

Whitmore High School



Additionally Resourced Mainstream School

Admissions Guidance

Specialist provision for students with an Autistic Spectrum Disorder

Whitmore High School

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Introduction

The vast majority of students with an education health and care plan (EHC Plan) or statement of Special Educational Needs (SEN) will attend their local school. Some of those will require funding from the local authority in addition to the SEN funding already delegated to the school. For a small minority of students, a special school setting is required so that the student can be in a small group and specialist setting all of the time.

The specialist provision at Whitmore High School is for students who do not require a place in a special school but would find it difficult to make adequate progress and close their attainment gap without additional support provided through the provision. The aim of the provision will be to promote a clear ethos throughout the whole school that promotes inclusion, high expectations and a commitment to improve outcomes for students with autistic spectrum disorder (ASD).

Description of resourced provision

Whitmore High School has an additionally resourced provision funded by London Borough of Harrow for students who have an EHC Plan or statement of SEN and a diagnosis of ASD.

A description of the school's provision for students with SEN will be outlined in the schools SEN Inclusion Policy which is on the schools website:

<http://www.whitmore.harrow.sch.uk/page/?title=Special+Educational+Needs+SEND&pid=379>

The purpose of the resourced provision

The aims of the provision will be to offer inclusive mainstream education and social opportunities, alongside access to specialist intervention from teaching staff and in class support. Students will be enabled to make good progress in their learning, communication and social skills.

The provision will provide:

- a calm working environment within the autistic resource
- respite from the mainstream school when needed
- an expectation and support towards accessing and progressing within the mainstream curriculum
- life skills training
- study skills training
- an allocated mentor who they can speak to in time of need
- individual work to help the student understand their own needs, the ASD diagnosis and how they can manage their strengths and areas of need independently in the future
- space for allocated professionals to work with the students
- joint working practises that encourage all attached professionals to share information, strategies and good practice
- recording and tracking of student's progress completed in partnership with the Head of Year and Heads of Department
- the necessary support needed at transitional phases of the education system
- a commitment to working closely with parents, guardians and /or carers.

This will encompass

- academic support in literacy and numeracy if required
- support to allow homework to be recorded accurately
- support to complete homework
- support to help organise timetables and equipment
- pre-lesson information, where possible, to advise about and eventually cope with change
- individual and group work aimed at developing positive relationships with peers and adults.

Admissions Criteria

- The student has an EHC Plan or a statement of SEN which indicates autism spectrum as the primary need. (Students undergoing statutory assessment, an assessment placement might be appropriate in exceptional circumstances.)
- The student is likely to require specialist support and the availability of a specialist facility (e.g. small group or calm area) to spend periods of time (no more than 20% of their weekly timetable) outside the mainstream classroom, over and above that normally available in a mainstream school without an autism spectrum resource.
- The student 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.
- The student's cognitive ability will normally be within the mainstream range. To achieve this we recommend that students joining the school in Year 7 will be working at a secure National Curriculum Level 2a/ equivalent or higher.
- Students' language skills and behaviour should be at a level which enables them to safely and appropriately access a range of informal and formal activities.
- Students' needs are described in their EHC Plan, including co-morbid conditions should be matched to the resources available at Whitmore High School.

Admissions Process

- Refer to Appendix A - flow chart of admissions process.
- Admission to the ARMS will be recommended by the local authority through the SEN Assessment and Review (SENARS) Panel based on assessments as part of the statutory process and the above description of needs.
- All students placed in the resource will have an EHC Plan or statement of SEN.
- All relevant information on the student's needs will then be forwarded to the school as part of the formal consultation on the placement of a student with an EHC Plan or statement of SEN in line with SEN Code of Practice 2015
- The local authority will seek the views of the school on suitability of placement and availability of places in the year group prior to making a final decision. The local authority will have regard to the number and profile/balance of needs within the resourced provision.

- The expectation is that the student will be admitted into the correct year group for his or her age.
- For out of borough students the responsible local authority must consult with Harrow Council, Special Educational Needs Assessment and Review Service (email senassessment.reviewservice@harrow.gov.uk) as the provision is a partnership agreement between the local authority and the school.
- The appropriateness of continuation of placement will be monitored through the statutory annual review process.

Financial Arrangements

Funding is on a place plus basis whereby each place in the unit receives annual funding of £10,000. In addition each student attracts top up funding (Element 3). The school budget pack shows the place funding for £10,000 per place plus Element 3 funding based on the number of commissioned places. The full Element 3 funding will be allocated at the start of the financial year. Numbers commissioned will vary but will be within an agreed range.

At the end of each term, the Element 3 funding will be adjusted to reflect movements in student numbers and funding will be clawed back per place. Element 3 funding will be based on real time.

For out of borough students, the funding will be recouped from the student's resident local authority based on actual start dates and end dates. If an out of borough student leaves a place midterm, the remaining days will not be funded unless another child fills the place.

The local authority and the school will review the number of commissioned places annually and make a decision regarding the number of places required for the forthcoming year.

Review, Monitoring and Evaluation

School

The Head teacher of the school will have overall responsibility for the day to day management of the provision and for ensuring that the performance of staff is managed appropriately.

Student

Successful outcomes for students will include clear progress in their learning and development. Student progress will be measured through the EHC Plan/statement of SEN statutory annual review process.

Guidance for transfer out of the provision to another mainstream school

Recommendations for a student moving from an additional resource to another mainstream school may be made following an annual review meeting. Where a recommendation is made, the following would normally apply:

- the student has made measurable progress in his/her areas of identified needs to meet his/her outcomes

- there is a noticeable improvement in the student'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.

Guidance for transfer out of the provision to a different specialist provision

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 student 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 student's social and emotional wellbeing is becoming adversely affected.
- the views of parent/carers, school staff, relevant professionals, and the student will be taken into account
- following careful consideration of all information and evidence gathered the SENARS will make the final decision on whether the transfer is appropriate;
- SENARS to communicate the decision to parents/school and lead the discussion with parents/recommend an alternative placement.

ARMS REFERRAL PROCESS (QUICK GUIDE)



