



Stoughton Nursery Communication and Interaction (COIN) Centre

Questions

School Response

1 How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?

All children at our Centre have been identified as requiring extra help prior to entry. (Reports and assessments from external professionals such as speech and language therapists / Paediatrician / Educational Psychologist are submitted to a specialist panel in the summer term. The Panel considers whether the Centre would be the most appropriate provision for nominated pupils and awards places accordingly.)

Parents/carers can share any concerns they may have about their child with their G.P, Health Visitor, Nursery/Pre-school teacher, Paediatrician, Speech and Language Therapist.

<p>2</p>	<p>How will school staff support my child?</p>	<ul style="list-style-type: none"> • Our Centre is staffed by a specialist teacher and Speech and Language Teaching Assistant. Our in-house Speech and Language Therapist supports the Centre two mornings per week. As part of our morning, we join the mainstream Nursery for a free-play session. Here they are welcomed by Nursery staff to socialise with a larger group and explore assorted toys / activities indoors and outdoors. Nursery staff are informed of each child's needs so they can be supported appropriately in the mainstream setting. • Every child has an Individual Support Plan (ISP). We consult with parents/carers and use advice and assessments from specialists - e.g. Doctor, Physiotherapist, Occupational Therapist, Health Visitor, Speech Therapist and Educational Psychologist to help us to create this plan. • If needs are assessed to be great enough, we apply for an Education Health Care Plan (EHCP) at the end of the autumn term. We meet with parents/carers to discuss this process. • Our school works with governors to monitor the quality of our Special Educational Needs provision.
<p>3</p>	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Our Centre provides early intervention to develop children's unique speech, language and communication skills through structured, individual and small group activities. Our Speech and Language Therapist works directly with the children two mornings a week and recommends specific exercises and interventions according to each child's needs. • 'The curriculum' is delivered primarily through varied play based activities across specific areas of learning and development (as set out in the Early Years Foundation Framework). Staff use simplified language, signing and visual resources to support children's understanding and development.

4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none">• We monitor and track children's progress continually. Our Speech and Language Therapist carries out informal / formal assessment and provides a report for parents/carers.• We discuss, set and review individual ISP targets termly with parents/carers. Parents/carers are also invited to discuss and contribute to a possible EHCP application and to attend a transitional review before the child moves to their next placement.• With parental permission, we upload photographs and observations of children's achievements to an online journal (Tapestry) on a daily basis, so parents / carers can keep abreast of how their child is getting on.• We give tips of how to support your child's learning in our weekly 'Bee-Home-Link' correspondence.• Our Speech and Language Therapist offers advice and provides activities on how to support development of specific language skills at home.
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5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • Children's safety and well being is of paramount importance and we aim to meet the physical and emotional needs of each child. We have daily circle time and snack time routines to help foster social skills such as turn-taking, sharing and building friendships. • A high proportion of learning takes place through play and hands-on activity. This helps to promote wellbeing and enjoyment at school. • We enable children to experience success and achieve at the appropriate level for them. This preserves confidence, self-esteem and self-worth. • All staff are well trained and have a thorough understanding of school's behaviour, child protection and medical policies, enabling them to meet pupil need appropriately. • Our Home School Link Worker supports both families and pupils when wellbeing is at risk. The Family Links Nurturing Programme supports and develops emotional skills and wellbeing. It supports our whole school ethos • We monitor attendance very closely and work with parents/carers immediately if there is a problem. • As a school, we invite parental and pupil feedback and adapt our practice to ensure high levels of wellbeing, safety and enjoyment.
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Our staff receive regular training and all our teachers hold Qualified Teacher Status. • We have a number of established relationships with specialist professionals in education, health and social care to help develop improved intervention and practices for students with specific needs. These include our in-house Speech and Language therapist, Occupational Therapy, Outreach Advisory teachers such as ASD / Physical and Sensory Support, Educational Psychology and SEND Case Officer.

7	<p>What training do the staff supporting children in the Centre have?</p>	<ul style="list-style-type: none"> • Our Language Teacher is an experienced, qualified teacher (B.Ed Hons) and has a post-graduate qualification in Children with Speech, Language and Communication Needs. She has had additional training in Autistic Spectrum Disorder and Makaton. • Our experienced Speech and Language Teaching Assistant can sign using Makaton, is ELKLAN trained and has had training in Positive Touch and how to Support Children with Autistic Spectrum Disorders. • Our Speech and Language Therapist is an experienced, qualified Early Years Therapist (MSc, MA (Hons), HCPC reg, MRC SLT • Staff work closely together to ensure children are best supported.
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • We have a strong culture of inclusion which ensures and enables all children in the Centre to take part in every activity outside the classroom, including school trips. • Full consideration will be given to individual needs and we aim to provide appropriate support to enable the trip to be successful. • A risk assessment is carried out prior to any off site activity and, where appropriate, parents/carers are consulted and involved in planning.
9	<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Our Accessibility Plan is revised regularly. We assess and aim to meet the needs of our pupils as they change over time. • We have been thoroughly responsive to the Equality Act 2010 which ensures that all pupils and families have their needs met according to their culture and ability • Our classroom is on the ground floor and part of the main school building. • Where appropriate, we use basic Makaton signing to support pupils with Speech, Language and Communication needs.

<p>10</p>	<p>How will the school prepare and support my child to join the school or transfer to a new or the next stage of education and life?</p>	<ul style="list-style-type: none"> • In July, upon acceptance of a place, we invite parents/carers and their child to visit the Centre one afternoon. • In early September, we offer to visit you and your child at home before term begins. This enables us to understand his / her needs and helps your child to become more familiar with us in his/her own home. • Following the home visit, children are invited to spend a morning in the Centre with their parent/carer prior to starting term on their own. • If appropriate, and with parental input, we prepare paperwork requesting an Education Health Care Plan. (EHCP) • If required, and with parental agreement, we work with the Case Officer and Educational Psychology to put forward paperwork in order for a child to be considered for further specialist placement. • When the time comes to transfer to a Reception setting, we will hold a transitional meeting later in the summer term (to which parents/carers and the new teacher are invited). Here, information is transferred and relevant paperwork is passed on to enable transition to the child's new setting to be as smooth as possible. • Our Language Teacher attends regular COIN & SEND Early Years network meetings and is in contact with the Heads of Centre from other provisions to help establish collaborative relations.
<p>11</p>	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • Each Centre student receives a band of funding from Surrey County Council to help meet their specific needs. • Our finances are continually monitored and we use our resources to support our strategic aims (in line with our School Development Plan) as well as groups of children or individuals.

12	<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • Placement in the Centre at Stoughton is acknowledged by a specialist forum as being the most appropriate provision for identified students. • Children attend the Centre every weekday morning, term time, from 9-12 noon and benefit from our small setting. • Children receive direct weekly therapy from our Speech and Language Therapist. The Language teacher and Language Teaching Assistant follow specialist advice and continue to work on individual targets throughout the week in small group and 1:1 situations. • Activities are language rich in focus, designed to help build and develop crucial speech, language and communication skills.
13	<p>How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • We very much value working with parents/carers to support children in their learning. We have an open door policy and welcome parent involvement. We are always grateful for parent support with external trips and being able to give a short talk to our Nursery children about their job or a personal skill in support of our topic (e.g. People who Help Us.) • Parents are invited to join us to celebrate the end of year or special occasions. • We invite parental views / feedback through meetings, questionnaires and daily contact upon arrival and departure from school. Staff at all levels are accessible and welcoming. Our Governing Body includes Parent Governors. • Parents are encouraged to make contact with and support the work of the PTA - Friends of Stoughton

14	Who can I contact for further information?	<p>Further information and support can be obtained from:</p> <p>Head of Centre - Mrs Andrews</p> <p>Centre Speech and Language Therapist - Miss Clark</p> <p>SENCO (Main school) - Mrs William</p> <p>This can be done through the main office 01483 504172.</p> <p>Surrey Parent Partnership offer impartial and independent information, advice and support to parents of children with SEND. They can be found on www.surreyparentpartnership.org.uk</p>
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