

PROSPECTUS

"This school continues to be good."

Ofsted, July 2018



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WELCOME

It's a great privilege and an exciting opportunity to become the Chair of Governors of Medina House School. The Governing board is committed to working closely with Julie Beadsworth (formally Stewart), the Head Teacher, and all the staff, to ensure the students receive the best possible quality of education in a safe, nurturing and caring environment.

We believe that your contribution is essential in helping your children to grow up to **be the best that they can be!** The Governing Board is always contactable and have an open conversation with parents to keep them informed about the work being done and the progress being made within the school.

Governors, the Head Teacher and all members of staff were absolutely delighted with the outcome of the most recent OFSTED inspection in July 2018, where the inspector found that the school had made significant progress since the previous 'Good' report in 2014 and is now, in OFSTED terms, at the top end of 'Good'. We are aware that we are due another OFSTED inspection soon.

Our vision remains that Medina House should be an outstanding school and become a centre of excellence for all the island's children with special educational needs. To achieve this we must all work together with the well being and progress of children at the centre of everything we do.

So, welcome to a very special partnership which, we hope, you will enjoy being part of for many years to come.

Andrew Trotter

Chair of Governors

Our school motto is **be the best that you can be!** This applies to all staff and all pupils at **Medina House School**.

We acknowledge the need to work in close partnership with parents and external agencies, to ensure that every pupil receives the highest standard of education and care.

Professional and personal development for our staff is at the heart of our efforts to ensure that expertise within the school develops to meet the challenge of providing only the best.

We are committed to working closely with parents/carers in a variety of ways, from one-to-one support, through The Family Support Service at the Help Hut, to workshops and parenting courses. There will be regular opportunities to meet both formally and informally with class teams in order to discuss your child's progress and celebrate their achievements. These opportunities range from Annual Review Meetings to Sports Days, Christmas performances, and regular Celebration Assemblies.

This booklet will hopefully provide you with the information about school that you need, but if you need any more or have any concerns or questions, please contact me directly or visit our website—
<http://medinahouseschool.co.uk>

Julie Beadsworth

Head Teacher

MISSION STATEMENT

TO PROVIDE A SAFE AND SECURE LEARNING ENVIRONMENT WHERE EVERYONE IS VALUED, HAS A VOICE AND THE RIGHT TO BE LISTENED TO, HEARD AND RESPECTED WITHIN WHICH EVERYONE IS GIVEN THE APPROPRIATE SUPPORT TO BE THE BEST THEY CAN BE AND ENJOY BEING PART OF THEIR COMMUNITY.

MISSION STATEMENT. Devised by all staff on 01/09/15 and reviewed annually.

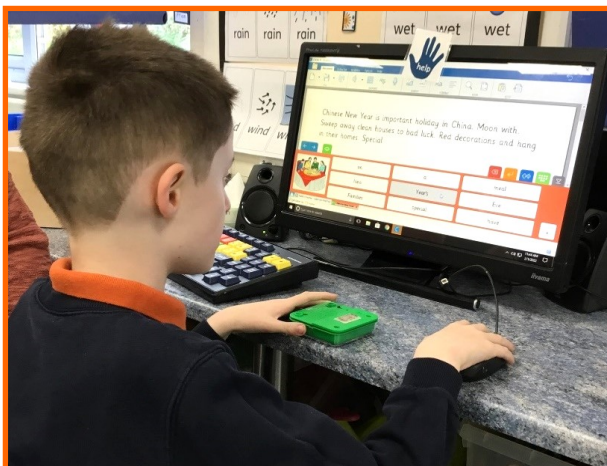
Aims and Values:

- 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 wider world as independently and safely as possible.
- To increase the awareness of our school in local communities.

Medina House is a Rights Respecting School.

We have achieved the Bronze Committed award from UNICEF.

This means that we learn **about**, **through** and **for** the United Nations Convention on the Rights of the Child. (UNCRC)

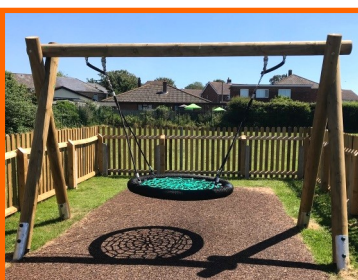


ADMISSIONS POLICY

Medina House School is a community special school, with an APN of 83. Currently there are **91** pupils in main school and **10** in nursery class. The school is maintained by the Isle Of Wight Council. All the pupils who attend are directed to the school by the Council's Special Educational Needs Team and have an **Educational or Health Care plan (EHCP)** following educational, medical and psychological assessments. Placements at Medina House School are allocated by the SEN Department of the Local Authority.



In addition to the main school building we have **Medina Cottage**, a structured learning environment for two classes, with extensive grounds and bespoke resources.



TRANSITION

On receiving a request for admission from the local education authority, the school considers the documentation carefully to ensure that we can best meet the needs of the pupil. Pupils may be admitted into any year group provided that there is a place available.

There are four set transition days in Summer Term for all pupils due to join at the start of the new academic year (i.e. in September), to ensure that the children become familiar with their new environment. We also make transition books for all of our new pupils.

Once a place has been offered, a period of transition is arranged, in line with your child's circumstances and needs.

Class teachers will also arrange a home visit. If your child has medical needs, our school nurse will meet with you to prepare a care plan before your child starts, and to ensure that all appropriate medical protocols are in place.

CRITERIA FOR ADMISSION

Pupils at Medina House School have complex learning difficulties, often in association with other needs or conditions and with varying needs of complexity, such as:

Speech and language disorder, impairment or delay

Physical Disabilities

Autistic Spectrum Disorders

Hearing Impairment

Visual Impairment

Behavioural support needs

CULTURE

Medina House operates an open door policy for parents, carers and families i.e. anyone who has parental responsibility for the child. We welcome you to visit at any time. If you wish to specifically meet with your child's class teacher, please telephone beforehand so that we can make them available.

WE AIM TO

- Provide you with any help and support you may need.
- Make sure everyone is using the same approaches and strategies at home and in school.
- Liaise with and provide resources for care providers.
- Work with you in managing and understanding your child.
- Enable your child to make progress and be 'the best they can be'.
- Empower families to have fun together.

FAMILY SUPPORT SERVICE

We also have a Family Support Worker who is based at the Help Hut and can provide extra support if needed. She can make sure everyone is using the same approaches and strategies in school and at home, provide resources for you to use at home with your child and provide a link, if required, between home and school.



TO KEEP PARENTS UP-TO-DATE WE USE

- Home/School books.
- Annual Reviews.
- Individual Education Plans (IEPS) - sent home twice a year.
- Termly parent teacher meetings.
- School reports—sent home in the summer term.
- Weekly Newsletters.
- Half-termly curriculum newsletters with an overview of the topic to be covered in your child's class.
- Celebration assemblies.
- Informal meetings—arranged at any time you would like to discuss a specific issue.
- Monthly parent groups, led by our Family Support Worker and a senior teacher.
- Parent Workshops.
- School text messaging service.
- Photo displays in school.
- The School Website:
www.medinahouseschool.co.uk
- Home-learning section on website
- Google Classroom

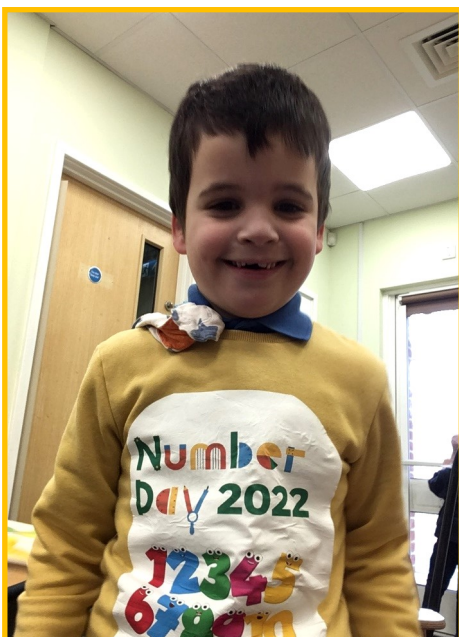
PUPIL VOICE

At Medina House School we are committed to encouraging our children to make choices and play an active part in the role of the school. We have regular School Council meetings made up of representatives from every class. The School Council frequently meet with our governors and other visitors, and has helped us make decisions about many school events, new toys and equipment, and are always part of the interview process to select new teaching staff. Our school council has influenced equipment for the playground, displays in school, fundraising events and themes for Global Rock Challenge. We seek children's views in an accessible way for their Annual Review and via annual questionnaires, and use their views to inform future planning.



MEDINA HOUSE AND THE COMMUNITY

All the pupils at Medina House are encouraged to think about others in our community. Throughout the year we regularly support local and national charities by organising fund raising events.



IMPORTANT INFO

Medina House has strong links with the neighbourhood primary schools and community. We provide an Outreach Support Service to mainstream schools, developing inclusive practice for individual children with a range of special needs.

FACILITIES

As well as the usual facilities that you find in schools on the island, Medina House has many specialist facilities, including a sensory garden, outdoor classroom, speech and language therapy room, a spacious gym and separate dining hall, a sensory/interactive white room and a dark room, specialist information technology equipment ICT, a hydrotherapy/swimming pool, a soft play room and an outdoor gym. All pupils have a weekly forest school session—on site for our younger pupils and off site, in our own piece of woodland at Haylands Farm, for KS2 pupils.

We also have three mini-buses that are used throughout the school week to take children on a range of enrichment visits that support their learning, and to ensure that children begin to understand the community in which they live, and how to behave in the most appropriate way when out and about in their community.

SCHOOL UNIFORM

The uniform at Medina House School is grey, navy or black trousers, jogging bottoms or skirts with a navy blue sweatshirt or fleece. Each day, children wear a different colour of polo shirt, marked with our school logo. These can be ordered from our school office. All footwear should be safe and suitable for a day at school. Please make sure your child has a coat which is appropriate for the time of year.

If your child is likely to need to change into different clothes during the day, please supply the class teacher with a complete set of spare clothes. Please make sure your child has shorts, T-shirt, plimsolls or trainers for PE, and a towel and swimming costume for the pool. Please make sure all items of clothing are marked clearly with the child's name. Outdoor learning is an important part of our curriculum, please provide wellies and a waterproof coat.

RAINBOW WEEK

To help children make sense of their week at school, children and staff wear a different colour shirt each day. We call this our RAINBOW WEEK.

We also use visual timetables to help children make sense of the changes in the activities that we do each day. Each class has a visual timetable with symbols and/or photographs and words. Some children have an individual schedule of their personal daily routine.

Monday—	Red
Tuesday—	Orange
Wednesday—	Yellow
Thursday—	Green
Friday—	Blue



SCHOOL ORGANISATION

Currently the school has 12 classes, mainly organised according to age. These include three specialist classes providing provision for pupils with profound and multiple learning difficulties (PMLD) and provisions for pupils who need highly structured learning requirements, including elements of TEACCH.

ASSEMBLIES

On occasion, assemblies will take place in the classrooms.

DAILY SCHEDULE

8.45am School begins

8.45—10.30am Teaching time

10.30—10.45am Break time

10.45—11.45am Teaching time

11.45—1.00pm Lunch time

1.00—2.45pm Teaching time

SCHOOL DINNERS

Lunch is cooked and served at Medina House School. Parents receive a termly copy of the menu. Children can choose from a range of healthy options. If your child has significant dietary requirements, you must let us know and we will then cater for them, based on their individual need. If you want to, you may provide a packed lunch which they can eat in the hall with those having a school lunch. Due to possible allergies, we can not allow products containing nuts or seeds in lunch boxes. We ask you to provide as healthy a lunch as possible. Fizzy drinks are not allowed at all and we would appreciate crisps and chocolate/sugar based snacks are kept to the minimum, and that children are encouraged to try healthier alternatives e.g. crackers, breadsticks, raisins, cereal bars, yogurt and fruit. We do of course realise that there are some children with particular circumstances for whom a less healthy lunch is the only option at the moment!

DINNER MONEY

Dinner money is collected weekly on Monday. You can pay weekly, monthly or termly. Please pay by cheque, made payable to Medina House School, or cash. The current daily price is £2.15 per dinner, unless your child is aged 4-7 and so receives free lunches. If you receive income support, your child is entitled to free school meals. Application forms are available from the school office.

SNACKS AND COOKING

The children are provided with a healthy morning snack of fresh fruit or toast. We encourage children to drink water at any time during the day. All the children have their own water bottle which is available all day. Most classes have a weekly cooking session which is related to topic work or specific areas of the curriculum. School requests a contribution of £2 a week from parents to go towards the costs of cooking and snacks. If this causes any problems, please speak to the Head Teacher.



ATTENDANCE

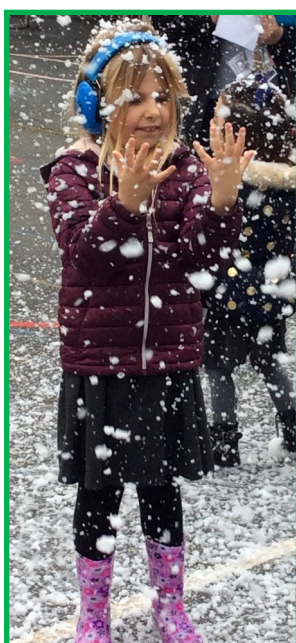
All parents are expected to make sure that their children receive full time education. We recognise that children who attend Medina House have a number of significant needs and that this sometimes makes attendance difficult. However, your child's time in school is precious, and, unless you have permission from the school Head Teacher, your child is expected to attend on every day that the school is open and to arrive by 8.45am.

The school register must be completed by 9.15am at the latest. Any late arrivals will be marked as 'unauthorised absences'. As in all schools, attendance is monitored regularly by the Head Teacher, Governors and EIS (Education Inclusion Service) and appropriate action taken where necessary.

PLEASE HELP US BY:

- Making sure your child is ready for school if they are picked up by Local Authority transport.*
- Making sure that they arrive on time if you are bringing them to school yourself.
- Making sure that if you are picking up your child from school, you are on time.
- Telephoning the school on the first day that your child cannot attend, to explain why your child is not in school. The school office will contact you if this is not done.
- Trying to make medical and dental appointments outside school hours if at all possible.
- Telling the school office beforehand about medical or dental visits during school hours, giving the time and if your child will be brought back to school.
- Not taking holidays in term time.

*If you have any queries about transport, you can talk to the school office or telephone the Local Authority directly on 01983 823710.



TEACHING AND LEARNING

The Medina House curriculum is based on the [Early Years Foundation Stage Curriculum \(EYFS\)](#) and the [National Curriculum Framework \(NCF\)](#). Both of these are suitably differentiated and delivered to all pupils, taking into account their individual needs. Every half-term you will receive a copy of your child's timetable and curriculum newsletter, outlining the planned topic coverage and giving ideas about how to support your child's learning at home. In addition, you will have access to specific activities on your child's Google Classroom page to support you with home learning. Our website also has an extensive section on Home Learning, sharing useful links and information.

EYFS: NURSERY & RECEPTION

The EYFS framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through seven areas of learning and development. Children should mostly develop the three prime areas first;

Communication and language

Physical development

Personal, social and emotional development

These prime areas are the most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in four specific areas;

Literacy

Mathematics

Understanding the world

Expressive arts and designs

These seven areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking, which takes place both indoors and outside.



NCF:

These areas link with the national curriculum to ensure continuity and progression. We provide a variety of multi sensory learning experiences that are active, relevant and enjoyable with a strong focus on communication and independence.

Using the National Curriculum Framework, teachers use a rolling programme of half-termly topics to give children full coverage of all areas of the curriculum over a school year.

We have our own bespoke Medina House Curriculum with 'I can' statements to ensure small step progression. Our assessment system provides a unique learning journey for each pupil.

Pupils work in a variety of ways to meet their individual needs. Throughout the week each pupil will work on a one to one basis, in small groups and as part of the whole class.

Four subjects are especially important in Medina House School. Literacy and numeracy are taught every day across the school. Personal and Social and Health Education (PSHE) and Information Communication Technology (ICT) are taught as separate subjects and also used as an integral part of our work in class.

Other subjects taught include; science, history, geography, art, design technology, music, physical education and RE. These are covered as part of topic throughout the year.

ROUTES FOR LEARNING:

For learners working at an early development level, we provide the Routes for Learning Route Map, which creates a sensory based learning journey taking our lead from what each pupil achieves.

MULTI AGENCY WORK

At Medina House we work closely with other agencies, including Health and Social care, to ensure the welfare of our children.

Physiotherapist, Occupational Therapists, Speech & Language Therapists and advisory teachers for the Hearing Impaired & Visually Impaired come into school on a regular basis to assess pupils on their caseload, write/update programmes, provide advice and support to class teams and to monitor their progress.

We also have our own Speech and Physio/Occupational Therapy assistants, who will work closely with therapists and then cascade skills and knowledge to support class teams in delivery of specific programmes.

COLLECTIVE WORSHIP

Acts of collective worship are non-denominational. We include all children whatever their background or beliefs. Assemblies provide good opportunities for the school to meet together for celebration and reflection. Parents may withdraw their children on religious grounds by writing to the head and discussing alternative provision. A range of assemblies are held across the week, when COVID makes it safe to do so.

Relationship Education

The school provides Relationship Education as an integral part of Personal, Social and Health Education. This helps children to develop high self-esteem, the ability to form secure, responsible relationships and make informed decisions about moral and social issues.

Relationship Education is taught to older children, with care and sensitivity, matched to the children's needs and abilities. Teachers answer questions sensitively, simply and honestly, with due regard to individual religious and cultural factors.

Parents are informed by letter before Relationship Education is taught and you have the right to withdraw your child if you wish.

BE SAFE

The school's own 'Be Safe' programme is a fundamental part of our RSE curriculum and underpins everything that we teach children about relationships.

COMPLAINTS

If you have any concerns or complaints, please tell the class teacher, Assistant Head or Head Teacher. We will do our best to work with you to make sure your concerns are dealt with. If, following these initial discussions, you are still not happy and want to make a formal complaint about any aspect of school, you will need to make a formal complaint to the Governors. There is a written Governing Board Complaints Procedure for you to use and this is available at the school office, or on the school website.

ANNUAL REVIEW OF EHCP

All placements are reviewed on an annual basis, through the child's Statement of Special Educational Needs or EHC plan. A draft report is sent home to parents two weeks in advance of the meeting, and professionals working with the child are also invited to attend.

The focus of the meeting is to:

Review the child's progress against their agreed targets from the previous year.

Agree their current strengths and Special Educational Needs and record any changes.

Agree their targets in Literacy, Numeracy and Personal, Social and Health Education for the following year.

Make recommendations for their placement for the coming year.

Celebrate achievements and discuss any challenges.



COMMUNICATION

At Medina House we are a total communication school and we ensure all children have a way of communicating.

Multi-model examples include; PECs, E-Tran, choice board, schedule, switches, symbols and objects of reference.





STRUCTURE

HEAD TEACHER— Julie Beadsworth

ASSISTANT HEAD TEACHER—Rachel Hayden

LMT

Rachel Hayden
Justin Henderson
Sue Watson

TEACHERS

Zoey Breignan
Leanne Brown
Chetan Halai
Justin Henderson
Heather Jones
Julie Jones
Tricia Jones
Kevin Lacey
Emma Rust
Michelle Sims
Juliette Swinfield
Jane Tavares
Janice Willmott
Michelle Withall

SITE MANAGER

Robert Clarke

HLTA

Nancy Clarke
Cheryl Doyle
Claire Puxty

TEACHING ASSISTANTS

TA3

Cheryl Beale
Gemma Burgess
Donna Bellamy
Kate Cieslewska
Rachel Dawkins
Holly Dunford
Nicola Eason
Ellie Gawn

TEACHING ASSISTANTS TA3

Cheryl Knight
Sam McGregor
Jane Peachey
Jo Walls
Josh Woodford
TEACHING ASSISTANTS TA2
Rebecca Arnett-Jones

Angie Bonner
Lynsey Field
Hailey Francis
Danni Greenwood
Marsha Kalaker
Lynne Lines
Keeley Lovejoy
Lynne Moulard
Selina Nicholson

Mia Taylor
Heather Webb
Shelley Winter

TEACHING ASSISTANTS TA1

Maisie Ashbee
Hannah Brown
Isabella Carter
Tyler Chilton
Angela Denny
Melissa Drake
Jacqui Gwilliam
Theresa Harris
Charlie Hinds
Nik Jones
Jan Kingman
Alex Lacey
Heidi Lee
Maria Lloyd

TEACHING ASSISTANTS TA1

Eloise Meek
Aylin Newton
Aimee Nugent
Tina Noble
James Palmer
Charly Pelham
Kerrie Reed
Kali Rees
Gem Stevens
Natalie Sullivan
Maria Thompson
Rosanna Wells
Zoe Winchester
Chelsea White

OUTREACH TEAM

Abi Brown
Cara Lamanna

FAMILY SUPPORT WORKER

Samantha Kirkby

SPEECH & LANGUAGE THERAPY ASSISTANT

Shannon Nihell

PHYSIOTHERAPY/OT ASSITANT

Amanda Kaye

SCHOOL NURSE

Solent SNN Team

SCHOOL BUSINESS MANAGER

Sue Watson

ANNUAL REVIEW & ATTENDANCE OFFICER

Steph Gardner

IT NETWORK MANAGER

Julie Gaterell

RECEPTIONIST

Sharon Burch

ADMIN ASSISTANTS

Rebecca Joseph
Paula Knight

RESOURCES ASSISTANT

Kerry Toney

MIDDAY SUPERVISORS

Hannah Burr
Lucy-Ann Chapman

Lisa Crack

Melissa Drake

Tracey East

Angela Hadcroft

Luke Jackson

Julia Jacob

Nicola Martin— Everson

Karin Murrant

Jade Pelosi

Sara-Lee Penn

Charly Rudd

Suzanne Woodrow

GOVERNORS

The Governing Board is the Responsible Body for a school and it makes decisions about how a school is run. Governors support the school in appointing staff, make decisions about what is taught and about behaviour and discipline procedures in the school; they support the school in deciding on development priorities and how the budget is spent to achieve best value for money.

CO-OPTED GOVERNORS

Colin Bright (Vice-Chair)

Felicity Morgan

Sheila Frost

LOCAL AUTHORITY APPOINTED GOVERNOR

Andrew Trotter (Chair of Governors)

PARENT GOVERNOR

Vacancy

STAFF GOVERNOR

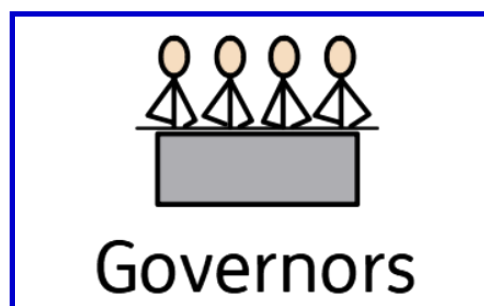
Heather Jones

HEAD TEACHER

Julie Beadsworth

CLERK TO GOVERNORS

Christine Stroud



WELL BEING

Medina House School provides the very best possible care for your child.

All statutory requirements are met.

SAFEGUARDING PUPILS

We have a qualified nurse working at school and you can contact her with any health concerns. We also have qualified first aiders attached to every class in school, including paediatric first aiders for EYFS and KS1 classes.

Fire drills are held regularly at different times of the day, to make sure we are able to evacuate all children quickly and safely. All electrical equipment is checked regularly. Visitors sign in and have their identity checked.



PHYSICAL INTERVENTIONS

Our positive behaviour support strategies minimise the need for physical intervention. Staff are trained in the correct way to carry out physical intervention. We will never hold or move children unless it is absolutely necessary i.e. for their own safety or for the safety of others; we hold for the least possible time and we will always tell you when this has happened. Any child who displays challenging behaviour will have a behaviour plan which is regularly reviewed. Some plans may include physical intervention as a last resort. Parents would always be made aware of this.

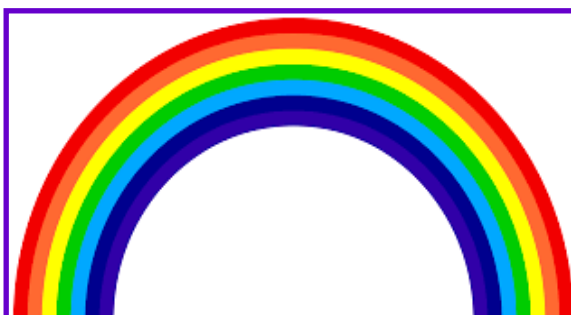
CHILD PROTECTION

The safety and welfare of our pupils is of paramount importance. We take our child protection procedures very seriously and always act in accordance with the Local Safeguarding Children's Board and DFE guidelines.

Sometimes we have to report things we see or hear from children to Social Care colleagues. We know that this can cause concerns for parents, however, we hope that you will understand that anything we do is in the best interests of children following statutory guidelines and school protocols and policies. For further information, please refer to our Child Protection & Safeguarding Policy.

EQUALITY AND DIVERSITY

At Medina House School equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act.



MEDICAL MATTERS

If your child is ill or has an accident in school, all necessary steps will be taken in school under the direction of our school nurse or qualified first aider to keep your child safe. Parents will always be informed of any accident their child may have in school, either through the home school message book or telephone. If hospital treatment is needed we will take your child directly to hospital and contact you to ask that you meet us there.

Please make sure that we always have up-to-date home and work addresses and contact telephone numbers, including those of a close relative or friend, on a number that will be switched on during school hours.

Medicines can only be given to your child in school if you fill in a medical form. Medicines must be brought into school in the original container or packet. This must have a clear end date and instructions, and be labelled with your child's name. The school must be notified in writing of any changes in medication and a new form completed.

NB. Medicine cannot be given without these forms!!

If your child has been prescribed emergency medication, e.g. Buccal Midazolam, a specific protocol will be written, agreed and signed by the school nurse, parent, and the Head Teacher. This protocol must be written, signed, and in place before any medication can be administered.

HEALTH CHECKS

Medina House School has bi- monthly clinics run by a Consultant Paediatrician. In addition, we have regular clinics in school run by a number of specialist medical teams including; dieticians, orthoptists and orthotics from the local hospital. Parents are told about these clinics and asked to attend with their child when necessary.

New children to the school will have their weight, height, sight and hearing checked. You will be notified if your child needs any further treatment.



Be The Best You Can Be!

Our Intent

