

Isle of Wight School SEND OFFER

Medina College

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Federated College

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

[Links to Admissions and SEND Assessment Teams here](#)

	<p>Head of School Miss Karen Begley</p> <p>SEND Governor Mrs Teresa Harris</p>	<p>first teaching for all students.</p> <ul style="list-style-type: none">• Allocating LSA support to maximise effective provision and to ensure needs are met• Overseeing the testing and supporting of access arrangements for exams • Implementing and Reviewing the school's literacy policy• Implementing and monitoring the Accelerated Reader programme (AR)• Leading and Overseeing the FAST TRACK literacy and Numeracy programmes <p>She is responsible for:</p> <ul style="list-style-type: none">• Ensuring the appropriate support for students with SEND is in place and is effective• Delegating responsibility to the SENCO, ensuring that students with SEND are appropriately supported/enabled to achieve• Liaising with the governor for SEND to keep him up-to-date with issues within the college relating to Additional Educational Needs <p>She is responsible for:</p> <ul style="list-style-type: none">• Meeting regularly with the SENCO• Monitoring the support given to any student with SEND who attends the College.
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HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children and young people in Medina College will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children and young people with SEND in this school?	Literacy/numeracy intervention	<ul style="list-style-type: none"> • Small group intervention once a week to improve basic skills 	Students identified through screening and monitoring of progress
	FAST TRACK intervention for numeracy and/or literacy	<ul style="list-style-type: none"> • 1:1 tutoring, initially a 10 week programme, structured to the individual student targets in these areas 	Students identified through liaison between English/Maths/SEND department and FAST TRACK team
	Social skills intervention	<ul style="list-style-type: none"> • Small group intervention once a week to improve communication and social skills 	Students identified by pastoral/teaching staff and monitoring of progress
	Support from Learning Support Assistants (LSAs)	<ul style="list-style-type: none"> • Students are supported in a small group, or on a 1:1 basis, if deemed appropriate/beneficial by an LSA to differentiate further quality first teaching. 	Students identified across all key stages as needing additional support to become independent learners

	Exam Access Arrangements	<ul style="list-style-type: none"> Students can be provided with a scribe/reader/prompt/extra time/ICT access/enlarged papers 	Rigorous testing procedures identify students – this then has to be verified externally by exam boards
What support is there for behaviour, avoiding exclusion and increasing attendance	<p><i>The following support packages are offered on an individual basis, depending on an individual student's needs and after consultation with a team of professionals, which includes both school staff and outside agencies</i></p> <ul style="list-style-type: none"> The school employs a Behaviour support assistant who works 1:1 and with small groups of students, delivering support and helping students to identify barriers causing behaviours. Work also includes Restorative Justice Approaches. All students have an allocated tutor – each tutor works with a group of approximately 10 students. Mentoring takes place within this group and on a 1:1 basis. Older students are also trained as peer mentors. Outside agencies are used to help minimise exclusions and to support implementation of behaviour management strategies. Heads of House and their assistants monitor the behaviour logs to ensure support is put in place. Students are referred to offsite provision as deemed necessary by the school and outside agencies. Timetables and curriculum offers are modified to accommodate individual student needs. Medina employs a team of attendance officers who work closely with staff, students and parents to maximise attendance. Medina also employs a dedicated Common Assessment Framework (CAF) Co-ordinator who works with identified students, parents and outside agencies to improve the progress of individual students through a bespoke package of support. ASPIRE Curriculum in Year 9 – ASDAN Cope qualification and support for other GCSE options. 		

<p>How can I let the school know I am concerned about the progress of my child/young person in school?</p>	<ul style="list-style-type: none"> • First contact should always be made through an individual student's tutor regarding any concerns about progress • If you still have concerns, contact should be made with the student's Head of Year, or the Head of Subject for individual subject areas • If you continue to feel that your child is not making progress, contact should be made with the Assistant Head, Individual Needs. Following this, contact with the Head of School and school governor would be expected.
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<p>How will school let me know if they have any concerns about my child/young person?</p>	<ul style="list-style-type: none"> • Student progress is monitored every half term by tutor, subject teachers, Heads of Department, Heads of Year and SENCO. • If targeted, quality first teaching has not met a student's needs, the SENCO will investigate this and take appropriate Action. • You will be informed of any intervention suggested by the SENCO before this intervention commences • Heads of Subjects, Heads of Year and SEN department have regular review meetings to identify students not making progress. Specific actions will be agreed and reviewed and parents kept informed of these actions.
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<p>What specialist services are available at or accessed by the school/?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Learning Support Assistants (LSAs) • Behaviour Support Assistant • Emotional Literacy Support • CAF Co-ordinator • Health and Welfare officer • Literacy/Numeracy Intervention team
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Autism Outreach Service • Hearing Impairment Service • Visual Impairment Service • Targeted Youth Service (TYS) • Educational Psychology service • St George's School outreach team • Youth Offending Team (YOT) • Common Assessment Framework team (CAF)
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • Access to school nurse • Get Sorted Counselling • Speech and Language therapy • Child and Adolescent Mental Health Service (CAMHS)

<p>How are staff in the school supported to work with children & young people with an SEND and what training have they had?</p>	<ul style="list-style-type: none"> • Medina has a rigorous programme of Continuous Professional Development (CPD) to improve the teaching and learning of all students, including those with SEND. Within this programme, discrete sessions on SEND needs and effective support are offered. • LSAs have completed a course on SEND needs and support, offered by the Independent Parental Special Education Advice organisation (IPSEA). • The SENCO attends the SENCO briefings, held half termly across the Isle of Wight, where up-to-date SEND information is shared. • Best practice for teaching all students, including those with SEND, is shared in the in house “Need to Know” publication. • Individual Education Plans (IEPs) are reviewed and updated 3 times a year. • IEPs contain clear targets and information regarding how to meet the needs of individual students. • The school database, used by all staff, is regularly updated to include all relevant information regarding a student’s individual needs. • The school maps all provision and shares this with staff so that all staff know the provision and can monitor the progress made by students receiving extra provision. • Each department/subject area has a representative who meets regularly with the SENCO to share best practice and to identify students not making sufficient progress.
<p>How will activities/teaching be adapted for my child/young person with learning needs?</p> <p>a) How will the curriculum be matched to my child’s/young person’s needs?</p> <p>b) How will both you and I know how my child/young person is doing and how will you help me to support my child/young person’s learning?</p>	<ul style="list-style-type: none"> • It is a requirement that all lessons are differentiated by the class teacher to support and enhance the learning and progress of all students, including those with SEND. • Differentiation is monitored and reviewed by Heads of Department and the Senior Leadership team (SLT) through both formal and informal lesson observations and through monitoring of half termly progress assessment. • Teachers are expected to deliver engaging lessons which include a range of activities to support individual learning and progress. • LSAs are timetabled to work with groups of students and individuals, depending on the needs of the class and the individuals within it. Individual LSAs work with a limited number of teaching staff to allow for effective joint planning and review of progress. • All parents have the opportunity for an in-depth 1:1 meeting with individual tutors. • Medina actively encourages parents and tutors to liaise regularly. • Homework is issued and monitored via Show My Homework – all parents are given a pin number and login details so that they can monitor and support their children’s homework.

<p>How will the school measure the progress of my child/young person?</p>	<ul style="list-style-type: none"> • Student progress is monitored every half term by tutor, subject teachers, Head of Departments, Heads of House and SENCO. • Formal assessments, resulting in new performance figures (1 – 9)/GCSE/BTECH grades are given each half term, along with performance codes which comment on Attitude to Learning, Independent Learning (including homework) and shared with parents and all staff. • Annual Reviews take place yearly under the guidelines of the Code of Practice for SEND.
<p>What is the pastoral, medical and social support available in the school?</p> <p>What support will there be for my child/young person’s overall wellbeing?</p>	<ul style="list-style-type: none"> • A full time, CAF co-ordinator and Looked After Children co-ordinator are employed by the College. • All Heads of Year have designated non-teaching Assistant Heads of Year based in the Year office, who are first aid trained. • Break and lunch clubs are available for students who need support during unstructured times • We offer a breakfast club for all students. • Home Liaison books are available for students with specific SEND to aid communication and dialogue between home and school. • Social Skills groups. • Individual and Peer mentoring – groups and 1:1
<p>What support does the school have for me as a parent of child/young person with a SEND?</p>	<ul style="list-style-type: none"> • Each student is one of 10 allocated to a designated tutor – this tutor is the first point of call for parents • The SENCO is available to meet with parents to address any concern. • Medina instigates and manages the Common Assessment Framework process which, in conjunction with outside agencies, supports identified children and families.
<p>How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • Assistant Heads of Year administer medication – they liaise with staff and home, regarding medication and healthcare plans.

<p>How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • The school is accessible to all students with SEND, including those using wheelchairs. • Timetables can be adapted, according to student need, if and when required. • All students are welcomed to attend break, lunch and afterschool activities, regardless of ability. • All students are invited on school trips and adjustments/arrangements are made regarding meeting a student's individual needs as required.
<p>How will the school support my child/young person when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> • All prior information is shared with relevant staff – it is a basic expectation that all staff have detailed information concerning prior attainment and any individual need for all students they teach and are required to show evidence of planning which takes this information into consideration in every sequence of lessons. • Important SEND info is updated and shared with staff at the start of the year in a whole staff briefing. • During transition to a new school, the SENCO will contact and make arrangements for important info to be shared, ensuring a smooth transition. • Students moving from primary to secondary are visited by key staff and students with SEN are invited to visit Medina prior to the induction days each July. These visits can be both individual or as part of a group and can be accompanied by primary LSAs and/or parents, according to need. • During the induction days, all new year 7 students will be in a class with both a teacher and at least 1 LSA. • The annual review process/EHCP review includes a transition plan for those in years 6, 9 and 11 where support and provision is discussed with parents.