

# Cherry Lane Primary School

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Cherry Lane Primary School  
Special Resource Provision for Autistic Spectrum Disorder  
Criteria for Admission

- All children will have a diagnosis of Autistic Spectrum Disorder (including Asperger's) and a final or proposed EHC Plan of special educational needs.
- Children will work towards accessing 50% of the school day in a mainstream classroom with support where required.
- The expectation is that this percentage will increase as the child progresses through the school in preparation for secondary placement, but is based on an individual basis and some children will take longer than others.
- Children must be able to access the mainstream with an ideal ratio of 1:2, adults to children.
- Children requiring 1:1 support may be considered at the discretion of the SRP Manager and under negotiation with the LA Officer in regards to additional funding.
- There must be evidence that the child's cognitive ability shows some areas within the low average range or above, and must be on a compatible level with existing children in the unit.
- Children in the foundation stage must show some desire to communicate and, at least, show signs of developing language or another form of symbolic communication.
- Children in Key Stage 1 and above reveal some areas of expressive or receptive language functioning at least within mild to moderate delay.
- Consideration will be given to children with an additional disorder or a range of disorders. However, ASD must be their primary area of need.

Children with complex behavioural needs and high anxiety will be considered at the discretion of the SRP Manager and Inclusion Manager. Significant behavioural needs will be considered in line with the expectations of mainstream school.

- In order to access the school day children may require:
  - o Availability of small teaching groups
  - o Access to therapy inputs and staff to deliver programmes
  - o Some individual support to meet specific needs and support inclusion
  - o Curriculum broken down into small steps

- o Access to a distraction free environment

#### Referral Process

- All applications/referrals will be through the Disability Panel.
- Priority will be given to children living in the London Borough of Hillingdon. Requests from outside the Borough will be considered by the Disability Panel and SRP Manager according to suitability and available places.
- The school admissions panel meeting will take place during the autumn term each year and at other times as deemed necessary.
- Staff from the Resource base will visit every child before consideration can be given to placement.

Parents will be expected to have visited the Resource base before suggesting as a preference.

- The Disability Service, and the professionals within this, will propose admissions to the Resource base but the final decision as to whether or not to admit will rest with the SRP Manager, Inclusion Manager and Headteacher.
- Some children may be offered an assessment place at the Resource base at the discretion of the SRP Manager. This will provide a further opportunity to investigate suitability for the provision if a decision on placement cannot be reached following observations of the child and discussion with other professional.

#### Exit Criteria

- It is important to note that the Resource placement will not necessarily remain appropriate throughout the child's time in the primary sector. Children's needs can change and sometimes their progress indicates that a change of provision or placement is necessary.
- Any discussions about a change of provision will be based on evidence presented at the annual review meeting. Preliminary discussions will be held with parents/carers. The evidence should include recent professional reports about the child.
- If the annual review is likely to recommend a change of provision an Officer from the Disability Service will be invited to attend the meeting.
- The annual review can recommend a change of provision based on evidence and can recommend changes to the EHC Plan. Ideally this would be in agreement with the parents/carers and the child.
- Any decision to amend the EHC Plan rests with the LA Officer who will inform parents/carers and the school of the decision once the report from the annual review has been received in the SEN Team.
- If the decision is to amend the EHC Plan and recommend a change of provision, a proposed amended EHC Plan will be sent to the parents/carers to consider. Parents/carers can then express their preference for a new placement in accordance with the SEN Code of Practice.

- If the parents/carers express a preference for a change of placement, a member of the SEN Team will communicate with the family about this and it is likely that the preferred school will be consulted about a placement for the child.
- When the child is in year 5, the annual review will include discussion about transfer to secondary school. An Officer from the SEN Team will attend this meeting.
- For phase transfers, a proposed amended EHC Plan will be sent to parents/carers in the autumn term prior to transfer. A final EHC Plan naming the new school will be issued by 15 February prior to transfer in September by the LA officer.
- Any changes of placement will require a transition programme agreed by both schools and parents/carers.
- Changes of placement that are deemed to be an emergency by the SRP Manager will be supported by the LA Officer and will be completed as quickly as possible to minimise distress to the child.

DATE: .....

REVIEW DATE:.....