



**The following guidance will be considered together with the guidance for admission to ASC provisions. It will be used for pupils in year 11 where there has been an Annual Review identifying the need for the pupil to be considered to remain in a provision for pupils with ASC during the 6<sup>th</sup> Form. Reports from external professionals will need to be submitted to accompany the request.**

## Entry and Exit guidelines for students entering and exiting ASC Provisions in the sixth Form

### Mainstream sixth form

There is an appropriate course for the student to follow which aims to extend the students academic / vocational skills which leads to an accredited qualification.

The student can access the course through support that can be provided through the learning support department with the maximum of 20 hour Teaching Assistant support.

The student can access the 6<sup>th</sup> Form Common Room and support mechanisms provided for sixth form students in the main school.

The student can access support offered through the study / homework club.

The student is able to access a variety of school facilities independently, for example the library, dining hall etc.

Strategies for independence in learning and social skills have been taught successfully and the student shows the ability to develop his / her strategies.

The student is able to express needs and ask for help and has a clear identified network to get the help required.

There is a clearly identified programme to develop life skills to support future transition plans.

The student should be able to access mainstream education without a high level of teaching assistant support.

### Sixth Form through The ASC provision

ASC has a significant impact on the student's ability to access the curriculum

The students need to be taught and supported by specialist staff with a sound knowledge of ASC to support their social, emotional and communication needs.

A high level of visual instruction which is required to access lessons and complete coursework

There is an appropriate course for the student to follow which aims to extend the students academic / vocational skills which leads to an accredited qualification.

The student has problems with executive functioning, difficulties with formulating, planning and sequencing ideas so needs more intensive intervention than can reasonably be expected from support mechanisms from the SENCo / main school or specialist teaching assistant.

The student needs access to direct teaching of study skills and direct support to complete coursework. Some of this needs to be delivered on a one to one basis.

The student needs regular intervention to facilitate social interactions. There are frequent difficulties due to the students lack of understanding of the motives of others, perceived bullying, physical responses to misunderstandings etc.

The student has a high level of rigidity. Transitions between tasks present the student with particular difficulties.

Obsessions interfere or inhibit learning

The student has a high level of anxiety which presents barriers to learning. The provision offers a safe haven where staff can problem solve / provide supportive strategies in response to students reactions to stress.

The student has significant difficulties with organisation so needs direct support to prioritise coursework revision.

If the student aims to transition to further training which requires independent study, it is anticipated that the student will transfer into the main school sixth form (at least in the second year of sixth form).