Aylward Primary School (Academy Status)

Additionally Resourced Mainstream School

Admissions Guidance

Specialist provision for pupils with a diagnosis of Autistic Spectrum Disorder

Aylward Primary School

Pangbourne Drive

Stanmore, Middlesex, HA7 4RE

Telephone: 020 8958 9202

Further information about the provision can be found on the schools website at: www.aylwardschool.org.uk

Headteacher- Mr C Westall

Assistant Head for Inclusion - Miss J. Williamson**.**

Introduction

The vast majority of pupils with an education health and care plan (EHC) Plan or statement of Special Educational Need (SEN) will attend their local school. Some of those will require funding from the local authority in addition to the SEN funding already delegated to the school. For a small minority of pupils, a special school setting is required so that the pupil can be in a small group and specialist setting all of the time.

The specialist provision at Aylward is for pupils who do not require a place in a special school but would find it difficult to make adequate progress and close their attainment gap without additional support provided through the provision. The aim of the provision will be to promote a clear ethos throughout the whole school that promotes inclusion, high expectations and a commitment to improve outcomes for pupils with autistic spectrum disorder (ASD).

Description of resourced provision

Aylward Primary School has an additionally resourced provision funded by London Borough of Harrow for primary pupils with a diagnosis of ASD who have an EHC Plan or statement of SEN.
A description of the schools provision for pupils with SEN will be outlined in the school's SEN Inclusion Policy which is on the schools website, www.aylwardschool.org.uk

The purpose of the resourced provision

The aims of the provision will be to offer inclusive mainstream education and social opportunities, alongside access to specialist intervention from teaching staff and in class support. Pupils will be enabled to make good progress in their learning, communication and social skills.

Pupils attending the resourced provision will:

- receive special educational support they require from appropriately qualified staff
- be provided with any additional services from partner agencies, where required.

Admissions criteria

- The pupil has an EHC Plan or statement of SEN which indicates autism spectrum as the primary need. (For pupils undergoing statutory assessment, an assessment placement might be appropriate in exceptional circumstances).
- The pupil displays characteristics of autism which are significantly and regularly impeding effective learning.
- The pupil is likely to require specialist support and the availability of a specialist facility (e.g. small group or sensory room) to spend periods of time outside the mainstream classroom, over and above that normally available in a mainstream school without an autism spectrum resource.
- The pupil has the potential to manage the elements of an academic and social environment of a mainstream school with skilled specialist support and

consistent implementation of an individually tailored programme. This would include access to the wider curriculum and interaction with peers.

Admissions Process

- Refer to Appendix A - flow chart of admissions process
- Admission to the ARMS will be recommended by the local authority through the SEN Assessment and Review Panel based on assessments as part of the statutory process and the above description of needs
- All pupils placed in the resource will be subject to an EHC Plan or statement of SEN
- All relevant information on the pupil's needs will then be forwarded to the school as part of the formal consultation on the placement of a pupil with an EHC Plan or statement of SEN in line with SEN Code of Practice 2015
- The local authority will seek the views of the school on suitability of placement and availability of places in the year group prior to making a final decision
- The local authority will have regard to the number and profile/balance of needs within the resourced provision
- The expectation is that a pupil will be admitted into the correct year group for his or her age
- For out of borough pupils the responsible local authority must consult with Harrow Council, Special Educational Needs Assessment and Review Service (SENARS) email; senassessment.reviewservice@harrow.gov.uk as the provision is a partnership agreement between the local authority and the school
- The appropriateness of continuation of placement will be monitored through the statutory annual review process.

Financial Arrangements

Funding will be on a place plus basis whereby each place in the unit receives annual funding of £10,000. In addition each pupil attracts top up funding (Element 3). The school budget pack shows the place funding for £10,000 per place plus Element 3 funding based on the number of commissioned places. The full Element 3 funding will be allocated at the start of the financial year. Numbers commissioned will vary but will be within an agreed range.

At the end of each term, the Element 3 funding will be adjusted to reflect movements in pupil numbers and funding will be clawed back per place. Element 3 funding will be based on real time.

For out of borough pupils, the funding will be recouped from the pupil's resident local authority based on actual start dates and end dates. If an out of borough pupil leaves a place mid term, the remaining days will not be funded unless another pupil fills that place.

The local authority and the school will review the number of commissioned places annually and make a decision regarding the number of places required for the forthcoming year.

Review, Monitoring and Evaluation

School
The Head teacher of the school will have overall responsibility for the day to day management of the provision and for ensuring that the performance of staff is managed appropriately.

Pupil
Successful outcomes for pupils will include clear progress in their learning and development. Pupil progress will be measured through the statutory annual review process for pupils with an EHC Plan or statement of SEN.

Guidance for transfer out of the provision to a mainstream school
Recommendations for a pupil moving from an additional resource to another mainstream school may be made following an annual review meeting. Where a recommendation is made, the following would normally apply:

- the pupil has made measurable progress in his/her areas of identified needs to meet his/her outcomes
- there is a noticeable improvement in the pupil's ability to participate in the mainstream curriculum, with reduced levels of support, and to manage the social demands of the school environment
- there is evidence of progress in various contexts, including less structured settings.

Guidance for transfer out of the provision to a different specialist provision
Recommendations to consider placement at a different specialist provision may be made following an annual review meeting. Where a recommendation is made, the following would normally apply:

- despite a high level of specialist intervention over time, the pupil has prolonged difficulties in accessing the mainstream curriculum and managing the social demands of the school environment
- limited progress has been made in meeting his/her outcomes and in developing the independence, social and behavioural skills required to move towards greater participation in mainstream activities
- there is evidence that the pupil's social and emotional wellbeing is becoming adversely affected
- the views of parent/carers, school staff, relevant professionals, and the pupil will be taken into account
- following careful consideration of all information and evidence gathered the SENARS will make the final decision on whether the transfer is appropriate
- SENARS to communicate the decision to parents/school and lead the discussion with parents/recommend an alternative placement.

Appendix A

ARMS REFERRAL PROCESS (QUICK GUIDE)

