North Westminster Federation

Working Together to Grow Our Future

Specialist Resourced Provision at Hallfield Primary School Admission Policy -Early Years

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Aims

This policy aims to ensure the criteria for admission into our Early Years Specialist Resourced Provision (SRP) which is part of 'The Woodland' at **Hallfield Primary School** is clearly established and that the procedures to be followed are identified. For admissions arrangements for pupils in to the Key Stages 1 and 2 SRP, please refer to our **Specialist Resourced Provision at Hallfield Primary School – Key Stages 1 and 2 Admission Policy.** It is important to understand that because this is a non-statutory phase of education, admission to our SRP is outside of the statutory framework for admissions.

Admissions to the SRP is decided by the Local Authority Early Years SEND Panel, followed by consultation with the school and the child meeting compatibility criteria.

Overview of provision

Hallfield Primary School is a local authority maintained primary school offering education to pupils aged from 2 to 11 years old. At Hallfield, we have a specialist resource base provision for pupils with autism aged 3 to 5, with either with a diagnosis of autism or who are on the autism diagnostic pathway. The provision is split into two distinct age groups, Nursery class called Acorns and a Reception class called Chestnuts. Pupils have access to a high adult/ low child ratio. Staff in the SRP are specifically qualified, trained and have a wealth of experience in working with children with autism.

Pupils receive targeted provision to meet their individual needs through a multidisciplinary team consisting of Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Music Therapists and any additional outside agencies as and when required.

The SRP is a well-resourced environment designed to meet the specific needs of each child. Dedicated facilities include a targeted learning room, sensory room and occupational therapy room, including soft play facilities. Staff use a range of research-based approaches such as: SCERTS, TEACHH, PECS, colourful semantics, sensory integration and signing.

Number of places

Acorns offers 9 nursery places for children aged between 3 to 4 years of age the term after a child's 3rd birthday. We offer full-time nursery provision on a daily basis from 9.00am until 3:00pm. All Nursery provision is on offer during term time only.

Chestnut offers 9 Reception places for children aged between 4 to 5 years of age. Children who attend Acorns will be automatically entitled to a place in Chestnut only. Chestnut is full-time provision on a daily basis from 8.55am until 3:25pm. Provision is on offer during term time only.

Allocation of Acorns Nursery places

Admissions to Acorns (the Nursery class) are coordinated by the school in conjunction with Local Authority Early Years and SEND departments.

Places in Acorns and Chestnuts are specially commissioned provision by Westminster Local Authority. As such, for any pupil seeking a place who is not a resident of either Westminster City Council (WCC) and The Royal Borough of Kensington and Chelsea (RBKC), their resident Local Authority would need to agree to meet the full cost of the provision. This is incudes the place

funding and top up per child and an additional 10% of that administration and management cost, which is subject to review.

Places in Acorns are allocated in accordance with the following criteria:

- Children aged 3 or 4 years old with an Education, Health and Care Plan (EHCP) who have a diagnosis of autism;
- Children aged 3 or 4 years old who are on the autism diagnostic pathway;
- Consideration will be given to children aged 3 or 4 years old with additional needs or a range of needs, however, autism must be their primary area of need;
- Children aged 3 or 4 years old with complex behavioural needs and high anxiety will be considered at the discretion of the Headteacher and Special Resourced Provision (SRP) Lead Teacher to ascertain if the provision can meet their needs.

Referral Process

- All applications/referrals will be through the WCC Local Authority Early Years SEND Panel.
- Applications will be considered if spaces are available. The school will liaise on a frequent basis with Local Authority Early Years and SEND departments regarding admissions throughout the year.
- Staff from SRP will visit every child before consideration can be given to placement.
- Parents will be expected to have visited the SRP before suggesting as a preference.

Entry Criteria for Admission

Cognition and learning	• All children will have either a diagnosis of autism or working diagnosis. Some children may also have a final or proposed EHC Plan of special educational needs. • Pupils are functioning significantly below the level of their mainstream peers. They may be self-directed and requiring a customised curriculum broken down in very small steps and an appropriately adapted pace with high level of structure. • There must be evidence that the child's cognitive ability shows some areas within the low average range or above, and must be on a compatible level with existing children in the resource base. • Pupils may display speech, language and communication difficulties and/or sensory issues and/or high anxiety levels requiring some small group teaching, specific interventions, and modified environments with fewer distractions. • Pupils may need high level of adults at all time.
Communication and interaction	• Pupils may use verbal or non-verbal communication systems e.g. signs, symbols. • Pupils' difficulties are due to autism requiring specific learning resources and regular Speech and Language Therapy input. • Children may have difficulties to communicate or show signs of developing language or another form of symbolic communication. • Children should have some level of both expressive and reception language. Delays in this area may be within severe to moderate range. • Children must be able to access the setting with an ideal ratio of 1:2 adults to children.

	• Children may require support and strategies from an Educational Psychologist.
Social, Emotional and Mental health	• Pupils may be socially vulnerable, experiencing anxiety or low self-esteem about themselves as learners • Pupils may demonstrate challenging behaviour due to a diagnosis of autism requiring small teaching groups, modified environment and specific interventions. • Pupils may have significant difficulties understanding social communication and expressing their needs and opinions in different situations.
Physical, Sensory, Medical	• Pupils may have significant sensory difficulties requiring a modified learning environment, which takes account of sensory needs. • Pupils may need regular access to Occupational Therapy and access to the sensory room and soft play.

Exit Process

A place at the SRP does not guaranteed admissions to the mainstream provision at Hallfield or to the Key Stage 1 and 2 SRP. During a child's time at the SRP, staff will gather evidence for an Education, Health and Care Needs Assessment (EHCNA), in order to finalise the special education provision that they will need (in an EHCP) as they move forward on their education journey.. This means, based on the provision they will require, it will be appropriate to consider a range of settings related to each child's individual needs. This annual review will therefore, serve as a phase transfer also. EYFS SRP staff in conjunction with a SEND Case Worker from the LA SEND Department, will support parents to identify a primary school choice. All consultations for future primary school places, will be coordinated by the SEND Case Worker.

Once a school has been agreed and named in the final EHCP, SRP staff will work together with this school and the parents/carers, to agree a carefully planned transition programme.