

SEN Placement Criteria

Special Educational Needs

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Specialist Centres for Children with Learning Difficulties

Overview

The Special Educational Needs Code of Practice (2001) sets out guidance aimed at enabling pupils with special educational needs (SEN) to reach their full potential and to be included fully in their school communities. For the vast majority of children their mainstream setting will meet all their SEN. The code is informed by a set of fundamental principles

- A child with SEN should have their needs met
- The SEN of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEN should be offered full access to a broad and relevant education, including an appropriate curriculum for the foundation stage and National Curriculum.

A child with a learning difficulty who is to be considered for admission to a specialist centre will

- have a Statement of Special Educational Need or be in the process of statutory assessment
- have a slower rate of learning than other children
- have a severity and/or complexity of need that cannot be successfully supported in a mainstream setting even given intensive support programmes.

Evidence of Attainment and other factors

In deciding whether a child currently being supported in a mainstream setting may require admission to a specialist centre, the critical question is whether there is convincing evidence that the child's learning difficulties have not responded to relevant and purposeful action taken by the school with the help of external support and advice agencies.

This would typically include evidence that the school has

- in conjunction with outside specialists, formulated, monitored and regularly evaluated IEP's and whether the child's progress, measured by criterion referenced or standardised tests, continues to fall significantly and progressively behind the majority of children following such programmes

- sought the views of, and involved, the child's parents
- sought the views of the child, as appropriate to their age and understanding
- where appropriate, utilised structured, individualised literacy and numeracy programmes
- explored the possible benefits of, and where practicable, secured access for the child to appropriate information technology- for example, word processing facilities (including spell checkers), overlay keyboards and software, specialised switches and provision in the use of that technology for the child, their parents and staff- so that the child is able to use that technology across the curriculum in school, and, where appropriate at home
- implemented its policy on pastoral care and guidance and sought external advice to meet any social, emotional or behavioural difficulties
- with the parents consent, notified and sought the assistance of the school doctor and/or the child's general practitioner as appropriate.

Criteria for action

- 1 There will be a range of evidence that the child is falling progressively behind the majority of children of his or her age on academic attainment in
 - the National Curriculum core subjects as measured by the National Curriculum assessments
 - other standardised tests and teachers' own recorded assessments of a child's classroom work, including any portfolio of the child's work

This will be evidenced through rates of progression through P Scales and NC Levels 1 and 2.

- 2 There should also be evidence that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external support and advice agencies.
- 3 The great majority will be identified before school age or very early in their school careers. It will also be the case that a significant amount of the curriculum has to be adapted/supported, ie, the child is unable to participate in identified routine activity without substantial differentiation of material together with close monitoring and supervision during the activity so that learning outcomes are met.
- 4 Set out below are the LA criteria for statutory assessment. It is expected that children with learning difficulties being considered for admission to specialist centres would typically have higher levels of need than the minimum criteria for statutory assessment and/or present other needs in addition to their primary learning need.
 - (i) An 8 year old child (generally in Year 3) who is working at or below Level P8 following two reviewed IEPs at School Action.

- (ii) A 9-year-old child (generally in Year 4) who continues to work at or below Level 1C following two reviewed IEPs at School Action Plus.
 - (iii) A 10 year old child (generally in Year 5) who is working at or below 1B in all National Curriculum core subjects following two reviewed IEPs at School Action Plus.
 - (iv) An 11-year-old child (generally in Year 6) who is working at or below Level 1A following two reviewed IEPs at School Action Plus.
- 5 For admission to a Specialist Centre the child's primary need **must** be a Learning Difficulty. The decision for admission will be made at an LA placement panel in consultation with the schools involved and relevant Surrey Children's Service staff.
- 6 In addition to the above criteria children may also meet some or all of the criteria below
- There is evidence of some mild impairment of social interaction or a restricted repertoire of activities, interests and imaginative development
 - There is evidence for need for some support in personal social care, life skills, and organisation and study skills
 - There may be some mild behavioural/emotional difficulties **associated** with learning difficulties, ie, poor self-esteem, self-confidence, reinforced failure, and inability to communicate effectively with peer/adult/environment,

Specialist Centres for Children with Speech, Language and Communication Needs (SLCN)

Introduction

In 2005, Surrey County Council's Language and Communication review recommended a realignment of current centres and clusters for pupils with specific learning difficulties and language difficulties. This was to maximise the use of resources and provide for an oversubscribed area of need in terms of support and places. The review recognised the primacy of language development in ensuring access to learning, the development of socialisation and self-esteem and the avoidance of behavioural difficulties.

Specialist SLCN Centres will provide full-time education to meet the needs of pupils with language disorder/impairment and those with specific language difficulties associated with some particular communication problems.

The Centres are sited within mainstream schools across the KS1/2 range including a number of early years settings. They are able to provide specialist teaching, with on-site speech and language therapy and access to mainstream classes with appropriate support. There is a range of forms of support within the Centres, which reflect the individual needs of the pupils. One of the aims of the Centres will be to return pupils to mainstream classes with decreasing levels of support.

Assessment Profiles

In order to be considered for placement, professionals should complete the relevant profiles as part of their advice. When children are of school age, it is expected that there will also be clear evidence of support from the locality team in liaison with speech and language therapy services.

The Surrey Learning Skills Profile (SLSP) and the Surrey Speech, Language and Communication (SSLC) Profile will provide the assessment standard and will be considered with other information and any standardised assessments. For Centre admission the two profiles must be looked at together. Admission panels will look for evidence that pupils have the potential to function within the broad average range and therefore information from the latest annual review and that gained through direct contact with schools will also be included in decision making.

The SLSP provides information about a pupil's learning skills in the *educational* setting and how the pupil functions in the classroom. It focuses on some of the underlying skills required to be a successful learner and does not include information on the pupil's attainments, as this is provided in other school documentation. The SLSP is not designed to be used against set criteria in the same way as the Surrey Speech, Language and Communication Profile. The SLSP is designed to provide information in a standard format for every pupil, so the information available to the panel is similar. The additional comments provided and relevant reports form an integral part of the profile and must be read in conjunction with the ratings.

Criteria for admission to Primary Specialist Centres for SLCN

Pupils considered for placement

- will have significant Language and Communication needs that impact on curriculum access.
- will have levels of development in other areas that fall generally within the broad average range, although it is recognised that some aspects may be affected as a direct result of the pupil's specific language and communication needs.
- will require high levels of Speech and Language Therapy .
- will be those who are expected to make good progress with intensive language support.
- will be able to make good use of the opportunities provided by the host mainstream school.
- will be those whose primary need is language development but who may have secondary specific learning needs.
- will generally be expected to benefit from the environment, teaching arrangements and specialist staffing provided, without the need for additional support.
- may have a Statement of Special Educational Need (SEN), for Speech Language & Communication Need. If no statement has been written, the pupil's needs will have matched the descriptors and met the criteria for 'statutory action' for Speech, Language & Communication. In some cases, where a pupil has a social communication difficulty, Centre provision may be appropriate when a specific language disorder is also in evidence.
- may have been notified by child health services at the preschool stage as pupils likely to have special educational needs matching the descriptors and meeting the criteria for 'statutory action' for Speech, Language and Communication.
- may have been identified for consideration at the conclusion of a Statutory Assessment or at a review of the statement.

With reference to the 'areas' on the Surrey Speech Language and Communication (SSLC) Profile consideration will be given to pupils in the Primary phase with:

- at least one score of 5 in impairment in 3 clinical areas across all aspects of the profile

or

- at least one score of 6 in impairment in 2 clinical areas across all aspects of the profile

or

- at least one score of 7 in 1 clinical area across all aspects of the profile

and

- at least one score of 5 of 'function' in any clinical area

and

- at least a score of 5 in either 'impact on learning' or 'impact on socialisation'.

All additional comments on the profile and other relevant reports form an integral part of the profile and must be read in conjunction with the ratings.

Criteria for admission to Secondary SLCN Centres

Pupils considered for placement will

- have significant Language and Communication needs that impact on curriculum access.
- have levels of development in other areas, that fall generally within the broad average range, although it is recognised that some aspects may be affected as a direct result of the pupil's specific language and communication needs.
- require high levels of Speech & Language Therapy
- be those who are expected to make good progress with intensive language support.
- be able to make good use of the opportunities provided by the host mainstream school.
- be those whose primary need is language development but who may have secondary specific learning needs.
- generally be expected to benefit from the environment, teaching arrangements and specialist staffing provided, without the need for additional support.
- have a statement of SEN, generally for SLCN. In some cases, where a pupil has a social communication difficulty, centre provision may be appropriate when a specific language disorder is also in evidence. Similarly pupils with severe specific learning difficulties may also be appropriate when there are associated severe sound processing problems. (see additional information)

With reference to the 'areas' on the SSLC Profile consideration will be given to pupils in the Secondary phase with:

- at least one score of 5 in impairment in 3 clinical areas from the following; receptive language, expressive language, the phonological awareness aspect of speech production, interaction

or

- at least one score of 6 in impairment in 2 clinical areas from the following areas; receptive language, expressive language, the phonological awareness aspect of speech production, interaction

or

- at least one score of 7 in 1 clinical area, this will be from either the receptive language or expressive language area.

and

- at least one score of 5 of 'function' from receptive language, expressive language, interaction area

and

- at least one score of 5 in either 'impact on learning' or 'impact on socialisation'.

All additional comments on the profile and other relevant reports form an integral part of the profile and must be read in conjunction with the ratings.

For pupils considered for secondary provision, particular emphasis will be given to the area of 'Impact' and to ratings of 'Function' on the profile. Some pupils may have developed useful strategies that reduce the impact on their learning and socialisation whilst others with apparently less severe difficulties may have become disaffected.

Pupils with severe specific learning difficulties who are being considered may be suitable if they have high scores on the profile in phonological awareness, and auditory processing and if function & impact scores are also high. (see additional information)

Additional information regarding pupils with Specific Learning Difficulties SpLD

Following the change in designation of SpLD units to SLCN centres as a result of the Language & Communication Review in 2005, it was agreed that a small number of pupils with SpLD may be suited to placement at the new secondary centres.

It is expected that the majority of pupils with specific learning difficulties will be supported in mainstream schools with the appropriate teaching of specific skills and curriculum differentiation when needed. In exceptional cases pupils may need access to the specialist facilities provided by the secondary SLCN centres. It is expected that pupils will have severe persisting difficulties with all aspects of literacy, severe difficulties with sound processing which affect the speed and accuracy of processing auditory information. Their difficulties may also impact on functional working memory. Additional visual processing difficulties may be in evidence. It is recognised that in some pupils there may be a significant effect on emotional well-being that impacts on socialisation & attitude to learning.

Pupils would be expected to score low on Cognition & Learning - confidence & perseverance (6,7,8) aspect of the Surrey Learning Skills Profile (SLSP).

Evidence will be required of detailed assessments of strengths & weaknesses in literacy, sound processing, functional working memory & emotional factors that impact on engagement in learning & school life. This evidence must clearly indicate an appropriately severe level of need.

Procedure for Admission to Specialist Centres for SLCN

Surrey's Special Educational Needs Administration coordinates admission to the specialist centres. An area panel, comprising representatives from SLCN Centres, speech and language therapy, educational psychology, advisory services and special needs administration, considers applications when this occurs at the point of transfer from one phase to another (i.e. for places into nursery, reception year, Year 3 and Year 7). The panel for junior and secondary places is held in November each year, and for infant school places in March.

Leaving Specialist Centres for SLCN

Return to mainstream school should be considered as part of each annual review. In order to make such decisions, advice and information may be sought from

- Speech and Language therapy
- Educational Psychology
- Centre staff
- School staff
- Parents & carers
- Pupil

and should include:

- National Curriculum assessment including SATs results
- Speech and Language Therapy assessment including the use of the Surrey Speech Language and Communication (SSLIC) Profile
- Teacher assessment and advice
- Appropriate assessments & advice from Educational Psychology and other support services as applicable

Consideration should be given for return to mainstream when;

- Pupils no longer require intensive language support.
- The pupil's language and communication skills have developed to a level where they are able to access the curriculum effectively alongside their mainstream peers.

Levels of attainment may continue to be affected by poor literacy and numeracy as a result of earlier communication difficulties but this should not necessarily preclude transfer to mainstream school.

The statement may need to be maintained on transfer to mainstream school and will require modification. The pupil's needs are likely to be met within the resources of the mainstream school but in some cases additional support may be initially required.

Special Needs Support Centres

Introduction

Surrey's Special Needs Support Centres (SNSC) form part of our range of specialist provision for working with children with special educational needs. The centres provide support for a fairly diverse range of educational needs focussing primarily on children with Autistic Spectrum Disorder (ASD). The practice within schools and centres, even within the category of SNSC varies with the experience and expertise of the staff working within the school and the centre. For example, each of our SNSCs will have a view on levels of inclusion for children and levels of learning difficulty they might be expected to cope with. The following guidance and admission criteria is an attempt for a more demonstrable match between assessment and criteria for access to the provision, and as such it is accepted that the criteria may need to be refined further over the next few years.

The Special Educational Needs Code of Practice (2001) sets out guidance aimed at enabling pupils with special educational needs (SEN) to reach their full potential and to be included fully in their school communities. For the vast majority of children their mainstream setting will meet all their SEN. The code is informed by a set of fundamental principles

- A child with SEN should have their needs met
- The SEN of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEN should be offered full access to a broad and relevant education, including an appropriate curriculum for the foundation stage and National Curriculum.

A child with special needs who is to be considered for admission to a Special Need Support Centre (SNSC) will

- have a Statement of Special Educational Need or be in the process of statutory assessment
- have a range of difficulties which is impeding their social and academic progress
- have a severity and/or complexity of need that cannot be successfully supported in a mainstream setting even given intensive support programmes.

Evidence of Attainment and other factors

In deciding whether a child currently being supported in a mainstream or pre-school setting may require admission to an SNSC, the critical question is whether there is convincing evidence that the child's difficulties have not responded to relevant and purposeful action taken by the school with the help of external support and advice agencies. For infant SNSCs this would be advice from pre-school settings and in particular Special Needs Advisers.

This would typically include evidence that the setting/school has

- in conjunction with outside specialists, formulated, monitored and regularly evaluated IEP's and whether the child's progress, measured by criterion referenced or standardised tests, continues to fall significantly and progressively behind the majority of children following such programmes
- sought the views of, and involved, the child's parents
- sought the views of the child, as appropriate to their age and understanding
- where appropriate, utilised structured, individualised literacy and numeracy programmes
- explored the possible benefits of, and where practicable, secured access for the child to appropriate information technology – for example, word processing facilities (including spell checkers), overlay keyboards and software, specialised switches and provision in the use of that technology for the child, their parents and staff – so that the child is able to use that technology across the curriculum in school, and, where appropriate at home
- implemented its policy on pastoral care and guidance and sought external advice to meet any social, emotional or behavioural difficulties
- with the parents consent, notified and sought the assistance of the school doctor and/or the child's general practitioner as appropriate.

Criteria for action

- 1 There will be a range of evidence that the child is falling progressively behind the majority of children of his or her age on academic attainment in
 - The National Curriculum core subjects as measured by the National Curriculum assessments
 - Other standardised tests and teachers' own recorded assessments of a child's classroom work, including any portfolio of the child's work

This will be evidenced through rates of progression through P Scales and NC Levels 1 and 2. For admission to an Infant SNSC assessment should be against the FS curriculum.

- 2 There should also be evidence that the child's difficulties have not responded to relevant and purposeful measures taken by the school and external support and advice agencies.

- 3 The great majority will be identified before school age or very early in their school careers. It will also be the case that a significant amount of the curriculum has to be adapted/ supported, i.e. the child is unable to participate in identified routine activity without substantial differentiation of material together with close monitoring and supervision during the activity so that learning outcomes are met.
- 4 It is expected that children with special needs being considered for admission to SNSCs would typically have significantly higher levels of need than the minimum criteria for statutory assessment.
- 5 The decision for admission will be made at an LA placement panel in consultation with the schools involved and relevant staff in SEN management and associated professionals.

SNSC Criteria

The following is a set of key criteria that is intended to clarify the group of children, who have SEN and would benefit from an SNSC placement. The child must meet one of the two main criteria outlined below to be eligible for an appropriate placement in an SNSC.

- 1 The child may be diagnosed as Autistic. It is expected that on an assessment of severity of autism (such as the Gilliam Autism Rating Scale) the probability that the child has autism would range from average to above average.
- 2 The child's level of disability involves more than just a physical disability, which could impede their social and academic development without appropriate support, e.g. they also have complex medical needs, speech and language difficulties, fine motor control difficulties, and/or issues relating to general educational attainment.

And should also

- Show an ability to sustain sufficient progress during their time in the centre allowing them to access the curriculum, at a clearly differentiated level, which is followed by their age range/class. (Unless otherwise stated, this should be their chronological year group.)

The child may also meet more than one of the following criteria, depending on severity of needs and/or specialist intervention required. (This in turn could support reasons as to why an SNSC placement would be more or less appropriate.)

- The child needs access to communication devices or a means of communication (such as PECS, visual timetables, etc) and has the ability to develop this method within the school/ class setting.
- The child may have some learning difficulties that are in addition to their ASD needs.
- The child is unable to take part in particular aspects of the school's curriculum, e.g. practical activities and physical education activities, due to their physical disability, without close adult support/supervision.

- The child has significant difficulties, and therefore needs adult support/ intervention, with everyday tasks such as changing, dressing, toileting and/or feeding. The child needs specialist equipment or specially adapted equipment to support them in their everyday life/learning at school.
- The child's physical disabilities could lead to a risk of harm to either themselves or others if not monitored/supported.
- The child has specialist medical needs or medication that needs monitoring or support by a trained adult.
- The child needs a specially adapted site in order to allow them to manoeuvre from place to place, as independently as possible, allowing the development of greater independence.

Further guidance on ASD admissions criteria is to be found on page 36. The table there shows the differentiated levels of abilities for admission to SNSCs and Surrey special schools.

Specialist Centres for Hearing Support

Introduction

On-site provision for pupils with hearing losses has been developed in Surrey since the 1970s. Originally such provision was known as “Units”, but following more recent legislation and guidance, the Heads of HI Units at a Development Day in July 2001, requested the name be changed to Resourced Schools (Hearing Support). This new title aimed to remove the “separateness” of the Unit identity, which is seen as a barrier to the true inclusion of hearing impaired pupils in the full life of the school. In line with the LA’s review of its provision for groups of children with particular needs, the title “Specialist Centre for Hearing Support” is felt to both embrace an inclusive philosophy and highlight the level of specialist staff and resources invested in those schools. This is over and above that which is provided in a local mainstream school, to meet the needs of the pupils who require this provision.

Originally the Units were managed by the Physical & Sensory Support Service, but since (1998) the budgets have been delegated to the host schools (apart from one provision which is still developing). This means that the Headteacher is responsible for the recruitment, deployment and management of the resources it receives by formula funding as laid out in the Gold Book. This funding must be used to ensure that the pupils’ statutory needs are met. The Head of Service/Head of Profession (Hearing) has as his accountability the role of monitoring the provisions to ensure that pupils needs are being met. This is achieved through the annual joint monitoring visits with the Four S SEN Consultant and regular development meetings in each school.

Facilities

The Specialist Centres for Hearing Support have a range of resources designed to meet the needs of the pupils in those provisions. They have on-site Teachers of the Deaf and Teaching Assistants who have specialist training. The pupils have regular access to a Speech & Language Therapist who has an additional qualification and experience with working with children who are deaf. They also benefit from regular visits and support from an Educational Audiologist, the Technician for the Hearing Impaired and when necessary the Specialist Advisory Teachers for Deaf/blind Multi-sensory Impaired pupils, all employed by the Physical & Sensory Support Service.

The schools hosting the centres have a much higher level of acoustically treated rooms than other schools as well as a greater range of equipment to enhance the acoustic environment such as FM Soundfield Systems.

The specialist staff not only provides direct teaching and support to the pupils, but they also provide in-service training to all school staff on a regular basis. In so doing there is the expectation of greater knowledge, deaf awareness and skills in differentiating the teaching and learning opportunities for the pupils.

The Deaf Instructor may provide support to both pupils and staff who sign. They provide sign language provision, supports curriculum needs and acts as a Deaf role

model in response to needs identified by the Teacher in Charge of the Specialist Centre.

Communication Policy

The County has a broadly auditory/oral approach to communication methodology for hearing impaired children.

In recent years the Specialist Centre at Guildford Grove Primary School has developed for deaf pupils whose statement identifies the need for Sign Support. As these pupils have reached secondary level, since September 2002 Epsom & Ewell High School Specialist Centre has offered dual provision enabling discreet pathways for those who require Sign Support, as well as those who need the auditory/oral route.

Deaf pupils with additional learning difficulties can also receive Sign Support at Philip Southcote School.

Surrey's policy on communication methodology is detailed in a separate document.

Criteria for Admission to Surrey's Specialist Centres for Hearing Support

Pupils will normally have a statement of Special Educational Needs, which names a Special Centre for Hearing Support in Section 4.

Children may be admitted to the Centre (with a simple or diagnostic statement). Placements are sometimes on an assessment basis.

Details of the County's criteria for statutory assessment are in the booklet "Should your child have a statement of Special Educational Needs?" available from the SCC website, the Local Area Office or County Hall.

Pupil Profiles

The profiles of pupils attending the Specialist Centres for Hearing Support change over time and the school staff are sensitive and responsive to meeting individual's special needs. However some generalisations can be made:

- pupils' principle special educational needs relate to their deafness, which may be in the moderate to profound range
- pupils benefit from amplification, including cochlear implants, FM & Sound Field systems
- pupils benefit from an auditory/oral or a sign support approach to communication
- pupils need on-site daily support or oversight from a Teacher of the Deaf

- pupils need regular input from a specialist Speech & Language Therapist
- pupils benefit from the regular input and advice from an Educational Audiologist, Technician and other Professionals
- pupils benefit from educational and social inclusion with hearing and hearing-impaired peers
- pupils benefit from access to the mainstream curriculum (significantly modified at Philip Southcote School)
- pupils need tailored support packages, including withdrawal for Specialist teaching or in-class support, differentiating the curriculum to meet their needs e.g. Language Through Narrative, Curriculum Support, Strategies to improve Listening, Literacy & Communication
- pupils may need alternative curriculum opportunities e.g. Welsh Joint Board Exams Deaf Studies, Social Use of Language Programmes, Deaf Awareness OCN Accredited
- pupils may have additional learning difficulties, but their needs are still best met in a Specialist Centre for Hearing Support.

Inclusion

The Specialist Centres for Hearing Support have particular regard for educational inclusion in relation to hearing impaired pupils. Schools have regard to a range of documents including the Index for Inclusion (CSIE) and OFSTED's "Evaluating Educational Inclusion" as tools for assessing their progress in furthering inclusive policy and practice.

The needs of individual pupils are at the centre of the facilities, resources, arrangements and approaches used to ensure that they are appropriately included in the life of the school.

Recent OFSTED Inspections have recognised the quality of the specialist centres, which are often seen as a strength of the school. Similarly the host schools are striving towards more Inclusive Practices and value the on-site provision. In the schools where Sign Support is used, there has been a real commitment from both staff and pupils to learn and use sign language.

The annual Joint Monitoring Visits by the Head of Service/Head of Profession (Hearing) and Four S SEN Consultant, have recorded the developments made in recent years towards Inclusion practice. The Teachers in Charge of the Specialist Centres have recently focused on the criteria for determining the balance between specialist withdrawal teaching opportunities and in-class support for each pupil. Their role is also to regularly monitor the quality of in-class provision for pupils. A range of successful practices is offered in each specialist centre for Hearing Support, including:

- individual tuition for the hearing impaired pupils
- small group tuition for the hearing impaired pupils
- reverse inclusion with a group of hearing peers

- in-class support from a teaching assistant or teacher of the deaf
- team teaching by the teachers of the deaf with the class or subject teacher.

Surrey's Accessibility Strategy has provided guidance and training to schools to draw up access plans so that they are able to meet the requirements of the Disability Discrimination Act (2001). Teachers in Charge of Specialist Centres for Hearing Support have a particular role to play in advising their Headteachers and Governing Bodies on local developments needed to ensure their pupils' needs are identified and included in their access plans. Every effort is made by all the Specialist Centres for Hearing Support to facilitate access for pupils with other disabilities. Schools have benefited from modifications and enhancements through the Schools' Access Initiative.

The implementation of the SEN and Disability Act also has implications for hearing impaired pupils' access to the full life of the school in respect of out-of-school or extra-curricular activities, where different transport or support arrangements are needed or access to information/curriculum. Teachers in Charge of Specialist Centres for Hearing Support have a role to play in advising their Headteachers and Governing Bodies as they draw up policies and guidelines to ensure that reasonable adjustments are made to include their hearing impaired pupils.

Additional Support for Individual Pupils

The formula funding for Specialist Centres for Hearing Support is under review. Pupils requiring sign support at Guildford Grove, Epsom & Ewell High and Philip Southcote require a different level of funding. Where pupils have additional or more complex needs over and above their hearing loss, they may require additional Individual Statemented Pupil Support Budget (ISPSB) funding.

Discussions are currently underway over a more equitable provision of Specialist Paediatric Speech & Language Therapy.

Criteria for Change of Placement

Pupils transfer to a variety of placements, eg

- the next phase of Specialist Centre Schooling
- local mainstream school
- another type of specialist centre or special school
- out county provision, eg, School for the Deaf or Resourced School
- post 16 FE or HE establishments

The criteria are therefore:

- parental preference
- pupils reach age of transfer to the next Key Stage

- pupils' needs, as identified at the Annual Review, require different provision
- family moves out of the catchment area of the Specialist Centre for Hearing Support.

Pupils who transfer to other Surrey mainstream or Special School Provision will be supported by the Advisory Teachers of the Deaf within the Physical & Sensory Support Service.

Pupils who are placed in Out of County provision will have their needs monitored on an Annual Basis by the Advisory teacher of the Deaf with responsibility for Out of County pupils, in conjunction with the Education Psychology Service.

Specialist Centres for Visual Impairment

Criteria for Admission to Surrey's Specialist Centres for Visually Impairment

- Pupils will have a visual impairment that has a significant impact on access to the curriculum
- Pupils will have a statement of Special Educational Needs
- Pupils may be admitted to the Centre on an assessment basis
- The pupil may have additional needs, but the pupil's principle special educational need will relate to visual impairment
- The pupil will require a significantly modified and adapted mainstream curriculum through a moderated curriculum into large print, or into a tactile medium such as Braille
- The pupil will require daily support or oversight from a Qualified Teacher for the Visually Impaired, QTVI
- The pupil will require regular input from a paediatric mobility officer and/or ILS (Independent Living Skills) officer
- The pupil will benefit from educational and social inclusion with fully sighted and visually impaired peers
- The pupil will require specialist teaching, including withdrawal or in-class support, in using alternative access methods, eg, CCTV, magnifiers, readers, Braille code tuition, mobility training, touch typing skills, listening skills
- The pupil will require alternative curriculum opportunities, eg, ICT for Visually Impaired Pupils, GCSE Short Course.

Wey House School KS1 provision

Background

Most children start school with confidence and enthusiasm but there are a significant minority who do not. They may have had disrupted early years, little or no opportunity to build secure emotional attachments and little experience of reliable and helpful adults. As a result they have no expectation that teachers will value them and encourage them.

They may show this by not responding to the teaching offered, being withdrawn and unreachable, or perhaps by reacting with hostility to the staff and to other children. They will make little progress; they may have reached the stage of exclusion, a damaging experience for the child and sometimes the last straw which leads troubled families to breakdown. They have 'emotional, behavioural or social difficulties', which will cause them to waste their educational opportunities and may lead to youth offending, to social exclusion and to mental health problems in adult life.

Many will have entered the school system with a history of disrupted parenting and seriously under-developed social and linguistic skills that make participation in mainstream learning difficult.

Much of this can be prevented

- If we can make sense of some of the gaps in development, offer focused teaching and acceptance of their emotional levels, and
- If we can provide a structured and predictable environment in which the children can trust adults and learn.

The purpose of this provision is:

- 1 To provide a flexible and nurturing resource which is responsive to the particular needs of the children attending the unit.
- 2 To provide on-going assessment and support for KS1 children showing signs of emotional stress, behavioural difficulties and lack of social skills with the aim of enabling the child to access a curriculum appropriate to their needs, and participate fully in school life.
- 3 To provide a secure and reliable small class setting where children can learn by re-experiencing pre-school nurture from caring adults who actively work towards enabling their successful integration when appropriate.
- 4 To help the children learn to behave appropriately, use their curiosity constructively, improve their self-esteem and develop confidence, through close and trusting relationships with adults and their peers.
- 5 To work in partnership with parents to enable consistency of approach both at home and at school.

The new provision will be designed for four boys (possibly rising to five after a one term evaluation) who are in late Year R, Year 1. The pupils will attend on a day basis. The unit will be integrated into the life of the school as much as possible and as appropriate.

The pupils will need daily transport which has an escort and which can deliver them door to door within a time frame of 35 minutes.

Staffing will be 1 fte teacher supported by at least 30 hours per week Teaching Assistant. Neither adult should be available to cover for absent staff within the main part of the school as the success of the unit depends on the continuity it provides for the children.

Referral Procedures

- 1 All referrals will be made through the Special Needs Managers. Children will either have a Statement of SEN or be in the process of a formal assessment.
- 2 All referrals will be discussed at a meeting with the HT, Unit leader and other professionals from SCS and will be informed by the use of appropriate diagnostic and evaluative tools such as the Boxall Profile. Children referred will be on a standard form.
- 3 All referrals will be made in consultation with parents with all relevant records of the child's assessments and pupil progress.

Entry/Admission Criteria

Evidence of significant emotional or behavioural difficulties can be characterised by:

- Withdrawn or disruptive behaviour; a marked and persistent inability to concentrate and impulsive behaviour
- Difficulties in establishing and maintaining balanced relationships with his peers or with adults
- A significant delay in the development of life and social skills
- Unpredictable, bizarre, obsessive, violent or severely disruptive behaviour
- Children whose known early or recent history suggests that they may be at risk
- Children who have been permanently excluded from school or Early Years provision because of their social and emotional difficulties.

There should be clear, recorded evidence of both the child's ability and the nature of his emotional and behavioural difficulties. Children with emotional and/or behavioural difficulties will also have some learning difficulties. They may fail to meet expectations in nursery/school and will disrupt the education of others.

Special Schools for Children with Behavioural, Emotional & Social Difficulties

Introduction

By definition, pupils who are placed in schools for those with behaviour, emotional and social difficulties (BESD) will not be able to be educated in mainstream schools. They are among the most difficult pupils to teach. Their behaviour requires particularly skilful and vigilant management. This places their teachers under considerable pressure as they strive to provide a worthwhile and coherent education which offers pupils with BESD opportunities to make steady progress, comparable, where possible, with that of their peers in ordinary schools.

It is generally accepted (eg, Ofsted 1999: Principles into Practice: Effective Education for pupils with EBD) that the typical BESD school has to cater for pupils with a very diverse range of social, emotional and behavioural difficulties.

However, no clear boundaries are defined. There is an expectation that BESD schools will work with the full range of behaviours. This includes pupils whose behaviour stems from a deep-seated emotional psychiatric disturbance through to pupils whose behaviour is more commonly a reaction to outward circumstances. In addition pupils placed in a special school on account of their BESD will span the same range of ability as children in mainstream. With the increasing inclusion of children with learning difficulties this is important to note as, in the past, Surrey has been faced with the dilemma of placing in either an LD or BESD school with discussion focussing on which is the primary educational need.

It is essential that access to these scarce specialist resources be consistently managed through a set of criteria, which clarify

- (a) the identified educational needs of the pupil
- (b) the expectation of the specialist provision designed to meet them

Surrey's BESD schools cater for boys with behaviour, emotional and social difficulties and learning difficulties, as above. However, St Nicholas School will admit pupils with BESD and levels of learning difficulty commensurate with an LD school. Pupils can be placed at the schools on either a day or residential basis.

The following presents a set of criteria which are intended to act as guidance for parents, carers and officers when arranging placement and for the school when considering admission.

Day Placement

1 Pupil's Identified Needs

All of the following need to be demonstrated:

There will be records showing patterns of extreme and/or frequent violent, dangerous and/or non-compliant behaviour. These patterns of behaviour will have prevented the pupils' participation in educational activities and isolated them from their peer group.

Details of severity of behaviour are suggested in **Annexe 1**

- and** A history of planned, consistent intervention at "school action plus" and "statemented in mainstream" in one or more mainstream settings which has not led to significant positive change.
- and** A consequent lack of skill to sustain self in a mainstream learning setting without continuous supervision.
- and** An inability to build or maintain satisfactory interpersonal relationships with peers or teaching staff, which could provide a basis for developing self-esteem.
- and** A record of learning difficulties such that they would meet the Guidance and Admission criteria for a Special School for children with Learning Difficulties.

2 Provision and Learning Environment

- 1 The individual pupil's needs will be such that he will need to be taught mostly in groups of five.
- 2 A flexible curriculum (within the framework of the National Curriculum) differentiated to address delayed attainment and delivered flexibly to match individual learning styles. This may involve individual tuition in a withdrawal setting at times and use of 'time-out' arrangements.
- 3 Staff trained in the emotional needs of pupils, in disorders of attachment and defences to learning, who have a capacity to engage with these positively, and in a non-threatening way establish boundaries for pupil behaviour.
- 4 A clear theoretical framework for the management of behaviour understood and acted on by all staff.
- 5 An ethos that is safe and is nurturing, where boundaries are clear and within which conflict and anxiety can be managed. Regular access to external professional support staff for planned intervention is essential.
- 6 External professional support to the school as an organisation.

3 Likely Allied Issues

- 1 Disordered and/or fragmented family relationships
- 2 Mental health concerns

4 Provision Requirements

- 1 Social work intervention and strong home-school relationships
- 2 CAMHS input which addresses the therapeutic needs of specific pupils

Residential Placement

1 Child's Identified Needs

As for day placement

plus

A sustained inability to change in a day educational setting arising from, for example:

- entrenched hostile attitudes to authority and/or educational achievement,
- chronic low self esteem

(Assessment by school based professionals)

or

for geographical reasons, i.e. the pupil does not live within reasonable travelling distance

2 Provision Requirements

As for day school

plus

A 24 hour programme focusing on social/emotional development with clear exit criteria linked to objectives for change and care criteria.

3 Likely Allied Issues

- A failure to thrive in their present family setting but sufficient motivation/capacity for change in the family to avoid the child becoming accommodated
- Adverse community factors which undermine the objectives of the school placement
- High risk of delinquency

(Assessment via a social care assessment)

4 Provision Requirements

High level of social work intervention and CAMHS family based intervention.

Annexe 1

These notes are intended as guidance for LA decision makers and the Headteacher and the behaviours described are intended to reflect exceptional social and emotional needs as manifest in the classroom. They are in consequence essentially “negative” behaviours, representing the point at which the needs of the pupil are not being adequately met and the impact on other pupils is such as to impede their progress.

A pupil with severe needs will express these through a repertoire of behaviours, which are resistant to change. The implication is that less severe patterns of behaviour than those identified below are regarded as capable of being managed and worked within a mainstream setting and, with consistently applied strategies and commitment, will improve.

It is essential to remember that behaviour is highly dependent on the social context in which it takes place. “Severe” behaviour can be simulated by settings, which fail adequately to respond to the child’s underlying needs. It can be contained and reduced by a setting that has the commitment and resources to do this. The descriptions suggested below assume that resourcing levels are in place and the consistent implementation of a management strategy identified in the pupil’s individual education plan.

Conduct behaviour

- Verbal aggression to a range of adults more than 5 times daily
- Peer abuse in the classroom more than 5 times daily
- Peer abuse in the playground every playtime
- Routinely interrupts other pupils or staff inappropriately, ie, without reference to whatever interaction is taking place
- Daily involvement in physical conflict with peers
- Physical aggression to staff on a weekly basis or greater
- Repeated instances of theft or destruction of property
- Lying about their behaviour in the face of incontrovertible evidence to the contrary
- Restless and unable to remain on an appropriate “work” task for more than 5 minutes with immediate supervision

Emotional behaviour

- Withdrawn into self when not immediately engaged by an adult
- Routine, strong negative response to peer interventions and approaches
- Consistently fails to respond to the distress of others, or finds it satisfactory
- Has no peer relationships that survive for more than 2-3 days
- Unable to make positive approaches to others or chooses to remain isolated
- Daily evidence of significant emotional distress
- Flat, emotionally expressionless for 80% of the time in school
- Highly volatile, mood swings 4-5 times in a day
- Highly sensitive to small changes in routine by showing anger, distress, refusal to co-operate
- Highly reactive to criticism by destroying work or belongings
- Self harms persistently
- Unable to accept or respond emotionally to praise

Learning behaviour

- Unable to maintain concentration to the degree identified above
- Needs routine classroom tasks to be specifically tailored to him if to progress
- Needs direct supervision to make choices or to tackle a problem
- Unable to organise materials for a task unless closely supervised
- Does not share a task with others or take turns
- Language lacks coherence, especially when trying to give an explanation
- Finds it hard to engage in an interaction over several exchanges which involve tacking account of what the other is saying
- Unable to collaborate in a group learning task

Special Schools for Children with Learning Difficulties

Overview

The Special Educational Needs Code of Practice (2001) sets out guidance aimed at enabling pupils with special educational needs (SEN) to reach their full potential and to be included fully in their school communities. For the vast majority of children their mainstream setting will meet all their SEN. The code is informed by a set of fundamental principles:

- A child with SEN should have their needs met
- The SEN of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEN should be offered full access to a broad and relevant education, including an appropriate curriculum for the foundation stage and National Curriculum

A child with a learning difficulty who is to be considered for admission to a special school will:

- have a Statement of Special Educational Need or be in the process of statutory assessment
- have a slower rate of learning than other children
- have persistent, complex and long term learning needs that cannot be successfully supported in a mainstream setting even given intensive support programmes.

Evidence of Attainment and other factors

In deciding whether a child currently being supported in a mainstream setting may require admission to a special school the critical question is whether there is convincing evidence that the child's learning difficulties have not responded to relevant and purposeful action taken by the school with the help of external support and advice agencies. Typically, the child's needs will have been supported through a high level of additional resources.

There would need to be evidence that the mainstream school/centre has:

- in conjunction with outside specialists, formulated, monitored and regularly evaluated IEPs (Individual Education Plans) and whether the child's progress, measured by criterion referenced or standardised tests, continues to fall significantly and progressively behind the majority of children following such programmes

- sought the views of, and involved, the child's parents
- sought the views of the child, as appropriate to their age and understanding
- where appropriate, utilised structured, individualised literacy and numeracy programmes
- explored the possible benefits of, and where practicable, secured access for the child to appropriate information technology- for example, word processing facilities (including spell checkers), overlay keyboards and software, specialised switches and provision in the use of that technology for the child, their parents and staff- so that the child is able to use that technology across the curriculum in school, and, where appropriate at home
- implemented its policy on pastoral care and guidance and sought external advice to meet any social, emotional or behavioural difficulties
- with the parents consent, notified and sought the assistance of the school doctor and/or the child's general practitioner as appropriate.

Criteria for admission to an LD school

- 1 There will be a range of evidence that the child is falling progressively behind the majority of children of his or her age on academic attainment in
 - the National Curriculum core subjects as measured by the National Curriculum assessments
 - other standardised tests and teachers' own recorded assessments of a child's classroom work, including any portfolio of the child's work.

This will be evidenced through rates of progression through P Scales and levels 1-3 of the NC Levels.

- 2 There should also be evidence that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external support and advice agencies.
- 3 The great majority will be identified before school age or very early in their school careers. It will also be the case that a significant amount of the curriculum has to be adapted/supported, ie, the child is unable to participate in identified routine activity without substantial differentiation of material together with close monitoring and supervision during the activity so that learning outcomes are met.
- 4 Set out in Surrey's "SEN: A Graduated Response" are the criteria for statutory assessment. It is expected that children with learning difficulties being considered for admission to a special school would typically have much higher levels of need than the minimum criteria for statutory assessment and/or present other needs in addition to their primary learning need. The key areas when considering admission are:
 - (i) pupils will achieve National Curriculum levels which overall reflect the general cohort of an LD secondary school, on entry in Year 7 the majority of pupils will be working below level 2 of the National Curriculum

- (ii) pupil rate of progress will be less than one National Curriculum level per Key Stage
- (iii) pupils will generally need considerable reinforcement/learning enrichment to apply skills learnt
- (iv) all pupils will need support with most aspects of personal/social care
- (v) all pupils will need support with life skills, organisational and problem solving skills
- (vi) in order to access the curriculum pupils will have a minimum entitlement of support of one full time teaching assistant per group of ten pupils.

For admission to a Special School the child's primary need should be associated with a learning difficulty. However in addition to the above criteria children may also meet some or all of the criteria below:

- There is evidence of some impairment of social interaction or a restricted repertoire of activities, interests and imaginative development. The child may be diagnosed ASD. There are children with ASD in all LD schools
- There is evidence that there are speech and language difficulties. Expressive language difficulties are impaired to a degree that prevents effective age appropriate communication; comprehension of language might be limited to such a degree that they are unable to understand verbal information at a level expected of their peer group
- There is evidence for need for some support in personal social care, life skills, and organisation and study skills
- There may be some behavioural/emotional difficulties **associated** with learning difficulties, ie, poor self-esteem, self-confidence, reinforced failure, and inability to communicate effectively with peer/adult/environment.

Surrey's LD Special Schools will, over time, develop specialisms for children with much higher levels of a particular need than the other LD schools. It is expected therefore that schools, for example specialising in ASD, will admit some pupils with a severity of autism not commonly seen in other LD schools. Separate criteria for the specialisms are being written. The schools with their specialisms are:

The Abbey School - Specialising in Autistic Spectrum Disorders

Carwarden House Community School - Specialising in 16-19 provision

Gosden House Day and Residential School - Specialising in Speech, Communication and Language Needs

The Park School - Specialising in Speech, Communication and Language Needs

Philip Southcote School - Specialising in sensory/physical and medical needs

West Hill School - Specialising in Autistic Spectrum Disorders

Woodfield School - Specialising in 16-19 provision

The decision for admission will be made at an LA placement panel in consultation with the schools involved and relevant Surrey Children's Service staff.

Special Schools for Children with Severe Learning Difficulties

Overview

The Special Educational Needs Code of Practice (2001) sets out guidance aimed at enabling pupils with special educational needs (SEN) to reach their full potential and to be included fully in their school communities. For the vast majority of children their mainstream setting will meet all their SEN. The code is informed by a set of fundamental principles:

- A child with SEN should have their needs met
- The SEN of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEN should be offered full access to a broad and relevant education, including an appropriate curriculum for the foundation stage and National Curriculum.

A child with a learning difficulty who is to be considered for admission to a special school will:

- have a Statement of Special Educational Need or be in the process of statutory assessment
- have a slower rate of learning than other children
- have persistent, complex and long term learning needs that cannot be successfully supported in a mainstream setting even given intensive support programmes.

Evidence of Attainment and other factors

In deciding the correct placement for a child the critical question is whether there is convincing evidence that the child's learning difficulties have not responded to relevant and purposeful action taken by the school/pre-school with the help of external support and advice agencies. Typically, the child's needs will have been supported through a high level of additional resources.

There would need to be evidence that any previous school/centre/pre-school has:

- in conjunction with outside specialists, formulated, monitored and regularly evaluated IEPs (Individual Education Plans) and whether the child's progress, measured by criterion referenced or standardised tests, continues to fall significantly and progressively behind the majority of children following such programmes

- sought the views of, and involved, the child's parents
- sought the views of the child, as appropriate to their age and understanding
- where appropriate, utilised structured, individualised programmes
- explored the possible benefits of, and where practicable, secured access for the child to appropriate information technology
- implemented its policy on pastoral care and guidance and sought external advice to meet any social, emotional or behavioural difficulties
- with the parents' consent, notified and sought medical advice and intervention as appropriate.

Criteria for Admission from Statutory School Age.

- 1 There will be evidence that the child's attainments are significantly lower than the majority of children of their age in
 - National Curriculum subjects as measured by the P scales
 - School internal assessments
 - Foundation Stage Profile
 - Educational Psychologist Reports
 - SALT assessments/Language profiles
 - Any other standardised assessments e.g. Griffiths Scales.
- 2 There should be evidence that the learning difficulties remain significant despite other intervention and support.
- 3 The great majority will be identified very early in their lives, usually before school age. If they have been in pre school settings they will generally have required a great deal of specialist support and attention.
- 4 Set out in Surrey's "SEN: A Graduated Response" are the criteria for statutory assessment. It is expected that children with severe learning difficulties being considered for admission to a special school would typically have much higher levels of need than the minimum criteria for statutory assessment and/or present other needs in addition to their primary learning need. The key areas when considering admission are:
 - (i) Pupils will achieve P levels which overall reflect the general cohort of an SLD school
 - (ii) Pupil rate of progress will be less than 2-3 P levels per key stage at Primary age and 1 P level or less per Key stage at Secondary age
 - (iii) Pupils will generally be unable to apply the skills they have learned in a variety of contexts

- (iv) Pupils will need significant support with most aspects of personal/social care
- (v) Pupils will need support with life skills, organisational and problem solving skills
- (vi) In order to access the curriculum pupils will need the support of a TA for a minimum of 25% of the school day.

For admission to an SLD school the child's primary need should be a severe learning difficulty. However in addition to the above criteria children may meet some or all of the criteria below:

- They have communication difficulties of varying degrees associated with their learning difficulty, including a diagnosis of autism
- They may have physical or sensory needs
- They may have medical needs e.g. epilepsy, gastrostomy, tracheotomy, oxygen dependence. These children will need health trained staff. SLD day schools cannot meet the needs of those children who require intensive nursing care
- They may have a degree of challenging behaviour associated with their learning difficulties. SLD day schools cannot safely meet the needs of those children who display persistent and severe challenging behaviours which have proved to be resistant to intervention strategies and cause regular injury to staff or pupils
- They may have emotional difficulties associated with their learning or communication needs.

An LA placement panel will make decisions regarding placement.

Criteria for Early Years Admissions

Children are admitted from the age of two. Admission is via the termly LA panel meeting.

Children may be statemented or admitted on an assessment basis. Assessments would normally be completed within 18 months. Some children may stay longer until the correct next placement is found or until a phased transition is successfully completed.

Priority will be given to those children with the highest level of need. Those needs include

- A structured curriculum which promotes learning in small steps
- Direct teaching of play, social and personal care skills
- Regular therapy intervention
- A curriculum which develops communication from the earliest stages using a range of strategies e.g. Makaton, PECS, TEACCH, Objects of Reference, etc.

Special Provision for Children with Autistic Spectrum Difficulties

Overview

The Special Educational Needs Code of Practice (2001) sets out guidance aimed at enabling pupils with special educational needs (SEN) to reach their full potential and to be included fully in their school communities. For the vast majority of children their mainstream setting will meet all their SEN. The code is informed by a set of fundamental principles:

- A child with SEN should have their needs met
- The SEN of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEN should be offered full access to a broad and relevant education, including an appropriate curriculum for the foundation stage and National Curriculum.

A child with an Autistic Spectrum Disorder (ASD) who is to be considered for admission to the range of provision available in Surrey Maintained schools and Resource Centres will:

- have a Statement of Special Educational Need or be in the process of statutory assessment
- have a different rate of learning than their peers
- and have persistent, complex and long term needs that cannot be successfully supported solely in a mainstream setting even given intensive support programmes.

The range of provision includes Special Schools (The Abbey, Brooklands, Carwarden House, Clifton Hill, Freemantles, Linden Bridge, Manor Mead, The Park, Philip Southcote, Pond Meadow, Portesbery, The Ridgeway, Walton Leigh West Hill and Woodfield), Primary Resource Centres (Badshot Lea, Bagshot, Dovers Green, Eastwick, Pycroft Grange, St Matthew's and William Cobbett) and Outreach services into mainstream primary and secondary schools.

The decision as to which provision is most appropriate will be based on age, levels of cognitive ability and degrees of autism.

Evidence of Attainment and other factors

In deciding whether a child currently being supported in a mainstream setting may require special provision, the critical question is whether there is convincing evidence that the child's learning difficulties have not responded to relevant and purposeful action taken by the school or pre school setting, with the help of external support and advice agencies. Typically, the child's needs will have been supported through a high level of additional resources.

There would need to be evidence that the mainstream school/resource centre/ pre school setting has:

- in conjunction with outside specialists, formulated, monitored and regularly evaluated IEPs (Individual Education Plans)
- shown the child's progress, measured by criterion referenced or standardised tests, continues to fall significantly and progressively behind the majority of children following such programmes
- sought the views of, and involved, the child's parents
- sought the views of the child, as appropriate to their age and understanding
- explored the possible benefits of, and where practicable, secured access for the child to appropriate specialist approaches such as PECS/TEACCH
- implemented its policy on pastoral care and guidance and sought external advice to meet any social, emotional or behavioural difficulties
- with the parents consent, notified and sought the assistance of the school doctor and/or the child's general practitioner or consultant to evidence diagnosis of ASD.

Criteria for admission to Special ASD provision

- 1 The child has a medical diagnosis of ASD.
- 2 Set out in Surrey's "SEN: A Graduated Response" are the criteria for statutory assessment for ASD. It is expected that children with ASD being considered for admission to a special school would have much higher levels of need than the minimum criteria for statutory assessment and/or present other needs in addition to their primary need.
- 3 There will be a range of evidence that the child's ASD is having a significant detrimental effect on their ability to learn and his or her academic attainment

This will be evidenced through rates of progression through P Scales and NC Levels, other standardised tests and teachers' own recorded assessments of a child's classroom work, including any portfolio of the child's work.

- 4 A significant amount of the curriculum has to be adapted/supported, ie, the child is unable to participate in identified routine activity without substantial differentiation of material together with close monitoring and supervision during the activity so that learning outcomes are met.

For admission to Special Provision the child's primary need must be ASD. However in addition to the above criteria children may also meet some or all of the criteria below:

- There is evidence for need for support in personal social care, life skills, and organisation and study skills
 - There may be some behavioural/emotional difficulties **associated** with ASD.
- 5 The decision for admission will be made at an LA placement panel in consultation with the schools involved and relevant Surrey Children's Service staff.

The following table is intended as a guide to help parents and staff understand the appropriate placement for ASD children. This is because ASD is a spectrum associated with a broad range of ability.

ASD Admissions Criteria

These criteria are guidelines only and ability levels in particular should not be used as the first or main criteria for placement

	Linden Bridge / Freemantles	SLD/ASD		SNSC
Ability Range	EYFS P4 KS1 P4-L1 KS2 P5-L1 KS3 P6-L2 16+ Entry Level 1-3	EYFS P1-P5 KS1 P1-P5 KS2 P1-P8 KS3 P1-L1 16+ P1- L2	ASD pupils in SLD would be expected to have a flatter learning profile than pupils in LB/F	EYFS P4-P5 KS1 P4-L1a KS2 P8-L2a some pupils may have higher ability levels but have significant ASD needs
General ability to adapt to school demands	<p>Rigid adherence to own agenda</p> <p>Single channelled. Some flexibility. Can shift from task to direction, back to task. Needs adult support to control the attention focus</p> <p>Rigid and inflexible. Can concentrate for some time on a concrete task of own choice. Has difficulty in tolerating intervention or attempts to modify task by an adult</p> <p>Significantly challenging behaviours need time and space. Requires experienced staffing, visual cues and structure</p> <p>Extreme distractibility. Child's attention is held momentarily by whatever is the dominant stimulus in the environment and is easily distracted by any new stimulus</p>	<p>Rigid adherence to own agenda</p> <p>Single channelled. Some flexibility. Can shift from task to direction, back to task. Needs adult support to control the attention focus</p> <p>Rigid and inflexible. Can concentrate for some time on a concrete task of own choice. Has difficulty in tolerating intervention or attempts to modify task by an adult</p> <p>Significantly challenging behaviours need time and space. Requires experienced staffing, visual cues and structure</p> <p>Extreme distractibility. Child's attention is held momentarily by whatever is the dominant stimulus in the environment and is easily distracted by any new stimulus</p>		<p>Attentive given an environment with visual support and adult direction</p> <p>Single channelled. Some flexibility. Can shift from task to direction, back to task. Needs adult support to control the attention focus</p> <p>Rigid and inflexible. Can concentrate for some time on a concrete task. Has some difficulty in tolerating intervention or attempts to modify task by an adult</p> <p>Some complaints expressed verbally or physically but with preparation, verbal reasoning and support can tolerate change</p> <p>Beginning to control own attention. Attention is still single channelled but this can be focussed spontaneously under the child's own control without adult support</p>

ASD Admissions Criteria

These criteria are guidelines only and ability levels in particular should not be used as the first or main criteria for placement

	Linden Bridge / Freemantles	SLD	SNSC
Social interaction / Relationships	<p>Relies on repetitive formats and support to maintain interaction. Limited understanding of the needs of others, confused by lack of success in interaction (with adult)</p> <p>Interacts only for needs and desires including a range of activities for fun and for individual interest (with adult)</p> <p>Only form relationships with highly familiar people who know the child and his needs well (with adult)</p> <p>Communicates by using extremes of emotions. Isolated. Dependent on adults to interpret needs for daily life (with adult)</p> <p>Interacts for needs only or totally dependent on adults. Able to form relationships with highly familiar people who know the child and his needs well (with peer)</p> <p>Beginning to tolerate a group in structured familiar situations. Poor awareness of being part of a group</p> <p>Disinhibited. Finds group situations difficult to tolerate. Will avoid/leave group or show challenging behaviour</p>	<p>Interacts only for needs and desires including a range of activities for fun and for individual interest (with adult)</p> <p>Only form relationships with highly familiar people who know the child and his needs well (with adult)</p> <p>Very limited interaction for needs, (very limited awareness of peers), communicates by using extremes of emotions. Isolated. Dependent on adults to interpret needs for daily life</p> <p>Beginning to tolerate a group in structured familiar situations. Poor/ limited awareness of being part of a group (in adult group)</p> <p>Disinhibited. Finds group situations difficult to tolerate. Will avoid/leave group or show challenging behaviour (in adult group)</p>	<p>Relies on repetitive formats and support to maintain interaction. Limited understanding of the needs of others</p> <p>Motivated but a limited range of successful strategies, uses stereotypical routines, repetitive formats (with peer)</p> <p>Relies on repetitive formats and support to maintain interaction. Limited understanding of the needs of others, lack of success in interaction (with peer)</p> <p>Interacts a limited degree with peers</p> <p>With structure will observe an adult, but does not open interaction with an adult. May take a toy/object from peer/adult without reference to the person. Unaware of group rules (in adult group)</p> <p>Beginning to tolerate a group in structured familiar situations. Poor/ limited awareness of being part of a group</p> <p>Will usually interact with an adult (but not always initiate)</p>

ASD Admissions Criteria

These criteria are guidelines only and ability levels in particular should not be used as the first or main criteria for placement

	Linden Bridge / Freemantles	SLD	SNSC
Social Communication / Language	<p>Understands limited range of non verbal communication and needs adult/visual support (photos/symbols)</p> <p>Understands a limited range of non verbal communication in specific context e.g. goes out to play when teacher points at playground</p> <p>Misinterprets non verbal communication e.g. watches adult faces with interest without feeling</p> <p>Pays little or no attention to non verbal cues</p> <p>Sometimes requires an adult to simplify the syntax or vocabulary of an instruction or explanation that one would expect the child to understand</p> <p>Often requires an adult to make modifications to syntax or vocabulary as above, with visual cues such as pointing or looking</p> <p>Requires language to be simplified to key words only and/or supplemented with visual cues</p> <p>Uses vocalisations and/or words but with no communicative intent</p> <p>Has no spoken language but demonstrates communicative intent – positive/negative</p>	<p>Pays little or no attention to non verbal cues</p> <p>Understands a limited range of non verbal communication in specific context e.g. goes out to play when teacher points at play-ground</p> <p>Misinterprets non verbal communication e.g. watches adult faces with interest without feeling</p> <p>Understands a very limited range of key words/phrases in context</p> <p>Uses vocalisations and/or words but with no communicative intent</p> <p>Non verbal – no communicative intent</p> <p>Uses a very limited range of vocalisations and/or words in specific situations to convey basic needs. Adult prompts are needed to initiate. May have echoed responses Requires objects of reference, photos, symbols to aid communication</p> <p>Requires language to be simplified to key words only and/or supplemented with visual cues</p> <p>Uses spoken language to communicate a range of intentions e.g. requesting; commenting; greeting. Spoken language remains limited, used in a small number of structured familiar situations. Adult prompts are needed (at secondary)</p>	<p>Understands limited range of non verbal communication and needs adult/visual support (photos/symbols)</p> <p>Understands a limited range of non verbal communication in specific context e.g. goes out to play when teacher points at playground</p> <p>Sometimes requires an adult to simplify the syntax or vocabulary of an instruction or explanation that one would expect the child to understand</p> <p>Often requires an adult to make modifications as above, with or without visual cues such as pointing or looking</p> <p>Requires language to be simplified to key words only and/or supplemented with visual cues</p> <p>Uses a limited range of vocalisations and/or words in specific situations to convey basic needs. Adult prompts are needed to initiate. May have echoed responses</p> <p>May have good language skills but functional language is limited</p> <p>Uses spoken language to communicate a range of intentions e.g. requesting; commenting; greeting. Spoken language remains limited, used in a small number of structured familiar situations. Adult prompts are needed</p>

ASD Admissions Criteria

These criteria are guidelines only and ability levels in particular should not be used as the first or main criteria for placement

	Linden Bridge / Freemantles	SLD	SNSC
Behaviour related to ASD	<p>Resistant, challenging behaviour at times of transition. Cannot be distracted, only operates if given own choice of equipment and could also need exceptional funding from the LA</p> <p>Significantly challenging behaviour needs time and space. Requires experienced staffing, visual cues and structures (dependent upon existing cohorts and facilities in the school)</p>	<p>Resistant, challenging behaviour at times of transition. Cannot be distracted, only operates if given own choice of equipment and could also need exceptional funding from the LA</p> <p>Significantly challenging behaviour needs time and space. Requires experienced staffing, visual cues and structures (dependent upon existing cohorts and facilities in the school)</p>	<p>Behaviours are additional to or different from that of other peers. More severe behaviour occurs infrequently and requires the allocation of temporary and additional support</p>
Social Imagination/ Play	<p>Recognises the representational nature of toys although play may remain idiosyncratic or rigid</p> <p>Difficulty with representational/ symbolic toys. Can play some routines using real objects. When left without adult structure will revert to their idiosyncratic play. No concept of sharing, resistant to adult intervention</p> <p>Not yet displaying interactive play beyond “boo”, “tickle” and “chase” type games. When left without adult structure will revert to their idiosyncratic play</p> <p>Spends most of the time absorbed in idiosyncratic and unusual use of objects. No representational play, absorbed with repetitive, stereotypical movements</p>	<p>Not yet displaying interactive play beyond “boo”, “tickle” and “chase” type games. When left without adult structure will revert to their idiosyncratic play</p> <p>Plays beyond “boo”, “tickle” and “chase” type games. When left without adult structure will revert to their idiosyncratic play</p> <p>Spends most of the time absorbed in idiosyncratic and unusual use of objects. No representational play, may be absorbed with repetitive, stereotypical movements</p>	<p>Some play routines, limited repertoire e.g. plays same story/game in same way every time. Only expands range when specifically taught and when left without adult structure will revert to their idiosyncratic play. Resists sharing, can tolerate confident adult guidance cues to teach sharing</p>

ASD Admissions Criteria

These criteria are guidelines only and ability levels in particular should not be used as the first or main criteria for placement

	LD		SLCN
Ability Range	KS3 P6-L2 16+	(some pupils have higher ability levels but have significant ASD needs)	<p>The Surrey Learning Skills Profile and the Surrey Speech, Language and Communication Profile will provide the assessment standard and will be considered with other information and any standardised assessments. For centre admission the two profiles <u>must</u> be looked at together. Admission panels will look for evidence that pupils have the potential to function within the broad average range. With reference to the Surrey Speech Language and Communication profile consideration will be given to pupils with:</p> <ul style="list-style-type: none"> • at least one score of 5 in impairment in 3 clinical areas or • at least one score of 6 in impairment in 2 clinical areas or • at least one score of 7 in 1 clinical area <p><u>and</u></p> <ul style="list-style-type: none"> • at least one score of 5 of <u>function</u> in any clinical area <p><u>and</u></p> <ul style="list-style-type: none"> • at least a score of 5 in either impact on learning or impact on socialisation
General/ability to adapt to school demands	<p>Complains/protests frequently but with preparation, visual support and other appropriate strategies can tolerate change</p> <p>Attentive given a modified non-distracting environment</p>		<p>Complains/protests frequently but with preparation, verbal reasoning and support can tolerate change</p> <p>Significantly challenging behaviour needs time and space. Requires experienced staffing, visual cues and structure</p> <p>Can concentrate for some time on a concrete task of own choice. Has difficulty in tolerating intervention or attempts to modify task by an adult</p>

ASD Admissions Criteria

These criteria are guidelines only and ability levels in particular should not be used as the first or main criteria for placement

	LD	SLCN
Social interaction / Relationships	<p>Motivated but a limited range of successful strategies, uses stereotypical routines, repetitive formats (1:1 adult)</p> <p>Attempts to communicate but uses limited range of successful strategies, uses stereotypical routines, repetitive formats (1:1 peer)</p> <p>Interested but requires adult imposed sharing and turn-taking and to tolerate the needs of others. Adult to supply verbal clues (adult group)</p> <p>Attempts to communicate using physical means</p>	<p>In an adult group situation:</p> <ul style="list-style-type: none"> • Immature, developing within age appropriate situation • Motivated but a limited range of successful strategies, uses stereotypical routines, repetitive formats • Motivated but requires adult to open and sustain interaction <p>In a 1:1 situation with an adult:</p> <ul style="list-style-type: none"> • Interacts only for needs and desires including a range of activities for fun and for individual interest • Interacts for needs only or totally dependent on adults. Able to form relationships with highly familiar people who know the child and his needs well <p>In a 1:1 situation with a peer:</p> <ul style="list-style-type: none"> • Interacts only for needs and desires including a range of activities for fun and for individual interest • Beginning to tolerate a group in structured familiar situations. No awareness of being part of a group • Disinhibited. Finds group situations difficult to tolerate. May avoid / leave group or show challenging behaviour

ASD Admissions Criteria

These criteria are guidelines only and ability levels in particular should not be used as the first or main criteria for placement

	LD	SLCN
Social Communication / Language	<p>Understands good range of non verbal communication e.g. needs adult prompting to interpret</p> <p>Understands limited range of non verbal communication and needs adult /visual support (photos/symbols)</p> <p>Uses a good range with adult prompting in a familiar context e.g. waves goodbye, looks at bus driver, looks to see if there is a spare seat</p> <p>Often requires an adult to make modifications as above, with or without visual cues such as pointing or looking</p> <p>Uses a limited range of vocalisations and/or words in specific situations to convey basic needs. Adult prompts are needed to initiate. May have echoed responses</p> <p>May appear to have good language skills but has limited functional skills</p> <p>Demonstrates inappropriate communication skills e.g. shouting, speaks totally out of context</p> <p>Sometimes requires an adult to simplify the syntax or vocabulary of an instruction or explanation that one would expect the child to understand</p>	<p>Understands a limited range of non verbal communication in specific context e.g. goes out to play when teacher points at playground</p> <p>Uses a limited range of learned non verbal communication in specific contexts, imitates facial expression in a structured context</p> <p>May need an adult to make modifications as above, with or without visual cues such as pointing or looking</p> <p>Speaks using sentences; the content is not always appropriate to the context</p> <p>Uses spoken language but is unable to monitor the appropriateness e.g. one sided topic of conversation</p>
Social imagination/Play		

ASD Admissions Criteria

These criteria are guidelines only and ability levels in particular should not be used as the first or main criteria for placement

	LD	SLCN
Behaviour related to ASD	Some challenging behaviours, additional to or different from that of other peers occurring infrequently and requiring the allocation of temporary and additional support from the LA	Behaviours are additional to or different from that of other peers. More severe behaviours occur infrequently and requires the allocation of temporary and additional support from the LA

Pupils likely to require Additional Specialist Provision

Tolerance of Change – behaviour out of control, requires adult supervision to keep them and others safe.

Social Interaction – very limited interaction for needs, communicates by using extremes of behaviours. Isolated. Dependent on adults to interpret needs for daily life.

Special Provision for Children with Emotional and Learning Difficulties

Limpsfield Grange School

Overview

Limpsfield Grange School is a special school that caters for girls aged 11 to 16 who would be emotionally, educationally or physically vulnerable in a mainstream setting. Residential placements are available to those pupils who would benefit from the additional range of educational and social opportunities offered outside the school day, in compliance with the Access Routes for Residential Placement (see page 55)

The school is housed in a Victorian Grange, the stable block having been converted to small classrooms.

Curriculum

The curriculum at Limpsfield Grange is broadly a mainstream curriculum, working towards taking public examinations such as GCSE.

Criteria for Admission

Pupils considered for placement will have significant special educational needs which impact on curriculum access. Each pupil will have a statement of Special Educational Needs. They will be pupils whose levels of development fall generally within the broad average range, although it is recognised that often some aspects may be affected as a direct result of the pupil's needs. Pupils accepted will be able to achieve at least National Curriculum Level 2 and above by the end of Key Stage 2. Pupils entering the school at Key Stage 4 will be able to achieve at least Level 3 on entry. Pupils will be those who are expected to make good progress with intensive support and be able to make good use of opportunities provided by the school. Pupils are generally expected to benefit from the education, environment and staffing provided without the need for additional support.

Pupils considered will have a range of difficulties. The difficulties include specific learning difficulties, speech language and communication difficulties, medical, sensory or physical difficulties, emotional difficulties and those who demonstrate mild features within the autistic spectrum. The school cannot meet the needs of those pupils with severe behavioural difficulties due to their serious impact on the safety and learning of the more vulnerable pupils who form the majority of the intake.

Pupils may be considered for residential placements by the Local Authority, via an SEN Code of Practice Annual Review. Admissions to the residential provision are in line with the Access Routes for Residential Placement (see page 55).

These include:

- The pupil's educational needs
- Distance from home to school

Pupils being considered for admission at Secondary Transfer Stage, or during the secondary stage, will have been identified for consideration at the conclusion of the Annual Review of their Statement of Special Educational Need.

Procedure for admission

The local Special Educational Needs Management Team co-ordinates admission to the school. A panel, comprising of representatives from schools, the locality team professionals, and special needs management, considers applications when this occurs at the point of transfer from primary to secondary, normally each November.

Sunnydown School

Overview

Sunnydown School is a special school for secondary aged boys between the ages of 11-16 years (National Curriculum year groups 7-11). The school can meet the needs of boys who would be considered emotionally or educationally vulnerable in a mainstream setting. Sunnydown has expertise in working with and developing pupils with severe and complex dyslexia and other specific learning difficulties. Residential places are available from Mondays to Fridays subject to the criteria in Access Routes for Residential Placement (see page 55).

Curriculum

A mainstream curriculum is delivered at Sunnydown. In 2008 the following GCSE subjects were offered to all Key Stage 4 pupils: English, Mathematics, Science, Geography, Art & Design, ICT, Design & Technology and PE.

Assessment Profiles

In order to be considered for placement, professionals should complete the relevant profiles as part of their advice. It is expected that there will also be clear evidence of support from the locality team in liaison with speech and language therapy services, The Surrey Learning Skills Profile (SLSP) and the Surrey Speech, Language and Communication (SSLC) Profile will provide the assessment standard and will be considered with other information and any standardised assessments. For admission the two profiles **must** be looked at together. Admission panels will look for evidence that pupils have the potential to function within the broad average range and therefore information from the latest Annual Review and that gained through direct contact with schools will also be included in decision making.

The SLSP provides information about a pupil's learning skills in the *educational* setting and how the pupil functions in the classroom. It focuses on some of the underlying skills required to be a successful learner and does not include information on the pupil's attainments, as this is provided in other school documentation. The SLSP is not designed to be used against set criteria in the same way as the Surrey Speech, Language and Communication Profile. The SLSP is designed to provide information in a standard format for every pupil, so the information available to the panel is similar. The additional comments provided and relevant reports form an integral part of the profile and must be read in conjunction with the ratings.

Criteria for Admission

Pupils considered for placement will

- have significant Specific Learning Difficulties associated with Language and Communication needs that impact on curriculum access
- have levels of development in other areas, that fall generally within the broad average range, although it is recognised that some aspects may be affected

as a direct result of the pupil's specific language and communication needs require support from Speech & Language Therapy

- have not made expected progress a mainstream school even with a level of SLT & specialist teaching support equivalent to that provided in a specialist centre of SLCN
- be able to make good use of the opportunities provided by the host mainstream school
- be those whose primary need is SpLD or SLCN but require a special school environment due to their level of emotional vulnerability.

With reference to the 'areas' on the SSLC Profile consideration will be given to pupils in the secondary phase with:

- at least one score of 5 in impairment in three clinical areas from the following; receptive language, expressive language, the phonological awareness aspect of speech production, interaction

or

- at least one score of 6 in impairment in two clinical areas from the following areas; receptive language, expressive language, the phonological awareness aspect of speech production, interaction

or

- at least one score of 7 in one clinical area, this will be from either the receptive language or expressive language area

and

- at least one score of 5 of 'function' from receptive language, expressive language, interaction area

and

- at least one score of 5 in either 'impact on learning' or 'impact on socialisation'.

These pupils will have ongoing significant needs which have previously been resistant to a high level of therapeutic or specialist support.

All additional comments on the profile and other relevant reports form an integral part of the profile and must be read in conjunction with the ratings.

For pupils considered for this provision, particular emphasis will be given to the area of 'Impact' and to ratings of 'Function' on the profile.

Additional information regarding pupils with Specific Learning Difficulties SpLD

Pupils would be expected to score low on Cognition & Learning - confidence & perseverance (6,7,8) aspect of the Surrey Learning Skills Profile (SLSP).

Evidence will be required of detailed assessments of strengths & weaknesses in literacy, sound processing, functional working memory & emotional factors that impact on engagement in learning & school life. This evidence must clearly indicate an appropriately severe level of need.

Sunnydown cannot meet the needs of pupils who require a significantly modified curriculum or those with significant behavioural difficulties.

The Local Authority, via an SEN Code of Practice Annual Review, may consider pupils for residential placements. Admissions to the residential provision are in line with the Surrey County Council Policy on Criteria for Admission to a residential placement in a special school. These include:

- The pupil's educational needs
- Distance from home to school

Pupils being considered for admission at Secondary Transfer Stage, or during the secondary stage, will have been identified for consideration at the conclusion of a Review of the Statement of Special Educational Need.

Procedure for Admission

The local Special Educational Needs Management Team co-ordinate admission to the school. A panel comprising representatives from schools, the locality team professionals and the special needs management consider applications when this occurs at the point of transfer from primary to secondary, normally each November.

Post-16 Provision at Carwarden House Community School and Woodfield School

Criteria for Admission

Students considered for placement in the post 16 provision at the two schools will have Statements of Special Educational Needs that have identified language and associated learning difficulties as the primary need. Students will have a complexity of need that cannot be successfully supported in a mainstream Further Education setting even with additional resources.

Placement at post-16 special school provision should be considered as one of a number of options available to a young person with learning/language difficulties. The majority of young people with learning difficulties can have their needs met within the mainstream post-16 sector.

Collaboration will take place between the schools, local colleges and work based learning providers to increase vocational options for all young people attending the post-16 provision.

For all young people appropriate and up to date assessment reports should be available to demonstrate the match between the needs and aspirations of the student and the placement, following the principles of inclusive learning. For placement at either school there must be *evidence* to demonstrate that:

- The young person requires a high level of specialist support not available elsewhere in the local maintained school or FE sector and
- The placement has been identified in assessments as appropriate for meeting the needs of the learner.

There will be a range of documentation that should be made available and would act as the source of such evidence:

- Statement Annual Review reports
- Transition plans
- Psychological reports
- School reports
- Medical reports (particularly Speech and Language therapy)
- Careers/ Connexions service reports.

In addition there should be evidence of the consideration given to alternative post-16 provision and opportunities. The basis on which it was considered not to be appropriate should be made clear. There should be evidence therefore that the students' difficulties would not respond to possible measures taken by a college even given additional support.

Criteria for placement

Students can only be considered if they meet the following criteria:

- 1 The student requires specialist teaching support either individually or in a small group setting, in addition to base teaching hours for about an hour per week (eg, in key skills, communications or ICT).
- 2 The student with learning difficulties has specific identified speech, language or communication difficulties. The difficulty may affect one or more of the following to a significant extent:
 - Receptive language/comprehension (understanding what people are saying)
 - Expressive language and vocabulary
 - Listening skills; pragmatic skills and social communication skills.
- 3 The student does not require a signing environment.
- 4 There is a need for support in interpersonal and social care in:
 - Life skills
 - Organisation and study skills
 - Independence training.

In most cases supervision to plan and take part in a range of activities with peers will be needed.

- 5 He/she requires supervision and/or encouragement in work or skills need to be encouraged. experience situations. He/she either has skills but little confidence

The decision for admission will be made at an LA placement panel in consultation with the schools involved and relevant Surrey Children's Service Staff.

Access Routes for Residential Placement at a Surrey Residential Special School

Introduction

Moving to a residential school placement is a highly significant step for a child or young person and not to be undertaken lightly. This section indicates the routes to accessing a residential placement and the conditions that are expected to apply. There are four pathways to residence in a Surrey residential special school, three which generally apply and a fourth specifically when a school has unused residential capacity. Residential placement should generally only be offered to secondary age young people.

The three that generally apply reflect the following circumstances or needs:

- 1 To support the achievement of educational outcomes**
- 2 Where the day placement is appropriate but home circumstances are far from satisfactory, and the child's needs cannot be met in the community**
- 3 Distance from home to school is such that travel times are unsustainable**

No. 1 should be fixed term by nature, outcome focused and curriculum related. In numbers 2 and 3 the residential 'experience' may mean a longer-term process – up to four nights per week for 38 weeks. In the event of no 3 being a "grey area" the decision for residence should be made in relation to pathways 1 and 2. Increasingly schools will be able to offer extended day experiences, which will potentially meet some needs thought to be "residential". Schools will be at different stages in the development of extended day provision but this option should be taken into account when considering arrangements for particular pupils.

In the event that Surrey's planned place allocation for a Residential Special school is under-used (i.e., there are 'spare' places) then, following the agreed process, a fourth pathway can be negotiated as described at the end of this section

Pathway 1: achievement of educational outcomes

- Educational needs for residence should be determined through the statutory assessment process before a pupil starts in a residential special school. Evidence should demonstrate that (i) the pupil brings a level of challenge to the school or the learning process that requires more consistent management, or (ii) the context of the pupil's life outside of school (eg, chaotic home circumstances or issues in community) is having a negative impact on learning. This evidence may be part of a statutory assessment but more often as part of an annual review of a statement.

The Educational Psychologist, Social Worker (if involved at this stage) and other professionals contributing to the assessment should build up a picture of the child in context and present a judgement about the negative impact of aspects of this on the child's learning. The judgement should take into account the *current* learning setting's attempts to meet the child's needs and the capacity for the wider social and community context to change to meet the pupil's needs. In addition to this collective evidence the Educational Psychologist should identify the specific educational and developmental outcomes that would reasonably be achieved through a residential placement. Educational outcomes need to be SMART – specific, measurable, achievable, realistic and time-bonded.

- This evidence will be passed to the Area Special Needs Manager (ASNM) and Senior EP who will make a preliminary judgement as to whether the papers should proceed to the appropriate Panel. They should look at the overall picture and balance the needs of the child against:
 - 1 the needs of others similarly identified in a context of finite resources
 - 2 costs and benefits for the pupil when judged against the capacity of the specific residential setting(s) under consideration to meet the needs that have been identified.

Final decision about residential provision will be made at the Panel.

- When provision is a special school for BESD pupils, and there has not been social work involvement with the family to date, the relevant Partnership Social Worker will undertake an assessment to complement the evidence so far available (see below). On the basis of this and in collaboration with the involved Educational Psychologist (if necessary) and parents/carers the head teacher will identify the precise residential arrangements most appropriate for the pupil's needs.
- This process should take into account the Local Authority's expectation that students will move on to day provision post-16.

Pathway 2: unsatisfactory home circumstances

- In the BESD schools the Partnership Social Workers undertake home assessments of children who are placed at the school through the BESD panels, to assess whether a residential place is necessary and desirable. This assessment fits within the core assessment part of the DoH Framework for the Assessment of Children in Need and their Families, but a full core assessment may be inappropriately intrusive for this purpose.

In this pathway – access to residence because of issues relating to perceived risk at home – increasing life chances, etc – cases need to be assessed and agreed with by a social care professional and based on need rather than want. The assessment will be of the level of need and risk; the result of this assessment could be to support access to residence in the school, or some other input, or could come to the conclusion that the threshold has not been met. Through this the BESD schools will have a service which can provide an objective eye on the access to residence and broker the coming to a view about need and appropriateness. This will always take into account the evidence of need presented by other involved professionals.

- In the other schools with residential facilities but no attached partnership social worker a similar assessment will be required to support a residential placement. This will be provided by either the existing social worker involved with the family, a referral to the social care assessment team or (if this is deemed inappropriate) through the support of a social worker from the Children's Service (Residential Services).
- Until this assessment is complete, longer-term residence arrangements cannot be agreed by the school
- Emergency access to residence that arise from the intrinsic needs of the child will only be deemed appropriate where the level and nature of the disability is such that acute episodes of volatile behaviour might threaten the viability of a school or home place, and the child's needs and behaviour can be best addressed by a time-bonded intervention based on a 24-hour school support package. Normally such arrangements will only apply to children with BESD and at the more severe end of Autistic Spectrum Disorder. In such cases the Head can make an agreement, but any extension beyond a half term must be subject to a social care assessment.

Pathway 3: unsustainable journey times

- Where a school offers a specialist service that is de facto a countywide provision, pupils should have access to residence when the time involved in travel would be detrimental to their welfare and education. Surrey's policy is to determine places as residential when the daily travel inevitably exceeds one hour fifteen minutes in each direction.
- Where there may be a 'grey area' – for example, where sharing a taxi might mean a journey which exceeds the rule, but where the provision of a different arrangement would make the journey shorter – the decision should be made with reference to pathways 1 and 2, as above.
- The decisions should be made in consultation with relevant Area SEN Manager.

Pathway 4

In the event that Surrey's planned place allocation for a Residential Special school is under-used (i.e., there are 'spare' places) then, following the agreed process, a fourth pathway can be negotiated:

- A residential experience for up to two days per week, for a fixed period of a half-term at a time
- Family consent provided and recorded on an assessment and agreement form, endorsed by the Head teacher and returned to the LA
- Parent/carer understanding that this residential experience carries no implications for future residential placement and is taking place principally to ensure best use of resources in the school concerned
- A residential experience of this would by definition fall outside the previous criteria for residential placement **and would not require an amendment to the pupil's Statement.**
- Given the expectation that students would attend day provision post transition this would not normally be available to Y11 students. Good practice suggests that residential experience should only be made available to children and young people in secondary education
- Pupils whose needs are identified under Pathways 1-3 must take priority over pupils who are accessing residence under Pathway 4.

Access Routes for Ruth House

Introduction

Ruth House is a residential Children's Home located on the Mayford Green site next to Freemantles School providing a positive residential experience for children and young people who are assessed as needing support to enhance their learning and/or to support them remaining with their families.

Children and young people accessing Ruth House will have a learning disability primarily on the Autistic Spectrum

Ruth House has a dual purpose

- 1 Offering an extended learning environment for Freemantles pupils (Mon – Thurs)
- 2 Offering short breaks for SCC pupils.

This paper indicates the routes to accessing Ruth House and the conditions that are expected to apply. There are two pathways

- **To support the achievement of educational outcomes**
- **To provide a short break that supports children and their families where the child's needs cannot be met in the community.**

No. 1 should be fixed term by nature, outcome focused and curriculum related. In no. 2 the residential 'experience' may be short term or a longer-term process. Increasingly schools will be able to offer extended day experiences, which will potentially meet some needs thought to be "residential". Schools will be at different stages in the development of extended day provision but this option should be taken into account when considering arrangements for particular pupils.

Pathway 1: achievement of educational outcomes

- A residential experience which could be one or two days per week for a fixed period (e.g., six weeks) or a block of up to four days for a fixed period (e.g., one or two weeks) at a time
- Family consent provided and recorded on an assessment and agreement form, endorsed by the Head teacher
- Parent/carer understanding that this residential experience carries no implications for future residential placement
- A residential experience of this kind **would not require an amendment to the pupil's Statement**

- Collective evidence should identify the specific educational and developmental outcomes that would reasonably be achieved through a residential placement. Educational outcomes need to be SMART – specific, measurable, achievable, realistic and time-bonded. Evidence should demonstrate that the pupil brings a level of challenge to the school or the learning process requires more consistent management
- A planning meeting should be held to which parents/carers are invited to outline the educational objectives of the residential experience and the programmes/activities planned to achieve these outcomes
- An evaluation meeting should be held at the end of the planned residential experience to evaluate the outcomes
- On the basis of this and in collaboration with the involved Educational Psychologist (if necessary) and parents/carers the Freemantles Leadership Team will identify the precise residential arrangements most appropriate for the pupil's needs. These decisions will go to the Mayford Panel to be ratified
- This process should take into account the Local Authority's expectation that students will move on to day provision post-16/post-19.

Pathway 2: Short Break

- In this pathway – access to residence because of issues relating to perceived risk at home – increasing life chances, etc – cases need to be assessed and agreed with by a social care professional and based on need rather than want. The assessment will be of the level of need and risk; the result of this assessment could be to support access to residence in Ruth House, or some other input, or could come to the conclusion that the threshold has not been met
- Decisions about access to residential placements will be made by the Mayford Panel, which can provide an objective view on the access to residence and broker the coming to a view about need and appropriateness. This will always take into account the evidence of need presented by other involved professionals
- Emergency access to residence that arise from the intrinsic needs of the child will only be deemed appropriate where the level and nature of the disability is such that acute episodes of volatile behaviour might threaten the viability of a school or home place, and the child's needs and behaviour can be best addressed by a time-bonded intervention based on a 24-hour support package. Normally such arrangements will apply to children at the more severe end of Autistic Spectrum Disorder and must be subject to a social care assessment.

Criteria for Ceasing a Statement

Cognition and learning

Pupils with more general learning difficulties (MLD) would be expected to have low attainments in all National Curriculum subjects.

Pupils with specific learning difficulties (SpLD) will be assessed as having significant weakness in particular attainments but have strengths in others.

An important consideration given alongside the levels of need in the following guidance will be to consider the impact of the child's areas of weakness on their access to the curriculum. Some more specific difficulties may persist at a level below that indicated below but have less impact on access to the curriculum or could be provided for with the level of resources available to the school. E.g. a child whose difficulties are very specific to their spelling skills may, with suitable differentiation and teaching programmes be able to be provided for within the schools resources.

Speech, language and communication difficulties

When assessing the level of need it is important to take account the relative severity of the speech, language or communication difficulty in relation to other abilities/skills of the pupil.

Age Group	NC levels – guidance	Standardised test scores
Year R Age 5	Foundation Stage Profile Score 41 or above	Standardised scores of 70 or above Above 2 nd percentile
Year 1	P Scales P6 and above	
Year 2	P Scales P7 and above	
Year 3	P Scales Level 1C and above	
Year 4	Level 1B and above	
Year 5	Level 1A and above	
Year 6	Level 2C and above	
Year 7	Level 2C or above	
Year 8	Level 2B or above	
Year 9	Level 2B or above	
Year 10	Level 2A or above	

Assessments

The most relevant assessment criteria is the National Curriculum 'Speaking and Listening' section; where appropriate the P scales Speaking and Listening/ Listening and Comprehension sections. The pupil's attainments within this should correlate directly with the learning difficulty matrix above.

Other assessments should indicate a level of functioning at or above the 2nd percentile or a standardised score of 70 or above.

Again an important consideration will be the impact of their speech and language need on their ability to access the National Curriculum. Where the attainments of the pupils are seen to be significantly above the ceasing criteria in the matrix above it will be necessary to consider what the barriers to the child's learning are and how they have been reduced to enable them to attain at a this level. If the child is only achieving those levels by the significant support and mediation of a teaching assistant for example it may still be appropriate to maintain the statement. It would be important to consider in this case how the child can be supported to develop the appropriate strategies to gain more independent access to the curriculum.

When considering the child with social communication difficulties or difficulties on the autistic spectrum consideration will need to be given to the levels of support they require in order for them to be able to function effectively in the school/classroom environment. Refer to the criteria for Statutory Assessment in the main section of this document.

Behaviour, emotional and social development

Where the child has a statement for behaviour, emotional and social needs consideration will need to be given regarding the progress made against objectives in the statement and from monitoring and reviewing needs in relation to baselines. A child would be considered to be making progress where the frequency and severity of the behaviours of concern have reduced significantly. It would also be expected that the child's academic attainments would show progress in line with their expected rate of progress. Consideration would then need to be given to the levels of support required to maintain that level of progress. If this is considered to be within the range of provision that could be expected to be made from within the schools own resources it would then be appropriate to consider whether the statement could be ceased.

Physical and sensory difficulties

At all times the level of need is determined by the impact the child's physical/sensory difficulties have on their ability to learn or access the National Curriculum.

Significant parts of the curriculum have to be adapted/supported i.e. the pupil is unable to participate in identified, routine classroom activities without a high level of adaptation/support. These arrangements should be close to that identified for Statutory Assessment in the main part of the criteria document. If the child no longer needs this level of support/adaptation it would be appropriate to consider whether the statement could be ceased.