



ASC Provisions - guidelines for admission and exit

Admission guidelines

In all cases there is an expectation that the Autistic Spectrum Advisory Teacher (ASAT) or the school's Educational Psychologist will have been consulted and will have provided advice which has been acted upon to support the child. This should be reflected in the areas outlined below.

For placement to be considered, all of the following should be reported.

- An Education, Health and Care Plan/Statement of Special Educational Need is in place which identifies an Autistic Spectrum Disorder as the pupil's primary need. Other needs may be identified.
- The pupil shows sustained difficulties in social interaction which are not, in the main, attributable to factors other than ASC - they may be extremely withdrawn, reject approaches of others, or may use challenging or inappropriate behaviour amongst their peers. There is an assessed need for specialist, individualised support to teach, model and practise social skills.
- Functional use of language shows significant or severe impairment (preferably as assessed by a Speech and Language Therapist). The pupil may have difficulties in understanding abstract language, identifying themes or drawing inferences. They may show significant difficulties in expressive language. Support is needed to develop comprehension, make language simpler and to model language for specific situations.
- The pupil's thinking skills lack flexibility – they are unable to transfer or generalise their learning, may show repetitive behaviour, and find it extremely difficult to accept change. Sustained intervention on an individual basis is needed to make abstract concepts more concrete/visual and to identify and use appropriate motivators.
- There is a lack of acceptable progress within the curriculum. Pupil profiles show no progress or regression in some subject areas.
- Sensory difficulties make it difficult for the pupil to cope with, for example, noise, large groups, large classrooms, distracting visual stimuli. Flexible timetabling is needed on a daily basis to reduce stress caused by sensory stimulation and to enable the pupil to make progress in their learning.

- The pupil shows high levels of stress and anxiety which impact on their ability to access the majority of lessons in the main school and to join unstructured social times. There may be an unwillingness to attend school. Support is needed to provide structure, offer flexible differentiation and teach strategies for coping.
- An experienced, flexible approach is needed to meet the assessed needs of the pupil which is in excess of that which could reasonably be expected in a mainstream setting. All curriculum areas will require substantial differentiation with an assessed need for individual tuition or small group work in a setting where distraction is reduced and where staff have knowledge and expertise in working with pupils with ASC.

Exit guidelines

The aim of our ASC provisions is, wherever possible, for pupils to re-integrate into mainstream education. At every annual review, the following points should be considered to assess progress towards this aim.

- The pupil is integrating into mainstream lessons for at least 80% of their timetable. Some of this should be without support, but it is recognised that pupils leaving a provision will continue to need a high level of support overall.
- The pupil is able to access a variety of school facilities independently, for example the library, the dining hall.
- The pupil is able to manage free time in an appropriate way, for example by being included in a social group at break times, by joining lunch time clubs.
- Strategies for independence in learning and social skills have been taught successfully and the pupil shows the ability to develop his/her own strategies.
- The pupil shows confidence in their own ability to move away from the support of the provision.