

Admission Criteria

Philosophy

Progress School believes that all children with special educational needs, whose parents or Local Authority wish it, should have a right to be considered as appropriate for assessment for admission.

Principles

The school will assess a pupil against the admission criteria for Progress School.

Step 1

- A description of the child's special educational need will match the admission criteria.

If this is the case

Step 2

- Senior managers from Progress School will meet the child's parents/carers and teachers and will review in detail any additional paperwork associated with the education and care of the child.

If the outcome of this review indicates that Progress School could be a suitable placement then

Step 3

- An offer of an assessment is made to visit the pupil.

If the outcomes of this assessment are positive then

Step 4

- The pupil will be offered a place at Progress School.

Decisions about the school's suitability for the child are made by drawing on the conclusions of a range of reports and information as well as on the assessment carried out by the school.

If a child is offered a place at the school they may remain until the end of the academic year in which they are nineteen, or they may leave at an earlier point depending on their Local Authority policy and arrangements.

Progress School provides respite and residential placements for children who are already attending the school on a day place basis. This provision is, however, dependent on availability of residential places at the time of need.

The Progress School criteria for admission are a combination of pupil specific, family, and school environment factors:

Pupil will have

- A diagnosis of autistic spectrum disorder, social communication disorder or evidence of behaviours which are in accordance with such a diagnosis
- A learning difficulty within the moderate to severe range
- Appropriate family commitment to supporting and maintaining programmes at home
- * Progress School can meet the needs of children with autism and associated complexities. The school accepts that children may have challenging behaviour as a result of difficulties with communication and social understanding. A vital element of the admission process is to ensure that the needs of the child referred can be met and that their admission does not have a detrimental effect on the well-being and safety of others.