



Special Educational Needs Information Report

Medina College and VI Form
Agreed by IEB 19 March 2026

1) Aims of our provision in regards to students with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that is provided within the adaptive curriculum, to better respond to the four broad areas of need: 1. Communication and interaction, 2. Cognition and learning, 3. Social, mental and emotional health, 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of collaboration and partnership.
- To ensure a high level of staff expertise to meet student needs, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with parents/carers and health and social care professionals in order to meet the medical needs of students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multiprofessional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEND) or a disability?

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states: ***Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in***



learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...***a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities***’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs (SEND) for which provision is made at the school

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of students at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless: it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget)
- Parents of a child with an EHCP also have the right to seek a place at a special school or resourced provision if they consider that their child’s needs can be better met in specialist provision.
- Medina College has a Local Authority Resourced provision attached to the college - this is The Aspire Provision for students with Social, Emotional and Mental Health difficulties as their main area of need. Applications for this provision is made through the local authority directly and students are awarded a place if the local authority agrees that they need a specialist provision in order to meet the their needs and the provision set out in their EHCP

4) How does our school know if children need extra help?

We know when a student needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the student's previous school or the student themselves, relating to below expected levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the student indicates that they have additional needs

5) What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher/ form tutor. This then may result in a referral to the SENDCo, whose name is Carrie Drake, and whose contact details are: SEN@medina.iow.sch.uk or SEN@theislandviform.org.uk
- Parents may also contact the SENDCo or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school. It is understood that parents know their child best.

6) How will the school support a child with SEND?

All students will be provided with high quality adaptive teaching to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team, the SENDCo and external academy professionals,
2. Ongoing assessment of progress made by students with SEND,



3. Work sampling and scrutiny of planning to ensure effective matching of work to student need,
4. Teacher meetings with the SENDCO to provide advice and guidance on meeting the needs of students with SEND,
5. Student and parent feedback on the quality and effectiveness of interventions provided,
6. Attendance and behaviour records.

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. All students have targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These students are then discussed in termly progress meetings that are undertaken between the class/subject teacher, curriculum lead and a member of the Leadership team and if appropriate, the student themselves. Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the adaptive teaching being provided to the child. If required the teacher will be supported to develop additional strategies to further support the success of the student.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents/carers will be informed that the school considers their child may require SEND support and their partnership will be sought in order to improve attainment.

Action relating to SEND support will follow an assess, plan, do and review model:

1. Assess: Data on the student held by the school will be collated by the class/subject teacher/SENDCo in order to make an accurate assessment of the student's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
3. SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.



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4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the student through tutors and the SEND Team. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to: 1. Local Authority Support Services 2. Specialists in other schools e.g. teaching schools, special schools. 3. Social Services 4. Health partners such as School Nurse and Child & Adolescent Mental Health Service N.B. For a very small percentage of students, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHCP) plan being provided.

7) How will students be involved in decisions regarding provision that can better meet their needs?

This school collects student voice when writing and reviewing Learning plans on a termly basis. Student voice is collected termly through tutor sessions. Learning plans are completed collaboratively with students in The Hive (SEND Hub) or in booked meetings and identify their abilities and strengths, additional needs, personal goals and targets and the actions to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed through tutor sessions and the student's views gained on the effectiveness of the action taken so far to meet their needs.

8) How will the curriculum be matched to each child's needs?

- Teachers plan using assessed students' achievement levels, adapting tasks to ensure progress for every student in the classroom.
- When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- This adaptive teaching may include strategies suggested by the Special Educational Needs Coordinator (SENDCO) and/or external specialists.
- In addition if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

9) How will parents know how their child is doing?



Progress towards the identified outcomes will be shared with parents termly through Provision Map online platform and at EHCP reviews but also through the school reporting system and Parents' Evenings. Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school reception who will arrange this appointment for you.

10) How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)

- Please look at the school website. It can be found at [Medina College](#) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the termly newsletter includes a section that identifies local learning opportunities.
- The class/subject teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

11) How will the school evaluate the effectiveness of the SEND provision made for students?

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and students on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for students with the same prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

Learning Plans will be used to identify small steps of progress through the Assess, Plan, Do Review cycle.

12) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for students. This includes:



- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Student and Parent voice mechanisms are in place and are monitored for effectiveness. Student voice for SEN K students is collected termly through tutor sessions and twice a year as part of a whole school collection. Parent/carer voice is collected in all statutory meetings and annually through a whole school collection process. A parent/carer SEND coffee morning is held annually to provide an informal opportunity for parents/carers to share their views. Parents/carers are given an opportunity to share their views on student learning plans at annual parents evenings and via the online platform on a termly basis.
- Small group evidence-led interventions to support student's well-being are delivered to targeted students and groups such as ELSA, TalkAbout for Teenagers and Zones of Regulation.
- Students who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- Referrals can also be made to the Youth Justice Service, Mental Health for Schools Service, Youth Trust and CCAMHs.

13) Students with medical needs

Students with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the student themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting students at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

14) What specialist services are available at the school

Students on roll at Medina College and The Island IV Form have access to a range of specialist support through a referral process, such as Occupational Therapy, The Speech and Language Service, The Neurodiversity Service and CCAMHs.



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15) What training do the staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist. Awareness training has been provided to all staff on:

- Lexonik Leap and Advance to support Phonic knowledge and comprehension..
- Supporting Neurodiverse students
- How to support students with speech, language and communication difficulties
- Comic Strip Conversations
- Social Stories
- Zones of Regulation
- The Speech and Language team visits termly to assess and plan support for targeted students. These programmes are then delivered by a trained Teaching Assistant.
- Attachment and Trauma

16) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities
- . The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

17) How accessible is the school environment?

Both Medina College and The Island VI Form are wheelchair accessible. At the VI Form and Medina College, some rooms were inaccessible to some students. It is ensured that SEND students are able to access the full curriculum offer through the use of alternative rooms as needed. The college has an Accessibility policy.

18) How will the school prepare/support my child when joining or transferring to a new school?



A number of strategies are in place to enable effective students' transition. These include on entry:

- A planned introduction programme is delivered in the Summer term to support transfer for students starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- Members of the SEND team visit all primary schools to ensure effective transference of information
- SEND information sessions are held at both Medina College and at the VIth form, all students with additional needs are encouraged to visit the college and are, in turn, visited by the SEND manager or SENDCo
- If students are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For students transferring to local schools, the SENDCo of both schools will meet to discuss the needs of students with SEND in order to ensure a smooth transition. .
- The records of students who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
- The school adheres to the guidance in Careers guidance and education access for education and training providers:
This places a duty on schools to secure independent careers guidance for all Y8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
www.gov.uk/publications/careers-guidance-provision-for-young-people-in-school
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareers.service.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEND and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood outcomes, including Education and Employment. Community Inclusion, Health and Independent Living.



19). How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of students with SEND from a number of sources that includes:

1. A proportion of the funds allocated per student to the school to provide for their education is called the Age Weighted Pupil Unit.
2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.
3. For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.
4. This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities through support that might include:
5. Targeted adaptation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc..)
6. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
7. Out of class support (relationship building, social, emotional skill development,)
8. Small group tuition to enable catch up (subject or targeted at additional need)
9. Specific support, advice and guidance is provided to parents and families to improve student's readiness for learning (relating to student's difficulties in attendance, behaviour, physiological and emotional needs etc)
10. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
11. Partnership working with other settings (shared resources: shared expertise: support from local pupil referral unit on action to improve inclusion)
12. Access to targeted before/after school clubs (homework, clubs targeted at increasing resilience)
13. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
14. Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardos, Relate) and community sources (e.g. Youth and Church groups, local businesses)
15. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support In addition: The student Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.



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20) How is the decision made about how much support each child will receive?

- For students with SEND but without a statement of educational need/EHCP, the decision regarding the support provided will be taken by the SENDCo or SEND Manager at The Island IV Form with collaboration between parents and students.
- For students with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

21) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENDCo or Senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

22) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class tutor,
- The SENDCo
- The Headteacher,
- For formal complaints, please contact the School IEB via the Clerk

23) Support services for parents of students with SEND include:



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- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.
- www.iowsendiass.org.uk is able to provide impartial Special educational Needs and Disability information, advice and support.
- The Local Offer from the Isle of Wight Local Authority can be found here: [Special Education Needs and Disabilities \(SEND\) Local Offer](#)

Other useful documents:

- The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations
- Supporting students at school with medical conditions Sept 2014.
- SE7 Local Offer: Framework and Guidance. www.iow.gov.uk/article/2074/iw-SEND-local-offer
- www.gov.uk/government/publications/send-code-of-practice-0-to-25