



Isle of Wight EY Setting/School/College SEND OFFER

<p>Name : Medina House School Address: School Lane, Newport, Isle of Wight PO30 2HS Telephone No. 01983 522917</p>	<p>Website Address</p> <p>www.medinahouseschool.co.uk</p>
<p>Type of EY Setting/school/College</p>	<p>Primary Special School (aged 2-11yrs) for pupils with Complex Learning Difficulties (and in many cases additional needs too)</p> <p>N.B. All pupils at Medina House School have a statement of educational need or EHC plan and have been deemed by the SEN panel to meet admissions criteria for a special school</p>
<p>Specialist provision on site</p>	<p>Specialist Facilities include a Sensory Room, Soft Play Room, Dark Room, Hydrotherapy Pool A School Nurse on site every morning Specialist staff include a physio/OT assistant, a speech assistant and 2 ELSAs (Emotional Literacy Support Assistants) as well as a makaton trainer, Maybo trainer , 4 manual handling trainers and 2 hoist trainers Many staff have been trained in sensory integration techniques and sensory circuits are an essential start to the day for many of our pupils</p>
<p>Outreach Provision</p>	<p>If the SEN panel feel that a pupil meets the criteria for admission to Medina House but parental preference is a mainstream school, that child's school will be entitled to support from the Medina House Outreach team as part of the SOS (Specialist Outreach Service). The level of support is determined after an initial visit to the school by the teacher in charge and outreach co-ordinator but support would include CPD for SENCO/staff directly involved with the pupil, observations of pupil and then subsequent advice/feedback, loan service of differentiated resources to fit in with topics as requested by mainstream school as well as signposting to appropriate other agencies or experts in a particular field as necessary.</p>

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](#)

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

Setting/School/College Based Information	Staff	Summary of Responsibilities
1.a) Who are the best people to talk to in the early years setting about my child's development needs?	N/A	N/A

<p>1.b) Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Head Teacher</p> <p>Deputy Head</p> <p>Class Teacher</p>	<p>She is responsible for:</p> <ul style="list-style-type: none">• Chairing Annual Reviews for ALL pupils• Monitoring all IEPs to ensure quality targets are set based on Annual Review objectives from statements/EHC plans• Monitoring quality of teaching and learning for ALL pupils• Ensuring safety and well being of all pupils• Dealing with concerns/complaints parents have about their child's development/learning/wellbeing• Liaising with external agencies to ensure ALL children receive entitlement as outlined in Statement/EHC plan• Monitoring and reporting on progress and achievement for ALL pupils• Tracking pupil progress to ensure ALL pupils make progress regardless of abilities• Ensuring resources are purchased as needed to address individual needs eg specialist seating/communication aids• Ensuring staff receive appropriate specialist training to meet the needs of all pupils in the school• Making new referrals to external agencies eg OT/Physio/CAMHS as required <p>He is responsible for:</p> <ul style="list-style-type: none">• Deputising as needed for the H/T in any of the above• Co-ordinating the curriculum to ensure progress and accessibility for all• Taking the lead on Equality and Diversity policy and accessibility plan to ensure equality for all pupils• Taking the lead on assessment for all pupils <p>She/He is responsible for:</p> <ul style="list-style-type: none">• Ensuring safety and well being of all pupils in their class• Differentiating the curriculum to ensure accessibility and progress for all• Teaching and learning for all pupils in the class
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	<p>Physio/OT Assistant</p>	<ul style="list-style-type: none"> • Incorporating individual strategies/approaches as needed eg for communication / mobility into daily practice • Recording and reporting on progress to parents • Managing resources (including staff) to ensure progress for all pupils • Writing and reviewing IEPs on a termly basis • Writing Annual Review reports • Liaising with relevant professionals eg Speech Therapists/Social Workers/OTs and Physiotherapists to ensure daily curriculum coverage for individual pupils incorporates programmes and priorities as needed • Daily assessment and recording and reporting to feed into whole school data <p>She is responsible for</p> <ul style="list-style-type: none"> • Working closely with Occupational Therapists and Physiotherapists to ensure a full understanding of programmes for all relevant pupils • Working closely with class teams to interpret therapists' programmes to ensure all appropriate pupils access relevant exercise/positioning programmes on a daily basis • Modelling programmes / approaches to class teams and parents as required • Co-ordinating orthotic clinics and wheelchair services appointments • Informing H/T of equipment needs for individual pupils and facilitating rep appointments with specific pupils and their parents as appropriate • Working within teams or on a 1:1 basis with key pupils • Providing hoist and manual handling training to all staff in school as well as to other educational establishments via Outreach service <p>She is responsible for</p> <ul style="list-style-type: none"> • Working closely with Speech Therapists to ensure a full understanding of programmes for all relevant pupils • Working closely with class teams to interpret therapists' programmes to ensure all appropriate pupils access relevant programmes and communication strategies on a daily basis
	<p>Speech Assistant</p>	

	<p>ELSA s x 2 (Emotional Literacy Support Assistants)</p> <p>SEN Governor</p>	<ul style="list-style-type: none"> • Informing H/T of communication needs for individual pupils which requires purchasing equipment/new technology etc • Working within teams or on a 1:1 basis with key pupils • Supporting H/T and LMT in ensuring Medina House School is a total communication environment • Delivering Makaton training to all staff • Delivering Makaton training to parents • Informing speech therapists and H/T of any issues re communication which are hindering a child’s progress • Modelling programmes / approaches to class teams and parents as required <p>They are responsible for:</p> <ul style="list-style-type: none"> • Providing Emotional Literacy support for key pupils who can be referred by parents/staff/other professionals (eg CAMHS/EPS) • Providing Emotional Literacy support at playtimes for ALL pupils • Facilitating social skills groups as required • Modelling programmes / approaches to class teams and parents as required • Provide specialist support through, Therapeutic Story writing • Provide specialist support through, the ‘Special Friends Programme’ <p>He/She is responsible for</p> <ul style="list-style-type: none"> • Ensuring all pupils’ individual needs are met and that they all make progress in line with their abilities and national expectations for children with similar needs via school visits and Full Governing Body and Sub Group meetings – eg Achievement and Standards <p>Ensuring the full governing body are aware of the range of needs within the school so that budgetary decisions re resources for children are well informed</p>
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HOW COULD MY CHILD GET HELP IN THE EY SETTING/SCHOOL/COLLEGE? :

Children and young people in (name of EY Setting/School/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 EY setting/school/college
- Staff who will visit the EY setting/school/college 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 also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with SEND in this EY setting/school/college?	<ul style="list-style-type: none"> • Differentiated Curriculum 	<ul style="list-style-type: none"> • All pupils aged 2 – 7 yrs have full access to the EYFS (Early Years Foundation Stage) via Development Matters. The objectives in these documents are broken down into small individual targets to match individual needs of pupils. • All pupils aged 8 – 11 yrs (Year 3 – Year 6) will have full access to the MHS curriculum which is topic based – taking objectives and coverage from the National Curriculum which are broken down into small individual targets to match individual needs of pupils. • For pupils who are operating at an early developmental level (across the school) they will be assessed on Routes for learning to until they are ready to for the MHS curriculum. 	All Pupils
	<ul style="list-style-type: none"> • TA support within class team 	<ul style="list-style-type: none"> • All pupils receive the appropriate level of support from TAs (Teaching Assistants) throughout the day. What this looks like will differ for every child 	All pupils

		<p>depending on their individual needs but typically all pupils will be taught by a teacher every day and will have the following support from TAs:</p> <ul style="list-style-type: none"> ▪ 1:1 support to access the curriculum ▪ Support within small groups of pupils who are working at the same level ▪ Support with personal care routines – ranging from supervision to 2:1 support (eg if totally dependent on adults and needing hoisting for personal care) ▪ Support at break and lunch time for eating, drinking and safe and appropriate play – again this could range from supervision within a small group to 1:1 support ▪ Constant supervision to ensure safety at all times 	
	<ul style="list-style-type: none"> • Annual Review objectives 	<ul style="list-style-type: none"> • All pupils will have annual objectives set at the Annual Review of their statement/EHC plan which will then be further broken down into termly IEP targets 	All pupils
	<ul style="list-style-type: none"> • IEP (individual educational plan) 	<ul style="list-style-type: none"> • All pupils will have an IEP with targets set for Literacy, Numeracy and PSHE. IEPs are issued termly and shared with parents at parent/teacher meetings. The targets are based on the agreed objectives from Annual Reviews but will also incorporate individual priorities for pupils as required eg physio/OT or behaviour targets 	All Pupils
	<ul style="list-style-type: none"> • Specialist provision eg Sensory Room 	<ul style="list-style-type: none"> • All pupils will have access to a state of the art sensory room as part of their weekly curriculum delivery 	All pupils

	<ul style="list-style-type: none"> • Full curriculum entitlement 	<ul style="list-style-type: none"> • All children have full curriculum entitlement at MHS – regardless of ability. 	All pupils
	<ul style="list-style-type: none"> • Weekly Swimming Session and accreditation 	<ul style="list-style-type: none"> • All children have a weekly swimming session at MHS (as long as parents give consent) – this is normally in our own hydrotherapy pool but where a child shows a particular strength in swimming, they will have access to sessions in a public pool – accompanied by familiar staff. All children will work towards national accreditation in swimming 	All pupils
	<ul style="list-style-type: none"> • Social skills trips 	<ul style="list-style-type: none"> • All pupils will have access to the local community via weekly social skills trips to enable pupils to transfer learning into real situations eg carrying out money work in a shop, and to experience topic based learning in context eg going to the zoo during animal topic 	All pupils
	<ul style="list-style-type: none"> • Access to a range of communication strategies within a total communication environment including state of the art technologies eg eye gaze 	<ul style="list-style-type: none"> • All pupils are exposed to a total communication environment including the use of Makaton symbols and signing throughout the school • In addition, SLT (Speech and Language Therapist) will assess individual needs which will also be met on a daily basis within the classroom using a variety of strategies/resources – eg switches, eye gaze technology, PECs (Picture Exchange Communication System), objects of reference to name but a few! 	All pupils
	<ul style="list-style-type: none"> • Positive Behaviour Management Plan 	<ul style="list-style-type: none"> • Where a child’s behaviour is causing (or in danger of causing) a barrier to learning, a positive behaviour management plan will be written by the class team in consultation with parents and the behaviour co-ordinator to ensure consistency of approach from everyone involved with the child 	Any pupil who needs extra support with their behaviour at any point

	<ul style="list-style-type: none"> Individual programmes from SLT 	<ul style="list-style-type: none"> The majority of pupils at MHS have SLT programmes which are set by SLT (Speech and Language Therapist). These are then delivered by the SLT, Speech Assistant and or Class Teams. The frequency of targeted support is deemed by SLT in consultation with parents and H/T. In addition, recommended approaches are incorporated into daily curriculum delivery 	<p>All pupils who have SLT as a need on their EHC plan/Statement and or any for whom a referral to SLT is accepted</p>
	<ul style="list-style-type: none"> Support from School based speech assistant 	<ul style="list-style-type: none"> The speech assistant supports class teams to deliver speech programmes on a daily basis as well as providing targeted support for priority / key pupils identified by SLT (Speech and language therapist) 	<p>As deemed appropriate by SLT and H/T</p>
	<ul style="list-style-type: none"> Individual programmes from Physio/OT 	<ul style="list-style-type: none"> Any pupil who has OT / Physio needs outlined on their EHC plan/Statement or who is referred successfully to either service due to a new need, will have an individual programme issued which will be delivered by the class team and or the Physio/OT assistant. Where possible, programmes / appropriate approaches and positioning will be incorporated into daily practice 	<p>All pupils who have OT/Physio as a need on their EHC plan/Statement and or any for whom a referral to Physio/OT is accepted</p>
	<ul style="list-style-type: none"> Enrichment and extra curricular activities eg a day a year at UKSA, after school clubs, Hobby afternoons, working with links schools and the chance to take part in Global Rock Challenge 	<ul style="list-style-type: none"> All pupils will have the opportunity to access a wide range of enrichment and extra curricular activities throughout the year including a day of water based activities at UKSA, Global Rock and after school – eg gardening, swimming and cookery 	<p>All pupils (as long as parents give consent)</p> <p>NB for some activities eg Global Rock there are age restrictions</p>

	<ul style="list-style-type: none"> Fully accessible opportunities for learning and playing outside 	<ul style="list-style-type: none"> All pupils have access to a wide range of accessible outdoor learning and play opportunities - from an adult sized sandpit to an accessible roundabout, team swing, sensory garden and outdoor classroom 	All pupils
	<ul style="list-style-type: none"> Emotional Literacy support 	<ul style="list-style-type: none"> 2 ELSAs (Emotional Literacy Support Assistants) provide support for pupils as required – on a regular basis for key pupils as well as for new situations eg a forthcoming operation/change in family circumstances which may become a temporary barrier to learning. All pupils have access to the ELSA room if they wish to discuss their worries and one ELSA supports every playtime to resolve / address situations as they arise – reducing the risk of challenging behaviour / bullying incidents 	Any pupil who is referred by class team,
	<ul style="list-style-type: none"> Access to specialist resources eg Dark room and support from specialist advisors eg for VI or HI (Visual/Hearing impairment) 	<ul style="list-style-type: none"> All pupils with a sensory impairment ie visual or hearing on their statement or EHC plan will be entitled to support from HI/VI advisors who will assess need and give advice and programmes to class teams. They will then monitor pupils – usually on a termly basis. Any pupil with a known significant visual impairment such as cortical blindness will be timetabled in to use the dark room on a weekly basis (at least) 	All pupils who have a sensory impairment on their statement/EHC plan
	<ul style="list-style-type: none"> Access to daily sensory circuits 	<ul style="list-style-type: none"> Any pupil with a known sensory processing disorder ie been identified by an OT and or is stated within their statement or EHC plan will be able to access daily sensory circuits 	All pupils who have a sensory processing disorder on their statement/EHC plan

		<ul style="list-style-type: none"> Any pupil exhibiting sensory seeking /avoiding behaviours will have access to a variety of appropriate resources ranging from huggy vests to special cushions, fiddle objects and therapy balls as deemed appropriate 	and or have had a sensory diet produced for them by an OT
3. How can I let the EY setting/school/college know I am concerned about the progress of my child/young person in school?	<ul style="list-style-type: none"> Face to face contact with H/T, Deputy, Family Support Worker or Class teacher eg at Parent/Teacher meetings, Annual Review meetings or another arranged appointment or by using open door policy and just coming to the school to talk to someone. E-mail contact with H/T Phone contact with H/T, Deputy, Family Support Worker or Class teacher Via the home/school book In writing eg via feedback forms from parent/teacher meetings, parent views for Annual Review meetings and or feedback forms for IEPs and Annual Reports 		
4. How will the EY setting/school/college let me know if they have any concerns about my child/young person?	<ul style="list-style-type: none"> Face to face contact with H/T, Deputy or Class Teacher eg in an arranged meeting, Annual Reviews or at Parent/Teacher meetings Phone contact from H/T, Deputy, or Class teacher Via the home/school book (as a last resort) 		
5. How is extra support allocated to children and young people and how do they move between the different levels?	<ul style="list-style-type: none"> The amount of support a child receives ('over and above' the core provision for every child at Medina House all of whom have a statement/EHC plan) is directly related to their individual needs – as outlined in their statement/EHC plan in the first instance and then via ongoing assessment and discussions with other professionals and parents eg at Annual Review meetings which may for example lead to referrals to other support such as OT/Physio The amount of adult support a pupils receives depends entirely on their individual needs – and is provided from a class team. As a rule, children at Medina House School do not have support from a named 1:1 adult that is exclusive to them – instead, class teams made up of a Teacher, and as many TAs (Teaching Assistants) as is needed to keep all children safe and ensure full access to the curriculum. This ensures children get the support they need from a variety of staff within their class team rather than becoming over dependent on one person 		

<p>6. What specialist services are available at or accessed by the EY setting/school/college?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Hydrotherapy Pool • Highly skilled and trained workforce • Speech Assistant • OT/Physio Assistant • Family Support Worker • Part Time School Nurse (Commissioned from NHS)
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Educational Psychology Service • Advisory Teacher for Hearing Impairment • Advisory Teacher for Visual Impairment • Speech and Language Therapy
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • Occupational Therapist input • Physiotherapist input • Clinics by Paediatrician (Dr Watson) • Orthotics Clinics • Orthoptic Clinics • Wheelchair Services Clinics • Dietician Clinics • Immunisation Programmes • CAMHS
<p>7. How are staff in the EY setting/school/college supported to work with children & young people with an SEND?</p> <p>a) What training have the staff supporting children/young people with SEND had or have available?</p>	<p>Medina House School has a commitment to rigorous CPD (Continued Professional Development) for all staff which includes:</p> <ul style="list-style-type: none"> ▪ A comprehensive induction programme for all new staff ▪ A core package of training and refreshers for all staff including safeguarding, makaton, MAYBO (positive behaviour management and physical intervention programme), moving and handling, hoisting, shared attention, postural management and eating and drinking <ul style="list-style-type: none"> • In addition, staff will receive training linked to the specific needs of pupils in their class – eg epilepsy, diabetes, enteral feeding. • In every team at least one person will hold the shallow pool qualification to enable their class to swim in accordance with statutory requirements 	

	<ul style="list-style-type: none"> • A number of staff hold first aid qualifications to enable prompt response to known health issues and medical emergencies • Qualified minibus drivers to enable weekly access to the community for every class • Ongoing training in communication techniques / strategies for all staff to cover whole range of need eg shared attention/blank levels • Performance management for ALL staff which identifies and addresses training needs • Ongoing monitoring of IEPs, planning and teaching and learning which leads to verbal and written feedback (including signposting to further CPD if needed) which in turn improves practice • A monthly slot for whole school training • MHS has a number of in-house trainers enabling 'on the spot' advice/refreshers as needed – for Makaton, Moving and Handling, MAYBO and Hoisting <p style="text-align: center;">Mentoring Package in place enabling all new staff to be supported by an experienced TA/Teacher</p>
<p>8. 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 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"> • A differentiated specialist curriculum and individualized approaches will be matched to a child's needs. (See Section 2 (Support) for full details) <p>(a) You will be informed of your child's progress in a variety of ways:</p> <ul style="list-style-type: none"> • Home School Books (daily) • Phone calls/face to face meetings to share achievements/concerns (as needed) • School Reports (Annually) • DVD of photos showing your child's achievements (Annually – with school report) • IEP reviews (termly) • Parent teacher meetings (termly) • Annual Review meetings (annually unless under 5years in which case they are every 6 months) • Reports from external therapists/agencies eg Speech and Language/Physiotherapist <p>(b) You will be helped to support your child's learning in a variety of ways:</p>

	<ul style="list-style-type: none"> • Curriculum newsletters from your child’s teacher (half termly) which outline the ways in which that half term’s topic is going to be addressed including a section entitled ‘how you can help your child at home’ which gives suggestions to support your child in learning about the topic • Programmes specific to your child eg speech / physio/ feeding which will be shared with you by the relevant professionals within school • The Family Support worker will provide resources such as symbols/schedules/social stories as well as advice in liaison with the class team as appropriate – this can include a home visit (within school hours) to model the resources • Provision of workshops facilitated by the Family Support Worker and led by relevant staff from school or external trainers/agencies (for example, reading, pre-writing skills, makaton signing) • At Annual Review and Parent Teacher meetings, your child’s teacher will discuss strategies/approaches as needed • Where appropriate, ‘homework’ tasks will be sent home with clear guidelines
<p>9. How will the EY setting/school/college measure the progress of my child/young person?</p>	<p>Your Child’s progress will be measured in a number of ways</p> <ul style="list-style-type: none"> • On a daily basis by class team via observations/markings of work/annotation of work against lesson objectives and IEP targets • Using EYFS (Early Years Foundation Stage and Development Matters for pre-school and Year R pupils), P Levels (pre National Curriculum) and National Curriculum Levels – these will be shared with you within Annual Review and Annual School Reports • Where appropriate, statutory assessment such as SATS will be used (but only if relevant) • Classroom monitor will be used to compare attainment with pupils from MHS • Progress against physiotherapy/SLT/OT targets will be measured by relevant therapists • Emotional Literacy progress will be measured by ELSAs • Progress in reading will be measured on a termly basis eg number of words / sounds/ symbols child can identify
<p>10. What is the pastoral, medical and social support available in the EY setting/school/college?</p> <p>a) What support will there be</p>	

<p>for my child/young person's overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>c) What approaches are used in early year's settings to manage behaviour?</p>	<ul style="list-style-type: none"> • There is a least one first aider in every class – plus a paediatric first aider in every class containing children under 5yrs old • Every child will be given a key person within their class team to ensure pastoral and social needs are met and to be point of contact (in addition to teacher) for parents • All class and non class based staff including H/T and LMT are committed to pastoral support for all pupils • ELSA sessions – see support section for more details • School Council – ensuring all pupils have a voice • School Nurse on site every day-commissioned by the school from the NHS. • Exclusions at Medina House School are very rare due to the extensive behaviour packages put into place for pupils who present challenging behaviour and due to the specialist training all staff receive in positive behaviour management strategies including the use of physical interventions if absolutely necessary. • Attendance is good at Medina House in comparison with national averages for special schools. Many of the pupils at Medina House have complex health and medical needs which inevitably impact on attendance. This is totally understood by Governors, staff and the EWS (Educational Welfare Service) alike • Where there are issues with attendance the H/T, attached EWO (Educational Welfare Officer), Family Support Worker and Attendance Officer work closely with the child and family in question to resolve the issue – this may take the form of social stories, individual behaviour reward systems and or support with communication/behaviour strategies in the home.
<p>11. What support does the EY setting/school/college have for me as a parent of child/young person with a SEND?</p> <p>a) How are young people with SEND currently involved in their education at your setting</p>	<ul style="list-style-type: none"> • Family support worker who offers wide range of support including emotional, practical (eg signposting to other agencies/support networks) and home visits to support parents in implementation of behaviour /communication strategies that work in school at home • Parent workshops / Training eg makaton, shared attention, behaviour, pre-writing skills, SEND reforms • Open door policy meaning there is always someone available to listen to any worries/concerns • Practical support from H/T as required eg letters to other agencies re your child's needs (eg housing) Liaison / Referrals to other agencies • Pupil voice is taken very seriously at Medina House School and we have a very active and accessible school council with a representative from every class • All pupils have involvement in their targets as appropriate

	<ul style="list-style-type: none"> • Achievements are celebrated weekly in a celebration assembly where every class nominates a star of the week and in termly assemblies when every class nominates a star of the term
<p>12. How does the EY setting/school/college manage the administration of medicines?</p>	<ul style="list-style-type: none"> • Administration of Medicines Policy and protocols in place • Signed consent forms from parents for administration of medication • Individual protocols in place for every pupil who has regular or emergency medication – signed by parents / health and education professionals • Training provided to staff as needed from School Nurse / Community Nurses eg for individual protocols • As new conditions identified for a pupil eg epilepsy or diabetes, appropriate training will be put in place for relevant team and members of LMT to ensure safe management of condition, appropriate administration of regular and emergency medication and therefore full accessibility to curriculum and extra curricular activities eg Global Rock
<p>13. How accessible is the EY setting/school/college environment? (including after school clubs and school trips)</p>	<p>Medina House School is a totally accessible environment due to the wide range of complex needs of the children who are pupils here. All extra curricular activities and trips are also accessible to all pupils if parental permission is granted for them to go.</p>
<p>14. How will the EY setting/school/college support my child/young person when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> • Transition visits to High School are managed very carefully and take place over at least a term and a half but individual needs are taken into account and so the frequency, duration and nature of visits will be amended as necessary • Staff from the receiving school will visit your child in their current class and talk to staff • Pen portraits, specific programmes and handover meetings will be used to ensure appropriate information sharing • Transition books/social stories will also be used to support individual children as needed when moving to a different class/setting • All teachers and teams have a planned handover period and the chance to see children who are moving up in their current class

	<ul style="list-style-type: none"> • Every Summer Term a taster day is organised where all children have a whole morning in their new class with the team and peers they will be with in September • Every attempt is made to move a familiar member of the class team up with children as they move through the school in recognition of the fact many of our children struggle with change and any specific resources/strategies they need will move up with them
<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none"> • From the school website, class team, H/T and or the Family Support Worker

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