

Broadmeadow Special School

School Prospectus



Part of Central Learning Partnership
Trust



Lansdowne Road

Wolverhampton

WV1 4AL

Email: info@broadmeadowspecial.co.uk

Tel: 01902 558330

Web:

www.broadmeadowspecialschool.co.uk

Head Teacher:

Mrs Lisa Walker

Welcome

Headteacher's Message

I am very pleased and proud to welcome you to our school; a school like no other. At Broadmeadow we foster a relaxed and friendly atmosphere whilst maintaining the highest standard of education for our children.

With our highly skilled and experienced team we are able to deliver a personalised curriculum using specialist teaching strategies for every child.

‘All pupils, including those in the early years, are happy, safe and well looked after at Broadmeadow. Staff know the pupils really well. Staff think carefully about how to plan activities that will interest the pupils and help them to learn’

OFSTED 2019

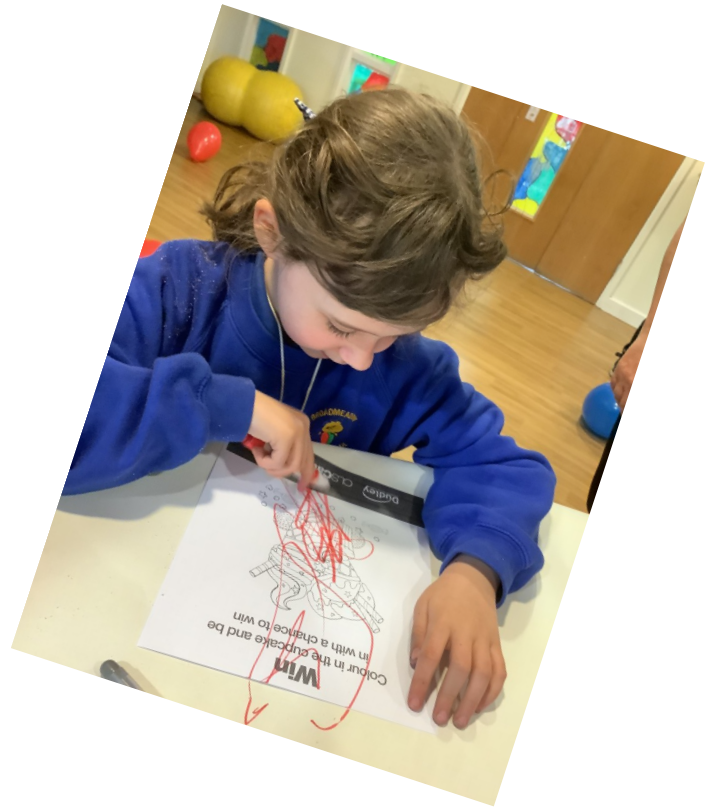
Originally Stowlawn Nursery, Broadmeadow moved to it's central location in 1998. Currently the school is a growing Primary school ; it is a very exciting time for us. We look forward to working with you and your child, this prospectus is a good way to find out about our school, but the best way is to visit us! I look forward to meeting you in person.

Lisa Walker
Head Teacher

Our Mission Statement

Aims:

- In partnership with parents, families and the local community, we will work together.
- Nurture, motivate and inspire children and colleagues to develop and extend interests, skills and knowledge.
- Share experiences through inclusive learning.
- Provide rich, challenging and exciting learning experiences through a broad, balanced and relevant curriculum.
- Independence for life skills and in learning is recognised and encouraged .
- Recognise and promote the importance of play.
- Enable all children to express needs, thoughts and feelings .



Our School

Broadmeadow is a Special School situated in Wolverhampton close to the city centre. We are a 75 place school for children aged from 3 to 11 years who have been identified as having need of special educational provision. Our pupils have a range of learning difficulties, including moderate and severe learning difficulties, autistic spectrum disorder, physical or mobility problems, sensory difficulties, language and communication difficulties. We accommodate the needs of pupils who have medical or other care needs although there is not currently a nurse on site on a full time basis.

We are committed to providing a service which respects, reflects and celebrates the cultural, religious and ethnic diversity of it's pupils, their homes and communities.

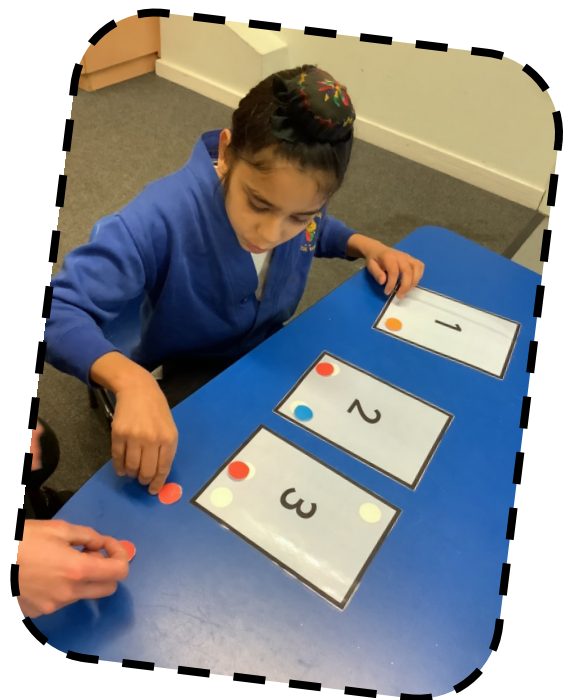
We are continually developing and improving and have many excellent facilities, including a sensory room– refurbished in 2023, interactive whiteboards in each of the classrooms, two minibuses and two soft play gyms.

The school has been inspected five times by Ofsted, twice being judged as Outstanding. At our latest inspection in October 2019, the report states that “Parents and carers are really pleased with the school. Their children are happy and are getting on well. During the inspection, one parent echoed the feelings of others, saying, ‘I just can’t thank them enough for the work they’ve put into my child’.”

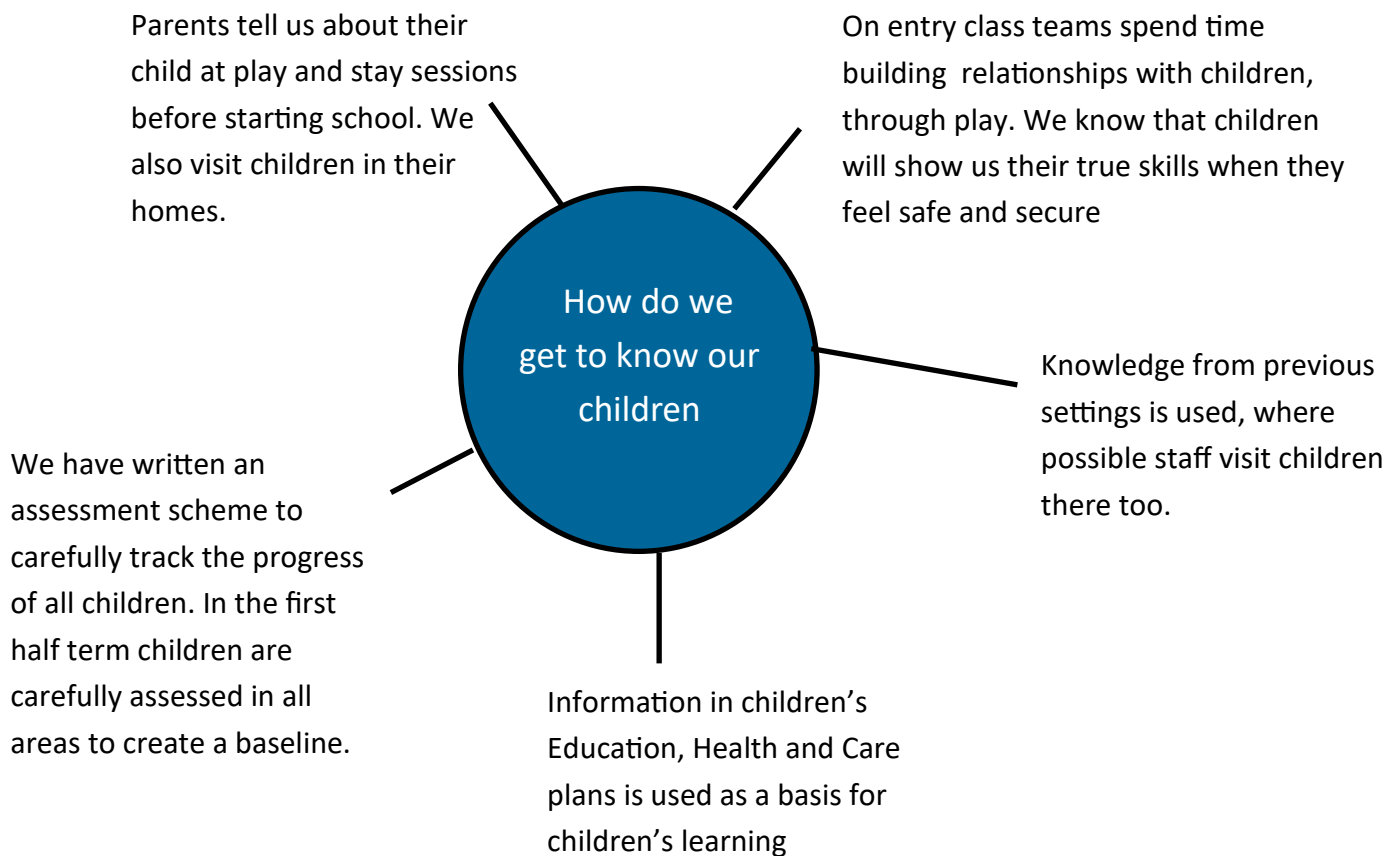
On December 1st 2016 we gained Academy status, joining Central Learning Partnership Trust.

The Governing Body of the school is proactive in evaluating all aspects of our provision through regular and frequent visits into classes; monitoring policies and procedures and challenging senior leaders re: development planning and decision making.

We provide a very successful Outreach service, commissioned by Wolverhampton Local Authority to support schools / settings in meeting the needs of



Assessment— *knowledge of the child is the first step in creating appropriate learning opportunities*



On going...

- Observations are made by staff to create evidence of learning that is shared with families in half termly 'Look At My Learning' evidence logs.
- Individual targets linked to Education, Health and Care plans are set and reviewed each term. This is shared with families at Parent's Evening.
- Annual Reports provide a summary of children's progress at the end of each academic year in the Summer term.
- Education, health and care plans are reviewed each academic year in a family centred meeting. All children attending the school have a plan— occasionally some might join the school during the assessment process in agreement with the Local Authority.



The Curriculum

Using our in depth expertise and staff specialist knowledge we have developed our own bespoke curriculum. It is planned for all levels of learning and offers a sequenced approach to knowledge development through curriculum maps for all areas of learning.

Individual learning maps are produced each half term which hi-light the learning outcomes for each pupil at their own level. Routine and repetition support skill retention and learning is delivered through a range of exciting planned themes and topics.

For many of our children we recognise that communication is a prime need, along with independent and personal skills. These areas are prioritised within our curriculum and often form targets in the school improvement plan.

Our curriculum comprises of:

Maths: number and practical maths

English: communication and language, literacy

Cultures and Communities– humanities, MFL, RE, visits

Experimenting and Exploring– computing, science, outdoor learning, cooking

PSHE– independence, well being and relationships

Creative– music, art and design

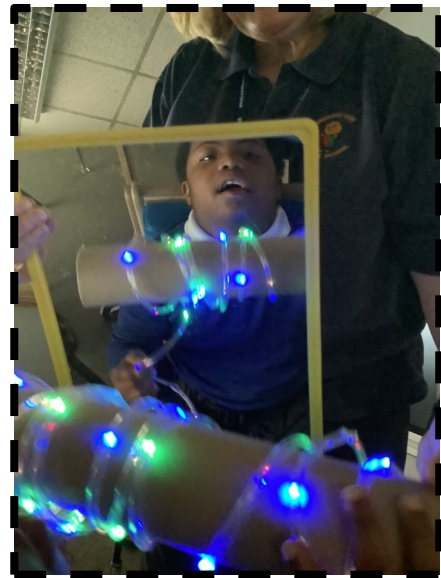
PE– swimming, Rebound, physical, off-site PE



*Play is the most valuable way that children learn. Play allows children to use their creativity while developing their **imagination, dexterity, and physical, cognitive, and emotional strength**. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them*

Our School

- The school is organised into eleven classes and children are placed in classes according to their learning needs. Class sizes vary from 4 to 8 children.
- Our team is made up of qualified teachers, specialist teaching assistants, home- liaison officer, mid-day supervisors and administrative staff who all bring a range of professional skills to the school. We value our team work and firmly believe that it is this cohesive approach which enables our children to make such excellent progress.
- Support is also received from speech & language therapists; physiotherapist; occupational therapist; educational psychologist; specialist teachers of the visually and hearing impaired; school nurse and a school doctor who holds regular clinics in school. Visual and auditory screening and dental examinations are also conducted in school. A hairdresser comes into school termly. Wolverhampton Reflexions service is heavily involved in the school; supporting us to proactively manage well-being within our school community.





Our Expert Team

- Broadmeadow is a member of ConnectEd Partnership and as such invests heavily in the professional development of staff working at the school. We have an excellent record of specialist teacher training.
- The team consists of experienced, specialist teachers and a range of expert teaching assistants. In house support and development in early years and special educational needs means that staff are able to meet the ever changing needs of children joining the school.
- In recent years we have worked extensively on understanding the emotions of children and how to maintain emotional health and well-being. We take the mental health and well being of all our children and staff very seriously. The school Senior Mental Health Lead is Jackie Proffitt, the Head Teacher is a Mental Health First Aider.
- Our Home-School Liaison Officer and her colleague Clare Temple ensures all pupils and families receive a high level of support both in and out of school.

Supporting Families

Partnership with parents plays a key role in enabling pupils to achieve and succeed. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their child's education. Every effort is made to enable parents to work with the school and so develop positive and constructive relationships. We have an open-door policy and welcome informal drop-ins. We recognise that parents are entitled to a full range of relevant information and professional guidance in an accessible format. We provide:

- Daily communication using a free App from the child's class team.
- A weekly school newsletter detailing good news and diary dates.
- Training for parents, including in Makaton signing, Picture Exchange Communication, Behaviour and Sleep. We also run behaviour workshops. We plan to pilot on-line access to supportive resources for families with the aim that any course in school can be focused around parent's personal needs.
- Coffee mornings and social events for families.
- Home learning packs created around the child's individual needs if families request them. We also recognise home learning as the many additional activities parents do to support their children's learning— like working on termly targets, visiting family, maintaining bedtime routines etc.
- Support from the Home School Liaison officer to ensure that families are well equipped to cope with their child's individual needs.



Specialist teaching methods

Children at Broadmeadow are able to benefit from many specialist strategies in order to help them learn. We pride ourselves on the quality of teaching delivered and the skills of all staff working within classrooms. We consider very carefully how the curriculum is delivered to ensure that all of our learners can make as much progress as possible. We are constantly reviewing and refining our strategies and investing in training and resources to use a diverse range of specialist strategies. We use many different ways of teaching including:



PECS- Picture Exchange Communication System is a method to develop intentional communication using motivating items. Children are taught to use symbols to select items and eventually form sentences to request, discuss or comment on items with others.

Sensory Approach

Some children learn best through using all or some of their senses. We encourage them to explore through their senses using sound, bodily movement, taste, touch and vision to learn new skills, to understand and make sense of their world.



TEACCH

This method of teaching concentrates on a visual approach to learning. The structured visual approach allows children to access the curriculum and to work towards independent learning.

Educational Visits

We aim to give children regular opportunities to use community facilities to extend and consolidate their learning. These include visiting local and town shops, museums and art galleries, the park and visits to nature centres.



Play

This is a very important way of helping the children to learn and develop new skills and understanding in many areas of the curriculum. Many of the play sessions are highly structured to allow each child to learn about sharing, taking-turns, developing friendships, social communication skills as well as developing other more specific skills in, for example, maths, literacy and motor development.

Sensory Integration

A therapy prescribed by an Occupational Therapist and involves sensory modulation activities for a range of purposes e.g. reducing the need for constant movement, tactile defensiveness etc. Approaches can involve particular movements and massage programmes.



Specialist Teaching Methods– continued



Rebound therapy

Takes place on a full sized trampoline and supports sensory integration work. It can also be used to promote core stability and develop communication skills.

Intensive Interaction

This is a technique used to engage children with others. It uses strategies of copying or joining in with children to develop eye contact and mutual enjoyment, therefore building relationships.



Swimming

Children have the opportunity to experience swimming once a week for a half term. We hire pools in the community or belonging to another school. Full risk assessment processes are carried out before sessions begin, we have a qualified specialist swimming teacher.

ABA

Staff are skilled in using behavioural methods to help children to focus on work tasks. This is well supported by our functional curriculum.



Forest School and Outdoor Learning

The school is very lucky to have superb outdoor space equipped to a high standard. Our Forest Area is developed to enable children to explore nature and learn in the outdoors. An outdoor classroom, bike area, field area and exciting playground compliment this.

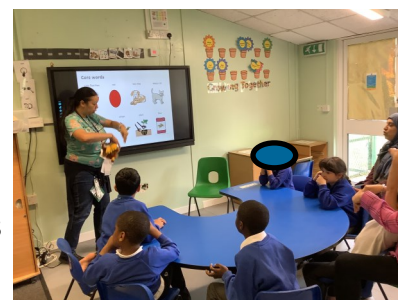
Technology Matters

Children have an innate interest in technology and at school we use this interest to support learning. Each class has an interactive whiteboard and the school has a bank of iPads. Eyegaze is used for some children as an alternative way to access technology.



Therapeutic Approaches

The school has expertise and resources to provide therapeutic approaches as needed. Play, music and art therapies are used for children and for those ready to learn to share and take turns Lego therapy is on offer.



Attention Autism

This approach teaches children to attend to activities and engage as a member of a group. Introduced in school in 2021 it is bringing some fantastic results in developing engagement, anticipation and speaking skills.

A typical day at Broadmeadow

Morning:

Children arrive at school, go to the toilet, have a snack / physical activity / play activity, class assembly, followed by literacy or numeracy, a drink and snack, outdoor play, curriculum activity, lunchtime - dinner, toilet and play outdoors (weather dependent) OR class educational visit.



Afternoon:

Short class assembly, topic activities - cooking, art, music, PE. , go to the toilet, going home routine, end of school.

Our Golden Rules

Good behaviour is encouraged from all pupils and a positive approach is taken to any behavior issues. More detailed information is given in our Behaviour policy found on the school website.

Where possible we expect children to:

Share and take turns
Be kind

Play together
Listen and Learn

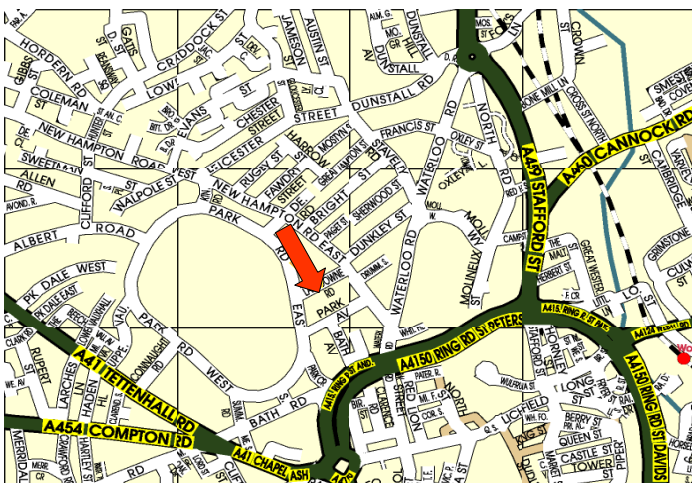
Work Hard
Help Each Other

School Council

Each year pupil representatives are selected to be part of our school council. This is to promote understanding of responsibility and serving the community. Duties of our school councilors include:

- Greeting school guests, taking part in photo opportunities.
- Helping in school with jobs such as taking messages, collecting lunchboxes etc.

HOW TO FIND US



We look forward to welcoming you for a visit to our amazing school. To make an appointment telephone 01902 558330.