

Welcome to I CAN's Meath School

Meath School is a dynamic, specialised, highly effective learning community for both pupils and staff. The school setting has now been recognised by Ofsted as 'outstanding' for three consecutive inspections and are again on the Ofsted Outstanding Providers list. Our Care setting has achieved outstanding for the 9th year. We hope you will gain a clear insight into the work of the school through reading this Prospectus. We would be pleased to welcome you for a pre-arranged visit and answer any questions you may have.

We aim to create a tailor made educational environment for learners with speech, language and communication needs (including Aspergers Syndrome/high functioning ASD) where:

- pupils, staff and families work in productive harmony for the very best interests of pupils;
- everyone's motivation to improve and succeed is transparent, and everyone has high ambition.
- pupils are supported by the highest levels of specialist practice and resources.

We work to create a school community where children achieve outstanding progress in their speech, language and communication. In this way, we can ensure that all areas of their learning are maximised, and confidence, independence, resilience and self esteem grow. We want pupils to become responsible, active participants in their school and family life, and eventually in their home communities.

We are proud of our school and look forward to showing you around and sharing it with you.



Janet Dunn, OBE
Head of Meath



Katharine Weston
Chair of Governors

Is Meath School right for your child?

Meath is a day and residential special school registered by the DfE for up to 75 primary aged pupils with severe and complex speech, language and communication needs, including Asperger's Syndrome learners.

It is usual for all pupils at Meath to have a Statement of Special Educational Needs or Education Health Care Plan, but this is not necessary for entry.

The school meets the needs of children who have speech, language and communication as their primary need, outside of other disabilities.

Their learning profiles will feature:

- speech and/or language and/or communication skills which show marked deficits in comparison with abilities in other areas;
- non-verbal abilities that fall within the average range or just below, and may include pupils with some mild/moderate learning difficulties;
- attention control problems;
- co-ordination and/or perceptual difficulties;
- immature social/emotional behaviour;
- pragmatic difficulties(verbal and social);
- learning and social behaviours often associated with mild autistic characteristics;
- medical needs (including epilepsy);
- secondary mild/moderate visual and/or hearing impairments:

Pupils' language profiles are often characterised by:

- poor listening and attention skills;
- reduced or absent understanding of verbal language;
- difficulties with understanding idiom, humour and inference;
- slow processing, inaccurate storage and faulty retrieval of information;
- poor understanding of situations, leading to social and emotional difficulties;
- inappropriacy in the use of language;
- limited ability to use language to express ideas and meet needs;
- poor intelligibility;
- confused perception and production of sounds;
- difficulty understanding and using syntactic structures;
- inaccurate or reduced vocabulary;
- frustration in attempts to meet expectations;
- poor problem solving and independence skills;
- immature social and play skills;
- significant impact on all literacy skills.

Our mission

Meath SchoolWorking together to create a challenging, exciting learning environment and community, providing highest quality seamlessly integrated education, therapy and care, where all individuals are valued, achievement is celebrated and where all learners are enabled to communicate, socialise and learn as effectively as they possibly can.

“Meath School provides an outstanding education for all its pupils, catering exceptionally well for the mixture of complex needs of the pupils. They make outstanding progress in both their academic and their personal development through the very effective partnership between education, therapy and care staff. The overwhelming majority of parents and carers are right that this is an excellent school. One reflected the views of almost all by writing that - It pushes them to be independent and function to their optimum... in a family-feel, efficient and progressive environment-outstanding!”

(Ofsted inspection January 2011)

We believe

That an outstanding special school:

- is one that promotes a very strong learning community in which all pupils and staff feel equivalent, valued, are keen to learn, understand what they need to know, and are very successful;
- offers challenging learning experiences, using the highest levels of expertise, specialist practice and resources to make outstanding impact on learners' achievements.
- leads pupils on a pathway to include partnerships, independence, self confidence, responsibility and adulthood;
- has the highest expectations for all learners to make the best possible sustained progress.

Aims of the School

We will provide:

- highest quality collaborative integrated education, therapy and care;
- specialist knowledge, skills and resources to meet the complex interface of special educational needs of the learners;
- access to a broad, balanced highly tailored curriculum which is directed by the National Curriculum and yet strongly influenced by special needs of pupils;
- a specialist environment that is wholly focused on language use and acquisition, that positively and proactively supports and develops all aspects of pupils' speech, language and communication, and literacy achievements.
- highly effective inter-professional teams that plan and work in harmony throughout the school;
- a 24 hour curriculum for residential and day pupils which is caring, supportive, challenging, and encourages independence, social interaction and friendships inside a safe environment.
- strong spiritual, moral, cultural, intellectual and physical development for all pupils;
- significant developments in pupils' self-esteem, resilience and emotional well-being;

- fruitful partnerships between school, home and community to enhance and extend pupils' learning, communication, social and life skills;
- a culture which enables pupils to be ultimately responsible, active members of their community and based on pro-active modern British values.
- an environment where all communication is accepted and valued, and where appropriate forms of augmentative communication (Sign Supported English (SSE), Cued Articulation, symbols, communication aids) are promoted across all settings;
- a learning environment that embraces all current technology for improved achievements.

We want pupils to:

- achieve outstanding progress in their speech, language and communication, and in their learning
- become independent thinkers and learners, and use their knowledge creatively;
- flourish and grow in the presence of others, and develop effective social skills that lead to successful friendships and relationships;
- learn and acquire tolerance and acceptance of themselves and all others;
- be prepared for the opportunities, responsibilities, experiences and expectations of their future life as part of a community and the workforce.

The school has a focussed School Development Plan (SDP) which sets out priorities for development over the next three years in order that we achieve our mission and aims (available via the school's office).

How to join the School

The school welcomes visits from parents/carers, professionals or representatives of a Local Authority.

Pupils are admitted to Meath School following a multi-disciplinary assessment at the school and the acceptance by the Local Authority of any placement offered and responsibility for the termly fees. Places at Meath are largely funded via Local Authorities, but payment by other parties (e.g. parents, corporates) would be considered.

On those occasions when parents/carers have lodged an appeal with the Special Educational Needs and Disabilities Tribunal over the issue of placement, the school would need to carry out an assessment of the child's needs prior to the date of the Tribunal hearing in order to complete the Provision of Placement form (offering placement).

Transport and travel

Organisation and funding of transport is normally through the Local Authority, but families may choose to arrange their own child's transport, in liaison with the Local Authority.

The school's policy as to length of travel/travel times for day pupils follows the guidance in the DfES Home to School Travel and Transport Guidance (published July 2014 which states that "*Best practice suggests that the maximum each way length of journey for a child of primary school age to be 45 minutes*". This could be slightly longer if there are no adverse effects on learning.

Intensive speech and language therapy

The Speech and Language Therapy department provides a uniquely specialised service delivered as an integral part of pupils' education. Therapy rooms are attached to classrooms so that children can be withdrawn for individual work or in groups. Therapists also support pupils in class activities. Class sessions will be jointly planned by the teacher and speech and language therapist, particularly in language related teaching (e.g. literacy).

Therapists develop children's functional communication, enable them to access the curriculum, and give each child the skills to be and feel a successful communicator.

Computer programmes are used where appropriate, and communication aids used for those who benefit; the school has a dedicated SLT for VOCAs (Voice Output Communication Aids) who will assess and support pupils with high level AAC needs and carry out ongoing programming.

Therapists are a rich source of knowledge about speech, language and communication development and barriers to learning. They support all staff in providing a tailored language environment, where all spoken language is modified according to pupils' comprehension levels.

The school is a full signing environment and Sign Supported English (SSE) is learned by all staff and pupils. We arrange signing classes for parents/carers.

Speech and Language Therapists work closely with a trained, experienced SLT Assistant who delivers programmes under the guidance and direction of an SLT in both individual and group settings.

Integrated occupational therapy

The Occupational Therapy team of a full and part time OT and trained qualified OT assistants provide an integrated service for children with a statemented/EHCP need via individual programmes, specialised groups and class based programmes. We offer a range of Sensory Integration (SI) interventions by SI qualified OTs.

The Occupational Therapy department has access to a large variety of equipment to help pupils access the curriculum (specialist seating, slope boards, sensory diet resources). We have programmes of Therapeutic Listening for some children. All classroom staff regularly are trained by the OT department.

The school fee includes bands of OT intervention. Any more intensive level would require additional funding.

The school has a policy explaining the OT provision (available from the office).

The school does not employ a physiotherapist. However, if a child has a statemented/EHCP need in this area there is a consultant physio who works with some pupils in the school setting and in collaboration with all staff. This would need additional funding from your LA.

The Meath curriculum

All pupils will be taught within a broad, balanced and relevant curriculum, including the full National Curriculum (except Modern Foreign Languages) which is differentiated, modified and tailored for pupils with severe and complex speech, language and communication needs. Strong processes for assessment, planning, teaching and reviewing ensure that each pupil makes the maximum progress in learning.

Teams of teaching, therapy and care staff work in seamless collaboration offering high impact inter-disciplinary programmes via the curriculum, and are supported by other consultant professionals' advice and input wherever appropriate.

Emphasis is on practical, highly visual approaches, using learning from experiences, signing, pictures, photos and symbols to support all spoken language.

Teachers have responsibility for National Curriculum subjects, monitoring subject teaching, giving guidance to staff, planning schemes of work and identifying a range of assessment opportunities so that we can clearly demonstrate pupils' attainment and progress over time.

Teachers plan lessons in all National Curriculum subjects, most of which are taught as part of a whole school termly topic divided into four attainment levels, thus ensuring access and progression for all pupils. Nine topics are planned on a 3 year rolling programme. Teachers and therapists work together to identify the specific language concepts and vocabulary needing to be taught for each topic.

Teachers plan termly for pupils in English, Maths and Science, PSHE & Computing using the National Curriculum as a framework. All pupils have ambitious yearly targets in these areas (not ICT).

Termly class plans for literacy, numeracy and topic work are made available to all families at the start of term.

Termly Individual Education Plans (IEPs) are drawn up, involving the teacher, therapist, care staff, family and pupil (where appropriate), setting challenging targets from longer term aims. Progress is reported at interim Individual Progress Meetings with parents/carers, and fully at Annual Review meetings.

Challenge for more able pupils is offered via supported inclusion in local mainstream classrooms for specific sessions.

Parents/carers are invited to observe their child at school twice per year.

Occupational therapy advice into classrooms also supports children in developing attention control, handwriting or keyboard skills via programmes integrated into classroom activities.

The school has a Computing suite of eight networked computers used on a weekly basis by all classes. Interactive whiteboard technology is available in all classrooms. Each classroom also has a multi-media PC with peripherals. Video, digital cameras and scanners are well resourced.

All policies relating to the curriculum are available from the school office.

How we organise the School

Classes are primarily based on pupils' comprehension of verbal language skills, also taking account of curriculum attainments, learning and social needs. In this way we know behaviour and progress are maximised.

Class groups can include between eight and twelve pupils, across year groups and Key Stages.

Each class has a core team of teacher, speech and language therapist and at least one learning support assistant.

Specialist teaching is offered in PE, music and art, craft and design. Mixed groups of learners may be organised for specific timetabled sessions according to ability and need.

Residential groups are based on age, gender and the level of a child's needs.

Meath School lessons

9.00 – 3.00 Monday and Friday

9.00 – 3.30 Tuesday, Wednesday and Thursday

Pupils have a 15 minute break each morning and a lunch/play break of 1 hour 10 minutes daily (2 lunchtime sittings)

The School has full policies around

Spiritual, Moral, Social and Cultural Development

- The termly meetings of the School Council (in both school and residential settings) offer pupils a voice in the running of their school, and for learning citizenship.
- There is a Celebration Assembly each week when pupils are proud to share their progress and achievements with others. Friendship Awards are given each term to children who have shown very good social, citizenship and caring skills.

Physical Education/Sport

- Sports and leisure activities available are:
Ball games (football, cricket, rounders), athletics, gymnastics, dance and swimming.
- There is a small heated indoor swimming pool in the school grounds, a separate gym (which can also accommodate soft play and Sensory Integration equipment), playing fields, an outdoor all-weather adventure playground, and a secure Woodland Park with a bike track and fun activity equipment. The local community swimming pool is also used for older pupils.
- Pupils who show particular skills in a sporting area may integrate for sessions at a local primary school.
- There is a lunch club and an after school club for football training.

Sex Education

- Parents are fully informed of any specific sex education learning additional to National Curriculum programmes, and have the right to request that their child does not participate in this teaching.

Religious Education

- There is one religious collective worship each week which is broadly Christian in nature, but reflects other faiths and religions.
- Parents' wishes are respected if they request their child to be withdrawn from religious assemblies and/or Religious Education.

All policies are available on request from the school office.

Play is important

Play is actively developed to encourage language and social interaction skills via playtimes, After School Clubs and residential activities. Learning through play is a most successful teaching style in some classrooms.

We work with children and their families

The school has a **Family Support Worker** available to all families and acting as a link between home and school contexts. Her involvement and support may include:

- a pre-admission home visit
- pre-Annual Review home visits
- advice, support and specific family work (especially around behaviour programmes, and at transition).

Partnership with parents is a strong and very important part of the school's work.

Parents and Carers

We aim that all parents/carers, from their very first contact, feel part of the school. We ensure that they have an understanding of their important partnership in promoting pupils' progress.

This is facilitated by:

- discussions with the school when an initial enquiry is made;
- planned, yet informal, fact-finding visits;
- New Parents/Carers Day prior to or shortly after admission;
- Autumn term 'Get Together to meet new classroom staff and other families;
- regular informal contact between staff and parents/carers (home-school diary, telephone);
- twice yearly invitation into school for child observations and discussions with staff;
- active involvement in Annual Reviews and Individual Progress Meetings;
- invitation to all school events; such as Parent Workshops (evenings)
- email and text communication systems
- termly school newsletters, and curriculum information.
- a policy of easy and open access to senior staff;
- contact details for other parents/carers
- social events organised by the parents' association
- annual parent/carers questionnaires to strengthen the school's evaluation of areas for development.

For parents whose first language is not English, the school can call upon the services of Woking Interpretation and Translation Services (WITS), where relevant Local Authority funding is agreed.

The school is very well supported by **Friends of Meath (FOM)**, a separate charity run by parents/carers of pupils at the school, which raises funds for the school. Friends of Meath also facilitate contact and support between parents through personal approaches, networking, and the publication of a termly newsletter.

Safeguarding (including Child protection)

The health, safety and welfare of pupils are of prime concern to the school. Policies and procedures for Safeguarding and Child Protection are securely in place and all staff receive regular training to ensure practices are of the highest standard. I CAN recruitment and selection of staff reflects best practice in this area. I CAN is committed to safeguarding and promoting the welfare of young people and we carry out appropriate vetting and verification of qualifications, employment history and experience on all our staff. I CAN is committed to equality of opportunity in employment.

Janet Dunn, Principal of Meath, is the named Designated Safeguarding Head responsible for all child protection issues at the school. There is a Deputy Designated Safeguarding Head, and three other Designated Safeguarding Officers.

The Residential Care setting

The Ofsted Care inspection January 2017 reported:

“The care that the children receive is exceptional. The adults in the school and residential setting work closely with each other to support the children with their individual needs to enhance the progression of the children.”

“Senior managers in both the school and residential setting are dedicated and fully committed to providing effective and efficient leadership to ensure that children have the best possible outcomes. Staff have high expectations and aspirations for the children. They ensure that children learn through play, having fun and feeling safe.”

The residential provision is outstanding.”

The school has a four nightly boarding provision and some pupils may part board.

All day pupils are offered access to the residential opportunities by joining the Before and After School Clubs, and some may take up the school's 'Sleepover' programme funded by Local Authority/Social Services, parents, or voluntary income if available. "Sleepovers" can be for one or more nights per week depending on availability.

Our Care Team believe that pupils:

- have the right to be safe and protected from harm;
- have the right to be listened to and to have access to staff who will support them;
- have the right to communicate with family and friends;
- are encouraged to be as independent and responsible as possible;
- are valued for their individuality, and their diversity celebrated;

Praise and encouragement should be integral to a child's learning in a safe and caring environment.

The Care Team will:

- Deliver the highest quality care, supporting and exceeding the National Minimum Care Standards;
- Offer a breadth of experiences based on a 24 hour curriculum;
- Work strong in partnerships with families, the family support worker, teachers, therapists, assistants, medical and other professionals;
- Provide a safe, caring, stimulating environment in which to develop the child's social and interpersonal skills;
- Provide Life Skills programmes, focusing on inclusion in the community and the achievement of independence;
- Make sure pupils learn and develop through play, interact successfully and confidently in social settings with peers and adults
- Encourage and develop children's confidence and self esteem.

The Care Department provides an exciting curriculum which enhances the progress pupils make via a range of out of classroom activities including:

- Before/After School Clubs;
- Sports, adventure playground and swimming on site;
- Trips to shops, leisure centres and country pursuits;
- Art and craft, cooking, games, reading, imaginative play and other pursuits of the child's choice;
- Cubs and Brownies, Girls and Boys Brigade;
- The local youth and gym clubs.

The school offers a Holiday Club Week (residential or day) for a limited number of pupils in the 1st week of the summer holiday.

Private music tuition (windblown instruments) can be funded by parents for children showing aptitude.

Close partnership between child, parents/carers and Child Care Workers is achieved by regular telephone/web cam contact, home/school books and letters.

Medical arrangements

The school's medical service seeks to provide each child with optimum health care and health surveillance.

A part-time school nurse is supported by a number of qualified first aiders amongst the staff. The school has a well equipped dispensary with rigorous systems for storing and dispensing controlled and uncontrolled medication.

All children are screened by a visiting orthoptist who will refer to other specialists if needed. The school has a Consultant Paediatrician to advise staff on all child welfare matters.

Complaints and concerns procedures

Any parent/carer who has a concern or complaint is encouraged to share and discuss the matter with a member of staff at the earliest opportunity, or refer to the Principal if that is unsuccessful. Where a parent or carer continues to be unhappy I CAN has a formal complaints procedure, available from the school.

Parents also have a right to take their concern or complaint to the Ofsted and/or the Local Government Ombudsman (LGO) (contact details below).

The LGO website at www.lgo.org.uk provides comprehensive information about the work of the Ombudsman. You can call the LGO Advice Team on 0300 061 0614. The Advice Team are available Monday to Friday from 8.30am to 5.00pm. You can also text 'call back' to 0762 481 1595. All complaints should be sent to the LGO Advice Team. You can make your complaint over the phone, or send it to:

The Local Government Ombudsman

PO Box 4771
Coventry CV4 0EH

Fax: 0330 403 4001

Ofsted

Piccadilly Gate
Store Street
Manchester
M1 2WD

enquiries@ofsted.gov.uk Tel: 0300 123 4666

The helpline is open Monday to Friday from 8.00am to 6.00pm

We are a diverse community

At Meath School we are committed to ensuring that we remain free of any type of discrimination, and that we promote good race relations, and equality of opportunity for all.

We will continuously seek to ensure that all members of the school community are treated with respect and dignity. Every individual will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability, or special educational needs.

The school will work actively to promote Modern British Values. All areas of the curriculum are planned with a view to promote Modern British values. All pupils are positively prepared for life in modern Britain and the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are embedded.

We will work with all learners to oppose intolerance in all its forms, and to foster positive attitudes and commitment to an education for equality.

Health and Safety

We are committed to providing a safe and secure environment. Our grounds are exceptionally secure in all areas.

A Behaviour, Safety and Welfare Committee, comprising staff and Governor representatives, regularly monitors the school site and current practice. Risk assessments are standard for all aspects of school life & for some individual pupils.

Our links and the local and wider community

The school works to be an active and integrated part of Ottershaw and the surrounding area.

Meath School is a full and pro active member of the local confederation of Surrey schools; good links have been developed with Runnymede South Confederation of local primary and secondary schools, and some pupils are included in these schools for specific sessions. We also invite mainstream pupils to join us once a term for themed 'Learning Together' days. We offer opportunities to local SEN learners to join our school sessions.

Residential pupils are involved in a range of local community activities and make good use of neighbouring shops and facilities.

The school fete, a bonfire and fireworks party each year, as fundraising events are well attended by the local community. The Woodland Park and the swimming pool are available for rental.

We deliver a range of professional and parent training, and offer workshadow/student placement opportunities for external professionals to enable them to extend their skills.

National Curriculum Outcomes

Teacher assessment in core subjects takes place at the end of Key Stage 1 and Key Stage 2. Whenever possible pupils will also participate in the Year 6 SATs to provide further information about their progress against national standards.

Key Stage 1 outstanding outcomes for 4 pupils' progress from entry/end of reception year to end of Year 2

[Outstanding progress at Meath has been verified as more than 1 P level or NC sub level per year]

% of 4 pupils in the school (1 or 2 years)	
Speaking	75%
Listening	75%
Reading	75%
Writing	75%
Number	75%
Shape, space and measure	75%
Science	75%

Key Stage 2 outstanding outcomes for 14 leaver pupils who have been at Meath for KS2 (3 or 4 years) **[Using DfE Progress Guidance Materials]**

Upper Quartile progress (Outstanding) % of pupils	
Speaking	71%
Listening	77%
Reading	63%
Writing	71%
Number	36%
Shape, space and measure	57%
Science	71%

Where do our pupils go at the end of primary education?

Leavers July 2017

- Sixteen children joined other independent, non-maintained or Local Authority schools for children with speech, language and communication needs and associated learning needs.

Who is responsible for the School?

With the support of the Chief Executive, I CAN's Senior Management Team, I CAN's Education Advisor, the Principal and governing body, the trustees of the charity ensure that the legal responsibilities of the school are fully met and that the provision complies with the guidance issued by the Department for Education (DfE) and reflects the very best practice as identified by Ofsted.

Governors are an important and integral part of the school. Meetings take place termly with Governor links to key areas of school life, including Finance, Behaviour, Safety & Welfare, Marketing and Teaching, Learning & Assessment.

Board of Governors

Chair	Katharine Weston
	Bob Reitemeier - Chief Executive of I CAN
LA Governor	Mrs Janice Bibby
Co-opted Governor	Mr Gareth Banner
	Ms Judy Humphris
	Mr Peter Cox
Parent Governor	Mrs Larisa Strickland
Parent Governor	Mrs Annabel Bates
Staff Governors	Janet Dunn, Principal
	Fiona Peters (Care representative)
	Sarah Billingham (Teaching representative)
	Simon Elliott (Therapy representative)

Our staff – September 2017

NAME	DESIGNATION	QUALIFICATIONS
Janet Dunn, OBE	Headteacher / Principal of Centre	MA., Certificate Primary Education, Advanced Dip. In Special Educational Needs, LPSH
Pam Cosh	Deputy Headteacher	BA (Hons) Education and Art and Craft
Sarah Billingham	Assistant Headteacher/Assessment Centre Manager	B Ed (Primary) MA Professional Studies in Education (Special Needs) PGCE (speech and Language) SSE Trainer National SENCO Certificate
Melanie Banner	Teacher	BSc (Hons) Geography PGCE Junior, AHSM Health Service Studies Diploma OCR Specific Learning Difficulties (Dyslexia) ASA Assistant swimming teacher cert. Foundation Certificate in SSE
Charlotte Bamford	Teacher Currently on maternity leave	BA (Hons) History MA., PGCE, PGC for SEN Inclusion Foundation Certificate in SSE
Frances Tyler	Teacher	BA (Hons) Primary Teaching Specialising in Geography Foundation Certificate in SSE
Anne Hill	Teacher	BA (Hons) Theology, Religious Studies and English PGCE Foundation Certificate in SSE
Adrienne Wrigglesworth	Teacher (P.T)	MA Education PGCE
Mary Nelson	Teacher (P/T and supply)	BSc (Hons) Speech, PGCE Primary RSA Dip (Specific Learning Difficulties)
Ginny Deané	Teacher TNQ	BAGA Coach SCITT Graduate Basic First Aid (Module III) Life Support 1 and Pool Rescue
Hannah Burgon	Teacher NQ	NVQ level 3 Early Learning & Childcare
Rachel Avison	Music Teacher (P/T)	BA(Hons) Music
Rob Wilson	PE Coach (P/T)	BTEC Nat Dip in Sport and Exercise Science FA Level 2 Football Coach
Nicolette Francis	Supply Teacher	BA (Hons) Combined French and Spanish Diploma in teaching English as a 2 nd Language Certificate in Education Course in primary and SEN
Sue Eastment	Teacher (P/T and supply)	B Ed (Home Ecs) ACSET – Teaching Adults PPA Life Support 1 and Pool Rescue
Simon Elliott	Head of Therapies	BA (Hons) Combined Humanities Postgraduate Diploma in Clinical Communication Studies MRCSLT Member of HCPC Foundation Certificate in SSE
Jessie Luckins	Senior Speech and Language Therapist (P/T)	BA (Hons) in Speech Science MRCSLT, Member of HPC
Kayleigh Turner	Senior Speech and Language Therapist	BSc (Hons) Speech and Language Therapy Member of HCPC CertMRCSLT SSE Regional Tutor/Trainer
Lisa Wright	Speech and Language Therapist (P/T)	MSc Speech and Language Therapy BA (Hons) Linguistics with & Psychology PG Dip Speech and Language Therapy

Kathryn Goid	Speech and Language Therapist (P/T)	BSc (Hons)Linguistics & Language Pathology Member of HCPC, MRCSLT Foundation certificate in SSE
Jennifer Cook	Senior Speech and Language Therapist	BA (Hons) Linguistics and Phonetics PG Dip Speech and Language Therapy Foundation Certificate SSE Member HCPC
Penelope Hamilton-Dick	Speech and Language Therapist	BA (Hons) Business Management PG Dip Speech and Language Therapy Foundation Certificate SSE Member of HCPC
Sarah Stopforth	Speech and Language Therapist	Member of HCPC BSc (Hons) Speech and Language Therapy
Amanda Thompson	Speech and Language Therapist (P/T)	BSc Psychology MSc Speech and Language Sciences MRCSLT. Member of HCPC Foundation Certificate SSE
Stanley Luker	Speech and Language Therapy Assistant	
Liane Hall	Occupational Therapist	BSc (OT), Certified Sensory Integration Practitioner (modules 1-3). Advanced Therapeutic Listening, Member of BAOT and SI Net, HCPC registered Foundation Certificate SSE
Amanda Clifford	Occupational Therapist (P/T)	BAppSc Occupational Therapy, HCPC Registered Advanced therapeutic Listening Member BAOT and SINCT
Steve Henderson	Occupational Therapy Assistant	CACHE Level 2 diploma in specialist support for teaching and learning in schools. Foundation Certificate SSE
Lorraine Rogers	Occupational Therapy Assistant (P/T)	GNVQ Foundation in Health and Social Care Cache Childcare and Education Level 2 First Aid, Food Hygiene NVQ 3 Working with Children and Young People NVQ4 Working with Children and Young People HNC Occupational Therapy Support
Marnie Downes	LSA Coordinator/ALSA	Diploma in Childcare NNEB City and Guilds level 3 – Work with Parents
Jayne Jones	Higher Level Teaching Assistant (HLTA)/ALSA (P/T)	Bachelor of Arts with 2 nd class honours dance and culture A Level in Performing Arts
Karen Davis	ALSA (P/T)	Emergency Aid Certificate Life saving certificate NVQ Level 3 Diploma SSTL Foundation Certificate SSE
Sonia Loggia	ALSA	Primary PGCE BSc (Hons) Management with Italian Foundation Certificate SSE CELTA
Hester Bouwer	Learning Support Assistant	B.Ed Foundation Phase 2nd Class Hons (S.Africa) Psychology and School subjects
Christabel Stennet	Learning Support Assistant	
Sarah White	ALSA	BTEC First in Caring Practice BTEC Nat Dip in Caring First Aid for Child Carers Foundation Certificate SSE
Tory Dean	Learning Support Assistant (P/T)	BA (Hons) Civilisation and Religion
Justine Pavelin	Learning Support Assistant	NVQ Level 3 LSA Speech and language support in the classroom ages 4-11 NVQ Level 3 Makaton Foundation certificate
Clare Perreira	Learning Support Assistant	BA (Hons) Drama/Art History Level 3 Teaching Assistant supporting learners with specific learning difficulties.

Maggie Hoppé	Family Support Worker (P/T)	CQSW Diploma Counselling RCCC Dip ASS Cert Transactional Analysis
Debbie Hanson	Residential Services Manager	NVQ4 for Managers in Residential Childcare BA (Hons) Primary Education City and Guilds Care Management, Advanced Diploma Childcare and Education, Foundation Degree in Childhood Studies, Lifesaving & Red Cross First Aid, Food Hygiene, NVQ 4 Care, JPDPF
Angela Robertson	Child Care Officer	NNEB Adv Dip Childcare and Education Dip Child Psychology NVQ 3 Playwork First Aid, JPDPF, Food Hygiene NVQ3, Health and Social Care, Children and young people
Lorraine Rogers	Child Care Officer OTA	GNVQ Foundation in Health and Social Care Cache Childcare and Education Level 2 First Aid, Food Hygiene NVQ 3 Working with Children and Young People NVQ4 Working with Children and Young People HNC Occupational Therapy Support
Sybil Edgar	Child Care Officer	CACHE Level 3 diploma in Specialist support for teaching and learning in schools Surrey and Sussex SALTA Group Membership Secretary
	Volunteer Care worker	
	Volunteer Care worker	
Fiona Peters	School Nurse (P/T) Learning Support Assistant (P/T)	RGN
Jeannie Kent	Waking Night Staff (P/T)	NVQ 3 Working with Children and Young People
Essie Golland	Play/lunch break helper	
Julia Sonden	Play/lunch break helper	
Sheila Shanks	PA to the Headteacher and School Administrator	HNC in Business and Finance Windows NT4 Administration
Claire Young	Secretary (P/T)	
Anne Ballard	Secretary (P/T)	Private Secretary's Certificate
Sallie Suggett	Secretary to Family Support Worker (P/T)	RSA Shorthand to 100 wpm RSA Typing to Stage II
Tom Chambers	Premises Manager	BIFM Level 4 Certificate in facilities Management, IOSH Managing safely
Dyah Duncan	Catering Team Leader	
Andy Parsons	Maintenance Groundsperson	Diploma in Art and Design Fire Marshall, St John's Ambulance First Aid Cert
Mick Ward	Maintenance Groundsperson	
Judite Dos Santos	Domestic/Cooks assistant	Food Hygiene Certificate
Mary Rocha	Domestic /Laundry (P/T)	Food Hygiene Certificate
Teresa Rocha-Perez	Domestic	
Paula de Freitas	Domestic/Kitchen (P/T)	
Mandy Lessels	Domestic/Kitchen (P/T)	

Consultants to Meath

Gill Turner	Consultant Educational Psychologist (P/T)	Chartered Educational Psychologist BSc (Hons) in Psychology and Geography Postgraduate teaching qualification (PGCE) Postgraduate Diploma in Psychology MSc Educational Psychology
Professor Gillian Baird	Consultant Developmental Paediatrician (termly)	Newcomen Centre Guy's Hospital, St Thomas Street, London SE1 9RT
Aqsa Syed	Specialist Orthoptist (termly)	
David Braybrook	Independent Care Standards Visitor and professional supervision	MA, FRSA
Gary Bartlett	Care Supervisor	
Mandy Grist	Speech and Language Supervisor	
Clive Robson	Education Advisor (I CAN)	

School fees

School fees are paid by Local Authorities (or other purchasers) in advance to I CAN Finance Department. Notification of annual fee change is made to the purchaser prior to the start of each financial year, according to contractual guidance.

The school does not charge parents or carers for any activity or resource that is essential in the delivery of education; however, we may request a voluntary contribution to cover the cost of some activities e.g. outings, offsite swimming. All parents are also requested to make a termly contribution to the school fund which subsidises the cost of a number of extra cross-curricular activities.

Before/After School Clubs are paid for by parents.

Sleepovers are paid largely via voluntary income (with a small parental contribution), or via LA/Social Services.

The cost of school meals is covered by school fees.

Parents of residential pupils contribute termly pocket money for their children.