



Admissions Criteria for Kentish Town CE Primary School Autism Resource Base (ARB).

Kentish Town C.E. Primary School is a one form entry mainstream school with two additional fully integrated resource bases. Resource Base pupils are taught in mainstream classes with additional support to make this possible. Successful placements result from placing pupils who exhibit all or most of the following criteria upon entry to Reception. Where these criteria are not met or are exceeded, it is likely that another Camden provision would better meet the needs of the pupil.

Kentish Town C.E. Primary is committed to ensuring pupils are well matched to the provision available, in order to avoid unnecessary transitions within the primary phase and to ensure that the provision is well matched to the child's needs. All placements are reviewed at least annually. Decisions are based on children's needs and availability of places in the Resource Base.

Provision available in Camden as per the Local Offer:

- **Swiss Cottage Special school** - with total specialist resources and facilities. Small class sizes.
- **Resource provision** – Woodlands at Netley Primary School- with no or limited integration with mainstream peers initially but future potential integration with mainstream peers for some activities. Small class sizes.
- **Resource base:** *Kentish Town – fully integrated with mainstream peers and curriculum with specialists to modify experiences and programmes; 1:2 ratio of support. Child must have an EHCP in place or be in the final stages of statutory assessment. 2 places per year group available from Reception to Year 6. 1 assessment place in Nursery.*
- **Mainstream** - with additional support to be requested from available funding routes or setting budgets.
- **Mainstream** - Child's needs can be met through resources normally available within the setting, with advice from external professionals.

Upon receipt of a consultation for a place in the ARB, the Governors of the school, as per the SEN Code of Practice, will consider if placement of the pupil is:

- suitable for the age, ability, aptitude or SEN of the child or young person.
- and
- the attendance of the child or young person would be compatible with the efficient education of others and the efficient use of resources.

The following criteria will assist Governors in making their decision for a Reception entry point:

Essential:

- Diagnosis of Autism AND Education Health Care Plan agreed
- There is a place available in the provision, in an appropriate year group.

Communication

- Communicative behaviour to request using a range of means (verbal, symbols, actions).
- Uses speech to express needs.
- Directs communication to specific person. Approaches familiar person to communicate.
- Follows 2+ word instructions with some visual or cued support.
- Starting to use speech for a range of functions- greetings/ requests/ choices/ comments, especially in small group situations.

Social Interaction and play

- Motivation to relate to others but difficulties with social cues e.g. waiting for a turn; responding during a gap in conversation – these skills are more likely to be present if receiving intervention.
- Established joint attention with key adults and use of functional eye-contact in directed situations.
- Imitates actions with objects on cue.
- Play needs structure from an adult for child to participate.
- Takes part in sensory/ motor activities with adults and peers.
- Can wait a turn in a structured small group. Watches peers and may imitate.

Flexibility

- Able to adapt to a familiar environment with visual prompts.
- Aware of objects/visual cues and that they carry meaning.
- Generally able to follow an adult-initiated familiar routine.
- Able to change activity on cue with appropriate visual support such as a now/next board.

Sensory Regulation

- Responding to a programme of sensory support, calming techniques, movement breaks and adaptations.
- Able to sustain engagement with support to focus or manage sensory experiences in the background environment for short periods.

Health and self-care

- Co-operates in most areas of self-help and finishes sequences or completes some parts of activity independently
- May use a visual support system or cues to access and complete activities or sequences
- Adult support for some elements of care needs
- Demonstrate some awareness of needs and will make these needs known in a consistent manner

For consultations outside the usual Reception entry point, the following criteria will assist Governors in their decision:

Essential:

- Diagnosis of Autism AND Education Health Care Plan agreed.
- There is a place available in the provision, in an appropriate year group.

Communication

- Uses speech for a range of purposes including to comment and make statements about plans relating to familiar activities and situations
- Some gaps in understanding but close to age appropriate levels of understanding of concepts and acquiring new words

Social interaction and play

- Motivation to relate to others but difficulties with social cues e.g. waiting for a turn; responding during a gap in conversation
- Established joint attention with key adults and use of functional eye-contact in directed situations.
- Imitates actions of others on cue.
- Demonstrates understanding and response to a range of facial expressions of peers & adults.
- Communicates needs clearly in a generally socially appropriate manner.
- Can independently follow familiar structured games (e.g. hide-and-seek) for a short period.
- Imitates role play of peers to support own play.
- Able to take turns with familiar peers in some contexts.

Flexibility

- Shows ability to learn and follow school routines.
- Able to use visual schedules or sequenced visual aids.
- Able to tolerate small changes in routines with appropriate visual support.

Sensory Regulation

- Responding to a programme of sensory support, calming techniques, movement breaks and adaptations.
- Able to sustain engagement with support to focus or manage sensory experiences in the background environment.

Health and Self-Care

- Can satisfy some self-help needs independently and is able to make needs known in other areas.

- Consistently responds to a visual support system
- Aware of needs and will make these needs known in an appropriate manner