



# Admissions Policy ASC Inclusion Centre



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**Prepared for Staff by:** Anna Young

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**Updated Draft considered by Staff:**

**Ratified by Staff:** July 2018



## **General Description**

The Inclusion Centre caters for up to 14 children between the ages of 4 and 11 who have significant communication difficulties (including autism spectrum conditions). As well as supporting children to make academic progress there is a strong focus on developing communication and interaction skills and promoting positive social, emotional and mental health. Children are supported, as appropriate, to access the mainstream life of the school.

## **Leadership and Staffing**

The Inclusion Leader, along with the Head teacher, has overall responsibility for the Inclusion Centre, which is staffed by two teachers, a Higher Level Teaching Assistant and several teaching assistants. The Inclusion Centre is staffed all day, including over the lunch time period.

## **Admissions Criteria**

Children placed within the Inclusion Centre will:

- Have a statement of Special Educational Needs and Education Health Care Plan (EHCP) or will be undergoing the assessment process.
- Be in the age range 4 - 11 years, National Curriculum Years R to 6.
- Have communication and interaction difficulties, including autism as their primary area of need. (A formal diagnosis of autism is not required, and neither does a formal diagnosis make a child a higher priority)
- Demonstrate the potential to be included in the mainstream classroom for at least part of the week and access the national curriculum with adaptation.
- Children may also show associated difficulties in learning, speech and language, social functioning, emotional development, self-confidence, self-esteem, motivation and behaviour.

## **Admissions Procedures**

All applications are considered at the Inclusion Support Panel and referred via the SEND team. Parents may choose to visit the Inclusion Centre but should be aware the final placement decisions are made by the Local Authority.

## **Review Arrangements**

As with all children at Milton Park Primary School progress will be reviewed regularly by class teachers and through the school's pupil progress review systems. Progress

reviews include academic measures as well as reviewing progress against other areas of need. Short term targets are shared with children and parents through individual support plans and learning journeys are used to celebrate progress in all areas.

In addition, there will be the formal Annual Review (or Interim Review) process of the EHCP. At this time all the outcomes in the EHCP are reviewed and can be amended. The appropriateness of placement is reviewed and it is through this process that a change of placement may be requested, either to an alternative specialist provision or into a mainstream setting.

### **Transition**

Children with social communication and interaction difficulties generally require extended transition and this is arranged on an individual basis but is likely to include a number of visits and social stories to support children.

### **Links with the Mainstream School**

One of the aims of the Inclusion Centre is to integrate pupils into the mainstream life of the school wherever possible. Ultimately we hope that children will, with the right support, attend some mainstream lessons, as well taking part in assemblies, break times and special events, such as Sports Days.

**Agreed:**

**To be reviewed:** September 2019

**Date:** .....

**Signed:** ..... Chair of Governors