

Beech Grove Primary School Admission Policy and Criteria for Autistic Support Bases



Beech Grove Primary School is a learning community in which every member is supported and encouraged to recognise and fulfil their potential.

The Admission Policy and Criteria for children who have a diagnosis of Autistic Spectrum Condition (ASC) who are referred to, or currently attend Beech Grove Primary School Autistic Support Base, are outlined below under the following headings:

1. The Aims of the ASC Support Bases
2. Admission & Criteria
3. The Role of the Teachers in Charge of the ASC Bases
4. The Role of the Teaching Assistants
5. The Role of the Mainstream Class Teacher
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- 1. Beech Grove Primary School is recognised for;**
 - providing quality first teaching and promoting achievement
 - delivering a broad, balanced and relevant curriculum
 - having regard for the preferences and needs of all learners
 - valuing pupils as individuals, respecting their rights and beliefs
 - raising aspirations and equipping pupils with life skills
 - promoting the value of a healthy lifestyle
 - a whole-school ethos based on trust, fairness and respect
 - making all pupils feel welcome irrespective of race, colour, creed or impairment

- having high ambitions for our disabled pupils and expecting them to participate and achieve in every aspect of school life

2. Admissions – General information

Applications for places in the ASC Bases will be made through the Local Authority Special Educational Needs and Disabilities Team. Admissions of pupils will only be considered if a diagnosis of Autistic Spectrum Condition is given with relevant supporting documentation. Referrals are considered by a Moderating Panel. The age range of the ASC Bases intake is YR to Year 6. The maximum number of children admitted to each base is 8 (FTE). Children who are accepted will attend the school full-time and go on the roll of Beech Grove Primary School as their 'Main Registered School'. We expect all pupils to adhere to our Behaviour Policy. Pupils with ASC who are admitted to the ASC Support Base usually have a Statement of Special Educational Needs (depending upon age at point of entry). Children attached to the base may also have access to an age appropriate class. Some of the pupils in the base, who live at a greater distance, travel to school via Home to School Transport. This is approved and provided by the Local Authority. Other students who live in the close vicinity are brought to school by their parent or carer. We consider referrals from neighbouring LA's where children are within reasonable travelling distance to the school from home.

Admission Criteria

Consideration will be given to those pupils who:

Are functioning at either age appropriate academic levels or are below.
 Have a diagnosis of ASC and this is their main area of need.
 May require a differentiated curriculum delivered with the use of appropriate aids.
 May have some difficulties with non-verbal communication skills such as reading other peoples facial expressions / body language
 May benefit from having access to visual prompts in order to support communication
 May use echolalia in the earlier years of their education.
 Show some sensitivity/discomfort to sensory stimulation; the child may seek out sensory stimuli
 Have difficulty coping with change, even when advance warning is given
 Show some obsessional and perhaps ritualistic behaviours, these behaviours may interfere with their access to activities and learning
 Are aware they need additional support but may not understand how to ask for it appropriately
 Present as vulnerable, for example stranger danger or personal safety issues
 Present with difficulties in the areas of organisation e.g with work tasks or personal care
 Have some limited difficulty transferring from one area of the school to another, showing increased levels of anxiety / stress
 May require increased levels of support during unstructured parts of the day, i.e break and lunch-times
 May need small group teaching for only part of the day with some opportunities to work with/ alongside the mainstream class pupils
 Team Teach may be used to manage children in crisis where needed.

Pupils will be admitted with a view to best fit year groups, deployment of staff across the school and with the existing cohort in the Support Bases.

3. The Role of the Teachers in Charge of the ASC Resource Bases is to:

Devise Individual Education Plans in liaison with, Speech Therapists and Teaching Assistants, the student and parents.

Liaise with Class Teachers if children are accessing mainstream classes, to plan and evaluate objectives and to promote the general well-being of the pupils with ASC. Identify manageable tasks in the Curriculum, ensuring they are appropriate for children with ASC.

Liaise with the Inclusion Coordinator at Annual Review Meetings

Work with the PSAs to facilitate KS2 to KS3 transition arrangements with Secondary colleagues

Work closely with Teaching Assistants to facilitate access to the Curriculum for the pupils with ASC.

Liaise with outside agencies e.g. Speech Therapists, O.T, Physiotherapy

Pupils with ASC may need to be helped to develop strategies for participation in a mainstream setting. They may require help with:

- Being part of a large group of 'noisy' children.
- Developing a relationship with the mainstream teacher.
- Developing individual relationships with their peers and working alongside them, i.e use of social stories.
- Developing appropriate strategies to reduce stress and anxiety, i.e opportunities for individual teaching
- Oversee delivery of personal care programmes e.g. toilet training and promoting self-help skills

4. The Role of Teaching Assistants is to:

Support learning in the classroom involving all aspects of the National Curriculum.

To work on the targets set out on the IEP and planning with the Teacher in Charge.

Support children when/if they access mainstream classes

Deliver interventions to promote learning and development

Adapt language and concepts to the pupil's level of understanding.

Promote development of attention and listening skills., turn taking and sharing

Encourage the pupil to participate in class and group work

Provide regular feedback to the Teacher in Charge.

Establish with Class Teachers how to respond to behaviour and requests from ASC children when they are in their class.

To agree with all key adults the strategies to be used to encourage appropriate behaviour and effective communication and interaction.

5. The Role of Mainstream Class Teachers is to:

Liaise with the Teacher in Charge and agree targets for Individual Education Plans.

Deliver the National Curriculum to accommodate pupils with ASC where appropriate.

Work in partnership with the ASD Base Teaching Assistant.

6. Environment

The ASC Bases' 'capacity' is 8 FTE places per base. The environment in the ASC Bases has been purposely modelled to take account of the needs of the pupils. It includes quiet safe spaces and low arousal environments, and an outdoor area.

7. Promoting independence

The school aims for each pupil to reach their potential and seeks to prepare pupils to

lead independent and socially and emotionally fulfilling lives. It is recognised that on entering the school pupils with ASC may initially require higher levels of support; this support is based on an assessment of individual need, reached using information from parents, professionals and observations. Some pupils will continue to receive support throughout their time in the school, however staff aim to develop pupils' abilities to think and behave flexibly and to identify opportunities for independence. Therefore, in agreement with professionals, parents and pupils, staff will develop individual plans to enable pupils to take on increased independence. This could involve attending lessons or parts of lessons unsupported, participation in school clubs or accessing the main school independently during break times. The development towards independence will be a gradual process and will be reviewed and evaluated regularly by staff team.

Staff will work in liaison with the LA to offer advice to parents and support children through the Secondary transition process; including choosing a Secondary school and Secondary induction week.

8. Curriculum

Pupils with ASC follow the mainstream National Curriculum with some modification. Pupils may be supported in a mainstream classroom setting by trained Teaching Assistants for part of the day. The staffing ratio in the ASD Bases is higher than average – adaptable to circumstances, and all staff involved have relevant training and experience.

The Teaching Assistants provide individual, small group and in-class support. The ASC Resource Bases endeavour to provide support for Literacy and/or Numeracy sessions wherever appropriate. The Curriculum delivery may need to be modified to meet the needs of the pupils with ASC which may involve the:

- Use of appropriate aids and technology
- Use of differentiated work
- Provision of opportunities for discussion and/or reflection at pupil's own pace
- Use of role play/story-telling social stories
- Withdrawal for one-to-one individual work

9. Planning and record keeping

Each Pupil has a termly IEP which is devised by the Teacher in Charge and the Inclusion Coordinator. The IEP states the individual targets and outlines the specific work which will be undertaken with pupils with ASC.

All ASD Base pupils also have an Assertive Mentoring File, in line with the rest of school, containing detailed records of assessments and curricular targets.

The Teacher in Charge meets regularly with the Inclusion Coordinator, and with Teachers of mainstream classes where appropriate to plan, monitor and evaluate the progress of the pupils with ASC.

The Teacher in Charge uses the termly and weekly plans as a guide to the work the pupils will be covering in mainstream classes and liaises with Teaching Assistants to discuss appropriate support which will enable each pupil with ASC to access learning.

The Teacher in Charge produces annual reports to parents with input from mainstream class teachers where appropriate.

An Annual Review of the Statement of each pupil with ASC is held in line with recommendations in the DfE Code of Practice.

10. Outside Agencies

The ASC Base staff liaise with several outside agencies:

Professionals from outside agencies play a vital role in assessment, devising and monitoring of programmes for children with ASC. This may include speech,

language and communication programmes, Outreach support; in school multi-agency meetings with Consultants and./or CAMHS and educational psychologists.

11. Resources

The ASC Bases are funded by the Education Funding Agency (EFA) with the first £10,000 being provided by the EFA. The remaining amount (Top-up) is funded by the child's respective Local Authority (LA). Some funding is used to purchase equipment which will facilitate learning. This may include speech and language equipment or games, and practical equipment for use in teaching Literacy and Numeracy.

12. Links with Beverley School and Services for Children with Autism

Beech Grove Primary School works closely with a range of professionals, including staff from Beverley Special School for Children with Autism. As well as offering Outreach Support to pupils with a ASC who attend mainstream schools, staff at Beverley are available to offer advice and training for pre-school to secondary age pupils, their schools, families and professionals. Specialist staff work in an advice-giving capacity for pupils who have been identified as having any form of ASC.

Staff from Beverley School may provide advice in the following areas:

Assess the individual needs of pupils with ASC in school.

Help schools prioritise needs.

Give general and specific advice to individual members of staff.

Provide mentoring and modelling where appropriate.

Provide advice and support to parents.

Provide training to schools and other professionals on any aspects of ASC.

Provide training courses to parents on understanding and managing ASC.

Act as a link to other agencies and voluntary bodies.

13. Parents

Links between home and school are considered essential for the continued progress of the children in all areas of the curriculum and in particular in speech and language and communication development and monitoring the success of using combined ASC strategies both at home and in school. Parents and carers are encouraged, at all times, to work in partnership with the school.

14. Success Criteria

We want every pupil with ASC to feel happy and settled at Beech Grove Primary School. They will be accepted as equals by their peers. They will access the National Curriculum, at times differentiated, and achieve to their full potential.

Where it is felt that pupils no longer require ASC provision over their last 2 termly IEPs this will be considered at review. If parents wish them to remain in the mainstream school where places are available this may be possible or they may require a transfer to their locality school. Transport may cease when the child no longer requires Base provision. This creates opportunities for other pupils requiring a place in the Bases.

15. Useful contacts

Middlesbrough Council Homepage

www.middlesbrough.gov.uk

The National Autistic Society www.autism.org.uk/

Daisy Chain www.daisychainproject.co.uk/

MAIN www.iammain.org.uk

SNAPS www.snapsteesvalley.co.uk/

Anna Kennedy www.annakennedyonline.com

Cerebra www.cerebra.org.uk/

Contact a Family <http://www.cafamily.org.uk>

Autism Education Trust <http://www.autismeducationtrust.org.uk>

PARENT PARTNERSHIP SERVICE <http://www.teesparentpartnership.co.uk>

Team Teach www.Teamteach.co.uk

EarlyBird

EarlyBird is for parents whose child has received a diagnosis of an autism spectrum disorder (ASD) and is of pre-school age (not yet of statutory school age). The programme aims to support parents in the period between diagnosis and school placement, empowering and helping them facilitate their child's social communication and appropriate behaviour in their natural environment. It also helps parents to establish good practice in handling their child at an early age, so as to pre-empt the development of inappropriate behaviours.

For more information see NAS Website <http://www.autism.org.uk/our-services/residential-community-and-social-support/parent-and-family-training-and-support/early-intervention-training/earlybird.aspx>

EarlyBird Plus

EarlyBird Plus is for parents whose child has received a later diagnosis of an autism spectrum disorder (ASD) and is aged 4-8 and in Early Years or Key Stage One provision. The programme addresses the needs of both home and school settings by training parents/carers together with a professional who is working regularly with their child, the aim being that a child will be given consistent support. We work to build both parents' and professionals' confidence and encourage them to problem solve together.

For more information see NAS Website <http://www.autism.org.uk/our-services/residential-community-and-social-support/parent-and-family-training-and-support/early-intervention-training/earlybird-plus>

16. Monitoring and Revising the Policy

The policy will be regularly monitored.

Reviewed by: Mr John Dixon Head Teacher, Beech Grove Primary School
Governing Body & Middlesbrough Local Authority

Reviewed: 07.12.2021