

Admissions for Mill Lodge ARP

1. Entry Criteria

- The placing authority is Solihull MBC. The child will have a verified diagnosis of autism made by appropriately qualified specialists as detailed under NICE guidelines.
- The child will usually have an Education, Health and Care Plan with autism as a primary need. There may be co-morbid conditions recognised with the autism need.
- The provision detailed in the EHCP will usually state that the child needs substantial adult support and a small, structured environment/ settings to manage the social, environmental, sensory demands and learning needs.
- The child will benefit from access to a differentiated, thematic or personalised curriculum and will usually be working significantly below age related expectations in a number of curriculum areas. The expectation is that the child will need all of their learning and social time within the ARP provision and that this will need to be provided in a structured way.
- The child requires most aspects of the curriculum to be taught in a small group within the resource class area and to have access to specialist autism programmes, such as social skills programmes and assessment for small stepped progress.
- All possible school based autism interventions will have been explored, under the direction of the schools AET Lead for autism, and there is evidence to support this with clear outcomes.
- Interventions recommended by external specialists in autism will have been used and despite these, the pupil will show little or no progress, or intensive support is required to ensure progress.
- An Autism Specialist and Educational Psychologist will have been involved with the child and will have identified the need for this type of provision. **This recommendation will have been discussed with the Team Around the Child at a review meeting or annual review meeting prior to a referral being made.**

2. Required evidence

The following evidence MUST accompany the standard application form for additionally resourced provision

- Written evidence of a diagnosis of autism from an appropriately qualified professional.
- Evidence that there has been exploration of and identification of contributing factors to the pupil's autism needs, such as co-morbid conditions, specific learning difficulties, mental health issues. This is likely to be multi-agency.
- Evidence of partnership work with parents and the outcomes of this.
- Evidence of involvement of Support Services and professionals including Autism Specialist Teachers, Educational Psychology, SSSI CLD and/or SEMH Teams, where relevant. This must include written evidence from these professionals.
- Evidence of actions and strategies already implemented by school and those recommended by other professionals involved and the impact /outcomes of these. This will have been discussed at the TAC meeting and minutes will show agreement of all.
- Evidence of progress made by the pupil and current levels of attainment.
- The pupil's perception of their own strengths and what they would like support with.
- Evidence through an annual review meeting or EHCP assessment that the child requires a differentiated, thematic, or personalised curriculum and is working significantly below age related expectations in a number of curriculum areas.
- Evidence that the child has significant barriers to functioning successfully and making good progress within their mainstream peer group.
- Evidence that the child will need most of their learning and social time within a small, structured environment, such as a resource class, and that they will need access to specialist autism programmes, such as social skills programmes and assessment for small stepped progress.

3. Admissions process

- The local authority is the placing authority. All applications for a place must be made through the process set out in this document.
- Applications must be made using the application form for Autism ARP provision available at <https://socialsolihull.org.uk/localoffer/education/additionally-resourced-provision/> . It must be accompanied by evidence set out in section 3 above. The application must have been discussed with parents at a review meeting and be signed by them indicating consent. The application must be sent to the START Team manager, 0-25 SEND Service, Elmwood Place, 37 Burton Way, Chelmsley Wood, B36 0UG at least three weeks prior to the next Panel date.
- The application will be considered by the LA at a dedicated termly admissions panel. **Panel dates and dates for applications to be received by**, will be circulated at the end of the summer term for the next academic year by the START Team. Papers will be circulated **at least three weeks** prior to the Panel, to all Panel members.
- The Panel will be chaired by the START Team Manager and attended by the Head Teacher and one other school representative, a specialist in autism from the Specialist Inclusion Support Service and a Community Educational Psychologist.
- The Panel will consider available places, whether the entry criteria for the provision are met, needs of other pupils attending the ARP and advise on the placement. It is expected that places will be balanced across the different year groups.
- Parents will be informed about the decision on placement by the START Team within 1 week. A copy of this letter will be sent to schools. Where the decision is not to offer an ARP place, the reasons for this decisions will be outlined in the letter sent out.
- Following agreement a transition package will be agreed between the team around the child to ensure successful transition into the ARP. This will be planned for up to six weeks, in partnership between ARP staff, the child's mainstream school and specialists from the TAC, to ensure a successful transition for the young person and their family.
- Following placement there will be an 8 week review and subsequently there will be internal reviews at least each term.

- Where, the provision detailed within EHC assessment advice indicates an ARP place may meet a child's needs and this is parents' preference, a midyear Panel will be called by the START Team. The Panel will take place as an additional part of the Stage 2 Panel on a Tuesday morning. The application process followed will be the same as the process for annual Panel meetings detailed above and will be held within statutory timescales.

4. Exit criteria

- Generally, pupils will remain in the provision for the whole of the relevant Key Stages. It is expected that the majority of children will transition into the Solihull Autism Free School or Local Special School, rather than mainstream secondary. Some may transfer to another Autism Additionally Resourced Provision at the end of the appropriate Key Stage.
- It is expected that the pupils in Mill lodge complex ARP will have learning needs and autism needs that means the gap in academic and social skills can not be closed, but there may be some exceptional circumstances.
- Criteria for moving on from the provision into mainstream are:
 - the pupils learning can be differentiated at a mainstream SEN level.
 - the pupil has made significant progress in their social interaction, social communication and behaviour, indicated by successful integration into mainstream school for the majority of the school week
 - the pupil can access the mainstream curriculum with additional support as outlined within Solihull's Banding document at Band 2a or 2b.

<https://socialsolihull.org.uk/localoffer/education/school-local-offers/>
- Criteria for moving on from the provision into more specialist provision are:
 - despite accessing a highly structured environment, differentiated and/or personalised curriculum and staffing designed to maximise learning for children with autism, the child has not made small stepped progress with specialist programmes such as SCERTs indicating additional learning difficulties alongside autism, thus making the primary need other than autism.

- despite accessing an appropriate environment, curriculum and staffing designed to maximise socialisation and communication for children with autism, the child continues to experience significant difficulties with interaction, communication and behaviour that would indicate more severe difficulties
- the pupil requires a level of support that is in addition to that normally provided by the Autism Additionally Resourced Provision and will be highly self-directed in their learning and communications.

5. Exit process

- Through the on-going regular process of review, the school will identify when the pupil meets the criteria to transfer from the provision. An EHCP review meeting will be held with the Local Authority, parents/carers and relevant professionals to discuss this.
- Once future placement is identified, normal transfer procedures will be followed. For pupils transferring from primary to secondary education a review meeting should be held no later than the Autumn term of Year 5 to ensure appropriate placement at Key Stage 3 can be made.
- The ARP will develop a transition plan with the new provision to ensure a smooth transition into the new setting for the young person.