



# The Meadows School

Space To Learn



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Thank you for considering The Meadows School for your child and for taking the time to read this prospectus.

The Meadows School is an "outstanding" school and has been rated as such since opening in July 2006. At The Meadows School it is our aim to provide high quality care, raise academic attainment and provide a wide range of opportunities for achievement, within a safe, stable, structured and warm therapeutic environment.

The Meadows School provides a 24 hour holistic, purposeful experience where all aspects of the daily routine, education and activities are structured to address individual needs and provide learning opportunities throughout the day. Every child is an individual and our mission is to make sure that each pupil makes good progress. We want to give each pupil a sense of self-belief by giving each one opportunities to experience success.

We will build a strong partnership with pupils, parents and social workers, keeping you regularly informed about his or her progress towards their targets, achievements and any problems.

The school building is a modern purpose built, single story building within the ground of The Meadows Children's Home. The school comprises of 2 classrooms, and a small one to one learning support room and is designed to offer high quality education to a maximum of 8 children, all of whom will be residents of Country Care Children's Homes Ltd.

We pride ourselves on our individualised therapeutic approach and are a licensed Equine Assisted Learning centre using a variety of animals therapeutically. We work in partnership with the Child Psychology Service and our therapeutic interventions are overseen by a Clinical Psychologist.

The Meadows School aims to help pupils appreciate right from wrong, to realise the effects they have on other people and to insist they treat others with respect. We aim to help each pupil to reach their academic potential and become confident, self-directed, lifelong learners. We strive to develop the individuals self-esteem and self-image, and provide opportunities for them to develop the social, moral and cultural awareness to become more-constructive members of society.

Yours sincerely

Rachel Dowle  
 Head Teacher

## Aims

The Meadows School aims to provide a 24 hour curriculum where all aspects of the daily routine, education and activities are structured to address individual needs and provide learning opportunities throughout. Therefore the aims of the school and the home are interwoven to provide a one team approach that ensures continuity and consistency throughout their day.

## Space To Grow

- To provide a safe, stable, structured and warm therapeutic environment
- To provide caring and appropriate adult role models
- To engage in individual direct work helping to focus on individual issues
- To develop the individual's self-esteem and build a positive self-image
- To teach respect for others and the environment
- To teach a variety of personal and social skills and develop teamwork as part of a group
- To create achievable challenges for both the individual and the group

## Space To Learn

- To provide a broad and balanced curriculum based on the National Curriculum, adapted to suit the unique needs of the individual and described through an Individual Education Plan
- To include the individual in their educational planning, provide continuous feedback and improvement to ensure individuals become confident, self-directed, lifelong learners
- To ensure opportunities are provided for individuals to learn and apply literacy and numeracy skills in a variety of situations both in and out of the classroom
- To provide accurate assessments of attainment, progress and achievement that informs future planning and progression
- To provide a variety of different instructional approaches that cater for the different ways individuals learn, including the use of technology, to support their learning
- To enforce firm boundaries and structure, with clear codes of conduct and teach appropriate ways of behaving both in and out of the classroom
- To provide the opportunities for the individual to develop the social skills and moral, spiritual and cultural awareness that will help them to become more-constructive members of society.



## Daily Routine

The school day starts at 8.55am and is divided into five one hour lessons. Pupils have a 10 minute break between each lesson and a 45 minute lunch break. The timetable below gives an example timetable for a Key Stage 3 pupil although each pupil will have an individualised timetable that takes into account their academic, therapeutic and behavioural needs, and any EHCP they hold. School ends at 3.10pm.

Day	8.55 -9.55		10.05-11.05		11.15–12.15	12.15	01.00–02.00		2.10 – 3.10
<b>Mon</b>	Maths	<b>B</b>	English	<b>B</b>	Science	<b>L</b>	Geography	<b>B</b>	PSHE
<b>Tues</b>	Maths	<b>R</b>	English	<b>R</b>	Science	<b>U</b>	Equine Assisted Learning	<b>R</b>	Equine Assisted Learning
<b>Wed</b>	Maths	<b>E</b>	English	<b>E</b>	Science	<b>N</b>	Citizenship	<b>E</b>	History
<b>Thur</b>	English	<b>A</b>	Maths	<b>A</b>	Therapy	<b>C</b>	Science	<b>A</b>	Religious Education
<b>Fri</b>	English	<b>K</b>	Maths	<b>K</b>	Science	<b>H</b>	PE / Outdoor Education	<b>K</b>	PE/ Outdoor Education



## The School Uniform



## School Rules

Our aims, in terms of a policy for discipline, extend well beyond the simple enforcement of a set of rules, but it is nevertheless helpful to have some simple, clearly defined guidelines, which are easy for all to understand and follow. The following rules have been drawn up as a result of experience in dealing with issues as they have arisen. They are updated periodically and all pupils are issued with two copies to sign. One copy is retained by the pupil and the other is returned to school and placed on the pupil's file.

1. Pupils should behave in a manner which is considerate of others' well-being, safety and comfort.
2. Pupils must be polite and courteous at all times.
3. Correct school uniform must be worn at all times. The regulation school shirt and/or sweatshirt should be worn to and from school.
4. Pupils must arrive punctually for the start of school and for the beginning of lessons.
5. Pupils must not leave The Meadows School premises during school hours.
6. No chewing. Chewing gum must not be brought to school.
7. Audio devices such as MP3/4, iPods etc must not be brought to school.
8. Pupils should not bring money, mobile phones or any other valuables to school. In exceptional circumstances these should be deposited with the Teacher for safe keeping.
9. Pupils must not deface property, including school buildings, furniture and books.
10. Pupils must not enter classrooms during the lunch time or break times without permission from a teacher.
11. Textbooks are on loan from the school and the pupils must take responsibility for them. Losses will be charged to the pupil/parent.

I have read the school rules and agree to abide by them.

Name of pupil : .....

Signature of pupil : .....

Date : .....

## Incentive Schemes

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

### Points System

The Points scheme is used throughout the Meadows and is designed to reward pupil's academic and non-academic achievement. It is designed to meet individual needs and is negotiated between the keyworker, child and teachers. It is reviewed regularly as need and behaviours change. The points are calculated on a weekly basis and pupils rewarded with evening/weekend activities.

### Behaviour Targets

Each pupil is given behaviour targets to meet throughout the school day. At the end of each day they can receive a pocket money bonus of £2 if they have achieved their educational goals.

### Punctuality & Attendance

A pupil who is into class on time and into each lesson on time and attends all day can earn an half hour extension to their bedtime

### Certificates

The AQA Unit Award Scheme allows achievement in most subjects to be rewarded.

### Positive Praise and Feedback

Verbal positive reinforcement coupled with genuine respect for a pupil's achievement will be the most useful tool that we can employ. Teachers strive to encourage pupils to do their best and by rewarding their achievement and good behaviour with our attention we re-enforce their efforts.

## The Meadows School Curriculum

Curriculum time each week adds up to 25 hours, organised as a 5 period day on a weekly timetable. The table below shows the variety of subject which can be taken at The Meadows School with a suggested allocation. However, all our pupils are different and each timetable is created taking into account our pupils individual needs, and made in consultation with the placing authority, Virtual School and in line with any EHC Planning.

<b>Subject</b>	<b>Key Stage 3 No: of Lessons</b>	<b>Key Stage 4 No: of Lessons</b>	<b>Accreditation</b>
<b>English</b>	5	5	Unit Awards → Entry Level → Functional Skills Level ½ / GCSE Language & Literature
<b>Mathematics</b>	5	5	Unit Awards → Entry Level → Functional Skills Level ½ / GCSE
<b>Science</b>	4	4	Unit Awards → Entry Level → GCSE Science, Additional, Biology, Chemistry, Physics
<b>ICT</b>	1	1	Unit Awards → Entry Level → Functional Skills Level 1/2
<b>PSHE</b>	1	1	Unit Awards → Entry Level → AQA Award/Certificate Level 1/2 (GCSE equiv)
<b>PE/ Outdoor Education</b>	2	2	Unit Awards
<b>Modern Foreign Language</b>	*1	optional	Unit Awards → Entry Level → GCSE
<b>Equine Assisted Learning</b>	optional	optional	Unit Awards → Entry Level, Level 1 / 2 (GCSE equivalent)
<b>History</b>	1	2	Unit Awards → Entry Level → GCSE (short) Year 11 → GCSE (full)
<b>Geography</b>	1	2	Unit Awards → Entry Level → GCSE (short) Year 11 → GCSE (full)
<b>RE</b>	1	0.5	Unit Awards → Entry Level → GCSE (short) Year 11 → GCSE (full)
<b>Citizenship</b>	1	0.5	Unit Awards → Entry Level → GCSE (short) Year 11 → GCSE (full)
<b>Health and Social Care</b>	x	optional	Unit Awards → Entry Level → GCSE
<b>Child Development</b>	x	optional	Unit Awards → Entry Level → GCSE (full)
<b>Psychology</b>	x	optional	GCSE (short)
<b>Law</b>	x	optional	GCSE (short)
Optional Year 10 as Short Course GCSE Year 11 as Full Course GCSE			

\*may not be available if pupil needs additional support with literacy skills

**As an AQA Examination Centre all examinations up and including GCSE can be taken on site.**

## Meeting Special Educational Needs

All pupils admitted to The Meadows School will have special educational needs, whether they have or do not have Education, Care and Health Plans. We specialise in supporting the emotional and behavioural difficulties that are presented by our pupils with all staff receiving training in therapeutic interventions that aim to see “crisis as an opportunity for learning.” All pupils are taught in Key Stage appropriate teaching groups whenever possible with the capacity for 1:1 support, should a pupil require it, across the curriculum.

Subject teachers work closely with residential care workers to ensure that account is taken of a pupil’s needs in all lessons and that appropriate learning materials suitable for all levels of ability are provided. As well as learning support, we provide behavioural support for those whose learning difficulties are not solely due to ability. We also recognise the needs of the more able pupil and provide an increased range of examination opportunities in the curriculum.

## Equal Opportunities

At The Meadows School we recognise that, in society and at school, prejudice, discrimination and disadvantage can arise because of differences in – ability; age; religion; gender or sexual orientation; ethnicity or colour; or class.

The school is committed to ensuring equality of opportunity and to maintaining the right of it’s members to feel valued and respected, and to be able to develop to their full potential. We aim to provide our pupils with the knowledge, skills and confidence to identify and combat prejudice and discrimination and to overcome disadvantage.

## Religious Education

Religious education is taught throughout the school following the guidelines described in the National Curriculum. The teaching reflects the fact that the religious traditions in Great Britain are, in the main, Christian, whilst taking account of the teachings and practices of the other major religions now represented in the country. Course content is designed to stimulate critical thought and discussion, enabling students to form their own opinions and to respect those of others. All students have an opportunity to take RE at GCSE level.

## Work Experience

In recognition of the value and importance of Work Experience, we aim to provide all Year 10 pupils with a week long placement, which is chosen in negotiation with each individual. Pupils are carefully prepared and monitored throughout their placement and parents/carers kept informed. Some pupils benefit from extended placements and more vocational based learning opportunities and these can be arranged in certain circumstances. Work Experience is a good example of the ways in which the local community supports our school.

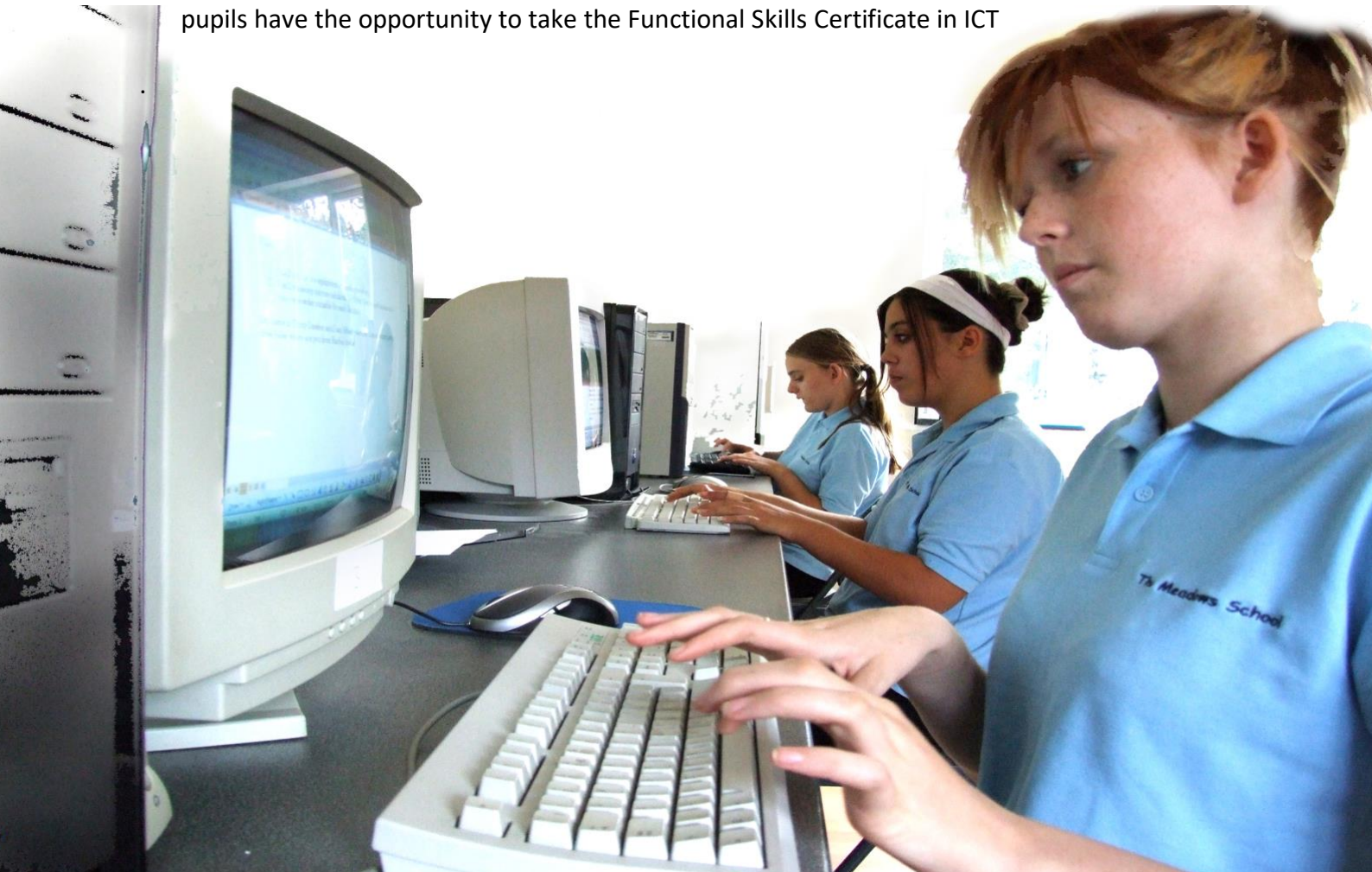
## ICT Entitlement

We believe that all young people should be learning, with, through and about the use of Information and Communication Technologies. Pupils in The Meadows School should be able to use ICT appropriately, effectively and creatively to acquire knowledge, to practise skills and to develop competencies:

- as individuals
- to be creative, self-aware and able to communicate with and work well with others
- as contributors to society
- to be economically aware and active, and to be excellent employees and employers in the 21st century global knowledge economy
- as lifelong learners
- to identify, address and meet their learning needs in formal and informal education settings, working both individually and with others, locally, and at a distance from school

ICT is used in three main ways in The Meadows School:

- ❖ As a cross curricular theme throughout the School and Home
- ❖ As a learning and teaching medium
- ❖ As a discrete subject
  - All pupils have access to computers throughout the day in all subject areas to enhance learning across the curriculum
  - Pupils have access to computers within the Home with most having a personal computer or laptop, and access to the Internet
  - At Key Stage 3 the pupils have access to ICT throughout the curriculum and at Key Stage 4 the pupils have the opportunity to take the Functional Skills Certificate in ICT



## Personal, and Social Education and Citizenship

Throughout Years 7 – 11 Personal and Social Education is developed throughout the 24hour curriculum through taught sessions and key work sessions. Our PSE programme is constructed to allow pupils to explore issues that are particularly relevant to the individual or that arise within, or outside, the school community. Within the context of PSE pupils can discuss, question and form opinions on personal, social, moral, sexual, health, community and careers issues. These issues can also form the basis of a number of certificated courses provided by the AQA scheme of work Entry Level Certificate or Certificate/Award in PSE.

Citizenship is taught as a short course GCSE along with RE. Covering many of the issues within PSE. Citizenship can also be taken as a separate subject at Key Stage 4.

## Outdoor Education

Outdoor Education is a popular addition The Meadows School curriculum. Outdoor Educational experiences give relevance to the educational experiences that are difficult to provide within the school building. The learning experiences enrich formal learning and generate positive attitudes towards our environment. Thus, it is an integral part of the students' learning and development. Outdoor pursuits, for many, become lifelong activities which promote physical and emotional well-being and provide the necessary relief from the stresses of everyday routines and life as adolescents and students.



## Physical Education

The Meadows School aims to give it's pupils an awareness of Healthy Living through fitness, healthy eating and an appreciation of sport and physical activity. We aim to develop skill, knowledge and understanding of the value of physical exercise and its promotion of a healthy and active lifestyle. Opportunities are provided for all pupils to fulfil their potential, develop confidence in their ability, experience teamwork and develop self-confidence and esteem.



## Therapy

We work in partnership with the Child Psychology Service who provide a Clinical Psychologist who visit the home every week. In addition each pupil has a timetabled slot with their allocated therapist each week and the therapy staff are available on these days to support both staff and pupils during times of crisis, stress and emotional need.

We are also able to provide Art Therapy through a local service. Art therapy is based on the belief that the creative process involved in the making of art is healing and life-enhancing. Through creating art, talking about art and the process of art making with an art therapist, one can increase awareness of self, cope with symptoms, stress and traumatic experiences, enhance cognitive abilities and work towards change.

The home and school complete DBT Skills classes with the young people within the home. These classes focus on coaching the young people on Mindfulness, Emotional Regulation, Distress Tolerance, Interpersonal Effectiveness and Distress Tolerance. At Country Care and The Meadows School we are aware that the young people come from complex and traumatic backgrounds and the skills that we coach them on within the DBT Classes will enable them to manage their thoughts, feelings, emotions, and behaviours both in the everyday here and now and when dealing with their pasts. Each school term focuses on one of the modules. The young people are encouraged to use the skills when out of class and the staff team support this with the young people in the home.

## Equine Assisted Learning & Therapy

Equine Assisted Learning is an intervention for people with a wide range of difficulties. It engages the person in a therapeutic/learning process to bring about awareness and change in emotional, psychological, physical and behavioural difficulties. It is experiential in nature, people learn about themselves and others by participating in activities with the horse then discussing and debriefing the process.

Simply being around horses can be a huge stress reliever. Equine Assisted Learning is especially good for people who don't take to talking therapies. Therapy is not a 'one size fits all'. While you might forget a conversation you had with your therapist a few weeks on, it's unlikely you'll forget what happened when you stood in a field with your facilitator and a horse!



## Reporting To Parents/Carer

The Meadows School policy for reporting follows the statutory requirements for reporting to parents and social workers on achievements and progress of pupils. It ensures that all pupils receive a 6 monthly written Report for their Statutory Review Meetings. These Reports should contain comments on general progress and brief particulars of a pupil's Attainment and Achievement in all subjects and contain targets resulting from discussions between teachers and the pupil together with evaluation of progress made on previous targets. Arrangements are made for parents and social workers to discuss the report with teachers and this line of communication is made available at any time to keep social workers and parents fully aware of what is happening throughout the education of their child.

## Admissions

When considering the admission of a child or young person attention will be paid both to their needs and background and to those of the children already within the home to achieve a balanced and harmonious group. Children of any ethnic origin or religious persuasion may be admitted to the home. Children may either be accommodated by a local authority under section 20 of the Children Act 1989 or subject to a care order.

The Admissions Form can be posted, emailed or personally delivered to the placing authority who will be required to return this to The Meadows School prior to placement with as much information as possible completed.

## Exclusions

Due to the nature of the children that are referred to The Meadows School there an understanding that many have already been permanently excluded from mainstream school and that many will exhibit challenging behaviour. That is not to say that violent or bullying behaviour is accepted or tolerated within The Meadows School. Although we have a policy of Physical Restraint in order to improve safety and a consequence system that deters extreme behaviour we do still have a Policy of Exclusion in extreme circumstances (see Exclusions Policy)



## The Meadows School Staff

### Rachel Dowle (Head Teacher)

Rachel Dowle holds a Bachelor of Education (Hons) degree in Secondary Science, the Post Graduate Certificate in Special Educational Needs and Level 5 Diploma in Leadership in Childrens and Young Persons Services. She has also studied Outdoor Education to degree level and holds the Mountain-walking Leader Award (summer), B.C.U Level 3 Coach award in Sea Kayaking, River kayaking and has completed the Level 3 training in Open Canoe, Single Pitch Supervisors Award, Cave Leader (level 2 training), Powerboat level 2 (including the sea endorsement) and the Rescue and Emergency Care First Aid award. She is a qualified UKA Athletics Coach and a Level 3 Coach in Running Fitness. She also holds the Duke of Edinburgh's Gold Award and is a Duke of Edinburgh's Award Assessor. She is a qualified Equine Assisted Facilitator registered with Equine Assisted Qualifications with a Level 3 qualification in Applied Therapeutic Skills and is a qualified Dialectic Behavioral Skills facilitator. Rachel has been with Country Care since July 1999.

### Cheryl Smith (Assistant Head)

Cheryl is a qualified teacher, specialising in Mathematics and has extensive experience of teaching many other subjects at both KS3 and KS4. Cheryl has more than 20 years of teaching experience in a wide range of schools. These include mainstream, Special schools and Pupil Referral Units.

Cheryl has also worked for several ELAC (Education for Looked After Children) projects offering bespoke learning programmes to engage students in education. Cheryl has a very creative approach, good understanding of students with ASD, ADHD, mental health issues, ODD. Cheryl promotes positive learning experiences to enable students to achieve their potential. Cheryl has been at The Meadows since September 2019.

### Nicola Masterson (Functional Skills)

Nicola holds a Level 5 Diploma in Education and Training, and has worked in a variety of educational settings most recently in a women's prison. She has extensive experience working with young people from a variety of backgrounds, with challenging behaviours and significant social, emotional and mental health difficulties.

Nicola has broad subject experience, specialising in Functional Skills English and Maths but also experience teaching Child Development and Public Services. Nicola is passionate about working with people who have experienced difficult life experiences has a firm but flexible approach to teaching and is looking forward to the challenge of ensuring positive outcomes for the young people at The Meadows. Nicola started working at the Meadows School in at the start of May 2022.

### Amanda Cox (Assistant Teacher/UAS Co-ordinator)

Amanda holds a Level 5 Diploma in Working with Children. She has worked for Country Care as Residential Care Worker for 3 years before gaining experience as a Teaching Assistant in a local secondary school, and returning to take up this. Amanda has a passion for the personal development of young people, supporting them to become constructive members of society. Amanda takes responsibility for our PSHE & careers programme as well as overseeing vocational education opportunities and creative arts. Amanda is also a DBT Skills facilitator & leads the weekly Skills group as part of our therapeutic programme. Amanda started at the Meadows School in February 2022.

The following information is available to all parents/carers of pupils and prospective pupils on request;

- Details of the curriculum offered by the school
- The Meadows School Anti-Bullying Policy
- The Meadows School Child Protection Policy
- The Meadows School Health and Safety Policy
- The Good Order and Behaviour Policy
- The Meadows School Discipline Policy
- Details of the sanctions adopted in the event of pupil misbehaving
- The Meadows School' Policy on Physical Restraint
- Particulars of academic performance during the preceding school year including public Examinations (when available)
- The Meadows School Complaints Policy
- Details of the staff employed at the school ie. Numbers, qualifications etc.
- Assessment, Reporting, Recording and Marking Policy



## The Meadows School Exam Results

### Academic Year 2018 - 2019

Candidate no:	Year Group	English Qual			Maths Qual		Science (Trilogy)	Others	
		Functional Skills	GCSE		Functional Skills	GCSE		Subject	Grade
			Lang	Lit					
0044	11	Level 2	-	-	Level 1	-	-	-	-
0047	11	Level 2	3	2	Level 2	3	4:4	Prep For Working Life	C
0049	11	Level 2	3	-	Level 1	2	-		
0050	9	Level 2	-	-	Level 2	-	2:1	Prep For Working Life	D
0051	10	Level 1	-	-	Level 1	-	-	-	-

### Academic Year 2019 - 2020

Candidate no:	Year Group	English Qual			Maths Qual		Science (Trilogy)	Others	
		Functional Skills	GCSE		Functional Skills	GCSE		Subject	Grade
			Lang	Lit					
0051	11	Level 2	3	3	Level 1	2	-	-	-

### Academic Year 2020 - 2021

Candidate no:	Year Group	English Qual			Maths Qual		Science (Trilogy)	Others	
		Functional Skills	GCSE		Functional Skills	GCSE		Subject	Grade
			Lang	Lit					
0052	11	Level 2	4	4	Level 1	4	4:4	Religious Education Psychology	4 3
0061	11	Level 2	3	4	-	3	1:1	Religious Education	4

### Academic Year 2021 – 2022

Candidate no:	Year Group	English Qual			Maths Qual		Science (Trilogy)	Others	
		Functional Skills	GCSE		Functional Skills	GCSE		Subject	Grade
			Lang	Lit					
0062	10	Level 2			Level 2				
0063	9	Level 1			Level 1				
0064	11	Level 2	3	3	Level 1	4	5:4	Child Development	Level 1 Distinction