



## Cage Green Primary School – Phoenix Centre

### Policy Statement for Admissions and Integration

The decision to offer specialist unit provision is made through the Education Authority's Special Educational needs decision making system.

The Local Authority currently funds 30 places at the Phoenix Centre.

#### Phoenix Centre Pupil Characteristics:

All pupils will-

- Be at a chronological age that falls within the range Foundation Stage (Reception) to Year 6
- Have a diagnosis of Autism/ Asperger Syndrome
- Have a Statement of SEN/ Education Health and Care Plan in which ASD is defined as the primary Special Educational Need. Additional learning needs will be the result of barriers created by triad of impairment commensurate with ASD.

The pupils will be expected to access opportunities for integration offered by the mainstream school. The percentage of timetable spent integrated into mainstream lessons will be determined by the pupil's individual needs. (see below)

The impact of integration will be reviewed regularly (see below) and the information collected will form part of the evidence presented at each Annual Review

#### Integration Policy:

Cage Green Primary School believes that all pupils should have equal opportunity to access a full and engaging curriculum, delivered by trained and competent staff, that enables them to achieve their full potential wherever they are taught. Pupils are placed in the Phoenix Centre with an expectation that they will be able to access mainstream provision. However, suitability for integration may vary and this policy has been created so that all stakeholders can understand and contribute to the decision making process that will determine a pupil's integration timetable.

The following **criteria for integration** will be applied. In order to be considered suitable for integration pupils will be expected to be able to:

- understand, acknowledge and communicate their needs (both physical and learning) generally through the use of spoken language but where necessary through their preferred mode of communication.
- demonstrate enthusiasm for learning and the desire and ability to work alongside or with a peer or group of peers.
- follow instructions (simple 2 step instructions in early years)
- use a visual timetable (supported in early years but independently from Yr 1)

- work unaided for an identified period of time (dependant upon circumstance).

Integration will only be initiated once the pupil has settled in the centre and is meeting the above criteria. Once the pupil is considered to meet the criteria for integration consultation between centre and mainstream staff and parents will take place and an integration plan will be drawn up.

Integration plans will be updated by staff at every Pupil Progress Review meeting following which parents will be provided with a new plan. The review of integration plans will form part of the Annual Review process.

There may be alterations to any period of inclusion if the pupil's needs change.

Close daily monitoring of pupils will take place and where it is thought that integration would not be successful that day the pupil will remain within the centre until ready to engage and parents informed via the communication book.

However, except where an adjustment is made in response to a sudden change in need, all pupils will be fully prepared for any adjustments to integration plans.

All integration will be carefully considered in line with pupil needs and there will be careful prioritisation in the event of any timetable issues or clashes.


**Success criteria for integration** will be that:


- There will be good engagement in learning.
- Academic progress will be good over time
- There will be improvement in social communication
- That levels of well-being will be generally high

**Additional resources** and aids will be provided as appropriate to ensure the success of integration into the mainstream class. This could include ICT, resources to meet sensory needs, visual timetables, communication aids and staff but **NOT** necessarily 1:1 Teaching Assistant support either from the centre or the main school. Additional staff will be deployed to support learning but should be focused on developing independence and removing (not creating) barriers to integration of pupils.

This policy is effective from 1<sup>st</sup> April 2016 and the Governing Body will ensure the policy is reviewed no later than April 2018.

The policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance or changes in policy by Kent County Council's policy.

Signed.......... Date.....1/4/16.....  
(Chair of Governors)

Signed.......... Date.....1/4/16.....  
(Headteacher)

