



# Specialist Low COIN Centre for Children with Communication and interaction Needs

## Information for Parents

The Specialist Low COIN Centre (previously known as a Specialist centre for children with Speech, Language and Communication needs) is a specialist provision for 29 children with an Education, Health and Care Plan where Communication and Interaction is noted to be the primary need. (Infants: Nine places; Juniors: 20 places). We have places for children at Early Years Foundation Stage / Key Stage 1 (Infants) and children at Key Stage 2 (Juniors), enabling us to cater for the primary phase of your child's education.

**'COIN specialist centres are best suited for children who will benefit from attending mainstream classes and regular interaction with other pupils there, but require additional specialist support at times in a different classroom setting to achieve their educational goals.'**

*Surrey County Council, 'Finding the Right Primary school in Surrey.' 2016*

This booklet will introduce you and your child to the Low COIN Specialist Centre at Stepgates Community School.

We hope the information in this booklet is helpful. Please visit our website for further information: [www.stepgatesschool.co.uk](http://www.stepgatesschool.co.uk) or contact us if you have any further queries:

e-mail: [info@stepgates.surrey.sch.uk](mailto:info@stepgates.surrey.sch.uk)

Tel: 01932 563022

## **Inclusion**

Our school ethos is founded on a policy of inclusion in all aspects of school life. We promote equality of access for all our children to the National Curriculum, after school clubs, visits, Forest School, swimming and residential trips.

## **Aims**

We aim to ensure that all children in the Specialist Centre:

- are an integral part of the life at Stepgates Community School;
- have access to the curriculum in small teaching groups and in mainstream class with support;
- have Speech and Language targets implemented regularly depending on their EHCP requirements.
- have access to a range of specialist resources such as computer programs and daily visual timetables.

The children are placed in mainstream classes and are withdrawn for specialist teaching in small groups and for Speech and Language Therapy. The long term aim of the Specialist Centre is to enable children to access mainstream classes with decreasing levels of support.



## **Specialist Centre Staff**

We have three teachers who provide specialist teaching in Foundation Stage, Key Stage 1 and 2.

We have one Speech and Language Therapist, one Specialist Speech and Language Therapy Assistant and two Speech and Language Therapy Assistants who work on-site throughout the week, and are employed by Surrey County Council. The therapy team may provide individual or group sessions, depending on the needs of the children. The team also work closely with class teachers and Learning Support Assistants, and support access to the curriculum by working on curriculum related language and concepts. Functional communication skills and social skills are also a focus.

Our Special Needs Support Assistants provide support to children in the Early Years Foundation Stage, Key Stage 1 & 2. They also help to complete Occupational therapy and Physiotherapy programmes for children who need this extra provision.

## **Individual Support Plans**

Your child's Education, Health and Care Plan identifies specific objectives, which are broken down into termly targets on their Individual Support Plan (ISP.) Children's progress is monitored and targets are updated on a termly basis. All professionals and outside agencies involved with your child will contribute to their Individual Support Plan. Support Plans are shared with parents / carers, as well as all staff involved, ensuring a consistent approach to meeting the children's needs.

## **Annual Review Meetings**

Review meetings are held twice a year until your child is five and once a year thereafter. You will be invited to join all the staff working with your child, including outside agencies, to discuss his/her progress. Written reports are submitted and your comments are valued. These meetings are the forum for any change in provision to be recommended and future targets are set.

## Parent Consultation Meetings

As well as the Annual Review meetings, parent/carers will be invited to attend the termly consultation meetings with the Specialist Centre staff and mainstream teachers involved with your child. Annual Records of Achievement (End of Year Reports) are provided at the end of each academic year.

In addition, we are happy to make an appointment at any time to discuss any queries or concerns that may arise.

## Speech and Language Therapy Provision

All children in the Centre have specific Speech and Language therapy targets which are evaluated termly, and are incorporated into their Individual Support Plan. Children in the Specialist Centre may receive individual sessions of Speech and Language Therapy. The number of sessions provided depends on each child's individual needs. This will be outlined in their EHCP. In addition, each child may attend group sessions. Each session aims to develop different skills. The groups that run may include:-

### *Phonological Awareness Group*

- Awareness of patterns in words (e.g. syllables)
- Awareness of rhyme
- Awareness of letter sounds in words
- Awareness of cued articulation

### *Narrative Group*

- Sequencing skills
- Story telling skills
- Questioning skills

### *Attention and Listening Group / Time to Talk Group/Attention Autism*

- Listening and attention skills
- Eye contact
- Social skills

### *Early Language Group*

- Understanding basic concepts such as size, colour, position, action words
- Using themed vocabulary linked to lessons in class

### *Pre-teaching vocabulary group*

- This group aims to pre-teach children the vocabulary and concepts that they are going to need to know for their mainstream subjects e.g. maths or science, to help them access the information in class.

## The Makaton Vocabulary

The Specialist Centre and most mainstream staff are familiar with some Makaton signing vocabulary. Some children may benefit from the regular use of signs and symbols as an aid to speech and understanding. Depending on a child's individual needs, Makaton may be used to help generate the development of language. Makaton signing is also an enriching and valued form of communication for all mainstream children too. Refer to [www.Makaton.org](http://www.Makaton.org) for further information.



## Planning and Adaption of Tasks



Specialist Centre staff attend planning meetings with mainstream teachers. Tasks are planned at different levels to ensure they are achievable by all children. This 'adaption' of tasks is a vital factor in ensuring equality of access to the National Curriculum for all children.

## Forest School



As part of the curriculum we are fortunate in being able to offer Forest School sessions to our Centre children. Forest School is an exciting way forward in environmental education, which brings children into regular and repeated contact with their local outdoor environment. The Forest School initiative in the UK has developed from the Scandinavian model of outdoor play and learning. Children visit an outdoor setting and become familiar with their outdoor space, they

develop the safe routines of Forest School, and explore the exciting possibilities open to them at their own pace.

## Horse riding

Our Centre children benefit from horse riding sessions through Riding for the Disabled at Laris Farm, Chobham. The children enjoy the physical exercise and the opportunities to build their confidence and use of language.



## End of Key Stage Tasks and Tests

Progress of those children in the Early Years Foundation Stage is assessed at the end of their Reception year through the use of the Early Years Foundation Stage Profile.

All children undertake these statutory assessments at the end of the Key Stages 1 & 2 (i.e. end of Year 2 & 6).

The tasks and tests can be modified for children with an Education, Health and Care Plan. More time can be allowed and special arrangements made at the discretion of the Specialist Centre staff and the Head Teacher. Every effort is made to ensure that the experience is as stress free as possible for your child. Children often report that they feel a sense of achievement when it is all over!

## Secondary Placement

At the Annual Review Meeting in Year 5 your child's needs for secondary provision will be discussed. Recommendations reflecting parental and professional opinions are made to the Local Education Authority in the Annual Review Summary. Before the move, in Year 6, there is close liaison between the Specialist Centre and the receiving school to ensure a smooth transition.