**Special Educational Needs Support Services (SENSS) Communication and Interaction Resource Base Admission Indicators**

**Key principles:**

* The indicators are designed to promote and support the successful inclusion of pupils with C&I needs in mainstream schools, wherever possible.
* 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.
* The C&I Base will support the achievement of the outcomes set out in the EHC Plan.
* The panel will always aim to allocate a place in the C&I Base closest to the child’s home.
* Pupils enter a C&I Base in a planned way, through regular admission panels.
* There is clarity about how it will be evidenced that a C&I Base place is no longer needed or appropriate.

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| 1. **C&I must be the priority need as judged by the panel on the basis of the available evidence** |
| 1. Admission to a C&I Base will be considered in Key Stages 1, 2 and 3. Admissions will not normally be considered in Key Stage 4, other than in exceptional circumstances, such as where a pupil has moved into the county from similar provision. 2. The pupil has an EHC Plan which indicates that C&I needs are the primary need and the provision as set out on the plan has been fully implemented in the current setting. 3. There is evidence that the pupil has had long term, identified difficulties which have been unable to be met within the mainstream setting e.g. sensory processing. 4. If unmet needs exist within the child’s wider context, access to a C&I Base must be considered alongside other holistic, multi-agency support e.g. EHA, TAF and input from the LCSS. 5. If the pupil has significant behavioural needs, including patterns of aggression or violence, access to a base will only be considered if these behaviours are a function of their C&I needs. Children whose primary need is SEMH are not appropriately placed in a C&I Resource Base. Professional advice and evidence must be provided to support this distinction, such as:  * A detailed behaviour support plan * A summary and some analytical assessment of triggers, incidents, and patterns of behaviour * Risk assessments |
| 1. **All reasonable steps have been taken to meet the pupils needs** |
| 1. There needs to be clear evidence that all reasonable adjustments have been made to meet the pupil’s C&I needs in their current setting as set out in their EHC Plan and as recommended in the SEN Guidance and Schools Accessibility Strategy. 2. It is expected the school will have followed, monitored and adjusted as necessary, specialist interventions advised by the C&I Support Service for at least a year, and made provision detailed in the EHC Plan. 3. Oxfordshire schools have funding delegated to meet the SEN of the majority of children and it is expected that they will resource the necessary adjustments through delegated funding. |
| 1. **Learning levels and curriculum needs** |
| 1. Pupils must be able to access the mainstream curriculum at an age appropriate level, with differentiation to meet their Special Educational Needs. 2. Pupils must be able to benefit from a weekly timetable of inclusion in mainstream classes and in the social elements of learning in a mainstream school with support. 3. The provision is not suitable for pupils who have communication and interaction needs arising out of a global development delay, severe learning difficulties, or extremely limited functional cognitive ability. |
| 1. **Sensory and environmental factors** |
| 1. There must be evidence that a pupil can develop strategies to cope with the everyday sensory demands of a mainstream campus and classroom. 2. The pupil needs to remain safe within the mainstream environment, for example, if a typical response to anxiety is absconding this may make a base placement untenable. |
| 1. **Voice of the Pupil** |
| 1. Pupils have a right to express an opinion and to have that opinion taken into account in any matter affecting them. Their views about admission to a base will be given due weight by the admissions panel according to their age, maturity, aptitude and capability. 2. It is clear (where applicable from the All About Me section of the EHC Plan) how attending the base will support the outcomes the pupil aspires toward. |
| 1. **Parent views** |
| 1. The parents’ or carers’ views about their child accessing a C&I base will also be taken into account. 2. Parental preference is subject to the provision being appropriate to the age, ability, aptitude or special educational needs of the pupil and to compatibility with the efficient education of others and the efficient use of resources. 3. If a young person has reached the end of compulsory education the panel would normally expect that those services have submitted evidence engage with the young person directly rather than their parent subject to their capacity to do so as set out in the Mental Capacity Act. |
| 1. **Additional considerations** |
| 1. If attendance is below 90% other services such as Early Help Assessment (EHA), Team Around the Family (TAF) process must be accessed before requesting a C&I Base place. 2. There has been consideration of school based support from a Communication and Interaction Advisory Support Worker. 3. A positive consultation response is received from the host school. |
| 1. **Exit Criteria** |
| The C&I Base place is reviewed annually in line with statutory requirements. The following circumstances may lead to an additional placement review:   1. If a pupil has progressed to such an extent they could thrive in mainstream with appropriate support 2. Change of Key Stage 3. The pupil is not usually able to access the mainstream learning environment on a regular basis (in line with criteria 3b) 4. If attendance drops significantly 5. If a pupil or parent expresses the wish to change provision 6. If there is a consensus view that the priority need could be best met by a different type of provision 7. If the pupil’s behaviour has become a threat to the health and safety or staff and/or other pupils. |

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SENSS SLT