Meadow Provision: Rationale including entry and exit criteria

1. Rationale for the Provision

Purpose and need

The Meadow provision is designed for learners who are cognitively able to access the curriculum (semi-formal) but experience challenges with remaining regulated and engaged. This learner-led curriculum focuses on enabling learners to 'learn how to be', while allowing colleagues to identify individual motivators and the support required for regulation and engagement. The curriculum will draw on the Equals Informal Curriculum research and be tailored to Kennel Lane School as a transitional curriculum. The Meadow curriculum is a transitional provision, not a permanent placement. The length of time a learner spends on this curriculum will vary depending on individual need, progress, and readiness to transition. This curriculum is currently available to learners in Upper Key Stage 2 and Key Stage 3.

Alignment with school vision and strategic goals

Kennel Lane School's strapline is 'Valuing Achievement, Encouraging Independence'. Meadow supports this vision by:

- Providing learners with a balanced timetable of opportunities that are linked to the TALENTS strands. See below for a typical timetable.
- All of the curriculum-based activities are designed to work towards both the Meadow curriculum outcomes and the learners' EHCP outcomes.
- Achievement is celebrated on a daily basis. Achievement is shared with carers and parents in a variety of ways including through the Home School Link Book, Earwig and phone calls.
- Achievement is measured against the curriculum frameworks, progress towards learners' EHCP outcomes and the daily engagement tracker.

	9.00am - 9.30am	9.30am - 10am	9.45am - 10.45am	10.45am - 11.00am	11.00am - 11.45am	11.45am - 12.15pm	12.15pm - 12.45pm	12.45pm - 13.00pm	13.00pm - 14.00pm	14.00pm - 14.30 pm	14.30pm - 15.00pm
Monday	Greet and Free Play Breakfast	1-1 Academic/Free Play RWI, WRM	Sensory Integration or active play	Break	Outdoor Learning Swimming Available 11.20-11.50	Lunch	Break	Reg	Messy play, water or sand play	Relaxation and Regulation	End of day routine
Tuesday	Greet and Free Play Breakfast	1-1 Academic/Free Play RWI, WRM	Sensory Integration or active play	Break	My Independence	Lunch	Break	Reg	Music Sports Coach Available13.15-14.00	Relaxation and Regulation	End of day routine
Wednesday	Greet and Free Play Breakfast	1-1 Academic/Free Play RWI, WRM	Sensory Integration or active play	Break	Outdoor Learning	Lunch	Break	Reg	(1-1 or Sml Grp) PSR.SHE/Free Play	Relaxation and Regulation	End of day routine
Thursday	Greet and Free Play Breakfast	1-1 Academic/Free Play RWI, WRM	Sensory Integration or active play	Break	My Independence Swimming Available 11.20-11.50	Lunch	Break	Reg	My Physical Wellbeing Sports Coach Available13.15-14.00	Relaxation and Regulation	End of day routine
Friday	Greet and Free Play Breakfast	1-1 Academic/Free Play RWI, WRM	Sensory Integration or active play	Break	My Physical Wellbeing Secondary Hall Available	Lunch	Break	Reg	Art	Relaxation and Regulation	End of day routine

Benefits

- For Meadow learners**:** A bespoke, tailored curriculum ensuring at least good progress and improved regulation.
- For colleagues: Enhanced learner to colleague ratios and close working collaboration with key colleagues and external consultants to strengthen practice.
- For the School Community: Seeing Meadow learners re-engaging with the curriculum. In addition, learners in other curriculum lanes will have reduced disruption to their learning, enabling effective delivery to support their progress.

Supporting research and guidance

- Equals Informal Curriculum
- Individual EHCPs at the heart of planning
- Adapted Kennel Lane TALENTS strands (Total Communication, Academic, Life Skills, Employability, Nurture, Therapies, Social Skills)

2. Criteria for Joining Meadow

Our criteria is fair, transparent, and inclusive.

Eligibility requirements

Learners will be considered for Meadow if **two or more** of the following apply:

- Progress has stalled or decreased significantly over **three half terms** (not due to medical reasons).
- Sleuth reports have increased by **20% or more** over a term.
- Universal and targeted offers from the KLS graduated approach have not been successful over a year.

Referral process

- The Senior Leadership Team reviews learners on a fortnightly basis and will be aware of any learners fulfilling the criteria above.
- Feedback is sought from the Extended Leadership Team, class teams, external professionals and external agencies.
- Carers and parents are consulted before a final decision is made.

3. Criteria for transitioning out of Meadow

Conditions for Transition to Semi-Formal

Learners will be considered for transition to another Kennel Lane curriculum lane when they consistently meet four or more of the following for three weeks or longer:

- 50% of a weekly engagement tracker is green and less than 10% is red.
- Learners have achieved or are on track to achieving 80% or higher of TALENTS targets.
- Successfully transitioning to other areas in school.
- Engaging in activities for 5 minutes (preferred) and 3 minutes (non-preferred).
- Sleuth reports decreased by 20% over a term.
- PBS Plans updated with proven strategies (successful 5+ times).

Transition Support

- Gradual, phased transition bespoke to each learner.
- Shared plan with carers/parents and agreement from both Meadow and the new class.
- Initial support from Meadow colleagues during visits, gradually reduced.
- Updated PBS Plan throughout transition.

Communication

- Pre-transition meeting with carers/parents and professionals.
- Post-transition handover with new class teacher and Meadow team.

Learners who are not ready to transition

- If learners are not on track to transition to another Kennel Lane curriculum lane by the end of Key Stage 3, Kennel Lane School will work alongside carers/parents and professionals, through the Annual Review process, to find an alternative and more suitable KS4 provision.