



The Meadows Sports College Newsletter Autumn Term 2015

THIS TERM'S HIGHLIGHTS

Principal: Mr Gordon Phillips

MA BA Hons Adv Dip Ed (Mgt) Adv Dip ED (SEN) Cert Ed CCRS Dip (ICT) CNAA Cert (Structured Mentoring)

Our Principal's Introduction



Here we are again at the first half-term for the school year. We have had several exciting learning experiences to help your children to make good and consistent progress. There have been several offsite visits including a wonderful residential trip to Frank Chapman which enabled learning to take place in a variety of ways. A huge thank you to all our staff for arranging these visits which take so long to prepare.

We are expecting our friends from Ofsted to arrive this academic year and we are so very determined to get 'Outstanding' in all areas. To this end we seek your support and advice. At Parents' evening please let the teachers know where you feel we are outstanding and areas you feel we need to tweak to ensure we reach this high standard. Obviously there are lots of areas not within our jurisdiction such as transport, social services, health etc.

We wish each one of you a pleasant and enjoyable half-term break.

Diary Dates

Autumn Term

Half Term

26th-30th October

End of Term

Friday 18th
December 2015

Spring Term 2016

Students return
Tuesday 5th
January 2016

Half Term

15th-19th February

End of Term

Thursday 24th
March

Summer Term 2016

Students return
Tuesday 12th April





Russell Abbott

NEW TEACHING INITIATIVE FOR THE MEADOWS SPORTS COLLEGE

Great news! In September we started a new partnership with Shireland's Collegiate Academy and The University of Warwick; — 'School Direct' (Teacher Training Programme). We welcome our first full-time student teacher, Mr Russell Abbott. Russell is of course no stranger to our school. He was our Curriculum Enhancement Technician

and most parents will know Russell well from his enthusiasm on leading holiday schemes, residentials and sports days along with other key staff. He will spend the first term teaching 4 days a week at the school. On Fridays he attends university to develop his Professional Studies, Subject knowledge and will complete a major project in Special Educational Needs. In his second term Russell will experience working in a Primary school before returning to us to complete his third and final term.

Russell is a highly motivated student-focussed young man who will be an asset to the teaching profession. He says. 'It is a natural progression for me to now become a teacher in special education which I really enjoy. It is also a refreshing change to be teaching within my specialist areas of art and sports. I really like teaching all the core subjects as well.'

Russell will become a fully qualified teacher in July 2016 with a specialism in working with young people who have a variety of special educational needs. All of us wish him every success during his course and his future teaching career.

Proposed Academy Update

Thanks to those of you who managed to attend last week's coffee morning to discuss this proposal. The SLT will be available on Parents' evening, to enable those of you who work during the day to express your views, as it is essential we hear from our parents and carers. Please do ask to speak to us between 4.30pm-6.00pm. ***If the governors decide to become an academy, you should not notice any difference*** i.e. school hours, holidays, support services, care, school based appointments, transport etc. **will all remain the same.** We even expect to keep the school's name the same as we have an excellent reputation across the Midlands. *There is no rush for any decision to be made.* Governors will take their time to reflect and make the right decision for the students, staff and parents, therefore your views are both welcome and valued.



Issue 4

Sandwell and West Birmingham Hospitals



NHS Trust

On the S.P.O.T!

The newsletter from the **Speech, Physio and Occupational Therapies** team

Summer 2015

Who are we?

Speech and Language Therapy	Physiotherapy	Occupational Therapy
We can help children who have difficulties with communication and those with feeding and/or swallowing difficulties.	We can help to develop and restore movement and function when a person is affected by disability or illness.	We can help children who have a physical disability which affects their participation in everyday activities.

Welcome!

Children's Therapies and Community Children's Nurses have now joined together as one team.

The Children's Community Nursing Service is based at Sandwell General Hospital and you can contact them on the following number:

0121 507 2633



Backward Chaining... Is an approach used to help develop children's skills one step at a time. Each component of the task is seen as a "link" in the chain and the aim is to enable children to master each stage of the task before introducing another. Backward chaining is very helpful for teaching feeding skills as children will have an immediate reward, and want to continue to help themselves. For e.g.

- Think about the sequence of actions needed to feed yourself using a spoon.
- Write down the order you would do this in.
- Physically assist your child with all of the stages except the last one (holding spoon, taking spoon to dish, scooping food onto spoon, & lifting spoon up towards mouth).
- You may need to help with placing spoon into the child's mouth a couple of times and then refrain from doing so to see if your child does this for themselves.
- Once they can independently do this focus on the next stage. And so on..

Inside this issue

Who are we?
Promoting development
Backward Chaining
Our achievements

Dates for your diary

DNA figures

Contact us

FASTA line - To make a new referral:
0121 612 2010

The Lyng Centre
0121 612 2345

Other useful numbers:

Sandwell Information Advice & Support Service (SIAS) formally Sandwell Parent Partnership.
0121 555 1821

Sandwell wheelchairs (assessments)
0121 565 7950

Woodisses (wheelchair repairs)
01902 494336

Sandwell orthotics (footwear, AFO's, etc.)
0121 507 2784



Occupational therapists and Physiotherapists do not recommend the use of **baby walkers** for the following reasons:

SAFETY: Each year there are a high number of accidents reported including; head injuries, trapped arms and legs, burns and scalds.

DELAYED DEVELOPMENT: Contrary to popular belief, baby walkers do not teach your child to walk, they often can delay development and cause a child to walk on their toes.

If you do choose a baby walker:

- ◊ Never leave your child unsupervised
- ◊ Make sure both feet are on the floor and not on their toes
- ◊ Not suitable for children who **are** not able to support their heads
- ◊ Use for a maximum of 20 minutes per day.

The Association of Paediatric Chartered Physiotherapists www.apcp.org (June 2010)

www.capt.org.uk (Child Accident Prevention Trust)

www.safekids.co.uk/baby-walker-safety.html



Our recent developments:

- ◊ We have been busy working with the publishers on the updated WellComm Screening Tool for early language. The new edition, which was released in April, now has a DVD for supporting parents in developing their child's early language. Following feedback from users, there are also changes to some of the picture assessment material and forms. Our next project is supporting the development of an e-learning module for practitioners who use WellComm in their early years settings.

Dates for your diary

Orchard School 0121 563 7041
Moving Mondays 1:15 - 2:30

Coneygre Centre 0845 3528789
Twinkl Tuesdays 10.00 - 11.30
Sensory Tots Weds 10.00 - 11.30
Physical Fridays 9.45 - 11.45

Autism West Midlands run lots of groups and events. For more information about these go to:
www.autismwestmidlands.org.uk/events
Or phone: 0121 450 7582

ELKLAN

We are planning to run a course in the autumn term: look out for the flyer coming to your school!

Promoting development

Once your baby is able to sit by him/herself encourage your baby to move by putting toys just out of their reach.

Encourage development of hand skills by placing finger foods e.g. rusks, pieces of banana in front of them to pick up.

Encourage your child to communicate with you by copying the noise they make and showing expression in your face.

DNA figures

You can help us to reduce wasted costs by

DATE	APPOINTMENTS WASTED	COSTS
Jan 2015	82	£7,727
Feb 2015	79	£7,444
Mar 2015	80	£7,538

What's coming up in the autumn issue....

- ♦ Tips for Safe Sleep
- ♦ The importance of a good sitting position
- ♦ Ideas for turn taking!



Class 1:2 have had lots of fun learning this half term.

Torches

This half term we have been learning about light in science and we have been making our own torches in DT. Take a look at our fantastic learning.



Maths Day

On Friday 16th October we had a marvellous maths day. All of our lessons required us to think hard and use our maths skills. We decorated biscuits by counting/sorting sweets, we set the table, we searched for numerals in meadow land and we played games that included keeping score.



Learning about World War 2

This half term we have been learning about The Second World War. We have been marching, making flags, baking carrot biscuits, listening to air raid sirens and exploring objects from war times like gas masks and ration books.



Extra!, Extra!, read all about it!!!

Class 1.1 go back in time

As part of their topic in history this term the class have been learning about World War 2. During a history lesson they all helped to bake vinegar cakes without using any eggs. Fun was had by all and they all enjoyed eating the cakes once cooked.



Class 1:3

The students in class 1:3 enjoyed making different shaped sandwiches and counting and cutting vegetables as part of a Maths themed Day on Friday 16th October 2015.



The students also played number games and practised their fine motor skills.
Picking up food and counting.

Classes—2.2/2.3 Maths learning day.

On Friday 16th October, Mrs Noons' and Mrs Chambers' classes had a Maths deep learning day which we based around our topic of Ancient Egypt and The Egyptians.

We took part in an “archaeological dig”, finding numbered puzzle pieces around the playground which we then we had to put back together to find out what Egyptian artefact we had discovered.



Other activities included colouring Egyptian objects by numbers, Mummifying potatoes and apples, learning how to play an Egyptian games called Seega (a little bit like noughts and crosses!), made coffins/Mummy's - and of course, counting our steps as we “Walked like an Egyptian!”



