



Medina College



The Island VI Form

**Medina College and The Island VI Form**

# **SEND Policy**

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## Section One

Medina College and VI Form believe in providing every possible opportunity to develop the full potential of all students. All students will have the right to a broad and balanced curriculum, including extra-curricular activities. All students are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all students with special educational needs participate in activities compatible with the efficient education of other students and the efficient use of resources.

Every teacher is a teacher of every student, including those with SEND

This policy complies with the statutory requirements laid out in the SEND Code of Practice; 0-25 years (Jan 2015). Section 3.65 and has been written with reference to the following guidance and practice:

- Equality Act 2010; [Equality Act 2010](#)
- DFE Schools Statutory Guidance 2014 [School's Statutory Guidance](#)
- SEND Code of Practice; 0-25 (Jan 2015) [SEND Code of Practice 2015](#)
- Schools SEND information and report regulations (2014)
- The Children's and Families Act, (2014)

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The SENDCo is a member of the Medina College Senior Leadership Team (ref Role of the SENDCo in schools SEND Code of Practice, 6.89)

## **Section Two**

At Medina College and VI Form, students are encouraged to achieve their full potential, whatever their academic or physical ability. This is achieved through the provision of a curriculum that is balanced and challenging in both content and styles of learning, in order to foster independent learning and develop life-long skills. Work is adapted for students with SEND to ensure that teaching and learning is accessible at an appropriate level for their individual needs.

**To enable the child and young person to participate, learn and make progress, we aim to:**

- remove barriers from learning
- ensure that high-quality adaptive teaching (including differentiation) should be the first reaction to any possible special education need;
- put effective special education provision in place, focusing on outcomes

**Our Aims are to:  
Objectives**

- To raise aspirations and expectations for all pupils with SEND so that they achieve good levels of progress across the curriculum.
- To focus on the outcomes and impact of provision and support
- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided by the SEND Code of Practice (2014)
- To operate a whole pupil, whole school approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff – all teachers are teachers of SEND.

### **Section Three: Identifying special educational needs**

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Medina College and VI Form recognises that teachers can play a central role in early recognition of educational needs through structured observation, accessible screening tools, and collaboration with Special Educational Need Coordinators (SENDCos), parents, and external professionals. The importance of drawing on multiple sources of information, such as classroom observations, family history, and both standardised and informal assessments is recognised in order to develop a holistic understanding of each learner's strengths and areas of need. Gathering data from multiple informants including teachers, caregivers, and the pupil themselves is also important in developing a holistic profile and in planning support plans.

While the Code of practice indicates 4 broad areas of need it is important to be aware that comorbidities (co-occurring conditions) with Special Educational Needs and Disabilities (SEND) are common, often involving mental health issues like anxiety & depression, neurodevelopmental overlaps such as ADHD alongside Autism, physical challenges like hypermobility (EDS) or sensory impairments, and learning difficulties like dyslexia/dyspraxia with epilepsy and digestive problems also frequently seen alongside primary diagnoses, highlighting complex, interconnected needs.

Medina College and VI Form acknowledges intersectionality in SEND. How multiple modes of advantage, and disadvantage, discrimination, and privilege, affect children's access to services. These factors also impact a family's ability to advocate for their child and the early identification of appropriate support for SEND.

The following are not considered as SEND but may also impact on progress or attainment:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a child who has been or is supported by a social worker
- Being a child of a serviceman/woman

Significant concerns relating to a student's behaviour will be investigated as a potential response to an unmet social, emotional or mental health need which Medina College will work to identify and support. Medina College recognises that behaviour is a form of communication.

## **Section 4: A Graduated Approach to SEN Support**

- Medina College and VI Form views quality first adaptive teaching for all students as paramount to achievement and progress.
- The subject teacher has a vital role in providing for all students, delivering high quality adaptive teaching which takes into account the prior knowledge and understanding of all students in a class and this is the first step in meeting the needs of students who have, or may have SEND.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where they access the support from teaching assistants. Additional intervention and support cannot compensate for a lack of good quality teaching
- Medina College and VI Form regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This involves reviewing, and where necessary, improving staff understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND.
- Medina College and VI Form decides whether to make special educational provision by involving the subject teachers and SENDCo to consider all of the information gathered from within the school and externally, regarding the student's progress and evaluating this, alongside national data and expectations of progress.
- For higher levels of need, support will be sought from a range of specialist external assessment providers, where available, alongside internal assessment, including Speech and Language, The Neurodiversity Service, Hearing/Visual impairment services and the Educational Psychologists.
- A student will be placed on the SEND register where assessment, discussion with parents/carers, pupil voice or information from external professionals shows that the student requires provision which is additional to, or different from other students at the same stage. The SENDCo will then formally notify the parents. The subject teacher(s) and the SENDCo will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. These plans will take into account the views of the child. Any related staff development needs will then be identified and addressed.

Students will be monitored using the assess, plan, do, review framework through the use of Edukey Provision Map.

### **Managing students' needs on the SEND register**

- Medina College and VI Form uses an online platform to record and evaluate the impact of provision made for individual students.
- Student learning plans are drawn up, student and parental voices are gathered to support the development of these plans. Plans are shared with relevant staff and are available to all staff via the online platform.
- The teachers and the SENDCo hold the responsibility for evidencing progress according to the outcomes agreed.
- These plans are reviewed termly.
- In addition, students with an Education and Health Care Plan are reviewed through the statutory process at least annually, as required by the SEND Code of Practice.

- The College's contribution to the Local Offer contains further detail regarding how the level of provision is decided and can be accessed via the info section on the school's website.

### **Section 5: Criteria for exiting the SEND register**

- Termly reviews of students on the SEND register will take place. Where a student has achieved the agreed targets and made expected progress in line with national expectations, the SENDCo will write to the parents of the student, informing them that the student will exit the SEND register.

### **Section 6 : Supporting students and families**

- Medina College and VI Form contributes to the LA Local Offer (see website).
- Medina College and VI Form Admissions Policies can be found on the College's website.
- All students with SEND are assessed to determine which, if any, access arrangements can be put in place to ensure SEND students are able to access exams and assessments, both internal and external. The SENDCo is responsible for ensuring that testing takes place, usually in the first term of Year 10, although testing can take place at other times, should the need for this be identified.
- Transition meetings take place for all students moving key stages. This includes the SENDCo attending annual review meetings for Year 6 and students leaving VI Form with an EHCP.

### **Section 7: Supporting students with medical conditions**

- Medina College and VI Form recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some students may also have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

### **Section 8: Monitoring and Evaluation**

- Medina College and VI Form uses a robust system to monitor and evaluate the quality of provision offered to all students. This involves regular auditing of marking, assessment, teaching and canvassing of student, parent and staff views. This leads to the promotion of an active process of continual review and improvement of provision for all students.

### **Section 9: Training and resources**

- SEND is funded via capitation, top-up funding and high needs funding.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training

and development.

- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- The SENDCo regularly attends HISP SENDCo network meetings in order to keep up to date with local and national updates in SEND and also regularly sits on the LA SEND panel.

## **Section 10: Roles and Responsibilities**

The role of the IEB (Interim Executive Board)

- Understand how the responsibilities for SEND provision are shared within the school
- The SENDCo reports to the IEB on a regular basis to ensure they gain information about the provision made for pupils with special educational needs and can monitor the implementation of the SEN policy.
- Discuss with school staff the outcomes of the colleges' monitoring and evaluation of the provision made for pupils with special educational needs
- Observe at first hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life
- Take opportunities to meet and talk with parents of SEND children.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

The role of LSAs

- To work supporting teachers and students in the classroom and, where need is identified, in small group and 1:1 sessions
- To liaise with parents regarding progress
- To keep accurate records of provision and progress within interventions.
- To provide informal Emotional Regulation support as needed to students on the SEND register.

## **Section 11: Reviewing the policy**

The policy will be reviewed annually

## **Section 12 : Dealing with complaints**

- In the first instance, all comments and complaints should be addressed to the student's tutor, with a copy to the SENDCo
- The SENDCo can be contacted via the email address given at the beginning of this document, or directly via the Colleges' telephone switchboard.