

Appendix 1: Resource Bases Admissions Indicators

Admission Indicators for Specialist Provision in Oxfordshire

Type of Setting	Enhanced Provision Resource Base (Operated by the Local Authority)
Designation	Communication and Interaction
Age Group / Key Stages	5 - 11 R, Key Stage 1 and 2
Pen portrait of a resource base supporting Communication and Interaction	
<p>Communication and Interaction Resource Bases are for pupils of mainstream ability, who are capable of learning within age related expectations and follow a mainstream curriculum. They need additional support to access mainstream classes due to barriers to learning arising out of autism spectrum and similar communication and interaction differences. Support is provided by specialist resource base staff including Specialist Teachers and Teaching Assistants.</p> <p>Pupils are on roll to the mainstream school.</p> <p>Wherever possible, pupils learn in mainstream classes, supported by specialist support staff from the base as needed. Support levels will vary dependent on need, and pupils are expected to progress towards more independent learning as they move through the school.</p> <p>The National Curriculum is offered with mainstream teachers differentiating the curriculum to accommodate individual needs and learning styles. Pupils also have access to additional and more personalised curriculum to address areas of difference as needed. Pupils are encouraged to access the wider and extra-curricular offer of their school in line with their preferences and needs.</p> <p>Pastoral, emotional and wellbeing support is typically provided by base staff in partnership with the school pastoral team. Advice is available from staff trained in positive behaviour support. There are also links with other outside agencies as required.</p>	

Admissions Indicators:

A. Child / Young Person's Views and Parental Preference	
1. The parents or carers have expressed a reasoned and well-informed preference for a place at a Communication and Interaction Resource Base through the Annual Review process.	
2. Admission to the resource base is consistent with the child or young person's views and aspirations as set out in the EHCP.	
B. Special Educational Needs	
1. The pupil has an EHC Plan which indicates that Communication and Interaction differences are the primary barrier to learning. CYP whose primary need is SEMH will not usually be considered for a place in a Communication and Interaction Resource Base.	
2. The pupil is working at not more than 2 years below age related expectations and can access an academic curriculum.	

<p>3. If the pupil has significant behavioural needs, including patterns of aggression or violence, access to a base will only be considered if these behaviours are a function of their Communication and Interaction differences.</p> <p>Professional advice and evidence must be provided to support this distinction, such as:</p> <ul style="list-style-type: none"> • A detailed behaviour support plan • A summary and analysis of triggers / incidents and patterns of behaviour • Risk assessments 	
C. Age	
1. The admission request is for a child in R, Key Stage 1 and 2.	
2. Consideration will be given to the stage of education and transition points for this pupil.	
D. Ability	
1. The pupil can access mainstream lessons with support and can increasingly be included with their peers in mainstream classes.	
2. The pupil can work broadly within age related expectations in most subject areas and can access the mainstream curriculum, with differentiation to meet their special educational needs and/or disabilities.	
E. Aptitude	
1. The pupil can access learning in a mainstream classroom with support.	
2. The pupil can access the mainstream school site safely and confidently with support, subject to risk assessment if required.	
3. There is evidence that the CYP can develop strategies to cope with the everyday sensory demands of a mainstream campus and classroom. The CYP needs to remain safe within the mainstream environment, for example, if a typical response to anxiety is absconding this may make a base placement untenable.	
4. The pupil is willing to accept support from base staff and to identify themselves with the peer group in the base.	
5. The pupil will benefit from access to mainstream peers and a peer group with similar differences and interests.	
F. Compatibility with the efficient Education of others	
1. The behaviour of the child young person does not present a risk to the safe education of staff and other children and young people.	
2. The admission of this young person would not lead to the school exceeding the permissible PAN for the class or year group.	
3. There is sufficient physical space for the child and appropriate supporting adults to be accommodated.	