

# Medina House School SEND Access and Inclusion Policy

*Be the Best that you can be*



School Lane  
Newport  
Isle of Wight  
PO30 2HS

Tel : 01983 522917

Fax : 01983 526355

e-mail : [admin@medinahouse.iow.sch.uk](mailto:admin@medinahouse.iow.sch.uk)

website : [medinahouseschool.co.uk](http://medinahouseschool.co.uk)

Adopted by Governors on .....

Signed by Chair of Governors .....

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## **Section 1. Rationale**

This policy is intended to:

- ensure that Medina House's philosophy and aims are clearly reflected in all the different aspects of the school's provision and in expectations placed on all staff members;
- secure the entitlement of all pupils / students to a curriculum suited to, and taking account of their varied life experiences, individual needs and abilities;
- ensure that this school promotes the individuality of all our children, irrespective of special educational needs or disability;
- ensure that the special educational needs of children are identified, assessed and provided for;
- make clear the expectations of all partners in the process of assessment, and provision;
- provide a clear framework within which provision for individual pupils with SEN or disabilities can be planned to ensure full access to all learning experiences, whilst maintaining the school's high expectations of all pupils;
- ensure that all statutory responsibilities and duties placed upon the school with regard to SEN and disability are fulfilled.
- to ensure that parents are able to play their part in supporting their child's education;
- this policy complies with DfES' Code of Practice 2015 and guidance provided by the Local Authority. This policy should be read in conjunction with the schools SEND Offer – available on the website
- this policy is in line with SEND reforms 2014

This policy should be read alongside the school's Single Equalities Policy and policies on behaviour, positive intervention and attendance.

## **Section 2 Philosophy and Values**

Governors and staff aim to promote the spiritual, moral, cultural, mental, emotional and physical development of all pupils and prepare them for the opportunities, responsibilities and experiences of secondary school provision and good citizenship in adult life.

At Medina House we provide a happy, secure and nurturing environment for all those who learn, work in, or visit the school.

We believe that each and every person in our school is important, should be valued and have the right to feel safe.

We aim:

- to develop positive attitudes to learning in a rich, safe, stimulating and challenging environment.
- to develop an understanding of sharing and caring in a 'community' where self-esteem, dignity and the abilities of the individual are recognised and valued.
- we strive for our pupils' success; our work is characterised by a positive approach.
- we place great emphasis on the development of personal qualities such as self-esteem, self-awareness, adaptability etc. Such qualities enable our pupils to use their skills in a variety of settings.

## **Section 3 Background**

We believe that every child is unique and should be given the opportunity to achieve. This policy covers all children at our school. As a special school all our children require additional support which is different to that which is usual practice for children of the same age in mainstream

education, as they all have an EHCP and all have cognitive and learning as their primary need – with many having additional needs, e.g. ASD, VI, HI, etc....

This policy outlines how we will support our children to ensure that we meet our responsibilities under the following legislation:

- Part III of the 1993 education Act
- SEN Code of Practice 0-25, 2015 – requires that governors to have due regard to the need to:-
  - have a whole school policy for pupils with SEN;
  - appoint a SENCO to oversee the work of the school in this area;
  - have a staged model for the identification and assessment of SEN, which provides a “continuous cycle of planning, action and review within the school” and leads to “learning and progression”.
- Equality Act 2010 <sup>1</sup> (EA 10)
  - Disability – as defined by the Equality Act 2010 Protected Characteristic
  - The EA 10 requires governors to:-
    - not to treat disabled pupils less favourably than non-disabled pupils in relation to admissions and exclusions, education and associated services;
    - to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
  - to plan to increase access to education for disabled pupils. Promote equality of opportunity between disabled and non-disabled people
  - Eliminate unlawful discrimination and harassment of disabled people
  - Promote positive attitudes towards disabled people
  - Encourage participation in public life by disabled people
  - Take steps to meet disabled people’s needs, even if this means treating disabled people more favourably than non-disabled people

These measures are further secured within the Single Equalities Act 2010.

The school’s Single Equalities Scheme and Accessibility Plan detail the changes required to our building, policies, procedures and provision, so that we fulfil our legal duties, and remove barriers to inclusion for all pupils, parents/carers, visitors and staff with disabilities.

The Governing Board of Medina House School, fully endorses the philosophy and aims of the above legislation.

#### **Section 4 Relevant Definitions**

**Special Educational Needs:** The Education Act (1993) Part III states that, “a child has special educational needs if he has a learning difficulty which calls for special educational provision to be made for him”

Any pupil may have SEN at any time during their school career. This SEN may be short-lived or long-term and may change over time.

**Disability (Protected Characteristic):** The Equality Act 2010 states that, “a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities”.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing), learning and behavioural difficulties. The definition also covers certain medical

conditions when they have a long term and substantial effect on pupils' everyday lives. Additionally, any person with HIV infection, Cancer or Multiple Sclerosis has an automatic right to be considered "disabled".

Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

## **Section 5 Aims of the School**

Medina House is a school for pupils with severe, profound and complex learning difficulties. All pupils have learning difficulties that require special educational provision to be made. Additionally, many pupils have a disability. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Medina House is an inclusive school. With particular reference to pupils/students special educational needs (SEN) or disability we ensure this by:

- providing access to high quality education and learning experiences, both in school and in the community, seeking to maximise each pupil's achievement as part of his or her life-long learning.
- setting suitable learning challenges and responding to children's diverse learning needs.
- listening to the views and contributions of pupils and parents/carers, and promoting mutual respect;
- recognising and assessing individual needs;
- organising the curriculum to promote inclusion, cooperation and understanding among all members of our community;
- working to ensure that equality of opportunity is a reality for all pupils, including pupils with additional educational needs and disabilities.
- promoting independence and choice-making so that all pupils can reach their maximum potential;
- actively seeking to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils by providing particular interventions and support as required.
- ensuring that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education provided.
- not treating any pupil with a disability less favourably than others because of the nature of his or her disability.
- making all reasonable adjustments to ensure that any pupil or member of staff with disability is not placed at a disadvantage.
- planning to anticipate the needs of disabled pupils or staff before they join the school, both at an individual level and through the Accessibility Plan.
- ensuring that all statutory requirements, including those of promoting disability equality, challenging harassment and eliminating bullying are fully met.

## **Section 6 Special educational needs**

All pupils joining Medina House have an Education Health Care Plan (EHCP). The assessments provided for the EHCP are supplemented by assessment on entry to school, so that teachers can build upon prior learning.

Teachers use a range of strategies that make full use of all available classroom and school resources. The class teacher keeps parents informed and involves them in providing additional information whenever necessary.

Each pupil has an Individual Education Plan (IEP), showing the short-term targets set for the pupil and the strategies used to support them in their learning. The IEP indicates the planned outcomes and the date for the plan to be reviewed. IEPs are reviewed twice a year (October and May).

Where possible and appropriate, pupils are involved in setting targets for their IEPs and in the bi-annual review of their progress.

All Statements and EHC Plans are subject to a formal Annual Review process (6 monthly for under 5s). These reviews are supplemented by Interim Reviews, if deemed appropriate by schools or SEN department. All these formal reviews are undertaken in a multi-disciplinary context and involve all professionals working with the pupil as well as parents/carers and the pupil where appropriate (pupils will only not attend if doing so would cause them distress).

In Medina House, the SENCO role is undertaken by the Head Teacher. In this role, alongside other senior leaders the Head Teacher:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues, e.g. on individualised approaches – particularly if a child is not making expected progress;
- ensures there are appropriate links with parents;
- ensures there are effective links with external agencies and other supportive organisations;
- monitors and evaluates the special educational needs provision, and reports to the governing board;
- manages the range of resources, both human and material, that enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.
- ensures that IEPs are in place and regularly reviewed and revised to ensure that they are effective.
- ensures that Annual and Interim Reviews are carried out in-line with the SEN Code of Practice and agreed Local Authority procedures and that any alterations to provision agreed at the review are communicated to staff/other agencies, as appropriate.
- liaises and works closely with external agencies providing input to pupils (e.g. OT/physio/SLT)
- chairs half termly MDT meetings
- meets weekly with the school nurse to ensure medical needs do not hinder access to the curriculum (see Supporting Pupils at School with Medical Conditions Policy)

## **Section 7 Removing barriers**

The school will make all reasonable adjustments to ensure that pupils, parents/carers, members of staff and the public more widely are not disadvantaged with regard to activities of the school.

The Accessibility Plan covers the measures the school has already taken, and is still taking, to improve disability access.

### **i. The physical environment**

The school continuously endeavours to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. In particular the school supports:

- provision of specialist equipment for postural movement including specialist seating/hoists/slings/standing frames, wherever necessary;
- access to information and communication technology, by selecting appropriate hardware and software, and by using switching technology;
- communication and signage, by creating a total communication environment and by ensuring displays and signage is in clear print and uses symbols wherever possible.
- Provision of augmentative aids for communication as needed e.g. eye gaze/switches/talking tins, etc....

### **ii. The curriculum**

Teachers use teaching strategies to enhance learning and participation in a broad and balanced curriculum. The school find ways in which all pupils can take part in sport, music and drama. Staff plan out-of-school activities and school trips in such a way that all pupils with SEN or disability can participate.

Staff use language that does not offend, and the school makes staff and pupils aware of the importance of appropriate language.

The library, reading books and other resources contain positive images of people with disabilities.

The school regularly reviews the way resources are matched to the needs of all the children.

If necessary, to improve our provision and meet individual needs of pupils, adjustments are made to classroom organisation, the deployment of support staff, timetabling and staff training.

Many of the adjustments staff make are dependent upon individual needs, and the school continuously develops more individualised approaches. Individual Education Plans, Behaviour Management Plans and Moving and Handling Plans are in place, effective and manageable.

Teachers respond to children's needs by:

- Providing individualised support and strategies for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions and to take part in learning via both the curriculum and interventions, e.g. ELSA/therapeutic stories.
- helping children to be as independent as possible in all aspects of their learning
- Liaising with relevant therapists and then as a result ensuring that they integrate care and therapy programmes into daily teaching, maximising the opportunity for learning.

Managers at Medina House constantly monitor the quality of teaching and learning across the school and all staff are actively engaged in trying to improve the quality of provision.

The school actively seeks and responds to views and guidance from parents/carers and pupils.

### **iii. Provision of Information**

Across the school staff are developing a total communication approach that supports the development of spoken English by the use of supportive signing.

Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as symbols, audio tape, and large print, or transmitted orally where necessary.

The school takes account of all known disabilities of parents/carers in all communications and interactions

### **iv. Staffing**

When advertising posts, interviewing applicants and deciding on appointments, the governors and staff follow the statutory and Council procedures, and do not discriminate against people with disabilities.

Should an existing member of staff become disabled, whenever possible, the governing board will make any reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

All members of staff are entitled to professional development and training, with respect to SEN and disability, and they are expected to participate in a continuous programme of professional development.

This school will liaise with specialists from outside agencies to support individual pupils. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, school nurses, social workers, and the staff of the voluntary and statutory agencies. The school benefits from Local Authority's advice, and provision through the Sensory Impaired Service when necessary.

## **Section 8 Safeguarding, Welfare, Health and safety**

The school has clear and concise policies to ensure that all pupils, including those with disabilities, and all staff and visitors to school have the highest regard paid to their safety. For this reason there are a wide range of policies in place which must be read in conjunction with this policy. Relevant policies include Safeguarding, Attendance, Moving and Handling, Behaviour, Health and Safety and Adminstrating of Medication Policy. Staff at the school follow these policies through all working practices.

The school has members of staff qualified in giving first-aid treatment and specialist emergency treatments and the emergency services are called, should they be required.

The school also commissions a school nurse from the NHS. All children with medical conditions have a Care Plan written by the school nurse in liaison with parents and relevant consultants/dieticians, etc....

## **Section 9 Partnership with parents**

The school works closely with parents. An active partnership is encouraged through an on-going dialogue. The home-school agreement is central to this. All staff recognise that parents have much to contribute to the support for pupils.

The school holds regular meetings to share the progress of pupils with their parents. Parents are informed of any intervention by outside agencies. The school seeks to share the process of decision-making by providing clear information relating to the education of pupils with special educational needs.

- The school employs a family Support Worker to ensure that successful strategies can be transferred to home situations.
- A varied programme of parent workshops/external training and drop-ins is provided every term.

All support given to parents is inclusive i.e. additional support provided as needed by individual parents e.g. if they have Literacy issues/Learning Difficulties

### **Section 10 Allocation of resources**

Governors are responsible for the allocation of resources in support of this policy.

The Head Teacher (as SENCO) discusses resource needs with the Governing Board when a new school improvement plan is written.

The Head Teacher (as SENCO) is responsible for the operational management of the specified and agreed resourcing for special needs and disability within the school.

The Head Teacher informs the governing board of how the funding allocated to support special educational needs has been employed.

### **Section 11 Policy into Practice**

The governing board is responsible for the school's duties to make provision for pupils with SEN or disability and for ensuring that we meet our obligation not to discriminate.

The Head Teacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

All members of staff are fully committed to the policy of non-discrimination against pupils, parents/carers and staff with disabilities.

Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

### **Section 12 Monitoring**

The Senior Leadership Team monitors the progress of children each term and evaluates the impact of this policy on the practice of the school.

Staff have high expectations of all pupils. A range of data is regularly monitored to make sure that all pupils are making the best progress possible, and that no groups of pupils are disadvantaged or underachieving. Senior managers and governors do this by monitoring:

- admissions;
- attendance;
- attainment;
- behaviour and discipline including exclusions;
- differentiation strategies;
- rewards and sanctions;
- parental and pupil questionnaires.



Evaluations based on relevant data are reported to the governing board, and an action plan to remedy shortcomings is drawn up if necessary.

The Head Teacher implements the school's SEN and disability policies on a day-to-day basis, and ensures that all staff are aware of the details of the policies and procedures as they apply to them.

The Head Teacher keeps the governing board informed of any new regulations, ensures that the school regularly reviews its processes and procedures and liaises with the Local Authority and other external agencies to ensure that the school's procedures meet current expectations.

The Head Teacher reports to governors on matters regarding disability access. Any issues of a serious nature arising at any time are reported to Governors as soon as possible.

This policy will be reviewed at any time on a request from the governors, or at least once every year and revised as necessary.