



Meadowside School



Welcome to Meadowside School



Staff say: “It is the young people who make our school so special. It is uplifting to see them grow, develop and make progress in all areas over the years. It is heart-warming to speak to ex-pupils who have moved on to college, or who are even further along their life’s journey. Most of all, though, our pupils are fun and they make my working day such an enjoyable one!”

Staff say: “I am so lucky to be a part of the Meadowside community. Staff, governors and parents all work together for the benefit of our learners, to make Meadowside ‘The place to shine.’

Foreword: Head Teacher, Paula Wareing

I am very proud to welcome you to Meadowside School. Established in 1975, we are a specialist provider of secondary education for pupils aged 11-19 with moderate, complex or profound learning difficulties, autism, communication and/or sensory needs, ADHD and varying health conditions.

Dedicated staff

Meadowside School is a small school, highly staffed with a well-established, experienced, relevantly trained and qualified team which listens, consults with you and actively encourages your involvement.

Personalised learning

We take a personalised approach and offer individualised learning programmes, incorporating a variety of therapies that enable learners to access the most appropriate curriculum for them. The majority of learners have an individual timetable which is designed to support them to make progress, both within their designated teaching groups and in other groups; meeting each young person’s needs and interests.

Child-centred

Our approach is child-centred, with some pupils moving from class to class to use specialised equipment and being taught by subject

specialists. Other pupils benefit from a classroom base which is designed to meet their needs.

Parent partnership

We pride ourselves on working closely with parents. You will see, by reading the many parent and pupil stories in this prospectus, that you and your child are very important to us. We champion the link between school and family and work very hard to involve you in your child’s education here at Meadowside School.

Safeguarding

Ensuring the health, safety and welfare of our pupils is our absolute priority. Our robust safeguarding procedures are designed to

support staff to protect pupils. The Head Teacher would be notified immediately of any concerns raised. She would deal with any issues sensitively, in line with procedures required by Wirral’s Local Children’s Safeguarding Board.

Get in touch

Please come and visit our school to meet our staff, see our facilities and experience the welcoming and supportive atmosphere that makes Meadowside such a special place to learn. I know you will be impressed by the quality of education and care we can offer your child.

To make an appointment to visit, or to simply ask me a question, please call the school office on 0151 678 7711.

Nathalie feels that approachable and adaptable staff who go that extra mile makes Meadowside School stand out.

Nathalie Rubio and Tim Fowler live in Greasby with their daughter, Helena 13 months and Nathalie’s son Tony, 15, in Year 11. Tony was diagnosed with Autistic Spectrum Disorder when he was 5 years old. He has some complex needs including learning difficulties, coordination and communication needs.



The perfect setting for additional needs

Whilst moving up to secondary school was a massive change for Tony, Nathalie remembers how quickly he settled into Meadowside School. “Due to his Autism, Tony doesn’t like change, so we were expecting a more turbulent time, but he was happy to attend school very quickly. The school was chosen for us by the Education Authority. We have been very happy with Meadowside. It is the perfect setting for Tony’s needs.”

Welcoming and willing to adapt

Nathalie puts this down to the environment created by the staff at Meadowside School. “The whole school is so welcoming. When we knew Tony was to move up to Meadowside, they sent some of the teachers who would be working with him to his primary school so he could meet them and familiarise himself with them. I think this was really positive for Tony and it shows how willing the school is to adapt to the needs of children with ASD and other conditions.”

Confidence building

“On starting, the staff worked with us to help increase Tony’s confidence. They encouraged him to get involved in relaying simple messages to different parts of the school, like taking the register for example. This way he got to know the school and the staff and it helped with his communication.”

Nathalie has been impressed with the changes she has seen in Tony’s communication skills. “His communication has developed well. When he first started his speech was limited and the school really pushed Makaton to help him communicate. I also believe involving him in the choir the

way they have has worked really well for both his communication and his confidence.”

Integrated support

“Tony also had speech therapy which was integrated into his classes, so that the teachers were aware of how best to work with Tony’s individual needs. The school really tries to encourage verbal development too and we’ve seen some great changes in Tony as a result. He has a terrific sense of humour!”

Excellent communication with parents

For Nathalie, the school’s open door policy has been reassuring and encouraging. “The school is always very happy to speak with you. If you have any fears at all, they are approachable and willing to hear your concerns and will do what they can to help.”

“Tony and I were both anxious about him going on a residential visit. I met with his teacher who took time to explain what the trip would entail. He gave Tony a detailed timetable so he knew what to expect and could feel prepared. Nothing feels too much trouble.”

Building foundations for the future

Another strength of the school for Nathalie is the work experience opportunities available at Meadowside. “Tony has been involved in horticulture and cooking and I like how the school has communication with mainstream colleges to prepare him for the future.”

“They have a wide range of activities on offer and also teach the children skills for independent living, such as getting the bus and paying for things with their own money. I believe the school is providing Tony with good foundations for the future,” says Nathalie.

Parents and pupils say: “Meadowside will always be a home to me.” DE, past pupil.

Ofsted says: “The school is well led and managed.”

Settling in to our school



Moving to Meadowside School from another school

As soon as you have chosen Meadowside for your son or daughter our transition work can begin in the way that best suits your child. We work as a team with the pupils and their families, staff at their current school and the appropriate health and other professionals to make the transition from school to school a smooth and effective one.

We are happy for you and your child to come and visit the school or to join us for half or full day sessions. Our staff will visit your child in his or her current school to start getting to know them, and also to talk to his or her teachers to find out how to best support him or her.

We offer an ongoing programme of activities for pupils in Key Stage 2 from primary special needs schools; these are aimed at introducing young people to some of the experiences they are likely to have in secondary school, giving them a wider range of experiences and leaving them in a position to make a more informed contribution to their Education Health and Care Plan. We would also be happy to talk to you

about accessing this programme if your child is currently attending a mainstream school.

We invite children who will be joining us in September to our Summer Club which runs for two weeks in the summer holidays.

Families are welcome to join us for the social activities that we offer each term such as barbecues, our Summer Fair, school drama productions and the open days we have when parents of our learners are invited to drop in to join classes and activities.

Prior to joining the school, the Personalised Learning Team will work in conjunction with the relevant people, including the family, to consider your child's individual needs with the view to devising an individualised timetable if necessary.

We hold an Induction Day for all new pupils and also arrange an induction meeting for parents where they can meet the Head Teacher, their children's Pastoral Tutor and our Learning Mentor.

Beverley feels Meadowside School offers a friendly and understanding environment with staff who genuinely care about each individual child.

Beverley and Stephen Oates live in Wallasey with their daughter Ellie, 14. Ellie has language and learning difficulties and has been attending Meadowside School since she was 11.



Instantly impressed

When Beverley and Stephen looked around Meadowside they were instantly impressed with the school's interest in Ellie as an individual. "You just get the right feel for somewhere and we got that about Meadowside."

"What stood out for us was how they wanted to know all about Ellie and how they seemed genuinely interested in everything about her; we didn't sense that from other schools we viewed," explains Beverley. "We've not been disappointed. We feel they do everything in the best interests of Ellie and I'd recommend Meadowside to anyone."

A smooth transition

The settling in process and the transition from primary school was nice and smooth according to Beverley. "Ellie had a few visits to Meadowside School whilst still at primary school, which we think did a lot to prepare her and to familiarise her with the new school and its surroundings. I think this really helped Ellie to feel settled quickly."

Some of Ellie's favourite activities involve music and art and when Beverley viewed the school she liked how it catered for everything Ellie particularly enjoys. "The school has all the things Ellie loves, so she started to enjoy her time there very quickly. She gets a lot of enjoyment from music and the school does a lot of musical activities, so that works well for Ellie."

Great communication

Knowing your child is happy at school and being kept informed about his or her progress is important. At Meadowside each child has a 'Home-School book', which Beverley likes as a method of communication between parent and teacher. "It's a good way of hearing what

Ellie has been up to at school, what she's done well and what she maybe needs extra support with. It's also a useful way for us to communicate with Ellie's teachers. If we have any concerns about anything or need to pass on any information we can write it in this book," explains Beverley.

Helpful, friendly staff

She adds; "The staff are always there to help. You really feel they are there to help you and your child and we've always found them very approachable and easy to talk to."

Good progress

During Ellie's time at Meadowside, Beverley and Stephen have noticed some positive progress with her speech and reading ability. "We can see her needs are being catered for. Her reading has really started to come on, which is great to see. She brings books home to read and has focused homework to complete so we can continue to support her at home."

A caring approach and working together

Beverley likes the caring approach of the staff at Meadowside. "We work together as a team to address Ellie's needs and we really like that. We feel it's important. The school offers a joined up approach and the dedication of the staff really helps to nurture Ellie so we can help to address her needs together."

No regrets

Beverley knows Ellie enjoys Meadowside as even during the holidays, she asks to go! "She loves her subjects and has some nice friends there and I know she likes the teachers too!"

She adds; "Meadowside School is a great school which we have no hesitation in recommending to other parents. We've no regrets in having chosen it for Ellie. It's a caring, helpful, friendly and understanding school who are genuinely interested in your child."

Parents and pupils say: "All such lovely people." Past pupil's parent.

Ofsted says: "Behaviour management is consistent and highly effective."



Every Child Matters

The five Every Child Matters outcomes are the foundation for the broad and balanced curriculum taught throughout Meadowside School. These are:

- Be Safe
- Stay Healthy
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-Being

Bespoke learning

Many young people in Meadowside have timetables designed carefully to meet their specific needs. The groups and teaching styles are flexible in response to pupils' learning styles. Some pupils benefit from a greater focus on outdoor education which we can accommodate both on site and via our extensive network of off-site provision.

Key Stage 3

When your child joins us in Year 7, based on transition information gained, and in discussion with you, he or she will be placed in the most suitable teaching group.

Flexible Grouping

Where appropriate, all Year 7 pupils join a group which benefits from being taught a secondary curriculum, including the National Curriculum sometimes using a primary class based model. For some subjects e.g. Music, Science, Design and Technology, PE and Art, pupils are taught by specialist teachers in specialist rooms. For the rest of their timetable, they are taught by one teacher, in a classroom base.

There are two other teaching groups that run across the school; Flair and Fusion.

In Flair Group, pupils have a highly experiential, interactive curriculum, based on early learning goals, using sensory approaches and immersive learning environments. In Fusion Group, pupils have an active physical start each morning, combined with a focus on Education in the Community. Visual timetables and structured routines support learning. Additional swimming sessions are incorporated into the timetables for both Flair and Fusion groups.

Curriculum

The Key Stage 3 curriculum focuses on all subjects with which your son or daughter is familiar from primary school, as well as skills to learn for life.

The Modern Foreign Language taught at Meadowside is French. Multicultural activities are celebrated where the focus is on speaking and listening, with multi-sensory activities involving music and tasting samples of food from other countries.



Key Stage 4

In Years 10 and 11, there are more opportunities for inclusive learning and education in the community. Personal strengths and interests are built on and learning opportunities extended, both on and off site, accredited where possible. For example, pupils may access Horticulture, Water Sports, Team Work, Drama and Diversity and inclusion in a local high school, accessing a range of qualifications.



Post 16: Independence and Inclusion

The prime focus for learners in Years 12-14 is Independence and Inclusion, in preparation for life outside, or after, Meadowside School at an appropriate level for each individual young person. Different progression routes focus on, for example:

- Social and Personal Skills
- Life Skills
- Vocational Skills
- Core Curriculum

Key Skills

In addition, there is a greater focus in Post 16 on the six Key Skills, which are:

- Communication (including Literacy)
- Application of Number
- IT
- Working With Others
- Problem-Solving
- Improving Own Learning

Work skills and leisure

All Key Stage 4 and Post 16 timetables are supported by a range of real-life experiences, including Work-Related Learning Skills Week, work experiences, off-site learning and community inclusion opportunities. This will be balanced by a focus on a broad curriculum, based mainly on the application of skills, in preparation for a fulfilling adult life. At Meadowside, we support learners to plan for the future, in preparation for transitions such as moving into Post 16, Further Education or other options. A wealth of enrichment activities is offered across the school to motivate learning and to raise aspirations.

Parents and pupils say: "Thanks to staff at this wonderful school for your hardwork and dedication." Current pupil's parent.

Ofsted says: "Students learn how to put their mathematical skills to practical use for their future lives."

Our fantastic facilities

Meadowside is a small school with a wealth of innovative facilities, enabling us to meet the needs of our learners. Facilities include:

- A range of safe, secure and tranquil outdoor play areas
- Well-equipped sports hall and outdoor sports facilities
- Sensory Suite
- Immersive Theatre
- Large Pool for hydrotherapy/cardio
- Specialist Design Technology Workshop
- Large interactive touch screens in all learning areas plus iPads for mobile ICT access
- Low Stimulus Learning Areas
- Science Suite
- Sensory Garden with raised beds
- Kitchen Garden
- Home management room
- Launderette
- A 'mellow' room for learners to 'chill-out' in
- Dedicated School Nurse surgery, medical food preparation and physiotherapy rooms
- Art room with a separate kiln for firing clay-work
- Music room
- Post 16 area
- Community/parents' room

Planned improvements included a new health and well-being centre and enhanced outdoor facilities.



Parents and pupils say: "Brilliant school, nice good staff and helpers, had loads of laughs and made lovely friends." CL, past pupil.

Anne feels that a willingness to work together and listen to parents is why Meadowside School is the right choice for her daughter.

Anne and Gary Archer live in Bromborough on the Wirral peninsula with their children Jack 10 and Helena, 17. Helena has cerebral palsy and joined Meadowside School aged 11.



Ofsted says: "The very good partnerships the school enjoys with alternative providers enhances the curriculum."

The right learning environment

Helena's cerebral palsy means she uses a wheelchair full time and has some learning disabilities; she can also experience heightened emotions. Gary and Anne were impressed with the primary school Helena attended; they felt it catered well for both her physical and learning needs and were keen to find a secondary school which could continue to address both sets of needs equally. "We looked at other schools but we felt Meadowside had the right learning environment for Helena. I liked the layout of the school and the atmosphere - it felt right for her," explains Anne.

"As a school which caters for special needs, we remember Helena settled in very well. There was nothing in particular that they needed to adapt for her that wasn't already in place, which was reassuring for us."

Supportive staff

One of the key strengths for Anne is the level of support offered by staff. "I like how open they are to your ideas about how to improve your child's provision. For example, I do a brain development programme with Helena which aims to work with her cerebral palsy needs and I've found the school have been very receptive in supporting me with this."

Willing to listen

Anne adds: "If I've got any concerns at all, they're ready to listen and act on my ideas, which, as a parent, is exactly what you want and need."

"I approached them about a new reading scheme I was keen for them to try with Helena. It wasn't a scheme which was

available here in the UK, but they were willing to listen and as a result they introduced further reading provisions using a similar scheme that we felt would benefit her."

Approachable and willing to adapt

As parents we know our children best; Anne has always felt that Meadowside School also believes this. "For health and development reasons, we've chosen a gluten and dairy free diet for Helena and the school have supported us in this decision. Their catering team have been very good at adapting meals for Helena, which I've really appreciated."

Anne adds: "We've found them very good at listening to what we feel is best for our child and in doing what they can to support you in meeting this; it's something we have really valued."

Working together for positive progress

Helena is now in post-sixteen education. Anne and Gary feel the school's willingness to work together has resulted in some positive changes in Helena's development. "Her speech has progressed nicely with support from Speech and Language Therapy and Physio and we've worked hard on this at home too," explains Anne. "We feel the school has helped her social skills to improve and her ability to work with others, which are all key skills for the future."

The right choice

Anne adds; "Meadowside is a school which offers approachable staff who are willing to take your concerns on board and who will work in the best interests of your child. When choosing a school to meet Helena's needs, we certainly feel we made the right choice."

How we work with parents



Our staff work collaboratively with parents to ensure the best outcomes for our learners. We do this in these ways:

- Prompt appointments to see the Head Teacher or any member of the teaching staff
- Curriculum newsletter at the start of every term
- Class coffee mornings
- Daily exchange of Home-School book
- Termly opportunities to speak to Subject Leaders, Pastoral Tutors or other professionals
- Invitations to attend assemblies, drama/music productions, drop into class days
- School magazine at the end of each term
- Annual Report on progress in addition to Annual Review of the Educational Health Care Plan (EHCP)
- Home School Association events each term
- Parent workshops, covering topics such as e-safety, welfare benefits and the School's bursary fund
- School website updates: meadowsideschool.com
- School Twitter Feed: @meadowsideCH49

Parents and pupils say: "Brilliant school!! Loved my time there." LJ, past pupil.

Helen believes Meadowside School offers a warm, friendly and encouraging environment with staff who genuinely care about the needs of each child.

Helen Byrom lives in Birkenhead with her children, Michael, 23 and Kate, 20. Kate attended Meadowside School; she has Cerebral Palsy and is a wheelchair user.



Ofsted says: "Off-site learning is managed safely through high quality risk assessments."

A special place

The ambience of Meadowside is what stood out for Helen when she was choosing a school for Kate. "It has such a lovely atmosphere and the staff are very friendly. I got such a good feeling for it and it felt like the right place for Kate," says Helen. "She loved attending Meadowside right from the beginning. It was the staff, the rapport that she had with them, and the support they offered that made it a special place for her. She'd go back tomorrow if she could!"

Strong relationships

Kate's language skills are quite well developed so her main need for support centres around her development needs and motor skills. Helen is really pleased with how Kate progressed during her time at Meadowside. "She came on really well. The staff were very encouraging and built good relationships with Kate. I think this really helped her confidence to communicate with other people. She's learnt how to take people and has a much better understanding of others and about being independent."

Encouraging staff

Helen also found Kate's motor skills progressed thanks to strong encouragement from all staff. "She still needs help and support but we noticed some really positive changes during Kate's time at Meadowside School. I found staff genuinely care about the children and are very encouraging, which really helped Kate to develop from where she was when she first started. They were very good at supporting and encouraging Kate to use her weaker side, for example with things like encouraging her to feed herself. Whilst it's an on-going process their support means she's definitely stronger now."

Excellent communication

A real positive for Helen was the communication with staff. "If I ever had any worries I knew I could call them or that they

would call me if they had concerns. Staff were always very happy to speak to me and to listen, nothing was too much trouble and I felt it was a real two way process. Kate is quite a healthy girl so we never had too many concerns but they were very good at feeding back to me about any issues and how we could all support her."

A happy environment

Helen recalls Kate's love of music at Meadowside School. "Music was always her favourite lesson - she really liked her music teacher as she was her first teacher at Meadowside and she maintained a real connection with her throughout her time at the school. Kate really liked the staff because of the way they communicated with her and the laughs they had together. She found it a really happy environment to be in."

Reassuring and caring

Kate has now left Meadowside School and is attending college. Helen was pleased with the way that staff ensured Kate was ready for the next step in her education. "Kate's a clingy person; she would always get upset when students left Meadowside so moving on was difficult for her. To help her, staff ensured she was taken on visits to the college so that the surroundings were familiar, helping her to feel prepared. I think this was really important; it was reassuring for Kate and helped her to adapt to college."

Understanding of individual needs

Helen adds: "The staff are excellent and always had the best interests of my child at heart. It's a warm, friendly and welcoming school that genuinely cares. They look after, support and encourage each child and they really understand everyone's needs. I can't praise Meadowside School enough."

Professional partnerships, improving our care for your children

We have excellent working relationships with a wide range of organisations involved in the care and support of your child. The following specialist services are available at Meadowside School:

- NHS Nursing Team on site
- Physiotherapy Team on site
- Speech and Language Therapists
- Occupational Therapists
- Child and Adolescent Mental Health Service
- Asthma Nurse
- The Educational Psychology Service
- WiSCH – Wirral Services for Child Health
- LDT – the Learning and Disabilities Team
- HSIS – Health Services in School
- Community Paediatrician and Community Dietician
- Moving and Handling Advisor
- Epilepsy Support, Continence Clinics and Diabetes Support

Community links

We have long standing links with local businesses such as Asda, Sainsbury's and Morrisons supermarkets, Best Bites cafe, Newhall Publishing and ABW Architects as well as organisations such as The Rotary Club of West Wirral, which supports our School Interact Club, and our neighbours at The Holy Cross Church. We work in partnership with local primary schools as well as with Woodchurch High School. We have good links with Wirral Mencap and other groups that work with families with children with special needs.



Parents and pupils say: "Fantastic school. Did wonders with our daughter, brought her on in leaps and bounds." SC, parent of current pupil.

Meadowside School has helped Alastair achieve perhaps more than I thought possible.

Gwen Seller lives in Meols with her children Olivia, 20 and Alastair, 18. Alastair has Down's Syndrome and is hearing impaired.



Ofsted says: "They are very well supported by therapists and the school nurse to ensure students' well-being."

A calming space

When choosing a secondary school for Alastair, Gwen and Patrick, Alastair's parents, were searching for the right environment for their son. "We found the space inside Meadowside, a very calming and attractive space. The facilities on offer and the atmosphere are what really struck us about the school," says Gwen.

Lasting friendships

Gwen and Patrick have noticed some positive changes in Alastair during his time at Meadowside. "He's become much more his own person and more aware of his place in the world and the environment around him. One of the biggest things we've noticed is the enduring relationships Alastair has formed," explains Gwen. "Friendships have become incredibly important for him."

A real partnership

Being a smaller school, Gwen likes how the children and the staff have the opportunity to get to know each other really well. "I went to one event recently where we joined in with activities in the classroom. It was a wonderful day and gave an insight into the relationships between children and staff, which is clearly a real strength of the school."

"There's lots of opportunity to work in partnership with the staff to resolve any concerns or issues. It's good that Alastair is aware that we work together consistently. It's less about pointing the finger and more about how to address whatever the issue is and how to improve it. On the whole, it's a very joined up approach and that's reassuring."

Positive progress

Gwen feels the support Alastair has received with his learning needs has also been encouraging. "Class sizes are small and each subject is monitored closely and progression is very well tracked. Sometimes it's minimal progress but it's moving in the right direction and it's this steady progress that we hope for. Regular review means that we're all involved in discussion about next targets, including Alastair, which is excellent."

Gwen believes the post 16 curriculum is strong and feels it has played to Alastair's strengths. "It includes a variety of outdoor activities and classroom learning. Alastair

loves his weekly trip to Crosby Marina and I'm amazed how confident he is in the canoes and handling the sail boats. I feel it's a great offer for the 16 to 19 year olds."

Every achievement counts

Each achievement is celebrated at Meadowside. "For children with learning disabilities this is so important. Alastair is enormously proud if he gets an 'Achiever of the Week' certificate or when he earns merits," says Gwen. "They also celebrate the transition from Meadowside to whatever the next step may be. Social events with former pupils and their parents have provided opportunities to speak to those families who have experienced the process of leaving, which has offered valuable insight for us."

Reassuring support from medical staff

One of the huge benefits of Meadowside for Gwen is the support available from medical staff. "They have dedicated nursing staff, which means if we have any concerns they're just a phone call away; or I can go into school and talk to them. I've found them incredibly receptive and it's a nice, safe port of call for Alastair too - he will often talk to them instead of me."

Helping to make things easier

Gwen adds; "We've been offered lots of support with Alastair's hearing and health issues. We've had blood tests done with the school nurse instead of at the hospital, for example, which is an environment Alastair is far more comfortable in. Sometimes that familiar environment makes all the difference."

Important values

Gwen adds: "Meadowside is a wonderfully warm and welcoming school which is incredibly supportive to pupils and their families. Their holistic approach and the values they embed have helped Alastair grow in confidence and develop into a kind and considerate young man who cares about his friendships. He has enjoyed his time at Meadowside and the staff have helped him achieve far more than I perhaps thought possible. We will sincerely miss everyone when Alastair leaves."

Our staff



We have a team of highly experienced staff. We are passionate about educating children and young people with a wide range of complex special needs and committed to ensuring the best opportunities and outcomes for each child.

Subject Leaders are all qualified teachers. Interventions, such as 1:1 support, help pupils reach their expected learning targets. All pastoral classes are led by qualified teachers together with one or more Level 1/2/3 Teaching Assistants. The school also has Higher Level Teaching Assistants who lead lessons under the supervision of Subject Leaders.

The Governing Body holds the school to account and works with the Senior Leadership Team to shape the vision for the school's future.

Our extensive staff training programme is flexible and responsive to the changing needs of current and future pupils. Meadowside staff have regular and up to date training in:

- Augmentative Communication support, including Makaton, communication aids and systems
- Working with children on the Autistic Spectrum continuum
- Child Protection and Safeguarding
- Health and Safety
- Team Teach, behaviour support and positive handling

Many staff have additional specialist training in:

- Autism (Autism Education Trust)
- Defibrillator use
- Emergency Pool Response
- First Aid – deeper level
- Multisensory approaches
- Rebound Therapy
- Subject-specific training
- Team Teach (Advanced Tutor)
- Sensory processing
- Overcoming sensory impairment
- Safeguarding-deeper level

Our staff also actively participate in a wide range of professional networks to ensure that we contribute to, and learn from, current best practice and emerging developments in the education of young people with moderate, complex or profound learning difficulties, autism, communication and/or sensory needs, ADHD and varying health conditions.



Parents and pupils say: “Brilliant school. . . . My son loved his time there. . . . Thanks to all the staff for looking after my son.” BB, parent of past pupil.

Admissions



Meadowside School is a Special School. In order to access a Special School, children and young people should have an Education Health Care Plan or Statement.

You are most welcome to visit Meadowside School to help you reach a decision about your preferred choice of secondary school, please contact us by phone, e-mail or in person. Your child's current SENCO can also contact us. As your child enters the final years of primary school all the education, health and care professionals who work with you and your child will help you to confirm the most suitable secondary school.

Wirral Local Authority's Education Health Care Plan Co-ordinator will work with you to produce or update an Education Health Care Plan (EHCP) identifying your and your child's aspirations and desired outcomes, and naming the school which can best meet his or her needs.

From your initial visit we can help and advise you on the process. We will keep in touch with you and start planning how best to support your child's transition from his or her current school to Meadowside.



Ofsted says: “The governing body effectively supports and robustly challenges the school.”

We are passionate about the service we offer, not just talking about our values... but in truly living them. Our Core Values are:

- Be friendly and welcoming
- Go the extra mile, make it happen
- Communicate with respect and professionalism
- Learn today, be better tomorrow
- Value everyone



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