

ADMISSIONS CRITERIA TO A PRIMARY COMMUNICATION AND INTERACTION RESOURCE BASE (CAIRB)

In considering the parental request for placement within a CAIRB, the Local Authority must have regard to the following admission criteria:

The child/young person will have cognitive attainments which allow them to access a mainstream curriculum with appropriate support. They may have a medical diagnosis of Autistic Spectrum Characteristics (ASC) and/or a range of behaviours assessed by specialist professionals, including an Educational Psychologist, as reflecting needs on the autistic spectrum. The pupil will present with a combination of the following needs:

- Significant difficulties over time in accessing the curriculum despite having followed intensive integrated support programmes, designed in partnership with support services and parents/carers
- Impairment of reciprocal social interaction and communication
- Restricted and repetitive patterns of behaviour and a resistance to change
- Low levels of concentration
- Associated behavioural difficulties linked to high levels of anxiety and emotionality

They will need access to some or all of the following provision:

- A setting where at least one member of the teaching staff has specialist training and expertise in providing inclusive educational opportunities and assisting staff in planning appropriate programmes for children with needs on the autistic spectrum
- Highly structured, specialised programmes delivered individually or in groups of no more than 8 pupils, involving regular and frequent assessment, planning and review
- A highly inclusive 'autism friendly' school ethos and practice delivered by teaching and support staff of whom a higher than average proportion have undertaken professional development in this area

In view of their needs, pupils admitted are likely to need access to intensive multi-agency support from both Health and Social Care which may include:

- Access to assessment and intervention from a speech and language therapist and/or an occupational therapist
- Access to support from CAMHS services or clinical psychology/psychiatry
- Access to family support and respite opportunities

As a result of psychological assessment and/or pupil tracking, the projected attainment of pupils admitted to the CAIRB should be:

End of KS1	End of KS2
L1-L3*	L2-L5*

Pupils will normally be included in mainstream classes supported by appropriately trained staff. They will be withdrawn for individual and small group work by the Teacher in Charge as appropriate.

*These projected attainment levels are for guidance and children whose levels fall below may still be considered for a CAIRB place if it is considered that they would benefit from a place