



**SEND @ Meadowhead**

**Meadowhead School  
and Sixth Form**

**Year 6/7**

**Parents' Evening**

**Tuesday 15 July 2025**





# Who are we

- Kate Miller – SENDCo and Assistant Headteacher
- Emma Smyth – Assistant SENDCo
- Tina Clapham – SEND Admin
- 5 Learning Mentors
- 8 TAs
- [SEND@meadowhead.sheffield.sch.uk](mailto:SEND@meadowhead.sheffield.sch.uk)





# Context

- We have 330 students in each year group.
- We have 300 students on the SEN register.
- We have 46 EHCPs.
- We receive on average 8 referrals a week from teachers requesting support or assessments for students.
- We work closely with the pastoral teams; safeguarding team, behaviour team and attendance team.





# Information gathered

- Primary schools have sent students for extra visits.
- SEN reviews at primary schools.
- Pupil Passports have been created
- Data gathered from Y6 teachers by Mr Dearman.
- EHCPs have been consulted and shared.
- Primary schools will send us all of the student files over the summer.





# Information sharing

We share information with teachers:

- Personal Profiles – on Class Charts
- EHCPs – on Class Charts
- SEN Reviews – on Class Charts





# Information sharing

Teachers share information with us:

- Referral system
- Data collection points
- SEN reviews on class charts





# Quality First Teaching

This is what all teachers provide in all lessons to all students. The SEND Code of Practice recognises that the best place for students with additional needs, is in front of a specialist teacher.

Teachers have extensive training in how to meet the needs of SEND students in the classroom. This means most students, will not need support outside of this.

- It includes all of the things that students need to make progress
  - Scaffolding work
  - Chunking instructions
  - Repeating instructions
  - Giving extra time for thinking
  - Pre teaching vocabulary
  - Writing frames
  - Sentence starters
  - Retrieval practice
  - Targeted questioning
  - Visual explanations
  - Modelling
  - Targeted feedback
  - Overlearning
  - Silent deliberate practice





# Ordinarily Available Provision

Some students do have additional needs and need something extra to other students, but often, this can be managed by the classroom teacher.

This could include:

- Ear defenders
- Leave lesson early passes
- Laptop
- Overlays
- Movement breaks
- Fidget toys
- Regulation support
- Adjusted text
- Regular check ins







# What the SEN register is

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The SEN register is for students who need SUBSTANTIALLY more than Quality First Teaching to make progress (academic, social or emotional) in line with their peers.

e.g. If a student with dyslexia can make progress with the adjustments made by the teacher, they do not need to be on the SEN register.

We base the SEN register on need, not diagnosis. A student with a diagnosis of autism may not be on the SEN register. A student without a diagnosis but who struggle to manage the school environment without support, would be.





# How we identify SEN?

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- Discussions with the primary schools at transition.
- Identified by the SENDCo at data collection points.
- Referrals from teachers/support staff.
- In meetings/discussions with parents.

If a student on the SEN Register starts making progress in line with peers, we will remove them from the SEN register. This is a fluid process and they can go back on if needed.





# SEN Reviews

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- These happen three times a year. Those at a lower level may not have a formal review but might happen as part of other meetings. They may be in person, over the telephone or virtual.
- Each student on the SEN register is allocated a reviewer.
- EHCPs and very high level – Miss Miller, Mrs Smyth, Learning Mentors.
- Those with pastoral needs – Year team, Behaviour team.





# Pupil Passports

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These have been made using information from primary SENDCos, most in conjunction with parents at SEN reviews this term.

Teachers will use these to understand your child's needs.

If those needs can be met through Quality First Teaching, they may not have or need a personal profile. Teachers will get to know your child well through teaching them and this will help them understand what they need in their subject.



**Socially Speaking** - a 1:1 intervention for students who struggle with basic social communication.

**Comic Strip Conversations** - An intervention for students who struggle with understanding social situation

**Sensory Audit** - These are done when we want to identify why a student is struggling with particular areas of school due to noise/smell etc.

**Talkabout** - A group intervention to improve social confidence

**Speech and Language** - a 1:1 intervention usually using advice from a speech therapist

**Morning Support** - A group intervention to check in

**Lego/Jewellery** - 1:1 or group work for motor skills, team work, following instructions

**NIP/VIP** - For students who struggle With comprehension of text/vocabulary

## Speech, Language and Communication (including Autism)

**WordShark** - a 1:1 intervention for students with dyslexia who struggle with spelling

**Rapid Reading** - a 1:1 intervention for students with a reading age below 10 years

**Precision Teaching** - To assist students with sight reading

**TRUGS** - Teaching Reading Using Games - A phonics intervention

**Touchtyping** - For students with a laptop who are not fast typists

**Reading Partners** - A 1:1 peer intervention for students with a reading age of 8-9 years

**Numbershark** - An intervention for students with low maths levels

**Lexia Power Up** - A literacy intervention

## Cognition and Learning (including dyslexia)

**Zones of Regulation** - a 1:1 or group intervention to help identify emotions and understand how to regulate

**Mentoring** - 1:1 to discuss particular issues causing dysregulation

**6th form mentoring** - Peer mentoring when a student does not want to speak to an adult

**Reboot Card** - for students with a diagnosis of ADHD to give the time out within the classroom

**Anger Management** - For students who lose their temper easily

**Morning Support** - A group intervention to support regulation

## Emotional Regulation

## Mental Health and Wellbeing

**6th form Mentoring** - peer mentoring

**FRIENDS** - For students at risk of long term mental health issues

**Dove Self Esteem** - A group intervention for body image and effects of the media

**Anxiety Gremlin** - A 1:1 intervention looking at anxiety and making a personal plan

**Healthy Minds Drop In** - Monday/Tuesday drop in after school for mental health support

**Pastor Support** - People with the time to listen or support socially

**Pastor Drop In** - Thursday after school on the Bridge

**Flower 125** - A group intervention to work on confidence

**Winston's Wish** - Coming soon! An intervention dealing with bereavement

**Drawing and Talking** - A 1:1 intervention for students who can't verbalise their worries

**EBSA** - An intervention to tackle emotional based school avoidance



# The Bridge

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- The Bridge is a student support area where withdrawal intervention happens.
- Learning mentors withdraw students from lessons for timely interventions, usually 6-8 weeks to address a particular need. Parents will be informed when this is happening.
- Toilet passes will require medical evidence and will need renewing every academic year





# Regulation

- If a student is dysregulated in lesson, teachers will ask for a Regulation Support through Class Charts.
- A member of the SEN team will come to the lesson to help the student regulate, giving them strategies they can then use to self regulate
- Supported regulation might happen in class or might be a movement break depending on the student





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# Welcome & Introductions

**Mrs Kam Grewal-Joy,**  
Headteacher

**Mr Geoff Dearman,**  
Assistant Headteacher

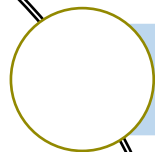
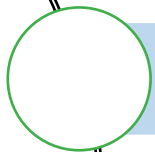
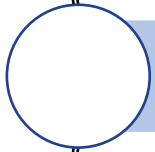
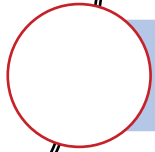
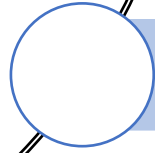
**Mr Greg Hill,**  
Head of Year 7

**Miss Kate Miller,**  
Assistant Headteacher & SENCo





# Objectives

-  **Introduce key staff**
-  **Provide parents with updates**
-  **Share our ambitions and aspirations for Year 7**
-  **Provide you with an overview of Year 7**
-  **Share Home School expectations**





# Starting to get to know each other

## My Guiding Principle

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Every student at Meadowhead should be given the standard of education and treated with the respect, care and empathy I would want for my own children.





# Our Mission

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We work in partnership with others to equip young people with the **skills**, **attitudes** and **qualifications** needed to secure successful careers and to become responsible adults in the future.

At Meadowhead,  
we make a difference



# Senior Leadership Team



Deputy Head  
Ms Woodward  
Behaviour



Assistant Head  
Miss Dunbar  
Curriculum & Assessment,  
Pupil Premium



Assistant Head  
Mr Dearman  
Safeguarding,  
Y6 Transition &  
Attendance



Assistant Head  
Mr Heggs  
Progress and  
Achievement



Assistant Head  
Mrs Johnstone  
Behaviour Interventions



Assistant Head  
Mr Lawrenson  
Teaching and  
Learning



Assistant Head  
Miss Miller  
SENCO



Mr Sheppard  
Student Personal  
Development



Business Manager  
Mr Elliott



Assistant Head  
Mr Gardiner  
Head of Sixth Form





# HOME SCHOOL EXPECTATIONS

## AS A SCHOOL WE:

- Make a difference
- Care about the health, well-being and safety of our students
- Provide high quality teaching
- Provide a safe and well ordered learning environment
- Have high expectations of behaviour, attainment and effort
- Reward good behaviour and effort
- Inform parents of any concerns
- Regularly set and mark homework
- Provide a broad, balanced and challenging curriculum
- Listen to and respond to parents' concerns and queries
- Provide regular marking and feedback
- Keep parents informed about students' progress, key events and meetings
- Insist on good punctuality and attendance
- Give students opportunities to achieve their aspirations and potential
- Respect and value all students

## AS A STUDENT I:

- Make a difference
- Care about my health, well-being and safety
- Work to the best of my ability
- Bring all the folders, books and equipment I need to school in a school bag
- Wear the correct uniform at all times
- Take responsibility for my learning in school and at home
- Show pride in my school and respect its environment
- Have good attendance and punctuality
- Take part in extra curricular activities
- Follow school rules and meet expectations
- Show good behaviour towards others
- Show respect

## AS A PARENT I:

- Make a difference
- Care about the health, well-being and safety of my child
- Make sure that my child has good attendance and punctuality
- Provide the correct uniform, equipment and books for school
- Take an interest in my child's learning and check homework completion
- Support my child during examination periods
- Keep the school informed about any issues which affect behaviour, learning or well-being
- Attend parents' evenings and key events
- Encourage my child to always do their best
- Read all correspondence from the school and respond when necessary
- Support the school in ensuring high standards of behaviour and uniform
- Encourage my child to take part in clubs and activities
- Ensure that family holidays are taken out of term time
- Support the school in its aspirations for all students



# Learning Experience

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- A curriculum that is designed to give all pupils, the knowledge and experiences they need to succeed in life.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- Teaching is designed to help pupils to remember long term the content they have been taught.
- Assessments will test long term understanding.



# Curriculum for Year 7



English	Maths	Science	History	Geography	Languages
3	3	3	2	2	2

Ethics	HFWB	Design Technology	Art	Drama	Music	IT
2	2	2	1	1	1	1

- Taught in Mixed ability form groups: Ethics, Art, Drama, Music & IT
- Mixed groups: English, Science and Humanities
- Set: Languages & Mathematics
- Smaller mixed groups for Technology
- 1 hour lessons
- Baseline testing
- Intervention







**Aim High**

**Give your best every day**

**Invest to Achieve**

**Make the most of all opportunities**

**Show Respect**

**Value others and the environment**

**Be Resilient**

**Find solutions to overcome challenges**

**Care**

**Show kindness towards others**



# Creating passports for the future

- High expectations
- Non negotiables
- No excuses culture



# Attendance Matters



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190 school days

Attendance must be at least

**95%**

This means only  
9.5 days  
absence throughout the year





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Mr. Dearman  
Assistant Headteacher  
Y6/7 Transition





# 6/7 Transition 2025

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- Purpose
  - Content of the 2 days
  - Ease anxieties
  - Make new friends
  - Start to learn new routines and expectations
- Meetings with Y6 staff
- Transition afternoons, focus groups & full transition days
- SEND individual meetings & school visits
- [transition25@meadowhead.sheffield.sch.uk](mailto:transition25@meadowhead.sheffield.sch.uk)
- School Website



# School website Parents/Carers section & Transition booklet

## KEY INFORMATION

Term Dates  
2023/24  
Timings of the  
School Day  
Uniform/dress  
code  
Travelling to  
school  
Advice & Support  
for Families  
FAQs  
Home-School  
Expectations  
School Meals  
Y6/7 Transition  
Y6 Open Evening -  
October  
Meet the Year  
Teams  
Letters/Bulletin  
The Year Ahead

## PARENT APPS ONLINE

Online Payment  
System (My School  
Portal)  
Parent Evening  
Online Booking  
Parent View  
Class Charts  
(Homework)  
Parent App  
Useful Links  
Parental Guidance  
from National  
Online Safety

## POLICIES

Policies,  
Procedures &  
Guidance  
Admissions  
Attendance  
Safeguarding  
Online Safety  
Term Time  
Exceptional Leave  
Special  
Educational Needs  
Code of Conduct

<https://www.meadowhead.sheffield.sch.uk/>





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Mr Hill  
Head of Year 7





# Pastoral Care

## **‘Provide care and support’**

We want students to feel part of the community and recognise their place in it. We aim to provide support and guidance to allow all individuals to feel safe, to flourish and succeed creating strong links with parents, the community and other partners.

### **Your Year Team**

- **Mr Hill, Head of Year 7**
- **Miss Plowright, Assistant Head of Year 7**
- **TBC, Pastoral Manager**

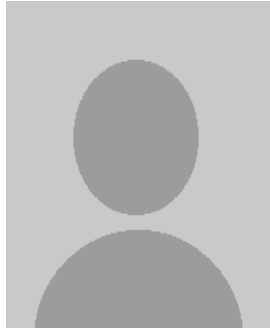




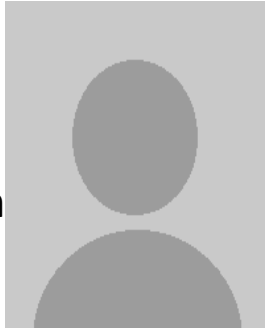
# Year 7 Form Tutors



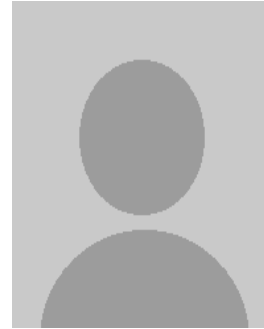
7A  
Miss Lord



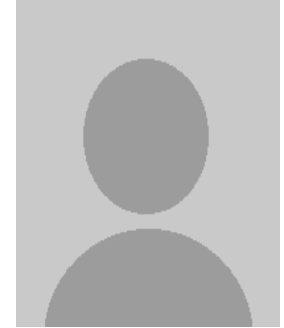
7B  
Miss  
Whitworth



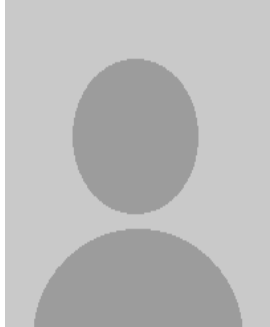
7C  
Miss Di'lasio



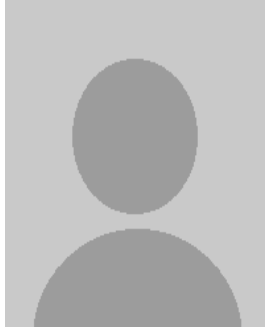
7D  
Miss O'Connell



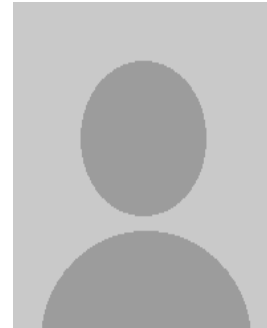
7E  
Miss Tym



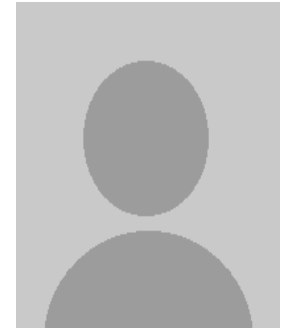
7F  
Miss  
Warnock



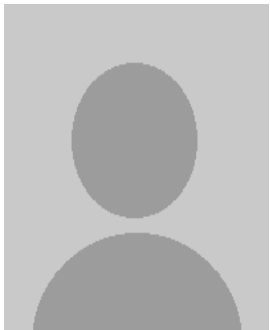
7G  
Mr Davies



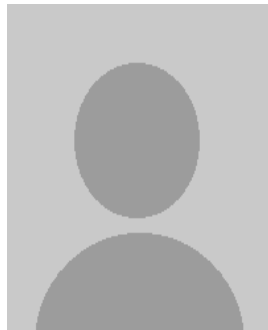
7H  
Miss Holtby



7I  
Miss Giblin



7J  
Miss  
Davis



7K Mrs. Stubbs &  
Miss McLaughlin



7L Mr Coddington  
& Ms Crump



# Behaviour & Uniform



At Meadowhead, our conduct makes a difference



## Uniform - smart, safe and the same

- ✓ Meadowhead sweatshirt
- ✓ Meadowhead polo shirt
- ✓ Plain black trousers/skirt with dark black tights
- ✓ Plain black leather-look shoes or trainers
- ✓ Single nose stud, pair of stud earrings and wristwatch
- ✓ Minimal make-up and neutral nail varnish
- ✓ Religious and protective head coverings that are securely fitted and in black, white or neutral colours
- ✗ No canvas or 'soft' shoes/trainers
- ✗ No jeans, joggers, leggings or shorts
- ✗ No hooped earrings, tongue studs, bracelets or necklaces
- ✗ No non-neutral hair dyes or braid colours
- ✗ No false nails or acrylics
- ✗ No loose fitting or brightly coloured head coverings



Meadowhead School is a Halo Code School

## Conduct - ready, respectful and safe

- ✓ **Wear uniform at all times**  
A smart, safe and the same uniform reflects the standard expected of all students.
- ✓ **Attend school and lessons on time, with the correct equipment**  
To ensure no learning is missed, develop self-discipline and good personal organisation.
- ✓ **Complete all classwork and homework on time to the best of your ability**  
To achieve your full potential and secure future success.
- ✓ **Follow all instructions first time**  
Use appropriate language and behave in a manner which is respectful to others and the classroom environment.

## Equipment

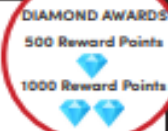
- ✓ School backpack (A4 Size)
- ✓ A4 Homework Folder
- ✓ Black + green ball point pens
- ✓ Water bottle
- ✓ Pencil
- ✓ Ruler
- ✓ Rubber
- ✓ Sharpener
- ✓ Scientific calculator
- ✓ Glue stick
- ✓ Reading book (Y7-Y9)
- ✓ Printed timetable

## ✓ Rewards

At Meadowhead, students are rewarded using the following structure:

- R1 – An excellent moment or piece of work
- R2 – Excellence over a number of lessons
- R3 – Sustained excellence or community service – headteacher's commendation letter
- R4 – Outstanding performance or service – Governors' commendation letter

Reward points contribute to the Cook Shield presented to the winning house in July.



## ✗ Consequences

For students who do not meet school expectations, there will be levelled consequences.

Verbal warning

- C1 – Name on whiteboard
- C2 – 10 minute RC\*
- C3 – After school detention
- C4 – Internal suspension room

\*Restorative Conversation

Mobile phones and ear buds: never seen, heard or used.



# Meadowhead uniform - smart, safe and the same

EskimoST-1796\_1.jpg



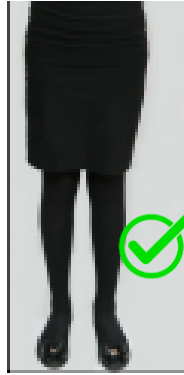
Branded jumper: must be brought if not worn



Branded polo shirt



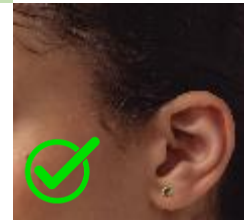
Black trousers or black skirt and dark black tights



Black leather-look shoes or trainers; not soft shoes (not safe), no logos or stripes (not smart)



A waterproof outdoor coat can be worn at social times



Pair of ear studs



Single nose stud



Wristwatch; smart watches must be in airplane mode (phones away)



No jeans, leggings, jogging bottoms, shorts or hoodies (not smart). No caps or hats (not smart or safe).

No coloured nails (not smart) and no acrylics or false nails (not safe)



No hooped earrings and other piercings (not safe)



No neck chains and bracelets (not safe)

# Mobile Phones & Ear Buds



Phones and ear buds should be off and out of sight from 8:25 - 2:55pm

- Once students step through the front gate or Lowedges gate, phones/ear buds should **not be seen, heard or used**.
- If mobile phones/ear buds are seen or heard in a lesson or at social times they will be **confiscated** and can be collected at the end of the day.
- Any communication with home needs to be done through the year office





# Homework

- Homework will be set regularly in most subjects. The amount of homework will vary by subject but you can expect to have homework set each week.
- All Homework will be set on ClassCharts.
- Sometimes homework will require students to use a computer (Sparx), sometimes homework will be paper based.
- Students will be given a homework folder at the start of the year to organise your work.
- If students complete homework on time and to a good standard they will receive an R1. There will be a termly prize draw for homework.
- H1s will be issued if they don't complete homework. They will then be asked to attend a compulsory support session.
- There is a homework club after school EVERY day- 3-4pm to offer support.





# Timings of the school day

Be in school for: 8.25am	Entry to school either gate
8.35am	Form Time
9am	Period 1
10am	Period 2
10.30am	Break
10.45am	Period continued
11.15am	Period 3
12.15pm	Period 4
12.45pm-1.15pm	Lunch
1.15pm	Period 4 continued
1.45pm – 2.45pm	Period 5



# After school activities (full list tbc in September)

Anti Bullying Ambassadors	Drama Club	Science Club
Art Club	Fitness Suite	STEM Club
Bullet Journaling	Football	Table Tennis
Careers	Free to be me	Touch typing
Choir	Jazz Band	Trampolining
Club Nintendo	Knitting	Warhammer
Computer Science	Netball	Youth Club
Computing	Orchestra	Subject Homework Support
Couch to 5K	Rugby	
Dance/Cheer/Gymnastics		





# Lunch Arrangements

- Pupils can either bring their own packed lunch or buy food at lunchtime from Mellors, our food providers on their biometric fingerprint.
- **Biometrics** will be taken on Tuesday 2<sup>nd</sup> September (Thumbprints).
- Pupils are allowed to either eat outside or in the Café Ole.
- If we have a wet lunch, pupils can use the indoor designated space.







# Meadowhead

- A new branded Meadowhead App will be shared with you all in September. This app is used by the school to communicate all messages with you.
- The app will provide you with access to Parent Pay, SIMS Parent, ClassCharts Parent & School Cloud.
- SIMS Parent will allow you to view attendance, view reports and to make amendments to personal data.
- ClassCharts will allow you to review homework, behaviour points as well as lesson attendance & timetable.
- Parent Pay will provide the payment service to pay for all catering requirements plus school trips.
- Logins for all of these services will be emailed after the 1<sup>st</sup> September.



# Important transition skills

- 
- Organisation
  - Resilience
  - Independence



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Miss Miller  
Assistant Headteacher  
SENCO



# SEND



- All information and files shared from primary schools.
- All teachers will be made aware of student needs in order to support in the classroom through personal profiles – these are made in conjunction with the key worker and the student and are available for all teachers of that child including cover teachers.
- Children on the SEN register will receive a letter in September.
- Students on the SEND register are those who require something more than the classroom teacher can provide in order to make academic and social progress.
- No students have My Plans. Only our highest needs students will have an extended support plan. All other students on the SEN register will have SEN reviews and a personal profile.







# SEND

- All students on the SEN register will be allocated a Key Worker who will conduct three reviews a year. You will be contacted by your child's key worker to set a date and time for this.
- Intervention for most students will be put into place once they are settled and we know what intervention is the most appropriate.
- Our interventions are around literacy; numeracy; emotional regulation; mental health; social skills; and autism support.





# Regulation Support

- We no longer use the Bridge as a regulation space
- If a student is dysregulated or needs more support than the teacher can provide, the teacher asks for a 'Regulation Support' through ClassCharts
- One of the SEN Regulation team attends and will support the student either with their work; coregulation or a movement break



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**WordShark** - a 1:1 intervention for students with dyslexia who struggle with spelling

**Rapid Reading** - a 1:1 intervention for students with a reading age below 10 years

**Precision Teaching** - To assist students with sight reading

**TRUGS** - Teaching Reading Using Games - A phonics intervention

**Touchtyping** - For students with a laptop who are not fast typists

**Reading Partners** - A 1:1 peer intervention for students with a reading age of 8-9 years

**Numbershark** - An intervention for students with low maths levels

**Lexia Power Up** - A literacy intervention

### Cognition and Learning (including dyslexia)

**Zones of Regulation** - a 1:1 or group intervention to help identify emotions and understand how to regulate

**Mentoring** - 1:1 to discuss particular issues causing dysregulation

**6th form mentoring** - Peer mentoring when a student does not want to speak to an adult

**Reboot Card** - for students with a diagnosis of ADHD to give the time out within the classroom

**Anger Management** - For students who lose their temper easily

**Morning Support** - A group intervention to support regulation

### Emotional Regulation

### Mental Health and Wellbeing

**6th form Mentoring** - peer mentoring

**FRIENDS** - For students at risk of long term mental health issues

**Dove Self Esteem** - A group intervention for body image and effects of the media

**Anxiety Gremlin** - A 1:1 intervention looking at anxiety and making a personal plan

**Healthy Minds Drop In** - Monday/Tuesday drop in after school for mental health support

**Pastor Support** - People with the time to listen or support socially

**Pastor Drop In** - Thursday after school on the Bridge

**Flower 125** - A group intervention to work on confidence

**Winston's Wish** - Coming soon! An intervention dealing with bereavement

**Drawing and Talking** - A 1:1 intervention for students who can't verbalise their worries

**EBSA** - An intervention to tackle emotional based school avoidance



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# Mrs Grewal-Joy Headteacher



# September start

- Tuesday 2<sup>nd</sup> September

Y7 & Y12 only on site

Year 7 arrival time: 8.25am

End of School day: 2.45 pm

- Wednesday 3<sup>rd</sup> September

Normal school day for all students





# Take away messages

- Please let us know if you have changed or updated any of your contact details.
- Please look out for the transition booklet via email during the holidays about September plans and expectations for students.
- Year 7 Settling in evening – Thursday 23<sup>rd</sup> October, time TBC





Please send any questions to  
[transition25@meadowhead.sheffield.sch.uk](mailto:transition25@meadowhead.sheffield.sch.uk)

