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1.0 INTRODUCTION

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 REFERRALS

1. We accept referrals from Local Authorities (LAs) and parents/carers.
2. We are able to give parents/carers information regarding our assessment and admission process, however, we encourage parents/carers to engage in dialogue with their local authority and make a joint application.

3.0 ASSESSMENT PROCESS

1. Once a referral has been received from an LA, the documentation is received by the Placements Manager and discussed at Referrals, Admissions and Assessment meetings. If the pupil does not meet the Admission Criteria (4a) or there are no places available, a letter will be sent to the Local Authority to inform them that the referral is not going to be followed up.
2. School staff, usually the school's placements officer or a member of the SLT, will arrange to visit the child at school (or elsewhere if not in school) to carry out an initial assessment.
3. The assessment will typically consist of:
 - Discussions with staff that have contact with/know the child
 - Observations in class and during unstructured times in the school day.
 - Meeting with parents/carers to discuss the child's educational needs and school history.
4. Once the initial assessment has been completed and all relevant information has been gathered, a brief initial assessment report will be compiled and a decision may be made as to whether the child will be invited in for a period placed assessment. Our assessment process follows the following timeline; a one day placed assessment in suitable class, then a five day assessment. Following the success of both



assessment periods, if the school feels able to meet the needs of the pupil they are offered a provisional placement.

The school will offer pupils a provisional placement if we are confident that we can meet the pupil's needs. During this placement the pupil's engagement in lessons, attendance, and behaviour will be closely monitored by their teaching team. At the end of the pupil's first term at Baston House School the teaching team and a member of SLT will meet with parents and LA to either confirm one of the following outcome:

- The school can meet needs long term so can confidently offer a permanent placement.
- The school is still not able to confirm long term needs can be met, so the provision will be reviewed.
- The school will not be able to meet the needs to the pupil and would not be continuing the placement.

The school is able to end assessment periods at any point if we do not feel we are able to fully meet the needs of the pupil.

5. This assessment will be evaluated and a final decision on suitability of placement made by the Headteacher.

The decision will be made in line with the Code of Practice:

- Special Educational Needs – can the school meet the child's needs?
- Resources – would the placement be an inefficient use of resources?
- Current pupils – would the placement be incompatible with the efficient education of the other children with whom the child will be educated?

6. Depending on the source of the referral, the LA and/or parents/carers will be notified in writing of the outcome of the assessment within 10 working days of completion of the assessment process. Please note: the process is deemed to be completed when all information is gathered.

7. If Baston House School is able to meet the child's special educational needs, an offer of a place and a start date will be given to the LA. When the LA confirms that the offer of a place is going to be taken up, Baston House School will send a letter confirming this to the LA and to the parents/carers.

8. The LA is responsible for making transport arrangements with the parents/carers and will inform the school accordingly.

4.0 CRITERIA FOR ADMISSION

For consideration for admission to the School:

- The child's primary need must be identified as being on the Autism Spectrum diagnosis.
- The child will have a Statement of Special Educational Needs or an Education and Health Care Plan issued by their Local Authority (LA).
- The Local Authority (LA) will accept financial responsibility for the pupil's education at Baston House School.
- The child will have the commitment and support of their parents/carers to the educational approaches used at Baston House School through parents/carers agreeing to the Home-School Contract (Appendix 1).



- The school is suitable for the child's age, ability and aptitude.
- The child's attendance at school would be compatible with the provision of efficient education for the children with whom the child would be educated.
- The attendance of the child at the school would be compatible with the efficient use of school resources.
- Admissions are made on the basis of availability of placements, taking into account the above factors, plus a child's level of functioning, learning difficulties and age.

5.0 APPENDIX 1: HOME-SCHOOL CONTRACT

HOME/SCHOOL CONTRACT

This contract outlines the school's commitment and expectations for effective communication and teamwork between home and school. When you have read it, please sign where indicated and return it to the School Office.

Our Mission Statement:

'At Baston House School we support pupils in achieving their full potential by putting learning and well-being at the heart of everything that we do.'

We promote learning by encouraging:

- Enquiring and curious minds that research independently.
- Learning in diverse and contemporary fields of interest.
- The pupil's special interest areas and strengths.
- A culture of life-long learning.
- A school ethos of safety in being wrong or making mistakes as this is how we all improve.

We promote well-being by encouraging pupils to:

- Have fun and be happy.
- Be resilient and use their coping strategies when they are anxious.
- Participate in activities that promote self-esteem and self-confidence.

Developing pupil's skills for the future.

In order to achieve this:

- We will provide all pupils with opportunities to learn and achieve, by supporting them with a curriculum which makes explicit connections between areas of learning and concepts so that they can progress to their full potential.
- We will teach appropriately to the abilities of the pupils, using specialised strategies which are communication focused.
- We will work with the pupils in an inclusive, equality based manner.
- We will concentrate on the positive.
- Our school will try to raise the self-esteem of all who attend.



- We will provide a safe environment and will make sure that all pupils know who to go to if they feel anxious or unsafe.
- We will work with our pupils towards improvements in their behaviour.
- We will provide opportunities for spiritual, moral, social and cultural development.
- We promote positive and healthy relationships between all members of our community.
- We will keep you informed of your child's progress and the school activities.
- We will set homework in accordance with our school policy and in discussion with you about individual requirements.
- We will monitor and liaise with you about lateness and attendance.
- We will treat you with courtesy and work towards meeting shared ambitions for your child.

In addition, you will receive:

- Home School Contact book comments as appropriate.
- Positive praise and good news items weekly.
- Annual Reviews.
- Therapists' reports.
- Telephone calls as necessary.
- Incident reports upon request.

As a family, will you?

- Give your child every possible support to achieve the highest standards.
- Work with the school towards meeting your ambitions for your child.
- Support the school's policies and guidelines for behaviour.
- If behaviour at home or at school is presenting challenges, then it is essential to work together by sharing information and agreeing strategies. Use the Home School Contact book if necessary.
- Support and encourage your child to complete his/her homework and discuss difficulties in this area with the teacher concerned.
- Ensure regular attendance and good punctuality, telephoning the school on a daily basis to explain any absence (for further information, please see the Attendance Policy).
- Attend school consultations and Annual Reviews and take an active part in monitoring your child's progress by filling in parental contributions for the meetings.
- Communicate changes in home circumstances to the school.
- Provide up to date contact telephone numbers for yourselves and emergency contacts.
- Follow the Complaints Procedure if you are not satisfied with any aspects of the school.
- Read and sign all forms and return them within the required time.
- If required, pay for specific activities promptly e.g. swimming, trips out, cooking and snacks.
- Read and comment regularly on your child's home activities and behaviour, in the Home School Contact book, especially after weekends and long breaks.
- Agree regular medication administration requests with the Principal, prior to any medication.
- Collect your child from school upon request if they have a temperature, stomach upset, injury causing concern or any contagious/infections condition.
- Liaise directly with transport companies if there are any problems, issues or changes to arrangements.
- Monitor computer and video games, TV, DVDs and magazines which may confuse your child's interpretation of reality.



- Up to age 16 ensure all pupils come to school in school uniform, which is clearly labelled.
- Treat members of the school community with courtesy.

If you have difficulties in fulfilling this agreement, please do not hesitate to contact the school and have a discussion with the class teacher/form tutor, or make an appointment with a member of staff.

I have read and agree to the Home/School Contract

Signed: _____
(Parent signature)

Date: _____

Name: _____
(Print name)