

ASC Resource Centres Admission Criteria and Process

CRITERIA

All criteria must be met.

The young person must have:

1. A Statement of Special Educational Needs in which high functioning Autistic Spectrum Disorder is identified as the prime area of need.
2. The diagnosis of high functioning Autistic Spectrum Disorder made/confirmed by the Health Service.
3. A history of:
 - interventions or advice from the Specialist Teaching Team (Communication and Interaction Specialism) commissioned by the Children's Area Allocation Panel, identifying the depth and intensity of support which has been received
 - high level of additional support (25 hours +) from the Children's Area Allocation Panel
 - significant involvement input from Child and Adolescent Mental Health Service (CAMHS)
 - significant emotional difficulties resulting in one or more of the following - fixed term exclusions, the need for "anxiety breaks", reintegration package or a managed move
4. Performance within the average verbal range with significant difficulties in the social and semantic pragmatic aspects of language, as indicated by a speech and language therapist's report.
5. Behaviour that can be managed without regular physical harm to others, confirmed by detailed written evidence such as a Risk Assessment.
6. An educational psychologist's reports containing
 - a clear profile of his/her strengths and weaknesses within the areas of learning and social communication, social interaction and imagination.
 - evidence of access to and demonstrable progress in the main curriculum areas, ie is not experiencing difficulties in learning due to general developmental delay

7. Lives within 75 minute travelling distance of the Centre.

B. Process

1. The Children's Area Allocation Panel must have access to:

2.

- Annual review Paperwork
- Updated report from an educational psychologist
- Updated report from a speech and language therapist
- CAMHS report (no more than 12 months old)
- Any other relevant additional reports

3. The County Panel must ensure all the criteria in Section A above are met.

4. The panel must be satisfied that, given the support available in the enhanced resource, the young person will:

- cope with and benefit from the access to a mainstream curriculum
- cope with and benefit from access to a mainstream environment and peers
- cope with and benefit from progressively increasing amounts of independence

5. The panel must make a decision based on the available evidence that the young person will require the additional resources within the enhanced provision in order

- to make continued progress across the curriculum
- to develop full or partial independence in both learning and living
- the Panel needs to be satisfied that all reasonable steps possible have been taken to enable the child/young person to attend his/her local mainstream school