

Isle of Wight EY Setting/School/College SEND OFFER

Name of EY Setting/School/College	Website Address
Carisbrooke College Mountbatten Drive Newport Isle of Wight PO30 5QU Medina College Fairlee Road Newport Isle of Wight PO30 2DX The Island VI Form Upper St James Street Newport Isle of Wight PO30 1LJ	Carisbrooke College: www.carisbrooke.iow.sch.uk Medina College: www.medina.iow.sch.uk The Island VI Form: www.iiviformcampus.org.uk
Type of EY Setting/ School/ College	Specialist provision on site
Federation Colleges	Autistic specialist resource centre (ASRC) – Carisbrooke College

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

[Links to Admissions](#) and [IWC Local Offer](#) here

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

Setting/School/College Based Information	Staff	Summary of Responsibilities
<p>1.a) Who are the best people to talk to in the early years setting about my child's development needs?</p> <p>1.b) Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Additional Educational Needs/Disabilities (SEND)?</p>	<p>SENDCo - D Connor</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating the day to day provision for students with Special Educational Needs and Disabilities. • Liaising with the subject departments and staff to ensure Pupil Profiles are regularly updated and reviewed and that student needs are met. • Ensuring the development of the schools SEND Policy and making sure all children receive a high quality response to meeting their needs in school. • Making sure every attempt is made to integrate students with Special Educational Needs and Disabilities into the School and wider community. • Liaising with parents to ensure they are involved in supporting their child's learning, are informed about their child's progress and are invited to regular reviews to discuss planning for the future. • Working collaboratively with outside agencies to meet the needs of SEND Students. • Keeping up to date records of a child's needs and progress. • Supporting all staff in understanding the needs of students with SEND to ensure that the most effective teaching approaches are deployed to enable students to maximise their potential. • Allocating Learning Support Assistant (LSA) support to maximise the provision and ensure the needs of the student are met. • Overseeing the procedure for allowing students with access entitlement for exams to be tested and supported to allow for exam dispensation as appropriate. • Leading the team of staff responsible for facilitating and enhancing the educational achievement of students with Special Educational Needs and Disabilities. • Ensuring appropriate intervention programmes are in place, monitored and evaluated.

	<p>Federation Faculty Leads</p> <p>Mrs Michelle Barnes Mr Mike Peake</p> <p>Executive Headteacher and Head of School (Carisbrooke) – Mr Parr-Burman. Head of School (Medina) - Miss Karen Begley Head of School (The Island VI Form) - Mr Dave Mumford,</p> <p>SEND Governor</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating the monitoring of students by checking on progress and identifying areas of weakness and informing the SENDCo as necessary. • Ensure that staff are using data and information provided through school systems to inform planning is differentiated to meet the needs of the student so they can make the best possible progress. • Monitoring the implementation of the SEND Policy within their departments. <p>They are responsible for:</p> <ul style="list-style-type: none"> • Michelle Barnes - Being the Designated Safeguarding Lead for Medina College and The Island VI Form • Mr Mike Peake – Being the Designated Safeguarding Lead for Carisbrooke College. <p>They are responsible for:</p> <ul style="list-style-type: none"> • Ensuring the appropriate support for children with SEND is in place and effective. • Delegating responsibility to the SENDCo and ensuring that students with Special Educational Needs and Disabilities are appropriately facilitated within the school. • Working closely with the Governor responsible for SEND, keeping them up to date regarding issues within the College relating to Special Educational Needs and Disabilities. <p>They are responsible for:</p> <p>Meeting regularly with the SENDCo and monitoring the support that is given for any student with Special Educational Needs and Disabilities that attends the College.</p>
--	--	---

HOW COULD MY CHILD GET HELP IN THE EY SETTING/SCHOOL/COLLEGE? :

Children and young people in (name of EY Setting/School/College) will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in the EY setting/school/college
- Staff who will visit the EY setting/school/college from the Local Authority central services such as the ASD Outreach Team or sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the stage of the SEND Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with SEND in this EY setting/school/college?	Phonics intervention	Student is given small group intervention once a week to improve phonic knowledge which impacts on reading and writing ability.	Students identified through literacy screening in Year 7. Identified through pupil progress.
	Behaviour support	Students develop social skills and self-esteem within the school which improves motivation to learn in challenging situations.	Students are identified across all key stages by Year Leaders and the SENDCo.
	LSA support in class	Students are identified and supported on a 1:1 or as a group by a Learning Support Assistant to differentiate further the teaching delivered by a qualified teacher.	For the student to make expected progress whilst becoming independent learners.
	Exam Access Arrangements	The student would be provided with a scribe/reader/extra time/prompt/ICT.	This decision is made through rigorous testing that is verified externally.

<p>3. How can I let the EY setting/school/college know I am concerned about the progress of my child/young person in school?</p>	<ul style="list-style-type: none"> • First contact should be made with the class teacher regarding any concerns you have for your child's progress. • If you still have concerns regarding your child's progress, contact should be made with the Head of Year for the year group your child is in. • A referral to the SENDCo will then be made if your child is still not making expected progress. • If you continue to feel that your child is not making progress then contact with the deputy head teach Mr Nick Krista should be made. Following this, contact with the Executive Head Teacher and School Governor would be expected.
<p>4. How will the EY setting/school/college let me know if they have any concerns about my child/young person?</p>	<ul style="list-style-type: none"> • The college will contact you via a member of staff regarding your child if they have concerns. This will be by phone, email or letter and the staff are always willing to meet in person to discuss concerns regarding a student.
<p>5. How is extra support allocated to children and young people and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • IWEF Colleges receive a budget from the Local Authority which includes money for supporting students with SEND. • The Executive Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with Governors, on the basis of needs in the school. • The Executive Headteacher and the SENDCo discuss all relevant information they have about SEND within the school to decide what resources/training or support is needed. Within this remit, LSA support / Behaviour Support/offsite provision is taken into account as part of this process. All resources and support are reviewed regularly and changes made as required.

<p>6. What specialist services are available at or accessed by the EY setting/school/college?</p>	<p>Directly funded by the school</p>	<ul style="list-style-type: none"> • Learning Support Assistants (LSAs) • Higher Level Teaching Assistants (HLTAs) • School counselling Service • Family Liaison officer • Specialist outreach service
	<p>Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Educational Psychology service • Teacher for the Hearing Impaired • Youth Offending Team (YOT) • Targeted Youth Service (TYS) • Early Help Assessment (EHA)
	<p>Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • Access to school nurse • IDAS Counsellor • Speech and Language Therapy Services • Child Adult Mental Health Service (CAMHS)
<p>7. How are staff in the EY setting/school/college supported to work with children & young people with an SENDD?</p> <p>a) What training have the staff supporting children/young people with SENDD had or have available?</p>	<ul style="list-style-type: none"> • The school has a rigorous Continual Professional Development (CPD) for all staff to improve the teaching and learning of children including those with SEND. • Depending on the individual needs of teachers and staff, training courses are run internally and externally as and when they are required in meeting student's needs. • The SENDCo attends the SENDCo briefing meetings held half termly across the Isle of Wight where up to date information is shared regarding SEND. • Pupil profiles are monitored, reviewed and updated three times a year. • The pupil profiles give clear information regarding the needs of students, explaining the need and how best to support that student when teaching them within a classroom setting. • The SEND department have a student provision map that all staff can access to monitor the intervention of SEND students and the progress they are making. • In the whole school weekly meeting, the SENDCo is given time to verbally update all staff on relevant information on students as necessary. This information is then distributed by PowerPoint to all staff. • The school database, used by all staff within the college, is regularly updated with relevant information regarding individual student needs. 	

<p>8. How will activities/teaching be adapted for my child/young person with learning needs?</p> <p>a) How will the curriculum be matched to my child's/young person's needs?</p> <p>b) How will I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p>	<ul style="list-style-type: none"> • All lessons are differentiated by the teacher to support and enhance the learning of students with Special Educational Needs and Disabilities (SEND). • LSAs are timetabled to work within lessons to support individual students as well as groups, depending on the need of the class. • Teachers are expected to deliver lessons that are engaging and have a variety of teaching approaches including practical activities, use of ICT, group discussion and independent learning. • Resources will be used, as appropriate, to support students individually or in groups. • Your child's progress is monitored every half term by the teacher, Faculty Leads, Heads of Year and the SENDCo if they are receiving intervention beyond classroom practice or support from outside agencies. • The student's progress is reviewed every half term and a national curriculum level or GCSE/BTEC/ A Level I grade is given. • BT (Break through) levels are used if the student is not at a level 1. • Formal assessments are undertaken at the end of each term and the data collated is shared with parents at each of these stages. • Along with the above, student's behaviour, homework and engagement in lessons is scored and shared with relevant staff and parents through the College report system. • Annual reviews take place yearly under the guidelines of the SEND Code of Practice.
<p>9. How will the EY setting/school/college measure the progress of my child/young person?</p>	<ul style="list-style-type: none"> • The student's progress is reviewed every half term and a national curriculum level or GCSE/BTEC level grade is given. • Formal assessments are undertaken at the end of each term and the data collated is shared with parents at each of these stages. • Along with the above, student's behaviour, homework and engagement in lessons is scored and shared with relevant staff and parents through the College report system. • Annual reviews take place yearly under the guidelines of the SEND Code of Practice.

10. What is the pastoral, medical and social support available in the EY setting/school/college?

a) What support will there be for my child/young person's overall wellbeing?

b) What support is there for behaviour, avoiding exclusion and increasing attendance

- A Looked After Child (LAC) co-ordinator is employed by the Colleges.
- The College offers a meet and greet system for students with in the SEND department.
- The SEND department has LSAs on duty at break and lunch as adults that students will recognise as supportive during this unstructured time.
- Home/school liaison, through LSAs, is offered weekly to high profile students bridging the gap between school and home, giving the opportunity of sharing relevant information to help support the student.
- Social skills groups
- Mentoring (1:1/small group)

The following support packages are on offer on an individual basis, depending on the student's needs. Below outlines what is offered after consultation with a team of professionals including staff in school and outside agencies:

- The College employs a person who delivers ELSA.
- Mentoring is offered to students by teaching and non-teaching staff.
- The use of outside agencies to minimise the number of exclusions and support implementation of behaviour management.
- Heads of Year monitor behaviour logs to ensure correct support is in place as required.
- Students are referred to offsite provision as felt necessary by the school and outside professionals.
- Timetables are modified to accommodate student's individual pastoral needs.
- The school are pro-active in writing early help support assessments.

<p>11. What support does the EY setting/school/college have for me as a parent of child/young person with a SEND?</p> <p><i>a) How are young people with SEND currently involved in their education setting?</i></p>	<ul style="list-style-type: none"> • Each student is allocated a tutor group and this member of staff is your first port of call regarding your child. • Each year group has a year leader assigned to them, to monitor the progress of all students in their year group and intervene as and when necessary. This includes contact with home. • Home/school liaison is provided on an individual needs basis. • The SENDCo is available to meet with you to discuss your child's progress and any SEND concerns. • The school is pro-active in using the Early Help Assessment process giving support to the family as well as the student. • Students are actively involved in having input into their Pupil Profile.
<p>12. How does the EY setting/school/college manage the administration of medicines?</p>	<ul style="list-style-type: none"> • The school has numerous first aiders and administration of medicines offered on an individual needs basis. Making sure the appropriate member of staff works with the student. • The College offers a meet and greet system for students with in the SEND department. • The SEND department has LSAs on duty at break and lunch as adults that students will recognise as supportive during this unstructured time. • Home/school liaison, through LSAs, is offered weekly to high profile students bridging the gap between school and home, giving the opportunity of sharing relevant information to help support the student. • Social skills groups • Mentoring (1:1/small group)
<p>13. How accessible is the EY setting/school/college environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • The college is accessible to all students with SEND and will adapt timetables according to a student's need if required. • All students are welcome to all afterschool clubs, regardless of ability. • LSAs are on duty at break and lunchtimes to meet and greet students at these unstructured times. • The SENDCo delivers weekly briefings regarding student needs to all staff. • All students are invited on school trips and adjustments are made regarding a child's individual needs as required.

<p>14. How will the EY setting/school/college support my child/young person when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none">• Pupil Profiles are updated in July ready for new staff teaching in September.• When moving to a new school, the SENDCo will contact and make arrangements and share support needed for the transition to be as smooth as possible.• All records and details are discussed with and sent as soon as possible to the new educational establishment.• Students moving from Primary to Secondary school with SEND have visits from the SENDCo and Higher level teaching assistant (HLTA) to ensure a smooth transition.• The HLTA will visit the primary school as many times as needed to support any students who have concerns regarding moving to the college. They also meet with staff to collate relevant information.• Extra visits are arranged for SEND students to have a look around the college and familiarise themselves with the staff and surroundings.• Students moving to 6th form or college have extra visits to ensure they have a smooth transition to their new environment.• At the Island VI Form, The SENDCO visits students with additional SEND needs in their GCSE
<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none">• The school works collaboratively with SENDIASS in supporting parents/carers to meet their child's needs. 01983 824458.• Short breaks 01983 823168• Pupil profiles (IEPs) are written for all pupils with Special Educational Needs and Disabilities. They outline the SEND of the student and give staff strategies on how best to help them learn.