



Milton Park Federated Primary School

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Headteacher: Mrs Julie Smith B Ed (Hons)

Admissions Policy ASC Provision

1.0 General Description

- 1.1 The Resourced Provision for children with Social Communication and Interaction impairments is an integral part of Milton Park Federated Primary School. It caters for children between the ages of 4 and 11 whose primary need is in the area of Social Communication and Interaction. This includes children with Autism Spectrum Condition.
- 1.2 Children with a Social Communication Impairment or Autism Spectrum Condition are those whose developmental profile is atypical and who therefore require specialist teaching and support in order to develop the skills they need to function effectively within mainstream education.

Management

Responsibility for the management of the Resourced Provision will lie with the Headteacher and Deputy Headteacher of Milton Park Federated Primary School and the Governing body.

Staffing

There are separate Key Stage 1 and Key stage 2 provisions. Each provision is funded for 7 children and staffed by a teacher, a Higher Level Teaching Assistant and two teaching assistants. In addition, there is a member of staff employed to provide cover support over an extended lunch period.

2.0 Admissions Criteria

Children placed within the Resourced Provision will:

- 2.1 Have a statement of Special Educational Needs or will be undergoing the Statutory Assessment process.

2.2 Be in the age range 4 - 11 years, National Curriculum years R to 6.

2.3 Have a Social Communication and Interaction impairment as their primary area of need.

2.4 Be considered to be able to access a mainstream curriculum with specialist support.

It is understood that children placed within the Resourced Provision may have some additional needs such as:

2.5 Challenging behaviours, low self esteem, lack of self-confidence, difficulties with motivation.

2.6 Difficulties with self-help skills including toilet training. Facilities and support are available for responding to a child's toileting and self care needs.

2.7 Sensory processing difficulties.

2.8 Additional speech and language difficulties.

A child will only be considered for placement if it is the agreed opinion that the child's needs arise from a Social Communication and Interaction impairment.

2.9 Children will not be placed in the provision for assessment of need – the children will be placed in the provision under the above criteria.

3.0 Admissions Procedures

3.1 All children to be considered for admission will be referred via the Portsmouth Local Authority Inclusion Support Panel (ISP) for children with SEN.

Requests for admission will be accompanied by either:

- a) A statement of special educational needs. *OR*
- b) A current Educational Psychologist's report and a report from the child's present educational placement. Where relevant, reports from a clinical medical officer, Speech and Language Therapist and Occupational Therapist will also be provided.

3.2 After receiving a request for admission, in all cases, the teacher in charge will visit the child in their present educational setting and/or their home setting to make an assessment for suitability for the provision.

- 3.3 Following the visit, the head teacher will respond to the Local Authority within ten working days, confirming either a place is available and arrangements for the child's admission will proceed, or that the school is unable to offer a place. The Inclusion Support Panel would make the final placement decision.
- 3.4 A final decision to confirm the placement will be subject to parental agreement.
- 3.5 Parents will be invited to visit the school and Resourced Provision at any time during this process.

4.0 Review Arrangements

- 4.1 Each child's progress will be reviewed with parents and involved professionals, including, where appropriate, any representative from the child's previous placement. The review meeting will consider the child's progress and ability to cope within the provision. The child's Individual Education Plan will be reviewed at this stage. This review will normally take place as part of the child's annual review process. If there are concerns over the placement, an interim review will be called. The Head teacher will be kept informed of the child's progress at all times.
- 4.2 Each child's progress will be measured against broad criteria, which will include National Curriculum development, social communication development and ability to be included into the mainstream of the school socially or academically.
- 4.3 It is the responsibility of staff in the Resourced Provision to show the broad range of progress of each child for the purposes of assessment, effectiveness of the given curriculum and for Ofsted purposes.
- 4.4 Each child will be given a term in which to settle and for staff to gain a good understanding of the child's needs and abilities. Close links with parents/carers will be maintained and any concerns regarding appropriateness of the placement will be discussed with parents and involved professionals. The Local Authority will be alerted as early as possible to any concerns in order to ensure that, wherever necessary, the child can be moved to a more appropriate placement as quickly as possible.
- 4.5 If it is agreed a child is not appropriately placed and has to leave the Resourced Provision, a review meeting will be convened to agree the process and timescale.
- 4.6 If it is felt a child is able to attend a local mainstream school, a review meeting will be held with the receiving school and a period on transition will be arranged. Staff from the Resourced Provision would be available for support to the mainstream staff.

- 4.7 In the event that a receiving school is reluctant to admit/re-admit a child, assessment reports and Educational Psychologist's advice will be sent to the Local Authority for consideration.

5.0 Links with Parents and Mainstream Classes

- 5.1 Close links will be maintained with parents throughout their child's attendance at the Resourced Provision through the formal reviews as well as through invitations to visit the Provision and through Home/School books.
- 5.2 One of the aims of the Resourced Provision is to integrate pupils into a mainstream class in the school wherever possible with appropriate support from the Resourced Provision. The extent and speed of this integration will depend upon the needs of the child and will be carried out in consultation with parents and relevant school staff.
- 5.3 If a child is working successfully within a mainstream class there will be a review meeting to discuss when they can be moved on from the provision and return to a mainstream school setting. Transitional support from the Resourced Provision staff will be offered until more appropriate support is available in the mainstream class.

Entrance Criteria: January 2013



Criteria used for assessing suitability of placement at the Resourced Provision for children with Social Communication and Interaction Impairments (ASC).

In line with the entrance criteria, children have to be considered to have the ability to access a mainstream curriculum.

Cognitive assessments are unreliable when assessing children with autism and will form only one part of building a profile of need for each child.

In addition to formal assessments, we will assess suitability using the following criteria:

- Evidence of skills in non-social/language based areas i.e. an uneven profile of skills.
- Evidence of the child having an ability to occupy themselves purposely.
- Evidence of the child having a desire to learn.
- Evidence of the child's ability to access the learning environment.
- Evidence of some generalisation of skills.
- Evidence of social intent: A desire in the child to be part of a social environment; to interact at some level with adults and peers.
- Evidence of social context: The ability in the child to generalize some skills; to be aware of some social rules. The ability to see the "bigger picture" and the existence of the world beyond themselves.

These skills needed to be evidenced, at some level, in the child in order for them to be able to function within the Resourced Provision at Milton Park School.

January 2013

Inclusion Support Panel consideration of placements at Milton Park Autism Resourced Provision.

The Local Authority has proposed a management plan for considering placements at the Resourced Provision from the beginning of the new academic year.

1. Any request for a placement at the autism provision will be sent to ISP for considerations of suitability on a rolling basis up to December.
2. After December, no further applications will be considered for entry for the following Sept.
3. By December, the autism provision will provide the local authority with information concerning current pupils who are able to attend the mainstream of the school for the following September 2011, supported as appropriate. This decision will follow the agreed process as stated in the entrance criteria before the child comes off the provision register.
4. The SEN Team will prepare ISP slides for those children agreed as suitable in the January.
5. The SEN Team will convene a specialist autism provision ISP in late January to moderate entry /exit for the Sept which will clarify the availability of places. 14 place provision of 7 KS1 and 7 KS2.
6. Phase transfer/statement amendments will be completed by February.
7. Where appropriate and available, entry earlier than September to the provision may be possible.
8. Children who are not considered suitably placed:
 - a. Have a term of assessing and working with them
 - b. Call a review meeting at the beginning of their 2nd term
 - c. Transition into new agreed placement by the end of the 2nd term or 3rd term if outstanding circumstances.