

THE Governing Board of Medina House School

SEN Information Report 2016-2017

An SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Medina House School and Medina House nursery.

What are the kinds of special educational needs for which provision is made at Medina House School?

Medina House is a maintained day special school for children aged 2-11 years. Children will be provided with an appropriately paced and differentiated curriculum. The school also runs a specialist nursery of 10 part time placements for children aged from 2 to 5 years old.

Admissions to both the school and nursery are controlled by the Local Authority [LA].

At Medina House School - the pupil's identified needs are complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties) as described in the SEN Code of Practice. The pupil may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition pupils may have sensory or physical difficulties e.g., visually impaired or hearing impaired

More detail on our commitment to high quality educational provision for all our children is detailed in our Teaching and Learning Policy, SEND Access and Inclusion Policy and the School Development Plan.

What are the school's policies for the identification and assessment of pupils attending the school?

All pupils who attend the nursery or school will either be under assessment or have a statement of special educational needs or an Education Health and Care Plan (EHCP).

We continue to work along the national guidelines of transferring all our pupils' statements of special educational needs to Education, Health and Care Plans. All our leavers, to educational placements, in summer 2017 left with an Education, Health and Care Plan.

This year 2016-17 we followed the Isle of Wight LA transfer schedule and 12 year six pupils moved on to St George's (Secondary Special School) more than ready for the next stage of education having gained many new skills at Medina House. The families of the children that were involved in this process received information on the process and were supported by the school throughout. The school works closely with St George's School to manage the transfer of pupils. As part of this process accompanied transition visits are arranged to help familiarise pupils with their new surroundings.

Further information on the admissions and assessment processes can be found on our local offer on our website.

As Medina House School is a community special school admissions are controlled by the statutory SEN team. All potential placements must be approved by the SEN panel

What is the provision for pupils at Medina House and how is it evaluated?

All pupils attending Medina House School will have an EHC plan. There may be agreement with the LA that a child is placed pending the outcome of an assessment for an EHC Plan.

Our provision is based on strong values and the school is a place where everyone is treated with dignity, with respect and is of equal worth, and provided with an opportunity "to be the best they can be".

The school's mission statement:

To provide a safe environment where everyone has a voice and the right to be heard, listened to and respected, within which every child is given the appropriate support to be the best that they can be and enjoy being part of their community.

Aims and values:

- To develop a positive attitude to learning in a fun, stimulating, challenging yet safe environment
- To build strong supportive relationships with parents/carers/families and to promote effective partnerships with other agencies.
- To provide every opportunity to experience and participate in the wide world as independently and safely as possible.
- To increase awareness of our school in local communities.

The mission statement and aims and values were created collaboratively by the whole staff team and governors in September 2011 and are reviewed annually.

As a whole school team we aim to develop a highly effective learning community. All staff and governors have a responsibility to meet the needs of all the pupils at Medina House School and are totally committed to delivering the aims and values set out above.

Our key purpose is the construction, delivery and constant improvement of quality learning experiences appropriate to the needs of all our pupils. Governors meet, and receive reports from, subject leaders at least annually, and on at least a termly basis, from the headteacher.

To achieve our vision we aim to:

Create a happy, safe and secure learning environment where all pupils' needs are met and where achievements and success are recognised and praised.

Ensure that all the National Curriculum/statutory curriculum guidance is delivered to all pupils.

Ensure that ICT is an essential vehicle to access and enhance the curriculum and communication for pupils

Ensure that e-safeguarding is paramount in keeping all members of the school community safe

Provide all staff with training and development opportunities to enable effective practice.

Promote the pupils spiritual, physical and emotional well-being so that they are secure, confident and well motivated.

Help pupils acquire the knowledge, skills and confidence which enable them to lead as full, interesting and independent lives as possible.

Develop in pupils' personal responsibility and encourage decision making and choice, communicating through whatever means appropriate.

Provide a wide range of age-appropriate learning experiences, which are both exciting and challenging such as taking part in activities at the UKSA, forest school and achieving a swimming accreditation.

Offer opportunities of working co-operatively alongside others, developing friendships and respect for others. A good example of this is the school's continued participation in Rock Challenge against other schools this year, winning seven awards. The school fosters links with other island primary schools providing our pupils opportunities to enjoy a wide range of experiences.

Provide pupils with experiences of their own and other religious and cultural backgrounds and values.

Foster relationships with parents and other professionals.

Further details of all areas of our school curriculum and assessment processes can be seen on our website.

We continue to highlight different parts of our provision through our 'school offer'. It will develop each year and there will be more information available on work within our school. We have liaised with our parents/carers on developing our school offer to ensure it includes useful information and answers their questions. As part of our commitment to "total communication", we ensure the information is accessible to all with use of video, sound and symbols.

Details of the school staff and governing board are on the website. The school contact details are also displayed.

The number of pupils in each class and the level of support is decided by the headteacher and senior leaders on a year by year basis depending on the individual needs of pupils.

In order to meet the needs of the students as assessed by the appropriate professionals, the school works closely with, and receives advice from, a range of health professionals. We continue to work closely with our health and social care colleagues to implement the new SEN Code of Practice.

We have a school improvement plan and evaluated this throughout the year. There are lead governors for all aspects of the plan and this supports the evaluation of our progress towards our aims. Each class has a nominated link governor.

What training do staff have in relation to the needs of pupils at Medina House School?

All staff have clear job descriptions which detail the required qualifications for each post in the school.

All staff have a core training programme related to their work as a teaching assistant, senior teaching assistant or teacher - details of this are in our SEN Policy. Training is specifically related to the needs of children in our school and also as required by statutory guidance.

Other staff continue to gain a range of certificates to mark their commitment to courses such as Higher Level Teaching Assistant, Paediatric First Aid and Makaton. We continue to commit to have qualified trainers in school for courses such as Maybo, Makaton and Moving and Handling.

As well as providing care for our pupils and overseeing the administration of medication, the school nurse provides a variety of in house training opportunities.

How will equipment and facilities be provided to support pupils at Medina House School?

Medina House School consists of an old purpose built, single storey building, which in line with the building maintenance and development plan, has been considerably updated and improved. In addition, there are two fully adapted mobiles.

Due to the high demand for places at the school, working in partnership with the LA, the governing board increased the school's Published Admission Number (PAN) by 10% [the maximum permitted without public consultation] to 77. To accommodate the increased number of pupils, from September 2017, the school will be taking over a building - a few minutes walk away - that previously housed the Newport Children's Centre on the old Barton Primary School site.

A great deal of work was undertaken during the summer break to enable the building to open for use in September 2017.

The LA will be publishing a scheme for public consultation to further increase the PAN from September 2018 to 83.

Both sites, including the extensive grounds, are fully accessible for wheelchair users.

The website shows a tour of the school for families to see what the facilities are available. Teaching and learning resources are continually being enhanced and developed to reflect the new curriculum.

Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is reviewed annually.

All parents and families are welcome to visit the school prior to their child attending the school.

What are the arrangements for consulting parents of children at Medina House School and involving them in the education of their child?

At Medina House School - parents are fully included in the process of working with their children.

This includes:

- Initial visits to school
- Introductory meetings
- Daily home/school book for information exchanges and key messages
- Parent/Carer and teacher meetings including update from professionals
- Annual Review meeting and report
- Parent workshops and training
- Coffee mornings
- Parental Representation on Governing Board
- Parent involvement in changes in school through informal and formal consultations
- Parental surveys

What are the arrangements for consulting pupils at Medina House School about, and involving them in, their education?

All children in our school are treated with dignity and respect. In order that they can access and experience success throughout their time at the school, there is full personalisation of the curriculum for each pupil.

The School Council enables pupils to contribute and decide on aspects of school life relating to their needs. The school council is also involved in the staff recruitment process.

The assessment and annual review process of statements of SEN and EHC Plans includes the choices and views of pupils. Where appropriate, and possible, pupils are invited to attend the review meeting.

What are the arrangements made by the governing board for dealing with complaints from parents/carers of pupils in relation to the provision made at Medina House School?

The complaints procedure is available on the website and a hard copy may be obtained from the school office.

How does the governing board involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils at Medina House School and in supporting their families.

The governing board is aware of the wide range of staff working together within the school to support the children, young people and their families. Some staff are employed directly by the school, others have different lines of management as can be seen below. As well as parental representatives, the governing board consists of some professionals with backgrounds in business and public services. There is constant monitoring of practice to ensure that children and families' needs are met through meetings and reports.

This school year, using a Development Day and a morning session, all class teams considered ways in which they could enhance the emotional wellbeing of their pupils against their mental health standards and NHS definitions. Emotional Literacy is developed via the curriculum and class routines on a daily basis and, in addition, we have two ELSAs [Emotional Literacy Support Assistants] who are released for a day each week to work with pupils. As a result, pupils are increasingly more able to understand and express their feelings.

These, along with other initiatives, were reported to the full governing body by the lead governors responsible for the curriculum, safeguarding and pupil progress.

Classroom staff are employed directly by the school. This includes teachers, teaching assistants, Family Support Worker, a speech assistant, Physio/OT assistant and lunchtime supervisors. Admin staff are also school employees as well as an Outreach team. The school nurse is a bought in service from the Isle of Wight NHS Health Trust. This allows for her to be line-managed by the NHS and her practice kept up to date.

Speech and Language Therapists, Occupational Therapists and Physiotherapists are employees of Isle of Wight NHS Health Trust. All these professionals work within school training and advising staff working with children who are on their case load.

Transport to and from school is organised by the Local Authority not the school. Transport staff are employed by the transport companies, but taxi escorts are supplied by the school and the staff costs reclaimed from the Local Authority each month.

There are social workers for children/young people with disabilities who are Local Authority Employees and are based within the Children Specialist Services.

All contact numbers for support services, described above, is provided to parents.

What are the school's arrangements for supporting pupils in transferring between phases of education?

All transitions are well planned for through-out school as children move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff.

Pupils are increasingly supported in planning for their transition from primary school to secondary education and staff accompany the pupils on their transition visits.

Where is the information on the Isle of Wight Council's local offer published?

There is further detail on our website on our own school offer and this links to the Local Offer for children with Special Educational Needs and Disabilities and their families on the council's website - www.iwight.com

If you have any queries or requests for policies or information relating to this report please contact the School Business Manager - Sue Watson - on 01983 522917.