. We have a specially designed programme for our VI students that includes VI-programmes, mobility programmes and a modified learning environment. Students with VI have access to 1:1 support sessions as appropriate. The VI- lead of Meadow Wood School liaises closely with the MSI teacher of the federation.
4. **ASD** Meadow Wood School has support from the ASD-lead of the federation. The staff are trained in strategies for working with children on the Autistic Spectrum. It is a key part of the induction programme for all a new staff. We provide our ASD students with a sensory assessment that helps us to respond accordingly to their Sensory Profile. Where required pupils will also have Sensory Diets planned for them. We base our autism practice on the principles of structured education, routines and visual support, whilst having a flexible approach looking to accommodate individual needs. We implement SCERTS assessment programme for individual target setting and monitoring progress as appropriate.
5. **Behaviour support team** consists of our deputy head and Herts Steps trainers. Their remit is to help support classes to manage the behaviour of students who present challenges for themselves, other students, the staff or the environment. The support team provides guidance and supervision for teachers when preparing Individual Behaviour Risk Management and Behaviour Strategies. The team also provides training for all staff in behaviour management.
6. The school has two '**Moving and Handling trainers**' who ensure that all staff are trained in correct procedures, produce Moving and Handling plans for pupils and ensure the school has the correct and sufficient equipment such as hoists.
7. **Makaton training** is delivered by the Sunflower Federation's Makaton trainer.
8. **Specialist PE teacher** provides our students with age appropriate and challenging opportunities to develop motor skills and mobility within PE. He also co-ordinates opportunities to join tournaments and games with other SEN schools. These opportunities provide our students with increased independence and social skills as well as taking pride in their success.
9. **Music therapist** is commissioned by school. Our music therapist works in school for half a day per week and provides us with a group session and 2 individual sessions per visit. The students have specific communication, behaviour and socio-emotional needs for music therapy. Targeted groups are our Pupil Premium and CLA children.
10. **Art Therapist** is commissioned by school for targeted work with particular students.
11. **Drama Therapist** is commissioned by school for targeted work with particular students
12. **Pet Therapy** is commissioned by the school. National and international research shows that dog therapy can have many benefits for mental health, physical health, as well as overall wellbeing. These sessions are delivered on a weekly basis in small groups.
13. **Family Support Worker** is commissioned by school. This support is offered to the families that need support with their child for example with behaviour or accessing services or in other specific areas.
14. **MHST** is allocated to the school from NHS to support wellbeing and mental health. The team provides targeted support for the individual students, group of students, parents and staff.

15. **School clubs** take place at lunchtimes. They are run by our experienced Learning Support Assistants and outside agencies. Currently we have an art club and a football club.

**STAFF TRAINING** We have comprehensive CPD programmes in place for our staff. Mandatory training includes regular training and updates for all staff in safeguarding, moving and handling and behaviour support. Additional training and updates are provided to deliver safe practice for paediatric first aiders, first aiders, mini bus drivers, lifesaving and food hygiene. An important aspect of staff training is to provide skills to attend to students' sensory and medical needs such as gastrostomy, epilepsy medication (school trips) and hearing aids.

Ongoing staff training also covers our need to be able to consistently deliver high quality teaching and learning. We provide all staff with a robust induction programme and provide curriculum specific training as needed. Typical training needs cover areas in supporting the students' communication, personal care, ASD, assessment for learning, AAC/VOCA, use of PECS and sensory curriculum. We use both in house training and external training opportunities. Part of the training includes opportunities to learn from the best practice at school and in other schools. Coaching and mentoring are beneficial methods of staff development.

**MULTI-AGENCY WORK** Meadow Wood School has a holistic approach to the education of pupils and recognises that their personal development goes far beyond academic achievement. To this end we work closely with a variety of professionals.

1. **Physiotherapists** The school has two part time physiotherapists and one part time physiotherapy assistant provided by the NHS. Their role is to assess all pupils with physiotherapy needs and determine the level of support they need. This may vary from producing a programme for class staff to implement to providing hands on treatment for a specific period of time. There is always the need for them to be sufficiently flexible to provide support for a pupil with new challenges e.g. being post-operative; they liaise with medical staff and parents; they contribute an annual assessment with targets for the following year as part of the school reporting procedures.
2. **Occupational therapist** The school has two part time occupational therapists. Their role is to work with all pupils who require static seating and posture aids, making the assessment and referral to panel. They will monitor these and train class staff in their use. The OT provision also provides pupils with hand and arm splints and trains staff in their use.
3. **Speech and Language Therapy (SALT)** The school has two part time speech and language therapists and a part-time assistant. Their role is to assess all pupils with speech and language problems and determine the level of support they need. They liaise with other professionals and parents and contribute an annual assessment with targets for the following year as part of the school reporting procedures. Speech Therapists also assess eating and drinking difficulties and provide guidance.
4. **School nurse** The school has the provision of a full time school nurse. Their role is to oversee the care for pupils with on- going medical conditions. They also train staff in gastrostomy feeds and in the use of emergency epilepsy and other medication.
5. **Paediatrician** The school has a close link with the paediatrician who runs clinics for pupils at the school. He is the first point of referral for other services such as CAMHs and the challenging behaviour team.
6. **Advisory service** We regularly use the services of the advisory teachers for Visual Impairment, Hearing impairment, and Dual Sensory Impairment. We also use the Mobility officer to provide cane training for VI pupils
7. **Educational Psychologist** The school has a named EP who is available to work with individual pupils and their families or to work with a class or whole school teams. The EP also provides assessment when different SEN provision is considered.
8. **Social workers** Many of our students have a social worker. It is common that multiagency meetings are held at school with parents and their social worker.
9. **Transport Provision** Many students qualify for free accessible transport to school. School staff work closely with transport providers and parents to support pupils' needs.

**WORKING WITH PARENTS** We are working in partnership with our families; working together to achieve the best for our pupils. We have an 'open door' policy and parents are welcome to contact the school at any time to make an appointment to see any member of staff. Teachers communicate regularly through writing in the home school books or ringing home if needed. Parents are encouraged to make this a two way form of communication.

Our main event for discussing with parents is at the Annual Review of EHCP, when we review the progress of the students. We also have an annual Parent Consultation afternoon/evening, where we talk about progress and the next steps. We often provide parents' evenings or workshops during the academic year.

A parents' survey is delivered annually.

Parents are invited to the school events and celebrations during the year. Parents receive regular letters from their class teacher informing them about the class curricula and class specific events. The head teacher sends her regular news letters home and they are also published on our website. Letters are sent out via email. We also use a text messaging service to inform about school events, unexpected closures or other emergencies. Our website is regularly updated with upcoming events and provides comprehensive information about the school.

**PUPIL VOICE** Pupils are involved in setting and discussing their own targets and in evaluating their learning where appropriate. To maximise and give pupils control of their own learning we use a variety of new technologies and visual support such as PECS to support pupils to communicate in making choices throughout the day.

It is important for us to facilitate our students' learning by providing them with motivating learning activities based on their individual interests.

Pupils make a contribution where possible to their annual review meetings. This may happen by the student being involved in choosing the work to be shown at the meeting.

The students' achievements are celebrated in weekly achievement assembly.

## **SUPPORTING STUDENTS' TRANSFER BETWEEN PHASES OF EDUCATION**

- 1. Entering School** Parents are invited to meet the Head teacher to discuss the transition for a child who is entering the school and a joint decision is made how to organise the most appropriate transition for the child. We have a very flexible approach to pupils starting school. We have a home visits policy where the class teacher and one other relevant member of staff, will visit the home or previous setting before the student starts at Meadow Wood School. We want to gather as much information as possible in order to benefit the pupil and ensure individual needs are met. We have a comprehensive range of documents to be completed by parents/carers to aid the transition process.
- 2. Moving Through the School** When pupils are ready to move to the next class we prepare them for the move through a planned transition. The teacher ensures that vital information is passed on; and the students' documents are available to move up with the student. Transfers within the school may include staff training for a student's specific needs: and always in liaison with the parents.
- 3. Leaving School** We have an excellent transition programme for young people moving on from Meadow Wood School.

When the time comes for the young people to leave school we liaise with the receiving school and discuss the transition process with them. We will enhance this with, for example, social stories and extra visits if necessary depending on individual needs.

**COMPLAINTS** We have adopted the Herts Complaints Policy and procedures. Our Complaints Policy is available on our website in the section 'Documents'.

In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the Head Teacher. In the unlikely event that your concern is not resolved then please contact our Chair of Governors.

If necessary a formal panel of governors will be established to deal with your complaints.

Ultimately parents/carers have recourse to the Secretary of State at the time if the situation still cannot be resolved.

**THE CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) formerly known as Parent Partnership **01992 555847** [sendiass@hertfordshire.gov.uk](mailto:sendiass@hertfordshire.gov.uk)

**LOCAL AUTHORITY SEN CONTACT DETAILS**

Watford, Three Rivers and Hertsmere SEN Team, Brindley Way, Hemel Hempstead, HP39BF

Tel: 0300 123 4040

Website: [ww.hertsdirect.org](http://ww.hertsdirect.org)

**LOCAL OFFER FOR HERTFORDSHIRE'S THE LOCAL AUTHORITY IS PUBLISHED**

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>



This page will give access to all the services available in Herts to support the education of children and young people with SEND.

THE SUNFLOWER  
FEDERATION