

**EALING SPECIAL SCHOOLS, UNIT AND ARPS**

**ENTRY THRESHOLDS 2017**

NEED	ENTRY THRESHOLDS 2017										
	Age & SEN type	Specific speech and language needs	Social, emotional and mental health	Sensory impairment	Communication needs, neurodevelopmental needs including autistic spectrum conditions, additional learning needs	Moderate and severe learning difficulties /autistic spectrum conditions	Severe & complex physical difficulties/ learning difficulties	Severe learning difficulties / autistic spectrum conditions	Complex autistic spectrum conditions/ learning difficulties	Severe learning needs/ profound and multiple learning difficulties	
PROVISION		Inclusion in mainstream classes. Teaching in small groups for part of the day. Staff with specialist skills.	teaching in small groups all week with a high adult to pupil ratio. Outcomes based plans for return to mainstream with Opportunities to integrate into class of dually registered children in preparation and a package of support to become settled into mainstream.	Inclusion in mainstream classes. Total communication approach. Teaching in small groups for part of the day. For HI - Teacher of the deaf; staff with additional skills such as BSL; modified environment; therapy, facilities to check/ maintain audiological equipment.	Planned and phased increase in inclusion and integration into mainstream classes with opportunities for teaching in small groups for part of the week where needed. Teachers specifically trained in a range of neurodevelopmental disorders.	Teaching in small groups all week. Adult to pupil ratio: 1:3	Teaching in small groups all week. Integration opportunities. High levels of care and therapy input. Adult to pupil ratio 1:3	Teaching in small groups with opportunities for social inclusion in main school. Very high levels of adult support.	ASD specific teaching in small groups all week. Very high levels of adult support. 1:3	Constant and consistent level of care with highly trained and experienced members of staff. Adult to pupil ratio: 1: 1.75 - 1:2.5	
	PROVIDERS	2 to 5	Early Years ARPs. Downe Manor, Featherstone, St. John's & South Acton.	All children's centres	All Children's Centres	Children's Centres with ARP: Greenfields; Windmill; South Acton, Mandeville.	Children's Centres with ARP. Greenfields, Windmill, South Acton	Children's Centres with ARP. Greenfields, Windmill, South Acton, Mandeville.	Children's Centres with ARP. Greenfields, Windmill, South Acton, Mandeville.	Children's Centres with ARP. Greenfields, Windmill, South Acton, Mandeville.	Children's Centres with ARP. Greenfields, Windmill, South Acton, Mandeville.
		4 to 7	St. John's ARP- Statement or EHC plan	schools	Gifford HIP	ARPs: Beaconsfield, Drayton Green, Selborne, West Acton	Castlebar	John Chilton	Allenby Unit & Mandeville	Springhallow	Mandeville
		7 to 11	St. John's ARP	Ealing Primary Centre - Years 1 TO 5	Gifford HIP	ARPs: Beaconsfield, Drayton Green, Selborne, West Acton	Castlebar	John Chilton	Allenby Unit & Mandeville	Springhallow	Mandeville
		11 to 16	EPHS ARP (2017); Greenford & Twyford ARPs (2018+)	Schools and other providers	DWHS HIP	William Perkin ARP; EPHS (2017); Greenford (2018); Twyford(2018); EPHS(2017)	Belvue	John Chilton	St. Ann's	Springhallow	St. Ann's
		16 to 19	Schools and colleges	Schools and colleges	Colleges	Colleges	Belvue	Colleges	St. Ann's	Colleges	St. Ann's
19 to 25		Colleges & other providers	Colleges & other providers	Colleges and other providers	Colleges and other providers	Colleges & other providers	Colleges & other providers	Colleges & other providers	Colleges & other providers	Colleges & other providers	
ADMISSIONS		ICAN (through EY Placement panel). St. John's ARP 23 places & Elthorne Park High School ARP (Statement or EHC plan & SEND 0-25 Panel).	EHCP via SEN Panel Child being assessed for EHCP who is referred by the LA rapid response to risk of permanent exclusion	Children's Centres (via EY Panel). Gifford 10 places; DWHS 9-15 places. (Statement or EHC plan & SEND 0-25 Panel)	Children's Centres (via EY Panel). ARPs: Beaconsfield; Drayton Green; Selborne; West Acton (Up to 21 places in each); William Perkin up to 30 places; Twyford up to 20 places; EPHS up to 15 places ; Greenford up to 20 (tbc)places & other ARPs tbc (via Statement or EHC Plan & SEND 0-25 Panel)	Children's Centres (via EY Panel).Castlebar 152 places & Belvue 148 places(via Statement or EHC Plan & SEND 0-25 Panel)	Children's Centres (via EY Panel).John Chilton 90 places (via Statement or EHC Plan & SEND 0-25 Panel)	Children's Centres (via EY Panel).Allenby 14 places (via Statement or EHC Plan & SEND 0-25 Panel)	Children's Centres (via EY Placement Panel).Springhallow up to 120 places (via Statement or EHC Plan & SEND 0-25 Panel)	Children's Centres (via EY Panel).Mandeville up to 135 places & St. Ann's 90 places (via Statement or EHC Plan & SEND 0-25 Panel)	
	CRITERIA	Communication and Interaction	Early years (moderate to severe) and school age (severe) speech and language delays or disorders affecting comprehension and social understanding and associated difficulties. a clear discrepancy between their verbal and nonverbal scores. Requiring specialist teaching, highly differentiated teaching and learning resources, modified environments, specialist equipment and therapy input.	May be presenting with mild to moderate speech and language needs, delays or disorders affecting comprehension and social understanding and associated difficulties.	Communication difficulties associated with sensory impairment requiring specialist teaching, highly differentiated teaching and learning resources, modified environments, specialist equipment and therapy input.	Significant speech, language and communication difficulties and/or sensory issues and/or high anxiety levels requiring some small group teaching, specific interventions, modified environments with fewer distractions, a fully differentiated curriculum and therapy input. Autistic behaviours significantly affecting development and learning, requiring some small group teaching, specific interventions, modified environments with fewer distractions, a fully differentiated curriculum and therapy input.	Significant social interaction and social communication difficulties and in the primary phase may have limited or no language requiring access to augmented communication systems, modified environments and emphasis on structure and organisation.	Due to the complex needs, communication is not always in line with developmental age. Significant and severe communication impairment that needs focused intervention e.g. Alternative and Augmentative Communication or other strategies implemented by specialist teaching staff under the guidance of a speech and language therapist.	Severe speech and language delays and communication difficulties and / or autistic spectrum disorders requiring modified environments, specialist teaching and therapy input.	Autistic behaviours severely affecting development and learning, very self - directed, restricted interests, limited awareness of others requiring specialist teaching and learning resources and ASD specific environments.	Severe speech and language delays, communication difficulties and / or autistic spectrum disorders. Reliant on facial expressions, vocal sounds, body language and behaviour to communicate. Requiring highly specialist interventions and highly modified environments.
Cognition and Learning		Broadly functioning at the same cognitive level as their mainstream peers, allowing them to benefit from inclusion. Under functioning in certain areas due to learning style.	Broadly functioning at the same cognitive level as their mainstream peers allowing them to have some opportunity to reintegrate successfully. Likely to be underachieving due to SEMH barriers to learning and possible attendance issues.	Working at levels broadly consistent with mainstream peers. May be under functioning in certain areas due to learning style.	Under functioning in certain areas due to learning style. Cognitive abilities in the mild learning difficulties to average and above average range. Discrepancies in levels of functioning, an uneven profile of development and/or additional learning needs. Complex learning difficulties requiring small teaching groups, specific interventions, modified environments, a fully differentiated curriculum and therapy input	Moderate to severe learning difficulties, functioning within the P2 to Level 1c range(primary age) and P4-Level 3 range (secondary), with the majority of skills at a similar level. limited independence, likely to be self directed and with uneven cognitive profile requiring a specially designed curriculum delivered by specialist teachers and multi- professional input.	Moderate to severe learning difficulties as a primary need or as a dual diagnosis to their medical or physical needs. National Curriculum attainments at P4 level or above.	Severe learning difficulties, functioning in P1 to P8 range, severely delayed development requiring a specially designed curriculum broken down into very small steps at an appropriately adapted pace with high level of structure and consistency.	Moderate to severe and complex learning difficulties linked to a diagnosis of Autism requiring access to facilities listed for ASD. An emphasis on visual structure and organisation.	Severe learning difficulties, functioning within the P1 to Level P8 range, with the majority of skills at a similar level. severely delayed development requiring a specially designed curriculum broken down into very small steps at an appropriately adapted pace with high level of structure and consistency.	

<b>ENTRY</b>	<b>Social, emotional and mental health.</b>	Inappropriate behaviours due to problems understanding interactions and present as a barrier to learning and require specialist intervention. may be socially vulnerable, lacking confidence and experiencing low self-esteem or anxiety about themselves as learners. may have delayed friendship making skills.	Profound needs including: mental health difficulties; acute anxiety; attachment issues; ADHD/ODD; trauma. Patterns of regular school absences. Disengaged from learning. Verbally and physically aggressive. Reliant on adult support to remain on task. engaging in high risk taking activities at school and/ or within community. difficulties expressing empathy, emotionally detached; may have tendency to hurt others or self. issues around identity and belonging. needing to be in control. difficulties sustaining relationships. over-friendly or withdrawn with strangers; at risk of exploitation.	May be socially vulnerable, lacking in confidence, experiencing anxiety about themselves as learners or demonstrating low self-esteem. May have difficulties interacting with others in a variety of contexts, building friendships or working collaboratively with peers in classroom environment. May also demonstrate some behavioural difficulties.	Behaviours associated with significant and complex learning difficulties requiring small teaching groups, specific interventions, modified environments, a fully differentiated curriculum and therapy input. Behaviours associated with autistic spectrum disorders; self-directed, restricted interests, and/or sensory issues and/or high anxiety levels	Present with unusual and challenging behaviour difficulties which require support to avoid potentially damaging situations and require support in social situations to avoid distress or anxiety.	May be socially vulnerable, lacking confidence and experiencing low self-esteem or anxiety. Social skills may be in line with their developmental age or physical needs and experience. May have social difficulties due to their medical diagnosis. May demonstrate behaviours requiring specialist interventions.	Challenging behaviour linked to a diagnosis of Autism.	Challenging behaviours associated with severe communication difficulties requiring specialist interventions including separate teaching and learning spaces.	Severe learning difficulties combined with extremely challenging behaviour linked to a diagnosis of Autism and possibly medical needs requiring a constant and consistent level of care
	<b>Sensory and/ or physical</b>	May have physical or sensory needs	Mild to moderate sensory issues and/ or	Severely to profoundly hearing impaired or hearing impaired with other learning difficulties which may be related to their physical, sensory or medical needs. modified environment, therapy and facilities for checking and maintenance of audiological equipment.	Sensory issues and/ or difficulties with co-ordination and/ or motor skills.	Significant sensory issues and/ or difficulties with coordination and/ or motor skills.	Physical, medical, sensory or learning difficulties as their main area of special educational need that require a highly modified environments, specialist equipment, specialist teaching support, communication strategies, hydrotherapy, assistance in most aspects of care and high levels of therapy input.	Sensory issues and/ or difficulties with co-ordination and/ or motor skills.	Sensory difficulties requiring a modified and distraction free learning environment that takes account of sensory sensitivities. Access to a sensory room.	Profound and multiple difficulties including severe sensory impairment and high medical needs requiring intensive clinical support. Significant sensory issues requiring highly modified learning environments. Access to specialist medical facilities, multi-professional input, therapy and hydrotherapy.

**LEARNING SPECIAL SCHOOLS, UNIT AND ARPS**

**EXIT THRESHOLDS 2017**

<b>EXIT CRITERIA</b>	Significant progress in learning and achieving at levels above the vast majority of peers in most subjects
	Interacts confidently with peers and has developed appropriate social, emotional and communication skills to make and sustain good relations and friendships
	Has a positive image about themselves as a learner, going onto next stage in education and preparing for adulthood
	Self-motivated and less dependent on adult support for learning
	Well prepared for integration into the next setting through person-centred transition planning
	Has the confidence, skills and intellectual and social maturity to learn with lower levels of additional support.
	Significant changes in special educational needs and the provision required to achieve outcomes
	Annual Review identifies needs and outcomes outside of thresholds of placement and LA decides that current placement is no longer suitable