



Report on IQM Inclusive School Award



School Name Meadow Park School

School Address Haswell Drive
Stockbridge Village
Knowsley
L28 1RX

Head/Principal Ms Jackie Cleary

IQM Lead Mrs Kate Davies

Assessment Date 29th January 2025

Assessor Ms Kirsty Rogers

Sources of Evidence:

- **Arrival:** a very warm welcome and induction into the school.
- **Tour of the school:** with the IQM Coordinator, visiting each classroom and area of activity.
- **Staff meetings:** with IQM Coordinator; Headteacher, SLT and various key staff – classroom staff and admin staff.
- **Lesson Observations:** various year groups. Tutor time; pre-school groups and formal lessons.
- **Student Voice:** with a small group of Secondary School students in their classroom. A KS 4 student before she went off site to a Duke of Edinburgh day of activities.
- **Parent Voice:** two telephone conversations with a parent and with a carer.
- **Governor:** a telephone conversation with a Governor who is also a local Secondary School Headteacher.
- **Local Authority:** a telephone conversation with the commissioner of Inclusion. Educational Psychologist.
- **Documents:** Policies, SEF & School Development Plan. The website is extremely helpful with clearly sharing the vision and mission of the school, with good information to help parents and their children.
- **Students' books & students work as displays:** on the walls in the corridors, in every classroom and therapy rooms. A full range of children's formal learning books and journeys covering KS 2 to KS4.
- **Classrooms & break out areas:** each phase of the school has a comprehensive set of subject specific and generic classrooms with break out areas – 'purple rooms', reflection rooms and therapy rooms. Each of these areas are clearly defined with clear use and dedicated pastoral support staff and therapists.



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Meetings Held with:

- Headteacher, Deputy Headteacher and Assistant Headteacher
- SENCO & IQM Coordinator
- Staff: Behaviour and Inclusion Lead; Attendance and Data Lead; Careers Coordinator; Lead Teacher Primary and Teaching Assistant; Deputy Safeguarding Lead; Personal Development Lead; staff etc.
- Parents and Carer of 2 different children
- Governor: Secondary School Governor
- Educational Psychologist
- Local Authority: Commissioner for Inclusion



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Overall Evaluation

Meadow Park School is the only Pupil Referral Unit (PRU) in the small educational authority of Knowsley. It fully caters for those that are at risk of or have been permanently excluded from primary or secondary school (KS1 to 4). It is a warm, welcoming school that fully knows and 'gets' their children (and families). All the staff are committed to making a difference to help change the lives around for each child and their families. They have created an 'Oasis' where each child (and their family) can breathe, evaluate, and start to plan small step changes to getting their lives back on track, and by doing so, each child can learn how to re-engage with education through a well designed and implemented holistic approach at this child-centred school. Collectively the staff (and Governors) make the school a safe and secure place to be in, the staff are un-shamelessly ambitious for each child and with lots of 'patience, guidance and determination', (the schools' 3 core values) based on trust, care and honesty, together they empower the child to never give up and become the best version of themselves, that they can become with quality academic outcomes. It has been a real privilege to have assessed this school, and they will be a real asset to the IQM community. As one of the students said – 'Meadow Park is an amazing school to be in.'

The Local Authority works closely with Meadow Park School, and fully appreciates what they do, as the school will try to reduce any child from being permanently excluded, and fully recognises the work that staff do with other agencies and in other educational settings across the Local Authority. They are advocates for the child and their families, who will at times arrive in turmoil and have been traumatised by various events. They are oversubscribed because the ethos from the Headteacher is to take everyone who needs their help. 'Inclusion is at the heart of this school, and this enables each child to make positive steps and move on with their lives.' This is also reflected when talking with a Secondary Headteacher, who also finds it very rewarding, being one of the school's Governors. This 'school turns around their students and does a very good job in improving outcomes for all students', 'the staff know their children and expertly work with them on so many fronts.' The leadership team with the staff work tirelessly to make sure each child makes holistic progress with a never give up attitude – the staff are aspirational for the students – especially at KS 4 where there is a quality careers programme, as time is running out for these students to achieve their chosen POST 16 destination.

Meadow Park School tries its best to admit all referrals from Key Stage 1 to 4 and offers a quality bespoke holistic education pathways to meet and extend the children's needs. Staff quickly invest in forming quality positive working relationships with each child's parents/carers, and the immediate family, and their external agencies, who also work with the child/family – as it is imperative to work together as a team around the child. In this way the staff get a better understanding of each child, and work with them to set and achieve the high expectations for each individual - gaining social, emotional and academic success for each child. The parents and carers that were part of the assessment day were very clear that Meadow Park School goes beyond the extra mile of support, challenge and aspirations for each child – some of the comments included:

'Since my child has come to this school – it is like I have got my old child back again.'



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'This school has helped my child to understand themselves and can now self-regulate and wants to stay in school and learn'.

'I know that my child is safe and secure when at school – if there is a problem the school deals with it appropriately'.

'My child now wants to be in school and is happy to travel over an hour to get there each day'.

From touring the school and meeting some of the students and staff, there is a warm welcome from each classroom/office area. The positive interactions between the staff, and the children and young people, are a joy to be seen and heard. They are based on mutual respect, trust and honesty. There are clear rules and expectations of each child and collectively as a class of learners. Routines are paramount to the success of each day, and they were evident during the visit. If any child needs time to regroup themselves before entering the classroom to learn, they can via the school's 3 R approach: Refocus in a safe space, or Regulate with staff to emotionally engage with others, or Reflect in a different space using restorative practices and emotion coaching strategies amongst other trauma informed approaches.

Having a quality pastoral behavioural team of staff, with specialists in well-being & other therapies, enables the teaching and learning aspect to make rapid progress. With having a fully integrated team of staff approach who know each other well, the children get 'wafted along' without them knowing it! The staff know their children so well that they can then anticipate a potential issue/barrier, and use quality deflection techniques to prevent escalations.

The school has invested in a therapy dog who is currently in training – Pru is a lovely looking light grey Great Dane – who just by her presence has a calming effect on everyone! She is adored by everyone – staff and children alike – she is a real asset to the school and in enabling the day to remain calm as she 'soothes & plays'. The children are very clear on how to approach her and when they are not allowed to do so – as Pru can only have calm and in control people near her – this requires a positive change in behaviour and has a real lasting positive impact on the child/children, staff and visitors.

The Headteacher (who leads by example with compassion and thoughtfulness) and her team of staff, are fully inclusive and continue to develop and grow, to enable each child to holistically achieve the success that they each deserve. The whole environment is planned and designed to make everyone feel safe and secure, that each child (and their families) knows that they are wanted and are valued members of their school. It is clear that the vision and leadership have played a major part in creating such a happy, vibrant school, that has a clear identity and purpose. The staff are truly inspirational valuing everyone who works at, attends, or visits this Oasis of a Pupil Referral Unit.



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I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Inclusive School Award and be reassessed in three years.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Ms Kirsty Rogers

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "Joe McCann".

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

The leaders of this school (Headteacher, Senior Leaders and Governors) with all their staff, have created a wonderful 'Oasis' for children who have struggled to access mainstream education – for whatever reason(s). The culture of this KS1to4 PRU stems from its 3 core values of Patience, Guidance and Determination. They are the rock stones of the foundation to the ethos of this school - where 'we belong together as one safe school', 'we never give up on anyone and offer second chances', 'we help and guide everyone in making the right choices, giving everyone a voice and listen responsibly', 'we laugh with each other always showing kindness and respect to everyone.'

All the staff, regardless of their roles and responsibilities, ooze inclusivity and create a sense of belonging for everyone alike – staff, student, parent/carer, governor etc. - so that as a visitor, you are engulfed into this wonderful respectful world of caring, sharing and aspiring in this very child-centred trauma informed school, where everyone is an individual and is catered for as an individual: the staff with each child, and the Senior Leadership Team with all the staff.

As soon as the school has received either the referral form or the permanent exclusion documents, all the children are treated the same, and a truly bespoke induction programme is devised, so that each child can attend, and then want to attend, and make a difference, as 'being here makes all the difference'. Each child will have different barriers and issues to address and overcome, but with clear patience, guidance and determination, this is achieved with the child and their families at their own pace. It could well be the first time that this child and or their family have had a voice and has been listened to.

The staff give a very warm welcome to each child and their families and immediately start to make those connections and form professional working relationships together as each child starts their own journey at Meadow Park School – the length of stay is different for each child. There are various pathways that are catered for: short one term KS 3 programme that enables children at the cusp of needing alternative provision to attend a small learning group to restart their education and return to mainstream with a set of lifelong learning skills that will enable them to flourish back in their home school. KS1 and 2 children will learn/relearn how to be independent learners and also how to engage with others appropriately. Most of the primary children will move onto a SEND setting once an EHCP has been granted, a few will return to mainstream with a clear support plan in place. KS4 learners will generally remain at Meadow Park School to complete a comprehensive range of qualifications and a 'tool kit' of strategies that will enable them to achieve even greater success in their chosen world of work and POST 16 provision. Some secondary learners will flourish in a more nurture-based approach, and there are 2 programmes currently delivered on site, whereas others follow a more mobile timetable, attending learning in specialist curriculum areas.

Finally, there is also a group of secondary learners who follow a hybrid of these models, which include face2face lessons; online learning lessons etc incorporating external agencies learning programmes as well. Regardless of the learning pathway, all the children are submerged into a caring world of inclusivity, adopt a sense of respect for



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others, embrace the diverse cultural world that we live in and enable the children to become who they are destined to be.

It is very important to highlight that the same inclusivity, the understanding, and wanting to make things better, are the embodiment of this school for the children who attend – it is also present for each staff member from the Headteacher, Governors and Senior Staff too. The adaptations made and shared as well as the thoughtfulness planned and delivered is at the basis of this very tight knit caring team of staff. The staff look after each other here 24/7 – leading by example is the Headteacher, who has an open door policy and a full understanding of staff's roles, responsibilities and demands of the job in a very busy working PRU – where clarity, consistency and good communication are key to ensuring that a child centred school with traumatised children who usually have some form of SEND too, is kept as calm and relaxed as possible – and when things might escalate – staff know and trust each other, as they are so well trained and experienced to quickly de-escalate things back to being calm and relaxed.

Next Steps:

Extend the SENCO drop-in sessions and the planned workshops to engage parents/carers and other professionals so that more people understand the children at Meadow Park School and learn what strategies might work best for them.

Enable Pru the therapy dog in training to complete her training and develop her role at the heart of the therapeutic offer over the next 12/18 months.

Become a member of the IQM family and share inclusive practices with other educational settings across the country.



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Element 2 - Leadership and Management and Accountability

There is a clear overview of distributed leadership and accountability across the school, where staff have individual roles and responsibilities, and collectively as a high performing team of staff. They are responsible to be united and work as one collective team – this was clearly shared amongst the staff that were seen on the day. The staff guide and support each other throughout the day and especially if/when an escalation with a child/children has happened. Staff look out for, and after each other, from the top down, and the Headteacher and her senior leaders are supported when needed by the Governors and Local Authority (LA) – there is of course suitable accountability and challenge from the Management Committee and LA.

Daily and weekly meetings are led by various staff to all staff, to share information/updates about the children and family circumstances, so that everyone knows what is currently happening in each of the children's lives, as anyone may come into contact with a child who is needing a comforting connection to reduce stress/external support to de-escalate/to be seen and heard (& validate emotions/actions), so that each child feels valued and wanted by the school. These team staff meetings are also an excellent way for the staff to bond, share, get to know each other and start the supporting team ethos that is extremely needed in a Pupil Referral Unit – where anything can happen at any time, and all the staff must be ready to deal with any 'fall out' and be in the best possible position to 'scope up' any child that is needing it.

The level of Safeguarding is needing to be high and linked with external soft intelligence – staff are extremely well trained and know the procedures to share so that a clear picture is obtained to ensure safety in school and outside of school for each child – where some children know no boundaries and are highly vulnerable. The school has appointed well qualified, experienced and well-trained staff who work in the pastoral/safeguarding area – but all staff are clear, that everyone is responsible for safeguarding some of the most vulnerable but challenging children in this LA. The culture of safeguarding and well-being in this school are excellent.

The range of staff that was apart of the days' assessment are dedicated, highly enthusiastic and knowledgeable about their key areas, and work collectively as one, to offer the best possible journey that each child takes whilst at Meadow Park School – so that as many children, have a positive meaningful journey with real positive outcomes for their next steps in their educational career. Staff were also very clear that they have excellent CPD on a weekly basis, and through their Performance Management, they are able to professionally develop within the school and attend external training. Staff are supported to apply for external nationally recognised courses, as Senior Leaders want staff to flourish and also know that the impact will be really positive within school too. Staff shared that senior leaders also know the bests ways to support/guide/work with each member of staff – meeting their own needs too in the workplace.



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Next Steps:

Continue to appoint quality staff and deploy them appropriately as the cohorts of children change over time.

Work closely with the Knowsley Local Authority to offer quality professional training to others from very knowledgeable staff at Meadow Park School.

Continue to work with as many primary and secondary schools over the LA and external agencies so that each child has the best team of professionals around them as possible.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The curriculum at Meadow Park School (PRU) is broad and balanced, well thought out and designed, meeting primary and secondary needs, as a trauma informed school. It is fully differentiated and where needed will become further adapted to meet the need of each child – as they will have arrived to this KS 1to4 PRU at different times with different educational experiences and have different gaps in knowledge, understanding and skills sets. There is a core offer of English (Reading, Writing, Phonics, Spelling and Grammar etc), Maths and Functional Maths, Personal Development, PE/Sport, Art, Food and Hygiene, Careers, Life Skills etc with a full range of appropriate age-related enrichment activities. Alongside this academic curriculum is the pastoral curriculum/offer that identifies and supports Social, Emotional and Mental Health well-being. The enrichment curriculum offers that very much needed series of learning opportunities and experiences that many of the children have not had before (or are unlikely to have again). This will include utilising the staff's creative side and other skills sets – such as: ARTiculate; languages, pottery, crafts etc and off site such as Duke of Edinburgh and other outdoor adventurous activities, residential, theatre trips and of course working with Liverpool Football Club! As identified by OFSTED (March 2024): 'An ambitious curriculum has, therefore, been carefully designed to meet pupils' needs in either case. The school has selected the essential knowledge that pupils need to learn and the order in which it needs to be taught. Staff design learning activities that help pupils to consolidate their knowledge.'

Based on the on-entry assessments – classroom staff will adapt accordingly so that most children will end up being on an individual learning programme in each curriculum area, so that each child can develop and build upon their existing knowledge, skills set and understanding at their own pace. In this way 'gaps are identified and plugged', children can make rapid progress and become more independent learners, learning to enjoy school (probably for the first time) and learning, feeling proud of themselves and their achievements – however small. Positive praise and recognising (large and small steps of) success motivates these learners to want to be in school and change. Hence (after a while), the students at Meadow Park School engage in their own learning.

While undertaking the tour of the school – the children were all engaged with staff – the vast majority were engaging in formal learning in the classroom, and a few were engaged with staff in the corridor moving into the classroom. All the students were positive and respectful towards each other and with all the staff. There was clear positive 'banter and humour' shared between the students and staff alike. This can only be achieved through mutual respect, and staff knowing and understanding each child, as an individual whose life journeys will be different, with the high expectations and ambitions for each child are shared and being worked towards, so that when each child leaves Meadow Park School, they have a positive destination to go to.



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Next Steps:

Continue to review the curriculum offer and investigate the use of any suitable external Alternative Provision to supplement the school's current offer, as well as differentiated examination courses. As a PRU, the curriculum offer alters depending on the interests and overall profile of the intake per cohort.

Review the Meadow Park Alternative KS 4 pathway – so that when students are ready, they can smoothly gain a wider offer that remains bespoke to their needs, interests and ambitions. Weekly Work Experience is quickly being incorporated into this offer.



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Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

Senior leaders will only appoint quality staff who are well qualified, have experience, and possess a range of skills that enable them to quickly engage with each learner (regardless of the barriers that might be present on entry), establish a positive professional relationship, that with making quality connections, gives the staff and each student the foundations to undertake formal teaching and learning (T&L) experiences/opportunities. Without making these strong foundations which are steeped in trust, honesty and care, having in abundance the school's core values of Patience, Guidance and Determination, emotional coaching skills, ACEs knowledge, restorative practice, understanding and being trauma aware with a range of SEND interventions at the ready, nothing will move forward with regards T&L.

The environment is fully geared up as a well-established trauma informed pathway school. Corridors are wide and airy with only key curriculum displays; classrooms are generally big – but they need to be for the dedicated spaces required for these highly vulnerable and challenging young people. Each classroom has the school ethos and key information, but are adapted by the individual staff who work in them – it is lovely to see personalised spaces for the students to flourish in. The refocus and reflect spaces in both the primary and secondary areas with the mental health areas, are well resourced and set up – with clearly defined expectations for the students to follow. Pru the therapy dog in training is a wonderful additional resource for the students and staff alike – she has such a calming presence.

Staff have a continuous Professional Development training programme, that is broken down into weekly chunks across the academic year. They access a range of updates – covering: Pedagogy, SEND, trauma informed practices, Safeguarding, examinations and invigilation training etc. The School's Educational Psychologist was extremely clear that the staff make many adjustments to support self-regulation throughout the delivery of formal T&L; they model the desired behaviours, attitudes and outcomes, so that each child can make academic progress. The classroom staff work together on themed days such as Careers, Diversity, Reading etc. Each curriculum area has a lead member of staff who is fully accountable for the update and thorough planning, delivery and review of their areas. Senior Leaders hold them to account and work with them to ensure the best possible planning and resources offer the most effective delivery for each child.

There is clear planning through the schools' Programmes of Study, Sequencing overview and the interventions mapping – as well as more detailed Schemes of Work and lesson planning. Staff make very good use of the resources and equipment that they have in school as well as the subject specific rooms such as Design & Technology which includes Construction; the Food Technology area that includes Hygiene and Healthy Living; PE Sports hall and off-site Duke of Edinburgh provision; Science and Art spaces. Then each generic teaching space for other subjects are well resourced and in the primary classrooms – dedicated reading spaces are well established. The nurture approach rooms have a good range of dedicated spaces for different offers – IT and Computing, Reading, Art etc.



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Next Steps:

Continue to work with similar settings to support moderation of children's work so that it is line with the Primary Sector, National Curriculum, as well as examination courses at KS 4.

Continue to identify gaps in learners' knowledge, understanding and skills set so that suitable interventions can be implemented to 'plug these gaps' as there is always a reduced access to the suggested guided learning hours per syllabus.

Skill staff up in the use of the new MIS system of Arbor to ensure that Meadow Park's programmes of study and assessments are linked to show summative and informative progress.



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Element 5 - Assessment

Assessments are set at appropriate times during the journey that each child has at Meadow Park School, and they are mapped out to show progress over time – academically, attendance, safeguarding, behaviour and attitudes – i.e. a holistic overview of each child.

Each child who starts at Meadow Park School, is assessed on entry academically - in each subject; SEND screening; Reading and Phonics etc, as well as by using PASS (Pupil Attitudes to Self and School). Also, at the point of entry, is the collation of a full background profile which includes attitudes to behaviour, triggers; what the child would prefer to remain in control/calm etc; attending, safeguarding working with other professionals etc. In this way a clear profile is created about each child. This profile is added to from the induction programme and logs the journey that each child has during their stay. If additional SEND screening and testing is required there are 2 qualified SENCOs to evaluate /adapt the Plan-Do-Review cycles towards an EHCP. Currently one of the SENCOs is completing her JCQ Examination Access Arrangements course to further assess and support the learners from the 2025-26 summer exams. Having this specialist staff on site will enable all Year 11 learners to be screened and adaptations made, if necessary, for them to sit their exams – as their normal ways of working will be clearly assessed for access arrangements to be requested – thus ensuring that each child has the best opportunity to complete their exams. The staff team at Meadow Park School all undertake annual JCQ Invigilation training – once again to try to reduce the stress of exams for their children.

While each child continues their journey along their pathway at Meadow Park School, a full range of interventions can be used to ensure small steps of success to much larger steps of success. These interventions are clearly known to the classroom staff for academic progress, as well as fine motor skills, to sensory circuits, to building up memory skills etc. In addition to these academic and physical interventions is the 3 R's system of refocus, regulate and reflect that forms the basis of Meadow Park's Zones of Regulation – so that each child knows what their behaviour triggers are, how best to help themselves to remain independent self-regulators, and if they are needing additional external help to regulate – what these strategies might look like – if and when they are needed.

The academic assessments in each curriculum area are based on 'working towards/achieved/excelled' with a clear marking policy of practice that the children and staff know and understand. From reviewing a range of primary and secondary student books, it is very evident that children make good progress and are challenged to extend their learning further. Each curriculum area has a detailed curriculum map with an overview of learning experiences and clear assessment tasks per topic. Alongside these are the subject's sequence of learning grids that also show progressive learning & assessment opportunities. [The 12 week / term intervention programme has a slightly different approach with on entry and exit assessments with a mid-point review of learning.]



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Next Steps:

Develop the mock exam process to include: more formal examination-based assessments so that each child feels as comfortable as possible with the JCQ regulations; offer a mock exam 'results collection day' approach so that the learners get a real sense of what it could feel like in August.

Continue to review national qualifications and the differentiated levels e.g. Art GCSE and Arts Award: Bronze. This would reduce the student's stress of having a lengthy 10 hour exam for the same equivalent grade. Investigate the offer of entering learners into exams earlier than the usual summer of Year 11 so that becomes stage not age approach – especially if a learner is likely to have become totally 'de-schooled' in Year 11.

As the school moves to using Arbor as their Management Information System – to review summative assessment in each curriculum area, as the school begins to build their version of Arbor MIS.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

The children who are referred to Meadow Park School have great need of this school's holistic trauma informed approach to devising and creating individual bespoke learning pathways. By achieving this each child is able to have 'ownership of their education' and future next steps, whether it is returning back into mainstream, onto a SEND setting, or onto their POST 16 chosen destination. The holistic approach ensures that each child makes progress at their own pace, to improve their academic, social, emotional and behavioural knowledge, understanding and implementation of these skills, thus achieving a well-rounded individual who is ready to move on. This approach is underpinned by the school's 3 key values of Patience, Guidance and Determination, as well as treating each child as an individual whose needs (on induction) will change over the course of the day to then, with time, will change and remain changed, for the better and more improved positive outcomes (on exit).

All the staff at Meadow Park School continually model the 'right approach' that is needed by society. How to talk – the tone, the pace, the language that is used as well as the body language that supports the verbal interactions. Staff will use banter and humour to deflect situations and make students feel wanted, valued and heard, but most of all staff will show all their students how (and encourage them in turn) to establish and maintain positive relationships with each other. The school has a dedicated team of staff who make up the Pastoral aspect of their holistic approach.

As OFSTED (March 2024) stated:

'Pupils benefit from clear and precise expectations around behaviour. Most pupils behave well in lessons and try their best. Now and then, when pupils do not meet these expectations, staff calmly support them using the 'three Rs' system of 'refocus, regulate and reflect'.

The 3 R's approach only works because each member of staff have clearly defined roles and responsibilities and always work together as a team of staff. They fully know each child – their family, pets, hobbies/interests, ambitions, out of school lives, what triggers them and what strategies that will help each child to remain positive and have calm interactions with others; so that if or when a student becomes de-regulated, staff distract them to initially refocus; if more time is needed to move to a dedicated area to regulate, and if more time is needed to move to a different dedicated area, to reflect. These dedicated areas are in both the primary and secondary areas of the school and include therapy and sensory spaces. Each child is taught about the 'zones of regulation' and how they present themselves in each child and what strategies will work best for each child – who then takes ownership of them and support by the staff to keep owning them. In this way each child learns about the impact that their behaviours and attitudes have on people and are guided to see the importance of tolerance, cooperation and resilience can have on themselves and others. The school is 100% about learning life skills and empowering everyone to have better futures when they leave Meadow Park School and venture into adulthood.

The children have a positive attitude to learning, regardless of which pathway they are on. Some examples were shared where some children will move from one pathway to another as that child continues to adapt, flourish and grow into the best version of themselves,



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always demonstrating positive interactions with peers, staff, visitors etc. Once again, these opportunities to enable each child to socially flourish are given to each child on and off site through a strong Personal Development and enrichment curriculum. One of the biggest things that all staff give to each child is trust, how to develop trust, and how to maintain trust. This is underpinned by the use of the school's Therapy Dog – Pru – who is a beautiful large light grey coloured Great Dane. Just by her presence (in the corridor or room) is a calming influence and will prevent and deflect situations from escalating. She is becoming the heart of the school.

Next Steps:

To continue to empower each child to become independent self-regulators. To ensure that well qualified and experienced staff are appointed to the Pastoral – Behaviour – Support team of staff – who enable the 3 R's to work successfully.

To continue to establish quality working relationships between Meadow Park School staff and other schools across Knowsley Local Authority and external agencies that their children/families work with outside of school.

Continue to review and evaluate the current Personal Development curriculum and the Behaviour Support Programmes & Interventions – so that each child has the necessary 'set of tools/ strategies' that work for them in turning around their lives to become the best version of themselves in our modern-day society and their immediate communities.

Pru the therapy dog to complete her training and become part of the school's induction programme.



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Element 7 - Parents, Carers and Guardians

Meadow Park School is the only PRU in this small Local Authority, so not all the children who attend are local to the school's location. This travelling aspect can at times be a difficult barrier to overcome, especially with working parents and those who have to rely on public transport to reach school. However, this does not stop the staff at all levels establishing and maintaining very good positive working relationships with all their parents and carers.

Staff will hold meetings in the home and or nearer locations, such as libraries etc. This could be at the start of the journey as part of the induction process or for catch up and celebration meetings and, if necessary, re-integration meetings when a suspension has had to be issued (only as a last resort).

Staff hold pre-planned meetings with parents/carers and their professional external agencies to ensure that each child gets the best support and holistic learning programme possible, that will meet their needs and interests. Qualified, experienced and well-trained staff will lead on areas such as: SEND, Inclusion, Safeguarding, Therapy and Mentoring etc. In addition to these bespoke meetings, staff deliver workshops to support home-school life, such as social emotional wellbeing; Maths and English interventions; SEND such as ADHD & ASC strategies; working with Liverpool Football Club! One of the parent/carers that the assessor spoke to said: 'my child has been able to turn around their life and have a future because of the staff at this school who identified their SEND needs and now understands how to self-regulate – it's an amazing school – I can't thank them enough.'

Meadow Park School tries its best to admit all referrals from Key Stage 1 to 4, and offer quality bespoke holistic education pathways to meet and extend the children's needs. Staff quickly invest in forming quality positive working relationships with each child's parents/carers, and the immediate family, and their external agencies that also work with the child/family, as it is imperative to work together as a team around the child. In this way the staff get a better understanding of each child, and work with them to set and achieve the high expectations for individual social, emotional and academic success for each child.

Parents and Carers are invited into this school on at least a termly basis to see classroom staff and tutors to discuss and plan next steps for each child's learning journey while at Meadow Park School. These parents evening style meetings try to include any agency that is involved in the child's life, as it is a real team effort to help support, guide, facilitate etc, to enable lives to be turned around to have a more positive outlook on life. Another parent/carer that spoke to the assessor wanted to add: 'my child now wants to be in school, they want to do well and achieve; they are heard, listened to and respected; I know that they are safe and well cared for – they are inspirational, firm but fair.'

Next Steps:

To continue to make strong professional working links with each parent/carer – especially at the Induction stage. Some of these meetings now happen in the home – as this best suits some parents who can't travel to get to the only Authority's PRU. This is not an easy thing to do when under pressure of the 6th day provision of a permanently excluded child or when a child has been out of mainstream school for a length of time.



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To continue to plan and deliver 'coffee mornings' for parents and carers to attend to learn new skills, gain a greater understanding of the school, their child, next destination – new school or POST 16 etc. Various aspects of SEND. Various family support – cost of living; social networks; online safety; gun and knife crime; gambling awareness etc.

Develop relationships with the Knowsley Parent Carer Voice.



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Element 8 - Links with Local, Wider and Global Community

This school has many links with other professional agencies and charitable organisations – such as Social Care, Housing, Youth Services, Police, Fire Service, Mental Health & Health organisations, the Local Authority and, of course, Liverpool Football Club. In addition to these, Meadow Park School has close working links with primary and secondary schools – especially those who have students attend as dual registered learners – as they will meet at least fortnightly. Some of these agencies will also attend the school's SEND coffee mornings to get skilled up.

The children who are lucky enough to attend Meadow Park School have a wide range of enrichment opportunities to widen their local knowledge of this small authority and 'over the water to the Wirral', as well as other cultures. The children, as part of the very strong Personal Development curriculum, will attend workshops and go on trips to a full range of places – from the Theatre, Sports events, Libraries, FE and HE education, religious places, world food days & the catering industry and other career industries that they are interested in.

As you would expect of a PRU, the staff at different levels have good strong working links with other schools who have dual registered children at Meadow Park. One of the pathways/offers is a term placement to 're-set, re-engage and return' back to their home school having participated in an intensive 10-to-12-week programme at Meadow Park. Fortnightly catch up/celebration/progress sessions are had between the home school and staff at Meadow Park with each child. This programme has been extremely successful in lowering the permanent exclusion rate and reengaging the love of learning and remaining in education. There is an increasing number of children who have been permanently excluded from one school return to mainstream education with assisted support from staff from Meadow Park. This extremely positive approach enables more children to remain in mainstream education having had intense support and guidance including identifying needs and implementing suitable strategies to overcome any barriers.

Next Steps:

To continue to source quality Alternative Provision that the school is unable to provide, so that each child's needs and interests are met.

Working with the Local Authority and other schools to offer a programme of INSET to enable all educationalists to improve their inclusive skills, knowledge and understanding as a trauma informed school.

Continue to work with as many external organisations to ensure that a team of professionals are around the child to ensure positive outcomes and destinations.

Start to use the SMART School Council to extend the children's ability to debate and work with others.

Become an IQM school to share quality PRU and inclusive education programmes with other like-minded schools and educational settings.