



Resourced provision for mainstream secondary pupils with complex social communication difficulties/ autistic spectrum disorders

Admissions criteria and procedures

Children's Services Department
SEN Service

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Introduction

This booklet is intended as advice to schools, resourced provision managers/teachers in charge and professionals who work with children who have special educational needs (SEN) that can be described as complex social communication difficulties/autistic spectrum disorders (ASD).

Many secondary pupils with identified social communication difficulties/autistic spectrum disorders are educated in their local mainstream schools. The majority are supported routinely through the school's special educational needs team, others receive higher levels of support specified in a statement of special educational needs. Some of these pupils receive additional outreach support from specialist provision.

Additionally, Hampshire currently has three secondary mainstream schools which are specially resourced to make provision for pupils with complex social communication difficulties/autistic spectrum disorders. These are listed in Appendix 1 and are all part of secondary mainstream schools. The aim of the provisions is to allow identified pupils to access a mainstream curriculum in a supportive environment where their needs are met by staff who have relevant skills and knowledge and understand their difficulties.

Identified pupils will have general ability within the normal range for the school and a statement of special educational need indicating their prime area of need to be severe/complex social communication difficulties/autistic spectrum disorders. They are placed in the provisions by the local authority and come from a wider geographical area than the schools' normal catchment area.

Resources

The funding for resourced provisions is delegated to schools through the school's funding formula and is based on the number of pupils in the resourced provision. An Agreed Place Number (APN) is established with the headteacher each year and, although minor adjustments may be necessary, major adjustments are avoided as far as possible in order to enable forward planning and to promote stability and retention of specialist staff.

Please see guidance notes for further details which are available on Hampshire County Council's website at **www.hants.gov.uk/education/schools/budgetshares**.

The resourced provisions have access to the full range of centrally managed educational support services provided through Hampshire County Council. This includes the equivalent of half a day per week of support from a speech and language therapist working in the Communication and Language (CAL) team. The therapist will work closely with the resource manager/teacher in charge to offer flexible support. The exact amount of speech and language therapy time allocated to each of the resourced pupils will obviously vary. However the speech and language therapist must ensure that all of the provision detailed in part 3 of the statements of resourced pupils is made.

He or she will also:

- work with staff to enhance their skills
- work with other resourced pupils who need particular support, for example with setting and updating of language targets
- provide individual and group work on language and social skills.

Management and staffing

The headteacher and governing body of the school are responsible for spending the budget allocated by the County Council for the resourced provision. However, a qualified teacher within the school will need to be designated as the resource manager or teacher in charge.

It is a requirement that all teaching and non-teaching staff employed to work in the resourced provision and the resource manager/teacher in charge have appropriate expertise, experience and training (preferably including an accredited qualification) in working with children who have special educational needs, especially in the field of complex social communication difficulties/autistic spectrum disorders. All staff should have a commitment to continued professional development. The special educational needs inspector and the educational psychologist with lead responsibility for ASD will be able to offer advice on this and are also able to offer advice and support concerning recruitment of staff for the resourced provision.

All additional members of the school staff should receive awareness raising training; whole school awareness is necessary because of the emphasis on mainstream inclusion for children admitted to the resourced provision.

Relevant courses for staff are:

- PAATHS (Providing Approaches to Autism for Teachers in Hampshire Schools) training.
- other courses provided by the Hampshire Teaching and Leadership College at: www.hants.gov.uk/education/htlc.

In addition both the Hampshire Inspection and Advisory Service (HIAS) and the Hampshire Educational Psychology Service (HEPS) are able to offer tailored training to the school, though, depending on what is involved, this may need to be funded from the school's budget. This should be discussed in the first instance with either the SEN inspector with lead responsibility for ASD, or the specialist educational psychologist with lead for ASD who will also be able to recommend training materials and resources.

It is recommended that minimum staffing levels should be:

- 1 full-time equivalent teachers : 12 children
- 4 full-time equivalent appropriately trained learning support assistants to ensure the pupils receive the support they need to access lessons in mainstream classes.

Admissions criteria

These criteria have been produced for school staff and County Council staff in order to establish a shared understanding of the level of need likely to indicate the consideration of a placement at a resourced provision for complex social communication difficulties/autistic spectrum disorders.

Decisions over the need for an additionally resourced place are taken on an individual basis following recommendations from the Local Assessment and Placement Advisory Group (LAPAG). Referrals will normally be made by the headteacher of the school that the pupil attends, and can be made at any point throughout the year. This will normally follow an annual review recommendation and/or a discussion between the school and the Principal Special Needs Officer (PSNO) or Education Officer (SEN) for the casework team covering the area. A specialist autism LAPAG is held during the autumn term to deal with the majority of the Year 6/7 transfers.

Only those pupils with the greatest levels of need who are able to access the mainstream curriculum will be considered for resourced places. There will need to be evidence of:

- **a statement of special educational needs with the primary area of need being a severe and complex social communication difficulty/autistic spectrum disorder**
- **the pupil having broadly age-appropriate attainments in one or more National Curriculum subjects**
- **the pupil's ability to attend at least some mainstream classes with their wider peer group**
- **the need for a supportive specialist environment to maintain continuing access to a mainstream curriculum.**

A checklist of needs (AUTM2) has been drawn up for consideration when making decisions (see Appendix 3). The list has been produced to establish a shared understanding of the level of need likely to secure placement in resourced provision. The list is not meant to indicate a hierarchy of need.

The severity of the needs for any pupil, as indicated by a completed checklist, will be considered alongside other information provided by the school. Only those children with the most severe and persistent difficulties will require a resourced place.

Referral procedures

Referrers should complete form AUTM1 (Appendix 2) providing the following:

1. Copies of:
 - the latest annual review report
 - recent individual education plans (IEPs)
 - the current behaviour support plan

- a recent educational psychologist’s report identifying and describing the pupil’s difficulties relating to social interaction, communication, rigidity of thinking and repetitive behaviour
 - recent reports from other relevant professionals involved.
2. Details of the pupil’s current level of educational attainment.
 3. A summary of the current teaching/classroom environment, class size and adult to pupil ratio.
 4. A description of what is needed to enable the pupil to learn in the current school environment.
 5. An indication of how a change in the normal routine is conveyed to the pupil.
 6. A description of how the pupil routinely expresses his/her needs.
 7. A summary of parental views about the referral.
 8. A copy of the completed checklist, AUTM2 (Appendix 3).

Admissions procedures

The referrer (normally the headteacher of the pupil’s current school) should complete the referral form AUTM1, providing the full information detailed in the section above including the completed checklist AUTM2, and should send this to the appropriate Principal Special Needs Officer (PSNO) in the SEN Service.

1. Using the information provided, the PSNO should complete form AUTM3 (Appendix 4).
2. All of the information should be sent to LAPAG for consideration. LAPAG will consider the pupil’s special educational needs, having particular regard to the checklist. LAPAG will make a recommendation on the basis of the level of resourcing that is believed to be necessary to meet the pupil’s needs.
3. The Education Officer (SEN) will then consider the appropriate placement on the basis of the LAPAG recommendation, whilst having regard to the availability of places.
4. Where a resourced place is considered appropriate (and the pupil is not already in the relevant school) the casework team will refer the papers to the school for comments. On receipt of comments from the school, the Education Officer (SEN) will then take the decision over placement and arrange for this to be confirmed.
5. The continuing need for a resourced place will be reviewed as part of each annual review.

Provision

Resourced provision for pupils with complex social communication difficulties/autistic spectrum disorders will provide:

- an environment which enables the pupil to feel a full member of the school whilst receiving additional support for his/her identified needs
- the opportunity for resourced pupils to spend a significant amount of time in the resource base if this is appropriate to their needs
- supported access to the main school curriculum with additional out-of-class support for particular subjects according to individual need
- adaptations to the school curriculum and the school environment to accommodate the individual needs of the pupil, for example:
 - an individually planned curricular balance
 - opportunities to access a quiet, special environment as appropriate
 - facilities to support unstructured times, such as breaks and lunchtimes
 - flexibility in the setting of homework
 - flexibility over the number of options studied for GCSE.
- a structured teaching and learning environment based on appropriate TEACCH (Treatment and Education of Autistic and related Communication handicapped Children) principles
- individual and small group programmes addressing:
 - social skills
 - language and communication
 - inappropriate behaviours
 - personal organization
 - individual strengths and interests
 - flexibility.
- flexibility to accommodate variability in pupil anxiety levels with opportunities for emotional development
- a peer group experiencing similar needs
- regular liaison and planning with parents
- good multi-agency support and liaison
- access to extra curriculum activities.

Schools are expected to have regard to both of the following documents - *Autistic Spectrum Disorders: Good Practice Guidance* (DFE, 2002) and *The Autistic Spectrum – approaches to facilitate inclusion in mainstream schools* (Hampshire County Council, 2010).

Exit procedures

Children's needs do change. Schools with resourced provision have a responsibility to ensure that places are not being filled by pupils who, whilst still having special educational needs, no longer require the high level of support available from a resourced place. Proper use of resourced places, with pupils leaving when appropriate, is essential to supporting success and preparing pupils for the next phase of education.

For the pupil to remain in resourced provision, the local authority will expect to see evidence in the annual review report that he or she continues to need a resourced place. The AUTM2 form should be completed annually and attached to the annual review papers.

In exceptional circumstances, it may be appropriate for a child in a resourced provision to transfer to a special school.

Placement decisions for all children with statements of special educational needs are a responsibility of the local authority. Where a resourced place is no longer needed, the pupil and parents may prefer to change schools but having regard to the difficulty these pupils experience with change, there will be no insistence by the local authority that a transfer should occur. Whatever decision is taken, the statement will need to be amended to reflect the change of provision.

Upon leaving the resourced provision a child would normally be expected to transfer to his/her local school. In some instances there might be grounds to phase the transition moving from the resourced provision, to the main school in which the resourced provision is situated, and then on to the local school. In exceptional circumstances, continuation at the main school where the resourced provision is located, could be considered with the transport provided by the County Council if necessary but in most cases this would be regarded as parental preference and so the County Council would not provide transport.

In most cases children are likely to retain their statement of special educational needs, which will be amended to specify a level of support on their exit from the resourced provision; this can be done after a trial inclusion period during which a Trial Inclusion Grant will be available unless the child moves from a resourced provision into a mainstream class at the same school. Guidelines about Trial Inclusion Grants which provide financial assistance to schools for children transferring from a special school or resourced provision into a mainstream placement, are available from the SEN Service.

Appendix 1

Hampshire mainstream secondary schools with resourced provision for pupils with complex social communication difficulties/autistic spectrum disorders

Secondary schools

School	Age range
Crofton School Marks Road Stubbington Fareham PO14 2AT	11-16
Robert May's School West Street Odiham Hook RG29 1NA	11-16
Romsey School, The Greatbridge Romsey SO51 5SY	11-16

Further details and information on all of the schools listed above can be found at www.hants.gov.uk/schooldetails.

In line with the County Council policy, transport is only provided to the **nearest** appropriate provision.

Appendix 2 – AUTM1

Request for additionally resourced mainstream secondary place for pupils with complex social communication difficulties/autistic spectrum disorders

Section One

Pupil's surname:

Pupil's first names:

also known as:

Date of birth: Year Group:

Pupil's address:

.....

Postcode: Tel no:

Current school:

Section Two

Checklist of supporting papers which should be attached to this application.

Please tick (✓) the box to indicate which papers have been attached:

1. Statement of SEN

2. Last annual review report

3. Recent Educational Psychologist report

4. Recent reports from other relevant professionals involved.
Please list:

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.....

5. Confirmation of diagnosis for autistic spectrum disorder Yes* / No

***If Yes, please indicate which report this is included in:**

6. Copies of last 3 individual education plans (IEPs)

7. Copy of current behaviour support plan

8. Copy of completed checklist AUTM2

Section Three

1. Please provide details of the pupil's current level of educational attainment.

2. Please describe the pupil's current teaching/classroom environment including class size and adult to pupil ratio.

3. Describe what needs to be done to enable the pupil to learn in the current school environment.

4. Explain how you communicate a change in the normal routine to the pupil.

5. Describe how the pupil routinely expresses his/her needs.

Section Four

1. I confirm that this referral has been discussed with parents Yes/No
2. I confirm that parents have indicated that they support the referral Yes/No
3. Where appropriate give a summary of any relevant parental views/comments.

Signed: **(Headteacher)**

Date:

Return to:

Principal Special Needs Officer
SEN Service
Hampshire County Council Children's Services Department
Elizabeth II Court North
The Castle
Winchester
SO23 8UG.

Appendix 3 – AUTM2

Checklist of features characteristic of pupils with complex social communication difficulties/autistic spectrum disorders

Please complete the following table, **ticking only those items which are relevant**, in the column which best describes the frequency. Where a space is left for other examples please chose **relatively severe examples only**, where this is appropriate.

Pupil's surname:

Pupil's first names:

also known as:

Date of birth: Year Group:

Current school:

Frequency (*please tick (✓) appropriate column*)

	Approx termly	Approx monthly	Approx once a week	Approx once a day	Approx every lesson or break time
<p>1. Approaches to learning</p> <ul style="list-style-type: none"> ● The pupil has difficulty accessing a suitably differentiated curriculum in a classroom setting. Suitable differentiation includes: <ul style="list-style-type: none"> - links with previous learning - simplified adult language - structure of lesson displayed visually - visually clear tasks with a clear indication of what 'finished' means. ● The pupil has difficulty working on a suitably differentiated task in a small group (6-8) learning situation. ● The pupil has difficulty attending to relevant spoken information delivered in a whole class setting. ● The pupil has difficulty attending independently to relevant parts of written information. ● The pupil has difficulty undertaking tasks set by teachers preferring self-selected task. ● The pupil cannot tolerate mistakes in his/her own written work. ● The pupil has difficulty completing homework. 					

	Approx termly	Approx monthly	Approx once a week	Approx once a day	Approx every lesson or break time
<ul style="list-style-type: none"> • The pupil has difficulty accepting a homework/coursework grade which is less than excellent. • The pupil has difficulty with changing and showering for PE or taking part in PE lessons. 					

Examples – Approaches to learning

<p>2. Use of language</p> <ul style="list-style-type: none"> • The pupil has difficulty remaining on a conversational topic chosen by an adult or peer and returns to topic of own choice even when a consistent programme to manage this is in place. • In group discussion (2-4), the pupil either dominates others without any awareness of their need to speak and be listened to, or is unable to join in at all without adult or peer prompting. • The pupil appears rude and disruptive by speaking to peers and adults in the same manner regardless of their position in the school hierarchy. • The pupil shows inflexible use of language, eg: <ul style="list-style-type: none"> - misunderstands idioms, 'it's raining cats and dogs' - debates that a mackintosh is not a raincoat - believes their opinions are facts. 					
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Examples – Use of language

	Approx termly	Approx monthly	Approx once a week	Approx once a day	Approx every lesson or break time
<p>3. Social relationships</p> <ul style="list-style-type: none"> ● The pupil finds social proximity aversive, eg sitting in assembly results in anxious behaviour such as walking out/calling out. ● The pupil shows little awareness of social norms, eg: <ul style="list-style-type: none"> - will hug/kiss/touch peers inappropriately - takes another's belongings to complete a collection without any awareness of the inappropriateness of these actions. ● The pupil has difficulty: <ul style="list-style-type: none"> - understanding the concept of friendship - making friends (at best is always on the periphery of the group) - coming to terms with their lack of friends. ● The pupil seeks social interaction inappropriately, eg: <ul style="list-style-type: none"> - may appear goading to other peers - imitates the inappropriate/ disruptive behaviours of the peer group - is easily led and will behave very inappropriately at the request of other pupils ● The pupil is obsessional about an adult or peer – always needing to be able to keep them in sight, sit near them, etc. 					

Examples – Social relationships

	Approx termly	Approx monthly	Approx once a week	Approx once a day	Approx every lesson or break time
<p>4. Emotional states</p> <p>Anxiety</p> <p>The educational environment leads to high levels of anxiety which may be shown in a range of reactive behaviours, eg:</p> <p><i>withdrawal</i></p> <p>(a) refusal to join a group</p> <p>(b) refusal to take coat off</p> <p>(c) refusal to put bag down</p> <p>(d) refusal to write/speak</p> <p>(e) absconding from class/school.</p> <p><i>over excitement</i></p> <p>(a) continuous talking or moving</p> <p>(b) ritualistic behaviour – hand flapping, teeth grinding, always taking the same routes, sniffing equipment, flicking light switches</p> <p>(c) self-stimulation – rocking, scratching self</p> <p>(d) inappropriate interactions with others:</p> <ul style="list-style-type: none"> - uses inappropriate threatening language with adults/peers - kicking/punching adults/ peers. <p><i>exhaustion/stress</i></p> <p>Socially appropriate behaviour lessens towards end of day/end of week.</p> <p>Depression</p> <p>The pupil is hard to motivate and seems not to care about him or herself or his/her work.</p> <p>Mood swings</p> <p>The pupil shows extreme and unpredictable swings of emotion</p> <p>Emotional responses</p> <p>The pupil shows atypical emotional responses to situations eg inappropriate laughing, grinning when told off.</p>					

	Approx termly	Approx monthly	Approx once a week	Approx once a day	Approx every lesson or break time
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Examples – Emotional states

<p>5. Awareness of danger to self or others</p> <ul style="list-style-type: none"> • The pupil is unaware of personal safety and acts dangerously, eg: <ul style="list-style-type: none"> - inappropriate handling of school equipment - absconding - lack of awareness/appropriate response to pain - lack of awareness of the effects of his/her physical behaviour on others - susceptible to inappropriate suggestions from others. 					
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Examples – Awareness of danger

<p>6. Personal hygiene</p> <ul style="list-style-type: none"> • The pupil is unaware or unwilling to address his/her personal hygiene needs. • Anxiety limits the pupil's readiness to use the school toilets or showers. 					
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Examples – Personal hygiene

	Approx termly	Approx monthly	Approx once a week	Approx once a day	Approx every lesson or break time
<p>7. Personal intolerances</p> <ul style="list-style-type: none"> • The pupil has atypical responses to routine aspects of school life and to a range of sensory stimulation, eg: <ul style="list-style-type: none"> - has difficulty entering a particular room in the school - has difficulty when the teacher writes in his/her course book - becomes very distractible/ upset by particular noises/ smells, eg: <ul style="list-style-type: none"> ▪ shouting and pushing in the corridors ▪ cries when there is smell outside the science room. 					

Examples – Personal intolerances

Form completed by:

Signed:

Designation:

Date:

Appendix 4 – AUTM3

Summary of pupil's special educational needs and anticipated facilities and resources

To be completed by SEN Service only

Educational attainments/strengths

Approaches to learning

Use of language

Social relationships

Emotional states

Awareness of danger

Personal intolerances

Appendix 5 - References

Schools are recommended to take account of the following sources of guidance:

- *Autistic Spectrum Disorders: Good Practice Guidance (DfE, 2002, ref: DFES/597/2002) ISBN 1 84185 781 5. www.education.gov.uk*
- *Criteria for statutory assessment of children with complex social communication difficulties/autistic spectrum disorders (Hampshire County Council, 2011). www.hants.gov.uk/childrens-services/sen-guidance-forms.htm*
- *SEN Code of Practice (DfE, 2001, ref: DfES/581/2001) ISBN 1 84185 5294. www.education.gov.uk*
- *SEN Code of Practice Toolkit (DfE, 2001, ref: DfES/558/2001) ISBN 184185 531 6. www.education.gov.uk*
- *The Autistic Spectrum – approaches to facilitate inclusion in mainstream schools (Hampshire County Council, September 2010). www.hants.gov.uk/childrens-services/sen-guidance-forms.htm*

Other SEN criteria documents are available to view and download at:
www.hants.gov.uk/childrens-services/sen-guidance-forms.htm

For further information please contact:

SEN Service
Children's Services Department
Hampshire County Council
Elizabeth II Court North
The Castle
Winchester SO23 8UG.

Email: enquiries.sen@hants.gov.uk.