



PROSPECTUS



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Chairman of Governors

Welcome to our very special school where you can be assured that your child will be educated in well-resourced classrooms, with well-trained, dedicated committed staff. Excellent facilities and opportunities are provided in a safe and nurturing yet stimulating environment.

We are extremely proud of our school as our most recent OFSTED report of February 2008 shows, especially as it was recognised that “children enjoy their lessons and make good progress”. Parents made comments “that their children flourish and want to come to school”. Despite this very good report, Medina House is keen to build on its success and all concerned, including governors, continue to work hard to achieve this.

All staff, parents, carers, and governors believe that EVERY CHILD MATTERS and that everyday we will do our utmost to ensure that this is at the heart of everything we do.

Whilst the school has high expectations and sets challenging targets for the children it celebrates achievement daily and there will be many opportunities for you to share in this. Indeed it recognises and welcomes effective partnership with parents. We look forward to getting to know you.

Eileen Eccles
Chair of Governors



Headteacher

Dear Parents,

Medina House School has been part of the life and education provision of the Isle of Wight for over 30 years. Its success is built on the belief that every child can progress and achieve success, the dedication of parents and staff, and the support of the Education Authority and the Island community. In September 2003, following significant reorganisation and an extensive building programme, we opened as a Primary School for children with severe and complex needs.

The pages of the prospectus can only serve as an introduction to the life of our school and the quality of its provision. It is for us to use our energy, enthusiasm and desire to create an environment in which everyone can be valued and flourish. I can attempt to give you an insight into the future and the future for your child by saying 'we are a good school, and we can work together to become even better'.

Medina House believes in standards, quality and achievement. We will work closely in partnership with you as parents, your child and other professionals to ensure that high expectations are met with genuine success. We truly believe that this is the school you would wish your child to attend if you believe, as we do, in aiming for the best. We are proud of our school and look forward to our future working together to ensure that your child receives an excellent specialist education.

Robin Goodfellow
Headteacher



Governing Body

Robin Goodfellow	<i>Headteacher</i>
Eileen Eccles (Chairman)	<i>L.A. Governor</i>
Rob Faulkner	<i>L.A. Governor</i>
Carol Walker	<i>L.A. Governor</i>
Dorothy Harrington	<i>Community Governor</i>
Clare Mitchell	<i>Community Governor</i>
Helen James	<i>Community Governor</i>
Andy Bond	<i>Parent Representative</i>
Steve Palmer	<i>Parent Representative</i>
Christine Price	<i>Parent Representative</i>
Laura Mills	<i>Parent Representative</i>
Kerry Watson	<i>Parent Representative</i>
Rachel Hayden	<i>Staff Governor</i>
Barbara Pritchard	<i>Staff Governor</i>
Trevor Collins	<i>Associate Governor</i>
Steph Williams	<i>Associate Governor</i>
Bryony Mason	<i>Associate Governor</i>
George Baty	<i>Associate Governor</i>
Mike Platt	<i>Clerk to the Governors</i>

Governors are like a Board of Directors and make decisions about how the school is run. They meet as a body at least once a term at school.

Governors are appointed to help:

- ◆ Decide what is taught.
- ◆ Set standards and guidelines on behaviour and discipline
- ◆ Interview and select staff
- ◆ Decide how the school budget is spent

School Governors have legal duties, power and responsibilities. School Governors are:

- ◆ Parents
- ◆ Teachers at the school
- ◆ Local council representatives
- ◆ Community representatives, business people

Parent Governors:

- ◆ Have a child in the school
- ◆ Are elected by the parents of that school
- ◆ Serve as do the other Governors for 4 years

At Medina House the work of the Governors is divided into 4 Working Parties covering Achievement & Standards, Quality of Provision, Leadership & Management, and Community Partnerships.

Minutes of all Governors meetings are available for parents to see. See Mike Platt, Clerk to the Governing Body.



School Staff

Robin Goodfellow	Cert.Ed.; Adv. Dip. Ed.	<i>Head Teacher</i>
Chris Honnor	Cert.Ed.	<i>Deputy Head Teacher</i>
Sheila Frost	Cert.Ed.	<i>Teacher</i>
Jane Tavares	B.Ed. (Hons.)	<i>Teacher</i>
Caren Milward	BA (Hons) QTS in Primary Ed. with PE	<i>Teacher (p/t)</i>
Penelope Sneddon	BSc. (Hons) PGCE	<i>Teacher</i>
Rachel Hayden		<i>Teacher (p/t)</i>
Samantha Kirkby	NNEB	<i>Unqualified Teacher</i>
Joanne Walls	B.Tech Nat. Dip. In Childhood Studies	<i>Unqualified Teacher</i>
Stephanie Williams		<i>Unqualified Teacher</i>
Julie Ferris		<i>Unqualified Teacher</i>
Pat Dench	NVQ 3 School's Admin./ Certificate of School Business Management	<i>Admin. And Finance Officer</i>
Joanna Cooke		<i>Admin. Asst. (p/t)</i>
Penny Gray		<i>Admin. Asst. (p/t)</i>
Wendy Dyer		<i>Admin. Asst. (p/t)</i>
Barbara Pritchard		<i>Therapy Manager</i>
Mandie Russell	C&G Learning Support	<i>Speech & Language Asst. 2</i>
Jackie Watson		<i>Speech & Language Asst. 2</i>
Bryony Mason		<i>Extended Services Manager</i>
Clare Mitchell		<i>Family Support Assistant</i>
Cara Lamanna		<i>Outreach Assistant</i>
Dale Milward	NVQ Level 2 in IT	<i>I.C.T. Manager</i>
Glenn Holman	NVQ Level 2 in IT Practitioners	<i>I.C.T. Asst. Technician</i>
Mandy Cant		<i>Teaching Asst. 3</i>
Shannon Dunford	NNEB	<i>Teaching Asst. 3</i>
Sharon Humby		<i>Teaching Asst. 3</i>
Amanda Kaye		<i>Teaching Asst. 3</i>
Cheryl Knight	NNEB	<i>Teaching Asst. 3</i>
Claire Nye		<i>Teaching Asst. 3</i>
Jane Peachey		<i>Teaching Asst. 3</i>
Lynne Slater		<i>Teaching Asst. 3</i>

**School Staff**

Michelle Wooldridge	C&G Care	<i>Teaching Asst. 3</i>
George Baty		<i>Teaching Asst. 2</i>
Angie Bonner		<i>Teaching Asst. 2</i>
Julie Harvey		<i>Teaching Asst. 2</i>
Rhiannon Lewis		<i>Teaching Asst. 2</i>
Lynne Lines		<i>Teaching Asst. 2</i>
Lynne Moulard		<i>Teaching Asst. 2</i>
Lorraine Ronan		<i>Teaching Asst. 2</i>
Caroline Soley		<i>Teaching Asst. 2</i>
Caroline Adams		<i>Teaching Asst. 1</i>
Kayleigh Baverstock		<i>Teaching Asst. 1</i>
Abi Burgess		<i>Teaching Asst. 1</i>
Maureen Burgess		<i>Teaching Asst. 1</i>
Nancy Clarke		<i>Teaching Asst. 1</i>
Midge Cushen		<i>Teaching Asst. 1</i>
Rachel Dawkins		<i>Teaching Asst. 1</i>
Julie Kelly		<i>Teaching Asst. 1</i>
Rose Millard		<i>Teaching Asst. 1</i>
Selina Nicholson		<i>Teaching Asst. 1</i>
Holly Slater		<i>Teaching Asst. 1</i>
Marcia Steele		<i>Teaching Asst. 1</i>
Maria Thompson		<i>Teaching Asst. 1</i>
Heather Webb		<i>Teaching Asst. 1</i>
Paula Winchester		<i>Teaching Asst. 1</i>
Alison Michalski	C&G (Catering)	<i>Cook-in Charge</i>
Elaine Flemming		<i>Kitchen Asst.</i>
Hannah Brown		<i>Midday Supervisory Asst.</i>
Kim O'Hanlon		<i>Midday Supervisory Asst.</i>
Beryl Pennell		<i>Midday Supervisory Asst.</i>
Louise Wilson		<i>Midday Supervisory Asst.</i>
Frankie Woodford		<i>Midday Supervisory Asst.</i>
Monica Kiely	SRN SCM NNEB	<i>School Nurse</i>
Trevor Collins		<i>Site Manager</i>
Richard Adsett		<i>Assistant Caretaker</i>



External Support Staff

Jane Walker

Jill Hollis

Alice James

Siobhan Aubin

Physiotherapist

Physio. Assistant

Education Welfare Officer

Education Psychologist



Organisation of School

Medina House is maintained by the Local Authority and caters for children aged 2 - 11 years who experience severe and complex learning difficulties.

Since its new beginnings in 2003 the school has been working towards a needs driven model. In September 2006 this was achieved and reflects the diverse range of needs we provide for as the island's only Primary Special School. An Outreach Support Service is also available for mainstream schools.

The school offers full, part-time and assessment places. Staff ratios are high ; 6 children to each teacher and two children to each teaching assistant. All staff work closely with parents and a multi-professional team to ensure a consistent and holistic approach to each child's development.

Our current role of sixty-three children is organised according to developmental age and individual need in the following way:

Two year seven groups are currently on site, they will transition to St George's when accommodation is available.

- Class 1 Profound and Multiple Needs
- Class 2 Severe Learning Difficulties
- Class 3 Profoundly Autistic (TEACCH)
- Class 4 Severe Learning Difficulties
- Class 5 Profoundly Autistic (TEACCH)
- Class 6 More Advanced Class
- Class 7 Severe Learning Difficulties
- Class 8 Severe Learning Difficulties
- Class 11 Life Skills Class

This model ensures that each child is provided with a learning environment and an approach which matches their individual needs

Specialist facilities include a central library, Hall, Gymnasium, Resources Room, Splash Pool, Discreet Play Areas, Speech and Language Therapy Unit, White Room, Medical Room, I.C.T. Room, a pool for Hydrotherapy and Swimming and a soft play-room.

The school is well staffed by experienced teachers, nursery nurses, teaching assistants and a school nurse. There are also specialist staff for Speech and Language Therapy, Physiotherapy, O.T. and ICT. The school office is staffed by a team of three. The buildings and grounds are maintained by a site manager and an assistant caretaker.



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The School Day

School Starts	8.45
Morning Break	10.15 - 10.30
Lunch Time	12.00 - 1.00
School Ends	2.45 pm

Aims and Values

Striving for excellence.

We aim:

- ◆ To develop a positive attitude to learning in a rich, 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 endeavour:

- ◆ To enable pupils to take part in the communities in which they live and to achieve an understanding of the world around them. We are committed to the principles of integration and inclusion appropriate to the needs of individual children.
- ◆ To promote an effective partnership with parents and carers and families.
- ◆ To promote and share a positive and supportive working relationship with our multi-professional colleagues and support agencies.

We present broad, balanced and appropriately differentiated curriculum opportunities and experiences relevant to our pupils' needs.

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 children to use their skills in a variety of settings.

Liaison and involvement with a variety of Island schools ensures that our children gain knowledge, experience and understanding of the island community in which they live.



The Curriculum

Medina House School is committed to providing the valuable opportunities of the National Curriculum. It is seen as educationally stimulating, challenging and enriching but is often limited in its immediate relevancy to meeting our pupil's needs. We seek to provide a 'Curriculum of Opportunity' that addresses both individual needs and the entitlement to the whole school curriculum including the National Curriculum.

The pupils in Class 1 have individual programmes drawn from a Developmental Curriculum. Its framework and content embrace all disciplines and therapies.

Medina House tries to respond to individual differences and styles of learning while delivering a child centred and age appropriate curriculum in a positive learning environment.

Homework

There is no formal requirement to do homework, although pupils may request homework for themselves. Parents are encouraged to practice skills at home which are part of their child's teaching and learning experience at school and a feature of their individual education plans. Where relevant we like parents to encourage their children to take on routine responsibilities for themselves, e.g. tidying their room and helping at home.

If any parent would like their child to have homework they should contact the class teacher in the first instance.



Admission

Admission to all Special Schools is on the combined recommendations of the multi-professional team, and following the approval of the Local Authority (LA). Initial enquiries can be made to the Headteacher or an Officer of the LA who will then contact the relevant professionals.

Under the regulations of the 1981 Education Act, children with special educational needs may, as they approach five years of age, be referred for a full multi-professional assessment which may result in a Statement of Educational Need. All pupils, post - 5 years of age would be admitted to Medina House with a 'Statement'. Parents will be fully involved and informed in this process and will be subsequently invited to 'annually review' their child's Statement of Educational Need at the School.

Children can be admitted from the age of 2 years. Children who experience severe or complex difficulties will be considered as a priority for admission. Referrals can be made through the Pre-school Team, Educational Psychologist, an Officer of the LA.

Decisions about placement follow the agreement of parents, staff and appropriate professionals.

Parents will be asked to complete an 'admissions' package prior to the child starting school. The pattern of a child's attendance will be subject to the needs of the child and their entitlement.

Post 5 Provision

Following a child's initial placement, there will be a careful assessment of their needs made by school staff and multi-professional colleagues. A full multi-professional assessment is likely to be initiated during the child's fourth birthday year, which may result in a Statement of Educational Need.

This procedure will be fully explained to parents by the Local Authority and by the Headteacher. This will help inform decisions about the most appropriate post 5 provision. The options may include:-

Transfer to mainstream primary provision.

Continue to progress within the Medina House structure which, if appropriate, may include a link in their own communities.



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School Discipline

At Medina House we aim to ensure that everyone is happy. We provide opportunities for children to work and play co-operatively, to be sensitive to other's needs and to develop skills of social interaction and interdependence. We aim to work with and alongside parents and carers in reviewing the school's guidelines on behaviour management.

Assessment, Recording and Reporting

Assessment and Recording is part of our everyday teaching with all pupils.

We Assess and Record your child's progress in the following ways:

- ◆ Individual Education Plans prepared annually and reviewed termly
- ◆ A baseline assessment scheme.
- ◆ End of key stage assessment.
- ◆ Continual assessment in class.

We report formally to parents on your child's progress in the following ways:

- ◆ Annual Review of Statement meeting, held in the term of the pupil's birthday. It is usually chaired by the Head and may include any of the professionals involved with the child if they are able to attend.
- ◆ Parents' Evenings three times a year.
- ◆ End of year report.



Mainstream Links

In keeping with the aims of the school, we have a considerable commitment to working in close liaison with mainstream schools. Our contact with many primary, middle and high schools on the Island has many advantages for all concerned. Community links and schemes are a feature of our work at Medina House and involve pupils across the age range and are appropriate to the child's individual needs. The decision to initiate an community link follows multi-professional and parental agreement usually at the child's annual review. If you wish to discuss the possibility of integration for your child please contact the Headteacher in the first instance.

Religious Education

Religious Education at Medina House School has an all-embracing approach relevant to the multi-cultural society in which we all live. It provides opportunities to explore individual thoughts and an appreciation of the natural world. Our teaching aims to be realistic and relevant to the lives of our pupils and is therefore related to the nature, experiences and needs of the pupils.

In the school, collective worship and Religious Education are non-denominational in character. School assemblies are at a level appropriate to the children's needs and play a significant role in maintaining and developing the ethos and philosophy of the school. There is provision for those parents who wish their children to be withdrawn from any aspect of the school's religious education. Our religious education policy is available on request.



Safeguarding and Child Protection

Teaching Children to Take Care of Themselves

The staff of Medina House School are committed to protecting the pupils at our school and we are keen to support your efforts as parents and carers to protect your children.

Over the past few years there has been a much greater public awareness about what can happen if children aren't protected properly. Every day there are examples of children being hurt or neglected or mistreated: these incidents make us all much more aware of the need to teach children about safety.

At Medina House School we teach children how they can take steps to protect themselves. From an early age children have to learn the basic rules about safety, for example, not to play with matches, not to play near the road. We take this a step further by teaching other safety rules, for instance, how to cross a road safely, how to say 'no' to strangers and how to deal with being bullied. We also teach children some skills in recognising the difference between 'good' and 'safe' situations and 'bad' and 'unsafe' ones, which might be dangerous or abusive.

We work in partnership with other agencies like Health Authority and Social Services, who share our commitment to protecting children. Our first concern is your child's welfare and therefore there may be occasions when we have to consult other agencies even before we contact you. Should this be necessary we want to assure you that any concerns about your child will then be fully discussed with you after we have talked to the other agency. The procedures we follow have been laid down by the Isle of Wight Safeguarding Children's Board. If you want to know more about this procedure, or have a concern related to the safety of a child, please contact the Head Teacher or the School Nurse.



Public Access to School Documents

Parents and the public can have access to the following documents and information held at the school:

The School Prospectus

The School Profile

The L.A.'s and Governors' statements of curriculum policy

Any statutory instruments, circulars and administrative memoranda issued by the Department for Education and Skills (DFES) to the Headteacher and Governing Body

Any published HMI/OFSTED reports which relate to the school

Any schemes of work currently used by the school

Any syllabuses followed by pupils at the school

The Isle of Wight's agreed syllabus for Religious Education

A copy of the complaints procedure

Curriculum Policy

Equal Opportunities Policy for Pupils

Religious Education Policy

The school can charge to recover the cost of copying any document if you wish to have a copy. Naturally documents under copyright cannot be copied for parents. If you want to read any documents please see the School's Administrative Manager.

School documents will be available on our website address www.medinahouseschool.co.uk.



Transport Arrangements

The Isle of Wight Council provides free transport to and from school each day by school bus or taxi, usually supervised by a bus escort. Any enquiries about transport arrangements can be referred directly to the school or the School Transport Manager : Telephone:- 823710

School Meals

School Meals are provided at school and cooked on the premises. The School operates a healthy eating policy and offers good value for money. Pupils have their lunch in class-based groups. Dinner money is payable on Mondays (£1.60 per meal) and may be paid weekly, half-termly or termly in advance. When a child has paid dinner money and is unexpectedly absent, money is held in credit. Special diets may be provided if required. Parents can contribute yoghurts and fruit if desired. Money for school meals and a voluntary contribution of £2 weekly for class money (snacks/drinks and cookery) should be sent in a sealed envelope as below.

- Name of child
- Dinner money enclosed£.....
- School Fund donation (snacks/drinks and cookery).....£.....

Free School Meals

Families on Income Support may apply to the Isle of Wight Council for their child to receive free school meals. This is reviewed annually. Forms are available from the school.



School Uniform

The school operates a flexible policy at present which comprises of grey trousers, skirt or jogging bottoms, rainbow polo shirts and navy blue sweatshirts. Shirts, sweatshirts and blue fleece jackets are available, by order, from the school office.

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

It is very important that all clothing is clearly and permanently marked with the child's name.

For P. E. and swimming, children will need shorts, T-shirt, plimsolls or trainers and a towel and swimming costume.

Health, Safety and Pupil Welfare

When a child is ill and not able to attend school, we require a telephone call as soon as possible on the day of absence and a note on their return to school.

If your child is unwell at school you will be contacted by the school nurse and asked to collect and take your child home.

It is vital that we have up-to-date information of telephone numbers, emergency contacts, etc., should we need to contact you during the day. A form is issued to parents as part of our admissions package and will be updated annually.

Medical Support

Dr Andrew Watson, one of the Islands Paediatric Consultant, holds regular outpatient clinics at the school. We also receive a service from the Orthotist, Orthopaedic Department, Orthoptist, School Dental Service, Audiology and Physiotherapist.

The School's Health and Safety Policy offers guidelines to staff on the administration of medication, rectal diazepam, adrenaline, oxygen and first aid procedures.

The school has a full-time school nurse on site.



Medication

Medication and medicines can be administered in school following our receipt of a consent form. All requirements must be clearly noted in writing with bottles labelled with the child's name, the name and strength of the drug and the dosage.

In order to avoid the need to send bottles of medicine to and from school each day, it is helpful if we have a separate bottle to be kept at school.

The school nurse is responsible for co-ordinating the administration of medicine in school.

Pastoral Care

Pastoral Care is fundamental to our work with children and is the responsibility of each member of staff in close consultation with the Headteacher and Senior Management Team. If you have any cause for concern please contact the Headteacher.

Equal Opportunities

The principle of Equal Opportunities is firmly embedded in the philosophy of the school and extends to all activities, organisation and management issues. These principles cover the implications of gender, ability, race, culture, class and age and is subject to ongoing monitoring and evaluation. Our equal opportunities policy is available on request.



Trips and Outings

In keeping with our statement of aims, regular trips, outings and visits are a feature of life at Medina House. Opportunities to go shopping, visits to the town, are all part of the personal independence work. Trips to a wide variety of places of interest on the island and mainland provide valuable learning experiences for the children. Parents will sometimes be asked to make a voluntary financial contribution to such activities.

Family Holidays

When parents' holidays do not coincide with the school holidays, it is necessary to notify the school in writing beforehand. A form is available from the school office.

Complaints Procedure

The school and L.A. has established procedures so that the concerns of parents and others about the school curriculum and related matters may be considered and resolved. Our school procedure for dealing with complaints is as follows:

- ◆ We expect all our pupils, staff and parents to listen carefully and respectfully to each other.
- ◆ Minor complaints should be dealt with by the class teacher. If you are not satisfied contact the Headteacher.
- ◆ All serious complaints must be explained to the Headteacher so that an investigation can take place.
- ◆ Parents who are unhappy about something should contact the school at once. The Headteacher will always meet concerned parents in order to resolve difficulties.
- ◆ A parent who is still not satisfied should contact the Chairman of Governors.
- ◆ A complaint can also be made directly to the L.A. via the Director of Childrens' Services.



Keeping in Touch

When your child starts school at Medina House there are many opportunities for parents, families and staff to get together to discuss ways in which children can be helped. We encourage mutual co-operation and a frank exchange of views. The following list includes some of the opportunities which exist for home/school involvement.

Home/School Diary

The school operates a home/school diary practice for all pupils to ensure a regular exchange of information with families. Parents who would wish specific types of information should discuss this with their class teachers.

Newsletters are a regular feature of Medina House and are sent out via the children. Verbal messages by telephone or via the drivers or escorts of school transport can be a two way communication process. Meetings with the Headteacher or Class Teacher can easily be arranged by appointment. If time allows we are always willing to see parents unexpectedly.

Parent Workshops

The School is always happy to organise workshops for parents on any subject or issue. If you would like to know more about a specific issue do talk to a member of the PTA Committee or school staff.

Parent Governors

Parent Governors present the views of parents to the Governing Body but they speak and act as individuals. Any parent can arrange to see any member of the Governing Body but the Parent Governors are always happy to offer advice/support and information about the school.

Parental Involvement

Parents are invited and encouraged to contribute to school life by: offering help in the classroom, talking to small groups of children about their specific interests, sharing their skills and talents, bringing objects to school for children to see, handle and talk about and talking to children about their jobs. All this helps to enrich the curriculum. If you feel you can help in any way please contact your child's class teacher.



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Friends of Medina House

Who are we?

'Friends' is a group made up of parents/carers, family and friends who have an interest in enhancing the life of the children attending Medina House School.

What do we do?

- ◆ We exchange information and have fun sessions discussing issues that affect our children. These have included health and nutrition, design of school uniform, out of school provision, the benefit system and even ideas for toys to buy your child for Christmas!
- ◆ We organise and share social get-togethers and functions.
- ◆ We help decide how money raised could be spent on our children.
- ◆ Most importantly we offer mutual support.

When do we meet?

Friends meet regularly, in school, on the 1st Wednesday of each month from 10 am to 12 noon. We warmly welcome all parents and carers, especially those new to the school, to come along and join us over a tea or coffee in our relaxed and friendly session. Younger children are always welcome. We look forward to seeing you there.

If you would like more information please contact:

Sheila Frost—Teacher, Medina House School (Tel: 522917),
Steve Palmer—868173

Medina House as a Community Resource

Medina House School is a place of expertise which attracts many visitors from the Island community and the mainland. The school is used to provide training and work experience for High School and College students, and trainee professionals. We are visited regularly by local colleagues such as teachers, social workers, nursery nurses, playgroup leaders etc. Our school has several special facilities which are 'hired' for use after school hours. The Governing Body welcomes approaches from all interested persons and organisations. Details of hire costs are available from the School's Administrative Manager.



Extra Curricula Activities

The school is fortunate to have support from a number of agencies which offer a wide range of out of school activities for Medina House and St Georges' pupils. These include:-

Gateway Clubs Affiliated to the National Gateway Organisation. Each group meets twice weekly at Ryde and Newport venues

Cooking Club We offer opportunities for pupils to extend their skills and have fun in our after-school cooking club.

Sports Club Pupils are able to develop their gross motor skills and coordination.



Adverse Weather Conditions

There are a few times in the year when bad weather and the condition of the roads have an obvious effect on our transport arrangements. During these times common-sense must prevail. When there are widespread difficulties, up-to-date information is available from the School Transport Department (Tel No. 823785) or local radio (IW Radio 107 or 102 FM).

Voluntary Agencies

The school has contact with a wide range of local charities and voluntary agencies who may be able to offer advice or support to families. Contact the Headteacher, Governing Body or the PTA for specific information.

Family Information Zone	-	821999
Parent Partnership	-	825548
IOW Mencap (contact the School)		
Autism Support Group	-	868443
SCOPE	-	882349

Help from Social Services

Social Services provide support and assistance in many different ways for parents and families. Further information can be obtained from the Children's Disability Team, Oak House, Tel. No. 525790; Don Smith, Community Nurse/Family Support, Arthur Webster Clinic, Tel. No. 862589; Parent Partnership, Tel. No. 825548; SureStart, Tel. No. 568972.



Term Dates

<i>Summer Term 2010</i>	Monday 19th April to Friday 23rd July
May Day	Monday 3rd May
Half Term	Monday 31st May to Friday 4th June (inc.)
Summer Holiday	Monday 26th July to Monday 6th September (inc.)
<i>Autumn Term 2010</i>	Tuesday 7th September to Friday 17th December
Half Term	Monday 25th October to Friday 29th October (inc.)
Christmas Holiday	Monday 20th December to Friday 4th January (inc.)
<i>Spring Term 2010</i>	Tuesday 4th January to Friday 8th April
Half Term	Monday 21st February to Friday 25th February (inc.)
Easter Holiday	Monday 11th April to Monday 25th April (inc.)



Pupils on Roll

Number of pupils on role 61:

Year R	-	5
Year 1	-	5
Year 2	-	4
Year 3	-	6
Year 4	-	7
Year 5	-	17
Year 6	-	12
Year 7	-	3
Year 8	.	1
Year 11	-	1

Attendance Data

2008/2009 Academic Year

6.40% authorised absence

0.2% unauthorised absence

Key Stage Assessment Results

During the Summer term of 2009 the following results of Teacher Assessments were submitted to the National Assessment Agency:

End of Key Stage 1:

5 children working between P Level 2 and P Level 7 in English, Maths and Science.

End of Key Stage 2:

11 children working between P Level 2 and NC Level 2 in English, Maths and Science.



APPENDIX 1

School Food and Nutrition Policy

This document is available to the whole school community. It has also been made available in the school newsletter, prospectus and website.

Aim

To ensure that all aspects of food and nutrition in school promote the health and well being of pupils, staff and visitors to our school.

Objectives:

- Review each area of the curriculum to ensure information relating to food and nutrition is consistent and up-to-date.
- Establish Health and Food weeks in school, to include the preparation of food the children have grown themselves.
- Ensure that all children have access to drinks throughout the school day.
- Create a system which will enable pupils, parents and staff to liaise with the school cook to improve nutritional standards and understanding.
Ensure that staff with responsibility for food have Basic Food Hygiene training.

Guidelines:

- Views from pupils and parents will be used to develop existing good practice and initiate improvement where required
- Each class will monitor the nutritional quality of class 'snack' food and drink.
- School Council, PTA and Governors will review the policy.
- Build improvement into School Self Evaluation process (SEF)
The 'Food in Schools Toolkit' will be used to inform and generate ideas

Monitoring and Evaluation:

- Activities associated with Health and Nutrition will be recorded using different media. Children will receive certificates for their participation.
- Articles will be written for the School Newsletter
- Each class will grow and crop their own food using propagators, the raised bed garden and the allotment garden
- Pupils will publish and display their work on food and nutrition
- School will maintain the Enhanced Healthy Schools Standards.
- The Healthy Schools Team will meet each week, minutes will be published
- This policy document was drafted in consultation with the entire school community, including pupils, parents, school staff, Governors, LEA representatives, school cook and local Healthy Schools Standards representative. It will be reviewed annually.