

Meadows School

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Statement of Principles & Practice

	Contents	Page
1.	Introduction	2
2.	Our Mission & Aims	2
3.	Meadows Summary	3
4.	Core Values	4
5.	Meeting Our Students' Needs	5
6.	Referrals & Admissions	6
7.	Assessment Period	7
8.	Meadows Facilities	8
9.	Care Stewardship	8
10.	Behaviour Management	9
11.	Education	9
12.	Staff	10
13.	Child Protection	10
14.	Countering Bullying	11
15.	Complaints	11
16.	Health	12
17.	Inspections	12
18.	Additional Information	12

1. Introduction:

Meadows School is committed to Barnardo's Basis and Values, which provides the framework within which we can engage in giving young people a better start in life. Within these Basis and Values, promoting equality and valuing diversity are key. Equality means endeavouring not to discriminate between people by treating them the same, and Diversity is the acknowledgement and respect of differences within and between groups of people. At Meadows School, we believe that we should treat others as they wish to be treated, which both recognises diversity and respects individual needs.

2. Our Mission & Aims:

Our Mission:

Engage
Enrich
Empower

Our Aims:

- To assist Students in celebrating and respecting their ability, race, religion, colour, culture, gender, family network and community for life in a diverse society.
- To provide a broad, balanced and differentiated curriculum to include the National Curriculum, which encourages every Student to acquire high standards of knowledge, skills and understanding relevant to adult life and the worlds of work and leisure.
- To encourage each Student to develop to their true potential.
- To develop self-esteem and good personal image yet be sensitive to the needs of others.
- To help each Student to become happy, independent, caring people, capable of making a contribution to both society and the community.

3. Meadows

Meadows School is a non-maintained day and residential special

Summary:

school and is part of the Barnardo's Organisation. This co-educational school provides for young people between years 7 and 19. Each young person has an Education, Health and Care Plan arising from Social, Emotional and Mental Health (SEMH) needs. Many of the young people have speech, language and communication difficulties.

- The range of additional specific complex needs which the school is working with is broad and includes young people with Autism Spectrum Condition (ASC), Attention Deficit (Hyperactivity) Disorder (AD(H)D), Oppositional Defiance Disorder (ODD), Dyslexia, Dyspraxia, Attachment Disorders, Speech and Language difficulties, Social Interaction difficulties, Sensory Impairment and Mental Health issues.
- Meadows School develops our students' resilience and confidence so that they make sensible decisions whilst developing their independence. We enrich our students' lives by providing them with opportunities to develop their resilience, confidence and independence
- The Department for Education approves the school to provide Residential and Day Education for a maximum of 90 Students (male and female) in the curriculum range of 'Year 4 to Year 14'.
- The school admits students on 38-week placements. The school closes at weekends. It is imperative that all Students have an alternative care base for these weekends and during holiday periods.
- The students at Meadows School have experienced significant difficulty and disadvantage in mainstream and other educational provision mainly due to their behavioural, emotional, mental health and social problems. These difficulties may or may not also contribute to family tensions that could benefit from residential respite.
- Some of the students placed at Meadows may have experienced significant trauma in early life. These experiences can affect the young person's emotional resilience and social skills. They may have feelings of worthlessness, low self-esteem, a fear of failure, and poor self-efficacy.
- Meadows School offers a specialist curriculum that enables the student to access their differentiated academic curriculum whilst having support to develop strategies to be better able to manage their SEMH needs. It aims to help young people to develop their potential academically and personally. The school works in partnership with parents, carers, and a range of external professionals and bodies in order to achieve this.
- To benefit from a placement at Meadows School Students are encouraged to recognise their inappropriate behaviour and by the support given to them develop less destructive ways of expressing their feelings and gradually accept self-responsibility. Key staff support students through academic and social experiences, which aim to help them to make informed choices and take responsibility for their actions now and in the future. Working in partnership with parents and carers is vital to the success of the placements for our young people.

4. Core Values:

Encouraging People to Fulfil Their Potential:

- In raising the ambition of all our students, their subsequent successes and progression lead to future success for them and us
- Our students will enjoy, achieve, feel safe and benefit from their experience at Meadows School and develop as individuals
- All staff are here to serve the educational, training and employability needs through excellent teaching and support services
- Our literature and information should be clear, accurate, useful, accessible and informative
- Meetings, Discussions and Reviews will be centred around the student. The student should be present in all meetings where appropriate

Respecting the Unique Worth of Every Person:

- We shall create a responsive ethos to ensure our school is successful, resulting in students and staff who feel valued
- We will promote equality, diversity and inclusion in everything we do to create a culture where every individual is treated fairly and with respect
- We will ensure that every student feels safe and that their views and concerns are acted upon.
- Safeguarding our students will underpin all our activities
- All staff create an ethos of inclusivity and tolerance.

Working with Hope:

- Our hope for a better future for all children is the source of much of our inspiration.
- Well-being for both students and staff are considered of the highest priority
- Staff and students are encouraged to enter each day with a 'clean slate'. Excitement and optimism are pivotal to a successful environment
- Staff encourage students to see their role in the bigger picture, encouraging students to know that their views count, value each other's views and values and talk about their feelings
- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting others' opinions

Exercising Responsible Stewardship:

- Our staff commit to making the best use of all our resources enabling us to help our students.
- Staff at all levels will be focussed on improving the quality of learning and the student experience
- We develop a sustainable approach to all that we do
- Staff will have access to regular, high quality and relevant development opportunities to assist them in carrying out their role
- Meadows School actively seeks the opinions of its stakeholders regularly
- Meadows School puts people at the heart of its stewardship. A positive work environment is a must for staff to feel valued, supported and in turn feel emotionally invested in our school.

5. Meeting Our

- From the time of admission to Meadows School, teachers and

- keyworkers support students to meet their own specific needs.
- After a period of review and assessment, the school prepares an Individual Risk Assessment and Crisis Management Plan, Individual Health Plan (Res only), Individual Education Plan, Individual Care Plan (Res only).
- The majority of the students placed at the school will need considerable adult/ agency support.
- There are regular reviews of a student's progress as required, namely; an Initial Review (after the first three weeks to discuss progress and concerns), a Placement Meeting (after the 30 full day assessment period has been completed) Statutory Annual Reviews and twice yearly 'Looked after Children' Reviews (where appropriate). These usually take place in school and the appropriate individuals are invited to attend. For students who are causing concern additional meetings might also be convened in order that specific objectives might be reviewed or targets set.
- Meadows recognise that young people will require support in relation to personal, academic and welfare concerns throughout their stay at the school. To facilitate the best outcomes students are advised that all staff are available to them and they may seek out the member of staff whom they feel can best support them.

Meadows School supports students with mild to moderate levels of:

- Learning and communication difficulties
- Neurodevelopmental disorders including autistic spectrum conditions & pervasive developmental disorders
- Foetal Alcohol Spectrum Disorder & Foetal Alcohol related Neurological Disorder
- Adverse childhood experiences and developmental trauma
- Conduct and behavioural difficulties, disruptive behaviour including ADHD/ADD
- Attention and over-activity difficulties
- Fear and anxiety, repetition and somatic difficulties
- Mood problems, emotional dysregulation, eating difficulties & self-harm
- Psychotic episodes
- Sensory issues
- Fine and gross motor skill difficulties
- Attachment difficulties
- Post-traumatic stress disorder
- Anxiety, Generalised Anxiety Disorder
- Obsessive-Compulsive Disorder
- Panic Disorder
- School Phobia
- Traumatic Stress Disorder
- Tourette's Syndrome
- Depression
- Abuse/neglect issues
- Sensory Modulation difficulties
- Memory Difficulties, cognitive processing difficulties
- Low Emotional Literacy
- Low Social Skills
- Speech and Language difficulties

6. Referrals & Admissions:

- Referrals are initiated by either the Education Department of the Local Authority seeking a placement; there is an expectation that the Local Education Authority take a lead role in the referral. The first contact can be by telephone or by the submission of documentation relating to the young person. Before a student can be interviewed for a place at the school the Senior Management Team need to be in receipt of relevant documentation.
- The documentation, which the Senior Management expects to receive is:
 - a copy of the EHCP.
 - Recent Educational Psychologist reports
 - Current levels of educational attainment (SATs, standardised tests)
 - Most recent education report.
 - Unique Pupil Number (UPN) if known.
 - Social history of the young person, including family composition and ethnic data.
 - Any relevant involvement from social care, early help, CAMHS, YOT etc.
 - Medical conditions and the need for any specific input.
 - Description of any particular behaviour patterns.
- Following consideration by the Senior Management Team, Pastoral team and Key stage Managers, and if it is felt that the school can meet the young person's needs, the school will contact the Local Authority and the parents/carers to arrange a short visit to the school.
- During the school visit there will be a chance for the visitors to meet the senior staff, to look around the school and to ask questions. School staff will be looking carefully at the young person who has been referred to see if they meet the school's admission criteria. There is a formal interview with the Principal. The school then decides whether or not a placement can be offered and if so the young person will be asked to telephone the Principal in person if they wish to accept a place. The Local Authority will be informed of the decision. A start date for the 30 school day probationary period will be negotiated with parents/carers and Local Authority.

7. Assessment Period:

Meadows School offers a 30 full school day assessment period for all new students. An informal induction programme to familiarise each student with the premises, location, and routines of the school begin upon arrival. Within those 30 days, students will receive assessments based on their presenting needs. These could include;

- Baseline assessments in all core subjects, such as Maths and English
- Reading level assessment through the Accelerated Reader programme
- WRIT – Wide Range Intelligence Test
- WRAT 5 – Wide Range Achievement Test
- SDMT - Symbol Digit's Modality Test
- First 100 hundred high frequency words assessment
- Nelson Group Reading test
- Vernon Graded Word Spelling test
- Coloured Overlay assessment
- Handwriting Assessment
- Alphabet Sequencing assessment
- SDQ's – Strengths/Difficulties Questionnaires

At the end of the 30 days, a placement meeting takes place. Parents/carers, the placing Local Authority and any other appropriate professionals may be requested to attend.

If further support is identified as being required during the assessment period this will be discussed prior to the placement being finalised.

In exceptional circumstances an extension to the placement period can be negotiated, after which a decision as to the continuance of the placement will be considered.

Throughout this process the emphasis is on the particular needs of the student and how the school can provide an education and care regime, which will enable the student to overcome the experiences which have necessitated them being placed at the school.

8. Meadows Facilities:

- The school is situated in Southborough, between the historic towns of Tonbridge and Tunbridge Wells.
- The modern campus, on a 19 acre parkland site, provides an exceptional environment for the delivery of curriculum. Specialist rooms include Art and Ceramics studio, a Design Technology workshop, an ICT suite including wireless based laptop facilities, a Science laboratory, a Food Studies kitchen, a Drama and Music studio, a well-equipped gymnasium a library and additional learning needs centre; all linked to eight purpose-built classrooms. Most areas within the school are covered by CCTV and this system also has an audio facility.
- There is a Mixed Gender Unit in the local community for up to 10 students in single rooms, with dedicated bedroom areas. The accommodation is newly refurbished to a very high standard, all houses are comfortable, bright and welcoming.
- Day Pupils are provided with a breakfast and common room, which they use prior to school starting in the morning and day pupils have a pastoral support and guidance room.
- Meadows 6th Form (off-site facility for 16-19 year olds) is situated within the school grounds.
- Meadows has a Primary School which is situated in Tunbridge Wells approximately three miles from the main school campus.

9. Care Stewardship:

- Residential and Day team staff work closely with education staff to ensure that there is effective communication and consistency of approach within our 24-hour curriculum.
- Individual Risk Assessments and Crisis management plans are prepared for each student.
- Keyworkers work with young people, parents/carers and where necessary outside agencies to identify individual students targets that are linked to their EHCP and also any other presenting issues that they need particular support with.
- An 'Independence' programme is incorporated to support in preparing students for leaving Meadows School.
- Key workers will explore work experience opportunities from Year 10.
- Night cover is provided within the unit by residential project staff with a senior member of staff providing additional support.
- CCTV is installed to cover bedroom corridor areas of the residential unit and the school employs waking night staff to monitor the cameras.

10. Behaviour Management :

- Positive Behaviour Management operates within the 24-hour curriculum and is designed to encourage students to achieve an acceptable level of behaviour and self-responsibility throughout the day (see [Behaviour Policy](#))
- The students who are placed at Meadows School often exhibit dysfunctional behaviour, which at times results in outbursts which can necessitate some measure of physical intervention. To ensure that such intervention is consistently applied all staff are trained and qualified in the principles and practises of Therapeutic Crisis Intervention (TCI), which prescribes interventions that are in keeping with the guidelines issued under the [Childrens Act \(1989\)](#) and Department for Education guidelines on [Reducing the Need for Restraint and Restrictive Intervention](#). Heavy emphasis is placed on early intervention, personal responsibility and de-escalation within the TCI systems.
- Reports of all incidents of physical intervention are documented in Behaviour Watch and when appropriate parents/carers and the placing authority are informed.

11. Education:

- The first task is to assist students to access learning and motivate them in a learning situation. To achieve this class groups are kept small, usually around 6-8 students. On the whole, a minimum of two staff work with a group and teaching tasks are differentiated according to identified, individual needs on the students' EHCP.
- The school aims to create an environment where each student has the opportunity to achieve in their education as far as their abilities will allow.
- The National Curriculum in years 4-11 is followed where possible and differentiated to meet the needs of the individual pupils. This ensures that they are not placed at a significant disadvantage compared to their peers in mainstream schools.
- Students are entered for specific external examinations where appropriate and this may include GCSE's in English, Mathematics, Physical Education, ICT, Science, Design and Technology, Art and Drama. Entry level examinations include English, Mathematics, Drama, Modern Foreign Languages, Food Hygiene and Humanities.
- Importance is placed upon Personal Social and Health education throughout the school and at Key Stage 4 there is a robust programme of Careers education, links with local colleges and work experience.
- Students can also engage in an AQA Independent Living Skills Programme and independent travel training.
- Staff will also encourage and support group and individual activities in the evenings such as swimming, cycling, local clubs/group (home area and local to school), cinema etc.

12. Staff:

- Students placed at Meadows School generally display serious behaviour problems so it is therefore necessary to have a high staff to pupil ratio. These staff are allocated within the various departments i.e. teaching, project work, residential work, administration and ancillary.
- Administration and ancillary staff support the education and care staff in the smooth running of the school.
- All staff employed are checked through references and a Disclosure and Barring Service (DBS) Enhanced and Barred Lists clearance is required of all staff prior to them taking up a position working at Meadows School.
- Staff training is an ongoing exercise and opportunities are made available for staff to take courses both in-house and via external courses and conferences. Specialist training is offered in specific cases if a need arises.

13. Child Protection:

- The school has a Designated Safeguarding Lead (DSL), Vaughan Jackson, and three Deputy DSL's Ed Reilly, Katie Bain and Camilla Gould who are responsible for addressing any issue which may in any way relate to Child Protection and Safeguarding.
- Where necessary the DSL's will liaise with Kent Social Services and the young person's placing authority.
- All procedures follow guidelines from [Keeping Children Safe in Education \(2019\)](#), [Barnardo's Safeguarding and Protecting Children policy](#) and the schools own [Safeguarding and Child Protection Policy](#).
- The parents/carers of any child involved in a child protection issue will be notified of all developments by the school if appropriate, or their placing authority.
- Independent visitors (Standard 20) have free and regular access to the Residential Provision and report to the Assistant Director of Children's Services. Each visitor has responsibility to visit one residential unit each term. They provide an independent person for pupils to speak to.
- The school uses specific safeguarding software to record any issues. This is transferable between schools if a student transfer to an alternate provision and is monitored by Barnardo's.

14. Countering Bullying:

Meadows School strives to create an environment where students can be supported in addressing their educational, emotional, spiritual, moral and social needs and strive towards their full potential.

Bullying happens when one person exerts some form of power, in a negative and /or oppressive way, over another person.

All forms of bullying interfere with achieving this goal, therefore such behaviour will not be ignored. The staff team will be proactive in their use of the strategies and systems in place to address bullying at all levels while providing opportunities for change for those who are bullying and those who are bullied.

Bullying is an abuse of power and Meadows School has a robust and clear policy to deal with this, which records all forms of bullying. (see [Countering Bullying](#) policy)

All students sign up to the home school agreement which incorporates a responsibility to be "polite, helpful and caring to others"

15. Complaints:

Complaints can arise in three ways, from a student/parent/carer, from a member of staff or from an outside agency.

- The emphasis at the first stage of a complaint is on problem solving by project staff and their managers. The aim is to address concerns and solve problems at the earliest stage. It is however, important to respect the rights of pupils to have their complaint investigated further if they are not satisfied with local attempts to resolve the problem. In this situation the complaint will be processed through [Barnardo's Service User Complaint Procedure](#). They may also make a complaint via the Standard 20 visitor, Local Authority or Ofsted Social Care.
- Where a complaint is received from a member of staff this is referred to a Senior Manager and attempts are made to resolve this at a local level. If the member of staff is not satisfied with any resolution the complaint will be processed through [Barnardo's Grievance Resolution Policy](#).
- If the complaint emanates from an outside agency it would be handled by one of the Senior Management Team in the hope that it would be resolved by discussion between the parties. Again, if the issue is not resolved at a local level it will be referred to a more senior Regional Manager.

16. Health:	<ul style="list-style-type: none"> • The school require all residential students who are prescribed controlled drugs to enrol with a local medical practice. Appointments are made with the local practice when required. All other pupils are welcome as visiting patients. • On admission parents/carers are required to complete a Medical Consent Form authorising the school to deal with any medical concerns, though those giving consent are kept informed of any action taken by the school. • Whenever necessary, arrangements are made for consultations and treatment by dentists and opticians. Annual check-ups are the norm but appointments may be more frequent if required. • In-line with current practice, smoking by pupils is not allowed at all in Meadows School. Similarly, alcohol and drugs are forbidden. Education programmes to assist pupils to give up smoking are in place.
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17. Inspections:	<ul style="list-style-type: none"> • The school is subject to inspections by Ofsted, The Health and Safety Authority, the Fire Service and the Environmental Health Officers. • Meadows School also receives approval visits from all its user authorities. • Legally issued reports are available from the school on request.
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18. Additional Information	
Copies of this policy may be obtained from:	<ul style="list-style-type: none"> • Content Server • The Main School Office
This policy links with the following policies & Documents	Behaviour Policy Safeguarding and Child Protection Policy Countering Bullying Barnardo's Safeguarding and Protecting Children policy Barnardo's Service User Complaint Procedure. Barnardo's Grievance Resolution Policy.
Relevant statutory guidance, circulars, legislation & other sources of information are:	Childrens Act (1989) Reducing the Need for Restraint and Restrictive Intervention. Keeping Children Safe in Education (2019),
Definitions and key terms used in this policy:	<p>Staff: in the context of this policy 'staff' refers to all workers whether permanent, contingent, temporary or volunteer.</p> <p>Student: in the context of this policy 'student' refers to all service users at Meadows School from ages 7-19</p> <p>Parent: in the context of this policy 'parent' refers to any student's primary carer.</p>
The Rationale and Purpose of this statement:	<p>This statement aims to outline the principles and practice of Meadows School. Further clarification on its contents should be sought from the linked policies, relevant guidance and the DSL.</p>