



East Midlands
Academy Trust



COMMUNICATION & INTERACTION PROVISION

Castle Academy and
Hardingstone Academy

Summer 2022

In Partnership with



West
Northamptonshire
Council



Indicators for Admissions at Specialist units

Key Principles:

- a) The indicators are designed to promote and support the successful inclusion of pupils with C&I needs in mainstream schools, wherever possible
- b) The indicators offer clarity about how the C&I base provision fits into the overall continuum of provision for pupils with a C&I need
- c) The C&I Base will support the achievement of the outcomes set out in the EHC Plan
- d) Pupils enter a C&I base in a planned way, through regular admissions panels
- e) There is clarity about how it will be evidenced that a C&I base place is no longer needed or appropriate.



Communication and Interaction Unit Indicators

C&I must be the priority need as judged by the panel on the basis of the available evidence

Learners who access provision will typically fit the following profile:

- a) Are in the age range appropriate to the school unless individual agreement has been negotiated with the Local Authority and the East Midlands Academy Trust
- b) Have a primary diagnosis of ASD, although related diagnoses could also be considered (irrespective of the terminology of the diagnosis the learner will exhibit significant difficulties in the triad of communication, socialization and flexibility of thinking which hinder or prevent them from engaging in mainstream education)
- c) Are likely to hold an Education Health & Care Plan
- d) Live within 45 minutes (60 minutes for secondary phase) travel time by car to the SRB
- e) May have a range of secondary needs, such as speech, language & communication, specific learning difficulty, physical, medical or sensory needs
- f) May have emerging or unmet social, emotional and/or mental health needs in addition to ASD
- g) Have the underlying cognitive ability to access a mainstream school curriculum once barriers to learning have been addressed
- h) Would not usually meet the criteria for a complex needs school
- i) Have high levels of anxiety related to confusion and/or fear of what is happening in the immediate environment such that the ability to learn is severely compromised
- j) Have extreme difficulties in the understanding and acceptance of age-appropriate social rules governing, for example, turn-taking, collaborative activities and the sharing of adult attention
- k) Have a lack of awareness, to a greater or lesser extent, or even apparent disregard of personal safety and that of others
- l) Have a strong and obtrusive adherence to routines and rituals which makes any change of routine very challenging and may even provoke defiance or other negative reactions
- m) Experience considerable, persistent and pervasive problems in establishing and sustaining relationships with peers
- n) Exhibit egocentric behaviour that fails to consider others in a way which would be viewed as age-appropriate behaviour in any particular situation
- o) The absence of other primary reasons or causes for these difficulties



2: All reasonable steps have been taken to meet the pupils needs

- a) There needs to be clear, demonstrable evidence that all reasonable steps have been taken to meet the pupil's C&I needs in their current setting as outlined in the equality and disability legislation, the SEND Code of Practice and the pupil's EHC Plan.
- b) It is expected the school will have followed, monitored and adjusted as necessary, highly specialist interventions for at least 6 terms following a graduated approach with at least three cycles of assess, plan, do, review where the child's age allows.
- c) It is not appropriate to argue that support and strategies have not been put in place because to do so would take support away from other pupils with SEND in the school.

3: Learning Levels and Curriculum Needs

- a) The pupil must be able to progress towards accessing some mainstream provision and benefit from their inclusion in these.
- b) The pupil can access the mainstream curriculum but may need it presented in a highly specialised and flexible way with opportunities for consolidation.
- c) The provision is not suitable for pupils who have severe learning difficulties and/or extremely limited functional cognitive ability.

4: Voice of the Child

- a) Children and young people have a right to express an opinion and to have that opinion taken into account in any matter affecting them from the early years. Their views will be given due weight according to their age, maturity and capability by the admissions panel.
- b) It is clear how attending the unit provision will support the outcomes the child aspires towards.

5: Parent's / Carer's views

- a) The parent's/carer's views about their child attending a C&I base are very important and will be considered unless it would not meet the needs of the child, be incompatible with the efficient education of other children, the health and safety of others or be an inefficient use of resources.
- b) It is clear how attending the unit provision will support the outcomes the parent's/carer's aspire towards



6: Additional Considerations

- a) If attendance is a significant concern this may indicate that other services, such as Early Help Assessment, or an Educational Inclusion Partnership Team may need to be accessed in addition to the support provided through the place in the Unit
- b) Where appropriate, access to additional whole-school multi-agency support will be available to pupils within the unit provision.
- c) The host school agrees they can meet the needs of the pupil in the particular year group/Key Stage
- d) To offer a place is in line with the efficient use of resources and effective education of the pupil and other children.

7: Exit Criteria:

The C&I unit place is reviewed on an on-going basis in line with statutory requirements. The following circumstances would always lead to a placement review which may lead to a change of placement:

- a) If a pupil has progressed to such an extent they could thrive in mainstream with appropriate support
- b) Change from Key Stage KS1 to KS2 or KS3
- c) If, after one year, the pupil is not making progress in usually being able to access the mainstream learning environment on a regular basis.
- d) If attendance drops below 80% an interim review will be required
- e) If a pupil or parent expresses the wish to change provision.
- f) There is a consensus view that the priority need could be best met elsewhere
- g) The pupil's behaviour is a threat to the health and safety of staff and/or other pupils.