



Admissions guidance for primary additionally resourced mainstream school (ARMS) in Harrow.

This guidance applies to the ARMS provision in West Lodge, Aylward, and Priestmead Schools.

The ARMS provision is for children with a diagnosis of autism.

Context

The vast majority of pupils with a statement of SEN or an education health and care plan (EHC Plan) will attend their local school. Some of those will require Element 3 top up support in addition to the SEN funding already delegated to the school. For a small minority of pupils, a special school setting is required so that the pupil can be in a small group and specialist setting all of the time.

This guidance applies to the ARMS provision in West Lodge, Aylward and Priestmead schools. These additionally resourced provisions enable some autism spectrum pupils who require some aspects of specialist input and/or small group provision still to attend a mainstream school.

Description of needs

1. The child has a statement of SEN or an EHC Plan which indicates autism spectrum as the primary need. (For pupils undergoing statutory assessment, an assessment placement might be appropriate in exceptional circumstances.)
2. The child displays characteristics of autism which are significantly and regularly impeding effective learning.
3. The characteristics may include:
 - significant and prolonged difficulties in social interaction and limited interpretation of social cues
 - regular rigidity of thinking and behaviour
 - extreme lack of tolerance to changes in routine and structure
 - preoccupation with solitary play which prevents engagement with others

- unusually focussed special interests which may become obsessional
- high level of difficulty in following instructions and maintaining attention to tasks
- atypical sensory profile
- regular reliance on adult support to structure activities in order to engage successfully in classroom and group activities
- a variable and inconsistent cognitive profile.

4. The child is likely to require specialist support and the availability of a specialist facility (e.g. small group or sensory room) to spend periods of time outside the mainstream classroom, over and above that normally available in a mainstream school without an autism spectrum resource.

5. The child has the potential to manage the elements of an academic and social environment of a mainstream school with skilled specialist support and consistent implementation of an individually tailored programme. This would include access to the wider curriculum and interaction with peers.

6. The child's cognitive ability will normally be within the mainstream range, although some pupils could have moderate learning difficulties.

Admission process

1. Admission to an autism spectrum resource will be recommended by the Assessment and Review Panel ('the weekly panel') based on the above description of needs.

2. All relevant information on the child's needs would then be forwarded to the school as part of the formal consultation on the placement of a pupil with a statement/EHCP in line with SEND code of practice timescales (15 days).

3. The local authority will seek the view of the school on suitability of placement and availability of places in the year group prior to making a final decision. In the consultation process, the local authority will have regard to the number and profile/balance of needs of the existing autism spectrum resource and other pupils in a year group.

4. The latest entry to a primary ASD Resource will normally be at the beginning of Year 5 in order to give children two full years to benefit from the provision.

5. The expectation is that a child will be admitted into the appropriate year group for his or her age.

Guidance for transfer out of the provision

a) From autism spectrum resource to mainstream school

1. Recommendations for a child moving from an autism spectrum resource to a mainstream school may be made following an annual review meeting.

Where a recommendation is made, the following would normally apply:

- the child has made measurable progress in his/her areas of identified needs to meet his/her outcomes
- there is a noticeable improvement in the child's ability to participate in the mainstream curriculum, with reduced levels of support and to manage the social demands of the school environment
- there is evidence of progress in various contexts, including less structured settings.

2. The views of school staff, relevant professionals, parents/carers and the child will be taken into account.

3. The Assessment and Review Panel will make the final decision.

b) From autism spectrum resource to a different specialist provision

1. Recommendations to consider placement at a different specialist provision may be made following an annual review meeting. Where a recommendation is made, the following would normally apply:

- despite a high level of specialist intervention over time, the child has prolonged difficulties in accessing the mainstream curriculum and managing the social demands of the school environment
- limited progress has been made in meeting his/her outcomes and in developing the independence, social and behavioural skills required to move towards greater participation in mainstream activities
- there is evidence that the child's social and emotional wellbeing is becoming adversely affected.

2. The views of school staff, relevant professionals, parent/carers and the child will be taken into account.

3. The Assessment and Review Panel will make the final decision.

