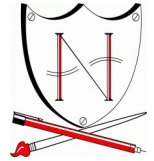


Contact Details:

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529870
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**NORTHMEAD JUNIOR
SCHOOL**



**COMMUNICATION
and
INTERACTION
CENTRE**



About The Centre

Northmead's COIN Centre, which is situated in the main school building, offers specialised provision for 15 children with developmental language disorder (DLD) or high functioning autism within a mainstream junior school setting. The COIN Centre is an integral part of the school and the Centre children are full members of their mainstream classes.

After registering with their mainstream teacher in the morning, our children make their way to the Centre where they are taught until lunch. Pupils from years 3, 4, 5, and 6 are taught together in one spacious room and most of the teaching is done in small groups. Groupings are based on the children's levels of achievement, rather than on their chronological age. This allows each child to progress at his or her own pace.

In the afternoon the Centre children return to their mainstream class rooms. Break and lunch times too, are spent with their mainstream friends. All of the school's extra curricular activities, day trips, residential trips and other special events are open to the Centre children.

Staffing



Mrs Sarah Stocking, SENCO and
Head of Centre

Mrs Petra Jeffrey-Hofman, Specialist Teacher
Mrs Val Eveleigh, Higher Level Teaching Assis-
tant

Mrs Jenny Clifton, Higher Level Teaching Assis-
tant

Mrs Maureen Collingwood, SEN Teaching Assis-
tant

Miss Susie Darby, Speech and Language
Therapist

Mrs Sandy Bennett, Speech and Language Thera-
py Assistant

Mrs Debbie Gooch, SEN Governor

Mrs Debbie Brown, Head Teacher Northmead
Junior School

Links with parents

Parents of prospective and current pupils are always welcome to visit by arrangement. As many of the children in the Centre come to school by taxi and there is little opportunity for teacher-parent contact before or after school, a designated Centre email address is used as a means of daily communication. Many parents also communicate regularly by phone.

In addition, parents meet formally with teaching staff during their child's Annual Review, the twice yearly parent consultation meeting and summer report consultations.

Informal opportunities to meet with staff are provided by the annual Centre Christmas Party and the Centre Summer Party, as well as by the school's many extra curricular events such as Bonfire Night, the Christmas and Summer Fayre.

Centre staff and mainstream class teachers work closely together to identify and meet each child's needs and to work on their individual targets as agreed at their annual review or during the termly update of their individual provision map.

Centre staff provide training and support to mainstream teachers and teaching assistants on inset days, during staff meetings and on a 'needs' basis.



The children

Children attending The Centre all have an Education, Health and Care Plan with DLD or autism as their main need. They may have difficulties with receptive language, expressive language, speech production, fluency and or social communication. Many of our children have complex needs and in addition to their DLD or autism may have ADHD, behavioural and emotional difficulties, dyslexia, dyspraxia, sensory issues etc.



Where do children go after they leave Northmead?

At the end of year 6 children leave the Centre to join other schools. Some return to full time mainstream education, some move on to Secondary COIN Centres and others to Special Schools. Transition is carefully prepared for and secondary school staff are invited to year 6 pupils' annual reviews as a matter of course.



What the COIN Centre offers

- Highly qualified and experienced staff
- High adult to child ratios (1:4)
- Specialised teaching programmes for literacy and maths
- Specialist support groups (e.g. social skills groups, listening, attention and memory skills groups, verbal reasoning groups, motor skills groups, phonological awareness groups)
- Speech and Language Therapy (2x weekly)
- Small group support when children are in their mainstream classes
- An attractive and well resourced learning base
- Full access to a multi-disciplinary team, including the School Medical Officer, Educational Psychologist, Language and Learning Support Service, Educational Welfare Officer, Physical & Sensory Support Service, Behaviour Support Service, Occupational Therapy Service, Child and Mental Health Service (CAMHS) - and - of course - the Speech and Language Therapy Service

Criteria for admission

Pupils admitted to the COIN Centre will

- be in the 7- 11 age range
- have an Education, Health and Care Plan with DLD or autism as their main need
- have DLD or (high functioning) autism severe enough to restrict their learning in a mainstream class and to necessitate regular therapy with a Speech and Language Therapist
- have academic ability within or close to the usual range for a mainstream school
- live within daily travelling distance from the school

Admission procedures

Suggestions with regards to a KS2 Coin Centre placement are usually made following statutory assessment of a child's special educational needs by the Local Education Authority (LEA), or following the child's Transition Review Meeting in Year 1. The child's EHCP is then drafted or updated accordingly.

In or around the following October, this EHCP is sent to the school named by the parents as their school/Coin Centre of preference and also to the school/Coin Centre which the LEA has identified as the nearest appropriate provision (these may or may not be one and the same school). The receiving school(s) review the paperwork and indicate whether they are able to meet the child's need or not. If a place is offered, the LEA name this school on the child's EHCP.

- Parents are recommended to visit local Coin Centres prior to applying for a place.
- If a child requires taxi transport to their new school, due to the home-school distance, the LEA will only fund this if parents agree to placement in the school which the LEA has identified as the nearest appropriate provision.

The aims of the Coin Centre



- To help each child achieve their full potential
- To improve receptive and expressive language skills
- To improve fluency and speech production
- To improve social skills and interaction with others
- To improve listening, attention and memory skills
- To improve literacy and numeracy skills
- To build confidence and self esteem
- To enable Centre pupils to access the main stream curriculum in the afternoons with appropriate levels of support
- To enable all Centre children to take part in all aspects of school life, including days out, residential trips and whole school productions