

Medina House School

SEND Offer 2025/2026

Medina House School School Lane, Newport Isle of Wight PO30 2HS 01983 522917	Website address - www.medinahouseschool.co.uk
Primary Special School	Primary Special School (aged 4-11yrs) for pupils with Complex Learning Difficulties (and in many cases additional needs too) N.B. All pupils at Medina House School have an Education Health Care Plan (EHCP) and have been deemed by the Special Educational Needs (SEN) assessment and review placement panel to meet admissions criteria for a special school
Specialist provision on site	• Specialist facilities include a Sensory White Room, Soft Play Room, Dark Room, and Hydrotherapy Pool. • Extensive outdoor play areas to meet a range of sensory needs, including sensory tunnel/swings/trampolines/slides/climbing frames. • A Specialist School Nurse service based at the main school site. • Specialist staff include a Physiotherapy/Occupational Therapy Assistant, a speech assistant, 2 Emotional Literacy Support Assistants (ELSA's), 1x TALA support, 4 Maybo trainers, 1 x THRIVE practitioner, 4 Manual Handling trainers.

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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.

The Isle of Wight Council is committed to giving all children and young people high quality education that enables them to make progress and achieve well. For children and young people aged 0 to 25 with special educational needs or a disability, additional or specialist support may be needed to enable this. To support the process of identifying the range of provision and advice that is available, the Isle of Wight Local Authority have published a local offer. For more information about the Local Offer please use the following link: <http://www.iwight.com/localoffer>

Admissions

Children and young people with an Education Health and Care Plans are admitted through a procedure overseen by the IW SEND Assessment and Review team.

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

School Based Information	Staff	Summary of Responsibilities
1b) Who are the best people to talk to in the school about my child's difficulties with learning/Special Educational Needs/Disabilities (SEND)?	SENCo	Is responsible for: • Monitoring quality and effectiveness of IEP targets across the school • Monitoring the quality of EHCP annual review writing • Supporting the development of new staff in SEN teaching • Delivering training across the school regarding SEN strategies, programs and initiatives • Liaising with staff, outside professionals and parents to support pupils • Supporting with transitions both in and out of Medina House • Offering advice and guidance to mainstream settings • Supporting the delivery of the school's SEN offer to pupils • Supporting parent communication around annual reviews, IEP's, transitions processes both entering and exiting Medina House • Delivering parent training on identified needs to support pupils in the home environment
	Headteacher	Is responsible for: • Safeguarding all pupils including making safeguarding/Multi Agency Safeguarding Hub (MASH) referrals as needed • Monitoring quality of teaching and learning for 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 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.
	Deputy Headteacher	Is responsible for: • Deputising as needed for the Headteacher. • Safeguarding all pupils including making safeguarding/Multi Agency Safeguarding Hub (MASH) referrals as needed • Ensuring staff receive appropriate specialist training to meet the needs of all pupils in the school • Ensuring all Looked After Children (LAC) pupils make progress in her role as Designated Teacher (DT). • Monitoring quality of teaching and learning for ALL pupils.
	2 x Assistant Headteacher	Is responsible for: • Overseeing the pupils within their Key Stages • Liaising with a range of different stakeholders to ensure children receive entitlement as outlined in EHC Plan • Monitoring and reporting on progress and achievement for ALL pupils. • Tracking pupil progress to ensure ALL pupils make progress regardless of abilities.
	EYFS Lead	Is responsible for: • EYFS Transition • Ensuring safety and wellbeing of all pupils in EYFS • Differentiating the curriculum to ensure accessibility and progress for all • Monitoring quality of teaching and learning in EYFS • 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.
	Curriculum Lead	Is responsible for: • Co-ordinating the curriculum to ensure progress and accessibility for all • Taking the lead on assessment for all pupils.
	Behaviour Lead	Is responsible for: • Overseeing behaviour approaches across the school to ensure behaviour is not a barrier to learning. • Liaising with Maybo trainers as necessary re specific interventions • Organising Maybo training for trainers and all staff • Collecting behaviour data • Reporting to Governors.
	CPD Lead	Is responsible for: • Co-ordinating the whole school CPD training programme • Ensuring CPD provides opportunities to provide provision for all groups of learners • Signposts staff to updated course and information • All staff have mandatory core training offer
	Class Teacher	Is responsible for: • Ensuring safety and wellbeing 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 • 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. • Ensuring his/her classroom is a total communication environment.
	Physio/OT Assistant	Is responsible for: • 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 Headteacher 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
	Speech Assistant	Is responsible for: • 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 • Informing Headteacher 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 Headteacher and LMT in ensuring Medina House School is a total communication environment • Informing speech therapists and HEADTEACHER of any issues re communication which are hindering a child's progress

		• Modelling programmes / approaches to class teams and parents as required.
	Family Support Worker	Is responsible for: • Providing emotional support as needed. • Signposting parents and families to relevant help and support • Providing resources for families e.g. social stories. • Supporting families to implement communication and behaviour strategies at home.
	ELSA's x 2 (Emotional Literacy Support Assistants)	They are responsible for: • Providing Emotional Literacy support for key pupils who can be referred by parents/staff/other professionals (e.g. 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
	TALA Assistant x 1 (Framework for Enhanced Individual Pastoral Support)	Is responsible for: • Working with pupils on an individual basis. • Providing enhanced individual pastoral support to pupils so they can explore their feelings, empowering them to find their own resolutions and build resilience.
	THRIVE Assistant x 1	Is responsible for: • Working with identified pupils on an individual basis • Providing support and guidance for other adults supporting with delivery of THRIVE program in different class groups. Modelling approaches where required.

HOW COULD MY CHILD GET HELP IN THE SCHOOL?

Children and young people in Medina House School will get support that is specific to their individual needs.

As well as their class teacher and team, this may include:

- Other staff in the school
- Staff who will visit the school 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 school?	Adapted curriculum	All pupils aged 5/6-11 will have full access to the subject based Medina House School curriculum which is topic based – taking objectives and coverage from the national curriculum, which are broken down into small individual targets to match the individual needs of pupils. All pathways provide an ambitious and personalised route for pupils on their school learning journey.	All pupils
	Teaching Assistant (TA) support within class team	All pupils receive the appropriate level of support from TA's (Teaching Assistants) throughout the day. What this looks like will differ for every child depending on their individual needs but	All pupils

		typically all pupils will be taught by a teacher every day and will have the following support from TAs: ☐ 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 (e.g., 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. ☐ Total communication environment in which all staff sign	
	Annual Review/EHC Plan Outcomes	All pupils will have EHCP outcomes set at the Annual Review of their EHC plan which will then be further broken down into termly IEP targets.	All pupils
	IEP (individual Educational Plan)	All pupils will have an IEP with targets set termly. IEPs are issued termly and shared with parents/carers via the school's assessment programme; Earwig. The targets are based on the agreed outcomes from Annual Reviews but will also incorporate individual priorities for pupils as required e.g. physio/OT or behaviour targets.	All pupils
	Specialist sensory experience room	All pupils will have access to sensory experiences in both the White Room and Dark Room dependent on curriculum and individual needs as part of their weekly curriculum delivery	All pupils
	Full curriculum entitlement	All children are offered a full adapted curriculum to meet their individual needs.	All pupils
	Weekly Swimming Session and accreditation	All children have a weekly swimming session at MHS (as long as parents give consent) – this is normally in our own hydrotherapy	All pupils

		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.	
	Social skills trips	All pupils will have access to the local community via social skills trips to enable pupils to transfer learning into real situations e.g. carrying out money work in a shop, and to experience topic based learning in context e.g. going to the zoo during animal topic.	All pupils
	Access to a range of communication strategies within a total communication environment including state of the art technologies eg eye gaze	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 – e.g. switches, eye gaze technology, PECs (Picture Exchange Communication System), objects of reference to name but a few. All staff receive training in the various forms of Communication.	All pupils
	Individual programmes from SLT (Speech and Language Therapist)	The majority of pupils at Medina House School have SLT programmes which are set by SLT. These are then delivered by the SLT, Speech Assistant and or Class Teams. The frequency of targeted support is agreed by SLT in consultation with parents and the Communication Lead/SENCo. In addition, recommended approaches are incorporated into daily curriculum delivery.	All pupils who have SLT as a need on their EHC plan and or any for whom a referral to SLT is accepted.
	Support from school based speech assistant	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).	As deemed appropriate by SLT and the HT

	Individual programmes from Physio/Occupational Therapist (OT)	Any pupil who has Physio/ OT needs outlined on their EHC plan 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.	All pupils who have Physio/ OT as a need on their EHC plan and or any for whom a referral to Physio/OT is accepted
	Enrichment and extracurricular activities	All pupils will have the opportunity to access a wide range of enrichment and extracurricular activities throughout the year.	All pupils (some activities may have age restrictions)
	Fully accessible opportunities for learning and playing outside	All pupils have access to a wide range of accessible outdoor learning and play opportunities - from an outdoor gym to an accessible roundabout, team swings, climbing frames, sensory garden and outdoor classroom.	All pupils
	Emotional Literacy support	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 e.g. a forthcoming operation/change in family circumstances which may become a temporary barrier to learning.	Any pupil who is referred by class team.
	Access to specialist resources eg Dark room and support from specialist advisors eg for VI or HI (Visual/Hearing impairment)	All pupils with a sensory impairment i.e. visual or hearing on their 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. Recommendations from specialist advisors are incorporated within IEP targets.	All pupils who have a sensory impairment on their EHC plan
	Access to daily sensory circuits	Any pupil with a known sensory processing disorder i.e. been identified by an OT and or is stated within their EHC plan will be able to access daily sensory circuits.	All pupils who have a sensory processing disorder on their EHC plan

		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 school know I am concerned about the progress of my child in school?	Annual Review meetings or another arranged appointment. E-mail contact with SENCo, Deputy Head, Assistant Heads or Class teacher Phone contact with SENCo, Deputy Head, Assistant Heads or Class teacher Via the home/school book. In writing e.g. 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 school let me know if they have any concerns about my child?	Face to face contact with SENCo, Headteacher, Deputy Head, Assistant Heads or Class Teacher e.g. in an arranged meeting, Annual Reviews or at Parent/Teacher meetings. Phone contact from SENCo, Headteacher, Deputy Head, Assistant Heads, 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?	The amount of support a child receives ('over and above' the core provision for every child at Medina House all of whom have an EHC plan) is directly related to their individual needs; as outlined in their EHC plan in the first instance and then via ongoing assessment and discussions with other professionals and parents e.g. at Annual Review meetings which may for example lead to referrals to other support such as OT/Physio The amount of adult support a pupil 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 TA's (Teaching Assistants) ensure children gain 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.		

6. What specialist services are available at or accessed by the school?	A. Directly funded by the school	Hydrotherapy Pool. Highly skilled and trained workforce. Speech Assistant. OT/Physio Assistant. Family Support Worker. ELSA's Educational Psychology Service.
	B. Paid for centrally by the Local Authority but delivered in school	Advisory Teacher for Hearing Impairment. Advisory Teacher for Visual Impairment.
	C. Provided and paid for by the Health Service but delivered in school	School Nurse School Health Assistant Occupational Therapist input. Speech and Language Therapy. Physiotherapist input. Clinics by Paediatrician. Wheelchair Services Clinics. Dietician Clinics. Podiatry Immunisation Programmes.
7. How are staff in the school supported to work with children & young people with an SEND? a) What training have the staff supporting children/young people with	Medina House School has a commitment to rigorous CPD (Continued Professional Development) for all staff which includes: • A comprehensive induction programme for all new staff • Annual statutory training for all staff including Safeguarding and KCSIE updates. • 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, eating and drinking, administration of medication. • Specialist training linked to the specific needs of pupils in their class – e.g. epilepsy, diabetes, enteral feeding. A number of staff hold first aid qualifications to enable prompt response to known health issues and medical emergencies.	

SEND had or have available?	Qualified minibus drivers to enable access to the community lessons MHS has a number of in-house trainers enabling 'on the spot' advice/refreshers as needed – for Makaton, Moving and Handling, MAYBO and Hoisting.
8. How will activities/teaching be adapted for my child with learning needs? a) How will the curriculum be matched to my child's needs? b) How will I know how my child is doing and how will you help me to support my child's learning?	An adapted curriculum and individualised approaches will be matched to a child's needs. a) You will be informed of your child's progress in a variety of ways: • Home School Books • Phone calls/face to face meetings to share achievements/concerns (as needed) • School Reports • Arbor • IEP reviews • Parent teacher meetings • Annual Review meetings (annually unless under 5 years in which case they are every 6 months) • Reports from external therapists/agencies e.g. Speech and Language/Physiotherapist. b) You will be helped to support your child's learning in a variety of ways: • Programmes specific to your child e.g 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 (e.g. reading, pre-writing skills, Makaton signing). • At Annual Review and Parent Teacher meetings, your child's teacher will discuss strategies/approaches as needed.
9. How will the school measure the progress of my child?	Your child's progress will be measured in a number of ways: • On a daily basis by class team via observations/markings of work/annotation of work against lesson objectives and IEP targets, engagement profiles. • Using EYFS (Early Years Foundation Stage and Development Matters for pre-school and Year R pupils), MHS assessments – 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) • Earwig will be used to measure attainment – this data will be part of your child's Annual Review report.

	• Progress against physiotherapy/SLT/OT targets will be measured by relevant therapists • Emotional Literacy progress will be measured by ELSAs
10. What is the pastoral, medical and social support available in the school? a) What support will there be for my child's overall wellbeing? b) What support is there for behaviour, avoiding exclusion and increasing attendance? c) What approaches are used in early year's settings to manage behaviour?	• There is at least one first aider in every class – plus a paediatric first aider in every class containing children under 5yrs old • All class and non-class based staff including Headteacher and LMT are committed to pastoral support for all pupils • ELSA sessions • School Council – ensuring all pupils have a voice • School Nurse on site • Behaviour is tracked on a daily basis for all pupils. A range of communication systems and bespoke reward systems are used to improve behaviour. • 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. • Zones of Regulation approach used in school (where appropriate) to support pupils with recognition of emotions. • Where there are issues with attendance the Headteacher, attached EIO (Educational and Inclusion 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.

11. What support does the school have for me as a parent of child with a SEND? a) How are young people with SEND currently involved in their education at your setting	• Family support worker who offers a wide range of support including emotional and practical (e.g. 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 e.g Makaton, shared attention, behaviour, pre-writing skills, and completing DLA forms. • Open door policy meaning there is always someone available to listen to any worries/concerns. • Practical support from Leadership as required e.g. 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. • Achievements are celebrated weekly where every class nominates a star of the week and in termly assemblies when every class nominates a star of the term.
12. How does the school manage the administration of medicines?	• Administration of Medicines Policy and protocols in place. • Secure locked storage (medicine cupboards) in every class. • Annual administration of medication training for all staff. • Signed consent forms from parents for administration of medicine. • 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 e.g. for individual protocols. • As new conditions identified for a pupil e.g. 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 extracurricular activities e.g. Dance Live
13. How accessible is the school environment? (including after	Medina House School is a totally accessible environment due to the wide range of complex needs of the children who are pupils here.

school clubs and school trips)	
14. How will the school support my child when they are moving to Medina House, when they are leaving or moving to another Year?	• Transition visits to Secondary School are managed very carefully and take place over at least a term 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. • 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. • Pupils transitioning into Medina House are visited in their current settings to access what provision they need. Parents/carers will be invited to Medina House for an information sharing session and have the opportunity to meet each other. Pupils transitioning into EYFS will undertake their transition sessions at the beginning of September - these can be paced to the individual pupils' needs.
15. Where can I get further information about services for my child?	From the school website (www.medinahouseschool.co.uk), class team, senior leadership team, SENCo, and or the Family Support Worker.