



## **Northmead Junior School**

### **Communication and Interaction Centre**

## **Information Report 2022~2023**

### **Special Educational Needs provided for**

Northmead's COIN (Communication and Interaction Needs) Centre provides specialist education within a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Across the school, we make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Children attending the COIN Centre all have an Education, Health and Care Plan, with speech, language, communication and/or social interaction as their main areas of need. They may have difficulties with receptive language, expressive language, speech production, fluency, listening and attention and using language within a social context. They may have a diagnosis of (high functioning) autism. Many of our children have additional needs, such as dyslexia, dyspraxia, sensory processing issues and ADHD as well as social, emotional and mental health needs.

The Centre specifically caters for children who benefit from attending mainstream classes and from regular social interaction with their mainstream peers, but who also require regular withdrawal to access additional specialist support in order to achieve their educational outcomes. Through targeted intervention, it is intended that our children make academic progress with increasing independence in their learning and achieve their full potential.

### **Policies for identifying and assessing children with SEND**

At Northmead, we value the abilities and achievements of all our pupils and are committed to providing the best possible learning environment for each pupil.

Our SEN Policy which outlines procedures for identifying and assessing children with SEND across the school, can be found on our website [www.northmead.surrey.sch.uk](http://www.northmead.surrey.sch.uk) (About us, School Policies)

Children who are placed in our Communication and Interaction Centre (COIN) have been thoroughly assessed before joining us. This assessment process has resulted in an Education, Health and Care Plan (EHCP). The EHCP outlines clearly what the child's needs are and what our school must put in place to meet these needs.

The wellbeing of all Centre pupils is monitored closely through daily observation by Centre staff, mainstream teachers and mainstream support staff. Pupil progress is monitored informally, on a day to day basis, as well as through regular formal assessment by the Head of Centre, the Centre's Specialist Teacher and the Centre's Speech- and Language Therapist.

Pupil progress in maths, reading and writing is tracked on the school's management system and discussed at half termly progress review meetings. If the trackers show that pupils are not making the expected levels of progress in a particular area of learning, extra interventions – over and above the daily specialist teaching in the Centre – are put in place by the Head of Centre and the Centre's Specialist Teacher.

Difficulties with social skills; listening, attention and concentration; phonological awareness, fine and gross motor skills and other developmental areas are also targeted by extra interventions. Desired outcomes for these interventions are entered onto each child's individual provision map and evaluated on a termly basis.

The Speech and Language Therapist too sets termly small step targets, in discussion with the Head of Centre and the Specialist Centre Teacher. In addition, prior to each child's Transition Review in Year 5, formal standardised assessment of their speech, language and communication needs may be carried out. This informs the decision-making progress about suitable secondary school provision.

The Head of Centre and the Centre's Specialist Teacher meet on a weekly basis with the Speech and Language Therapist, the Centre Teaching Team, as well as the Inclusion Team (consisting of the Head Teacher, the SENDCO and the Head of Centre) to discuss the progress, engagement and conduct of learners with SEND across the school.

If necessary, the Head of Centre will refer children to outside agencies for further, formal assessment (Educational Psychology, Occupational Therapy, The Physical and Sensory Support Service etc).

Ultimately, Northmead's School Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENDCO/Head of Centre on the progress of these pupils.

## **Arrangements for consulting parents and involving them in their child's education**

At Northmead, we believe that parents are vital in the discussion about the individual needs of their children and that a strong partnership between parents/carers, teachers and other professionals is fundamental in the planning of successful outcomes for children

### **Formal arrangements:**

All parents/carers are invited to attend an induction meeting at the start of each school year, where mainstream staff set out what will be covered during the year and how parents can support their child's learning (this is important, as Centre children attend mainstream provision in the afternoons).

During the course of the year, three parent consultation afternoons/evenings are held, where parents/carers have the opportunity to discuss their child's learning with the Head of Centre, the Centre's Specialist Teacher and the Speech and Language Therapist, as well as with the mainstream teacher. Each child's individual targets for reading, writing and numeracy as well as for speech, language and communication are shared with the parents, so that it is clear how they can help in these areas at home. Furthermore, each Centre child has an individual provision map, outlining the extra intervention groups they take part in over and above their daily specialist maths and literacy lesson in the Centre. Targets for these interventions are explained, so parents are aware how to support their child at home.

The most important meeting of the year is the Annual Review of the child's special educational needs where the child's class teacher, the Speech- and Language Therapist, the Centre's Specialist Teacher and the Head of Centre and any other relevant professionals from in- or outside the school, meet with the parents. During this

meeting everyone is updated on the child's levels of progress and general functioning within the school; provision that has been put in place and targets for the year to come. Prior to and during this meeting, parents are actively encouraged to share their views and their aspirations for their child.

Finally, the school hosts a number of learning events to help families understand what and how we teach the children and how they can best support at home. Also, our Home School Link worker is available to help with issues around completing homework and to support with parents' additional needs such as personal literacy skills.

#### **Informal arrangements:**

In addition to the above time tabled opportunities for teacher-parent discussion, it is always possible to make a separate appointment with the Head of Centre, the Specialist Centre Teacher or the Speech and Language Therapist at any point throughout the year.

Furthermore:

- parents are regularly welcomed into the school for special assemblies, school productions and showing times (yearly exhibition evening).
- we are always happy for parents to come in and do voluntary work and the NST (Northmead Supporters Team) is always keen to welcome new members
- we have regular parent focus group meetings, where there is the opportunity to meet with members of the senior management team to discuss current school issues
- a regular newsletter, available both in paper form and on-line, ensures families are kept up to date with what is going on at Northmead.

Finally:

The Centre organises an annual Christmas party and an annual Summer party. This is an opportunity for parents/carers, friends, Centre children and Centre staff to meet on an informal basis, to have a good time and to get to know each other.

## **Arrangements for consulting and involving children in their education**

At Northmead we feel it is important to gain the views of the learner in order to ensure they feel involved in their own learning.

Each child has a one page profile, which is updated yearly together with their parents and which gives them the opportunity to share what is important to them, how adults can best help them and what they like about themselves. These one page profiles give teaching staff a clear overview of the whole child.

Furthermore, prior to their Annual Review, each child prepares their own contribution to the review, together with a member of the Centre staff. During this meeting children share what they like about school, what they would like to change, how they rate their own learning in the various subjects, whether they need help with anything etc. All of this is recorded and presented at the Annual Review.

## **Arrangements for assessing and reviewing children's progress towards outcomes with them and their parents**

As part of our assess, plan, do and review cycle, progress of all Centre pupils is monitored closely through daily observation by Centre staff, mainstream teachers and support staff and through regular formal assessment by the Head of Centre, the Centre's Specialist Teacher and the Centre's Speech- and Language Therapist.

Pupil progress in reading, writing and maths is tracked on the school's management system and discussed at half termly progress review meetings. Current data are compared with entry data and with age-appropriate performance levels. Children know their termly targets for reading, writing and maths and are actively involved in discussions about their progress towards these targets, as part of Centre lessons.

Staff running specialist intervention groups (social skills groups, listening and attention groups, fine and gross motor skills groups etc.) for the Centre children, report regularly to the Head of Centre and the Specialist Centre Teacher, both in writing and during face-to-face meetings to ensure progress and to allow for programmes to be adjusted if needed. The children's individual provision maps show clearly whether they have met the targets set for each intervention.

## **Arrangements for supporting children and young people at transition into KS2 and onto KS3**

We liaise closely with the infant schools from where our Year 3 children will be transferring. The Head of Centre attends the Annual Reviews of all pupils transferring to the Centre, prior to their move and actively liaises with the relevant members of staff at the feeder schools, as well as with the children's parents. This allows for thorough discussion of each child's individual needs, for the passing on of children's SEND files and further important paperwork and for the setting up of a detailed transition plan.

Prospective Centre children and their parents/carers are offered the possibility to visit the Centre and the school and to meet relevant staff, prior to the two Northmead visits scheduled for all new pupils. They also receive transition booklets with photos of relevant adults, their new classroom and relevant areas of the school environment which they can share with people at home and refer to throughout the summer holidays.

All prospective year 3 parents/carers are invited to an evening meeting in the July prior to their child joining us. We encourage parents to introduce themselves to their child's teacher on this occasion and discuss any concerns about transfer. There is a second parents meeting in September, providing an opportunity to further discuss any issues.

Prospective Centre parents/carers and children are also invited to the annual Centre Summer party.

For the Centre pupils who are leaving us at the end of year 6, we liaise closely with the secondary schools they will be transferring to. The SENDCo/Head of Centre of the receiving school is invited to attend the year 6 Annual Reviews and the Head of Centre passes on SEND files and any other important paperwork prior to transition. All Centre pupils, whether they are reintegrating back into mainstream provision or whether they are transferring to secondary specialist provision will always attend transition visits to their new school. If necessary, they will be accompanied by Centre staff.

Centre pupils also either take part in the mainstream transition programme, which is organised for all Year 6 pupils and which focuses on all aspects of 'moving on', or - if needed - they will follow an adjusted programme led by Centre staff.

## **Our approach to teaching our Centre children**

Like all other children at Northmead, our Centre children register in their mainstream classrooms, each morning. After this, they make their way to the Centre for their specialist lessons.

In the afternoons, as well as during break and lunch times Centre children integrate into the mainstream provision, where they receive small group-based support from one of our experienced teaching assistants.

Mainstream teachers adopt a graduated approach to meeting children's needs. They make reasonable adjustments through quality first teaching to help include all children. The Head of Centre and Specialist Centre Teacher train and support mainstream staff in order to ensure that the needs of the Centre children are met.

Centre children take part in all aspects of school life, including all non-curricular and extra-curricular events. Centre staff provide support during these events on a 'needs' basis.

Our Centre children all have a clear sense of belonging within the whole school community, based on a strong school ethos of respect and inclusion.

As they progress through the school, they aim towards increasing mainstream inclusion and independent learning.

## **Adaptations to the curriculum and the environment for Centre children**

### **Key features of provision:**

- Centre staff, led by the Head of Centre and the Specialist Centre Teacher have been trained in meeting the needs of children with DLD, (high functioning) autism and SpLD
- Children who are placed in the school's COIN Centre receive daily specialist teaching in reading, writing and maths.
- Teaching in the Centre follows the National Curriculum, is small group based, highly differentiated and individualised. Each child works at his/her own personal level in reading, writing and maths, regardless of their chronological age or year group.
  - Daily lessons in the Centre include language enrichment opportunities
  - The use of nationally recognised strategies is embedded into the curriculum to support the communication and interaction needs of children
- In addition to specialist teaching in maths and literacy, Centre children also receive specialist support with social skills, fine and gross motor skills, listening and attention skills, phonological awareness, verbal reasoning etc. through weekly or twice weekly intervention groups, according to their needs and the requirements of their Education, Health and Care Plans. Each child's personalised plan of support is recorded on an individual provision map which is updated and shared with parents/carers on a termly basis. This provision map details what additional provision is in place, what outcomes are expected, who is providing it, how often and for how long.
- When necessary, there is planned and supervised access to the Centre for vulnerable students at unstructured times
  - Support to manage transition between activities and changes to the school day is provided
    - Support to access extra-curricular activities and educational trips is provided
- Our Speech and Language Therapist and the Speech and Language Therapy Assistant provide each Centre child with 1:1 or small group speech and language therapy twice weekly aimed at improving speech, language, communication and interaction skills.
- The Speech and Language Therapist works in close partnership with the Centre to embed high quality therapeutic interventions across the curriculum and to monitor progress towards individual targets
- The Speech and Language Therapist is able to provide training opportunities for teaching and support staff
- Small group support in the mainstream classroom in the afternoons is arranged flexibly according to individual need

### Resources:

- Centre children access the full site of the mainstream school
- The Centre itself provides a structured, safe environment to meet the needs of children with Developmental Language Disorder and (high functioning) autism.
- For severely dyslexic pupils we have Dragon voice recognition software available.
- Visual timetables are used in each class. In addition, pupils with autism or pupils with anxiety issues are provided with personal timetables, social stories and other visual prompts.
- In the Centre, as well as in the mainstream classroom we carefully choose resources to match the needs of individuals.
- The Centre has a wide range of resources specifically suited to support the learning of children with Developmental Language Disorder, (high functioning) autism and associated difficulties. Visual resources and kinaesthetic learning methods are used across the curriculum to reinforce understanding.
- Our maths resources include practical apparatus to support all areas of the maths curriculum, as well as ICT based learning tools and a wide range of attractive text and workbooks, allowing each child to work at his or her personal ability level, regardless of their chronological age.
- The Centre's literacy resources include a substantial collection of carefully graded, phonics-based reading materials, ICT based phonics and spelling resources, resources which systematically build children's sight vocabulary and a wide range of resources aimed at developing listening and reading comprehension. The children also have access to talking tins for recording sentences prior to writing them down and a substantial picture resource bank to support the writing process.
- In addition to the above all Centre computers give access to Clicker 6, an ICT based literacy tool which consists of a primary talking word processor, an integrated word predictor and pictorial support.
- The Centre and the Speech and Language Therapy room also store a wide range of language development resources. These include resources to support sequencing, vocabulary development, the acquisition of grammar skills, narrative skills, inferential reasoning skills, social skills, listening and attention skills etc.
- Tried and tested intervention programmes are used to support learning in reading, writing, numeracy, memory and attention and listening, phonics and aspects of emotional literacy and social skills; fine and gross motor skills; phonological awareness; listening comprehension; verbal reasoning and language development. These are costed and evaluated in terms of impact on pupil progress.
- Non DLD specific SEND resources used in the Centre and in the mainstream setting include coloured reading overlays and reading rulers for pupils with dyslexia, pencil grips to support children with handwriting difficulties, shoulder weights, lap weights and sensory toys for those with sensory issues, wedge cushions and writing slopes to support core stability and a correct writing position.

### Evaluating the effectiveness of the provision made for children with COIN

- The systematic tracking of Centre children's progress in reading, writing and maths allows for detailed evaluating of the effectiveness of Centre teaching programmes
- The provision management tool looks carefully at the impact each extra intervention has had on the learner, so that adjustments to individual intervention packages or intervention programmes can be made if necessary
- The Head of Centre and Specialist centre Teacher carry out learning walks, planning and book scrutinies in order to review how SEND provision is delivered and resources are being used across the mainstream provision

## **Involvement with and integration into the mainstream environment**

Centre children are reintegrated into their mainstream classes in the afternoons, as well as during play and lunch times. When in the mainstream, they receive small group support from Centre staff or mainstream teaching assistants. Furthermore, all mainstream work presented to the children is differentiated to the appropriate level. All teachers and teaching assistants across the school receive regular training to develop their understanding of children with SEND. This enables them to adapt their teaching methods and resources to the needs of individuals. In addition The Head of Centre and Specialist Centre Teacher provide help and support to mainstream staff who work with Centre children during designated staff training sessions and on a 'needs' basis.

All Centre children have full access to the mainstream site.

In line with our Inclusion Policy, we provide group and individual support to enable all our pupils (including the Centre pupils) to participate fully in extra-curricular activities, including school trips. This may be in the form of modified or alternative programmes or specific adult support. It may also involve careful management of a pupil's physical regime. We prepare thorough risk assessments of all off-site activities.

We make sure that all pupils are given access to the PE curriculum and sports activities regardless of ability or disability. The curriculum is organised so that no pupil misses physical education activity on a regular basis through a need to attend intervention groups or other activities. Planned activities, groupings and individual pupil support are organised to enable maximum participation for all.

We have an Accessibility Plan in place, with our policy and practise adhering to the Equality Act 2010. All areas of our school are accessible to wheelchair users, apart from the ICT suite, which is situated upstairs. However, additional laptop trolleys allow all children to have ready access to computers and the internet without the need to use the ICT suite itself. The school has a wheelchair accessible disabled toilet. Each classroom has a T-loop system to support those with hearing impairment. Materials are modified as needed, for example we will enlarge the font of materials for children with a visual impairment and provide appropriate furniture for children with a physical disability.

## **Support for improving emotional and social development**

At Northmead we consider it an important aim that all children are happy and free from stress and anxiety and our staff work hard at building positive relationships with the children in their care. All of our children are supported with their social and emotional development through the curriculum; during specific PSHE lessons, through circle time discussions based around current needs and in the context of the assembly theme for the week/month. Our active school council ensures every child has a 'voice' that is heard within the school.

The well-being of all children is also a focus at playtimes, where supervising staff provide support with friendships and fair play. The school follows a programme based around solving problems that may arise with peer relationships - Kelso's choice. Friendship buddies from Year 6 are on duty at breaks to provide additional support.

Both in the COIN Centre and in the mainstream part of the school, we run a variety of interventions focussed on supporting the wellbeing of individuals where specific needs have been identified by staff and/or parents. These include social skills, friendship skills, anger management, stress management and assertiveness training.

Interventions are run by staff who have received specialist training in these areas, in particular our ELSA (Emotional Literacy Support Assistant).

Mainstream teachers, the Head of Centre and the Specialist Centre Teacher are always happy to meet with parents / carers to discuss situations that are affecting their child's wellbeing. Pupils are also encouraged to

share any worries with their teacher or another trusted adult. Staff then ensure that the appropriate support is put in place for that individual.

Where a pupil is having ongoing friendship or other difficulties, they are appointed key trusted adults who they can go to with their worries. Additionally, our home school link worker is available to meet with parents /carers and to offer support and advice as needed. She also works with individual pupils both for one-off sessions and for a series of sessions based on a particular need. There is a worry box situated outside her room, where children can post their worries.

## **Involvement of outside agencies in meeting our children's needs and supporting their families**

The COIN Centre is supported by the services of an experienced educational psychologist, who visits the school regularly to discuss and work with individuals. Both the Centre and the mainstream school also access the following services to address the needs of individuals: language and learning support, behaviour support, occupational therapy, speech therapy, physical disability support and Freemantles Autism Outreach service. We have good links with both local paediatricians and CAMHS (Child and Adolescent Mental Health Services), and make referrals and access their advice as needed. Referrals will only be made with the permission of the parents / carers. The school is also supported by REMA (The Race Equality and Minority Achievement) to raise the achievement and improve outcomes for minority ethnic children and young people, including those who speak a minority language (pupils with English as an additional language or EAL) and those from Traveler communities.

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help facilitate their progress and engagement with the learning environment. Our designated teacher Mrs Sarah Stocking , who is also the SENDCO and Head of Centre ([Sarah.Stocking@northmead.surrey.sch.uk](mailto:Sarah.Stocking@northmead.surrey.sch.uk)) meets with social services and the virtual school for looked after children to ensure the child's wider needs are met. A personal education plan is produced termly to help support the child develop holistically.

## **Arrangements for handling complaints for handling complaints from parents about the provision made by the school**

We hope that you will never need to complain, but we are only human and sometimes things can go wrong. Most concerns or potential complaints can be best settled in informal discussions with the Head of Centre and the Specialist Centre Teacher, Mrs Sarah Stocking and Mrs Petra -Hofman ([the\\_centre@northmead.surrey.sch.uk](mailto:the_centre@northmead.surrey.sch.uk)), your child's mainstream class teacher or the Head Teacher. If you are still not satisfied after exploring these avenues, then please write to the Chair of Governors using the school address.

We do understand that on rare occasions, or for more serious breaches of trust, it may unfortunately be necessary for parents to raise a formal complaint. This should be viewed as a last resort, and it should also be



understood that a formal process is likely to take longer to resolve, and once initiated, can be time-consuming and stressful, so it is best to exhaust all other options in seeking an amicable solution.

If you do still wish to make a formal complaint, please follow the procedures as outlined in Athena Complaints Procedure Policy: (If you require a free paper copy of this policy, please contact the school office (01483 529870).) The complaints policy and procedure can be accessed via our website or the following link.

[Athena Schools Trust Policies - Complaints](#)