



Admission and Exit from MacIntyre School

Introduction

We are a 52 week residential school with registered children's homes, offering a range of placement types from day to year round boarding.

The School aims to support the learning and development of students (aged 10-19) with severe learning disabilities and other complex needs. These additional needs may include autism spectrum disorder, communication difficulties and challenging behaviour.

Individuals are supported, as appropriate, through a comprehensive waking day curriculum providing:

Highly relevant and individualised curriculum based on the Equals Semi-Formal Curriculum model which focuses on the development of skills in Communication, Independence, Thinking and Problem Solving, Creativity, Citizenship, Physical Wellbeing and The World Around Us. Where appropriate to the individual, elements of a more informal (sensory based) curriculum or a more formal curriculum (further developing functional skills in literacy, numeracy and computing) are also incorporated into a student's programme.

- Broad and balanced learning activities that meet the needs of all students, enabling them to achieve beyond what may have been expected and make progress in all areas of their learning. There is a particular focus on the acquisition of communication, independence and self-regulation skills.
- Specialist teaching staff supported by high staffing ratios.
- Flexible teaching arrangements which allow for working in small groups, pairs or 1:1
- Specialist ASD interventions e.g. aspects of TEACCH, PECS, Social Stories, visual schedules
- A safe, autism-friendly environment with opportunities for both academic and sensory learning.
- Specialist equipment – accessible ICT equipment, sensory pool, sensory rooms, gym, trampoline and rebound therapy.
- A 'Team Around the Child' approach with access to a range of therapies and interventions– positive behaviour support, speech and language therapy, , occupational therapy, and psychiatry, music therapy - according to individual needs



- A total communication approach offering augmentative and alternative communication systems, e.g. Makaton, symbols, PECS, Go-Talk and assistive technology.
- Effective support to use appropriate communication systems enabling students to engage in individualised curriculum timetables and to develop skills to communicate emotional and physical needs and wants.
- A residential department providing holistic care and education for young people with complex needs and associated challenging behaviours, which focuses on the acquisition of life skills and independence in combination with functional academic skills.
- Support for the medical needs of students who may require interventions, such as the administration of medication for conditions such as epilepsy, which will be overseen by the school nurse.

MacIntyre School takes a positive approach to teaching and supporting students who show behaviours that challenge. This includes a multidisciplinary approach to fully assess the behaviour of concern, determine possible functions and implement effective support strategies to help the young people to develop and maintain positive self-management skills.

The aim of all of the above is to support students in accessing the curriculum and to ensure that the outcomes in their Education Health and Care Plans are addressed. The appropriateness of the provision/placement will be considered at each statutory review.

Entry Criteria

A child is eligible to be referred for assessment if they meet the following criteria:

1. The child has an Education Health and Care Plan (EHCP).
2. The child is aged 10 – 19 years old. Referrals for children younger than 10 years may be considered on an individual basis.
3. The child has a diagnosis of severe learning difficulties and is likely to have other complex needs such as autism spectrum disorder and/or behaviour of concern.
4. The child is unable to fully access, or follow in a modified form, the National Curriculum in their current educational setting, alongside an appropriate peer group.

In addition to the above criteria, further assessment will consider the child's health & therapy and residential needs. Where residential placement is being considered the



child or young person must be able to live in the environment that the houses provide without impacting negatively on the other residents and maintaining both their own well-being and happiness and that of others.

Assessment will also consider compatibility with the efficient education of other students and effective use of available resources.

Children and Young People who are referred with a history of mental health difficulties will be assessed by a Clinical Psychologist and / or Psychiatrist prior to a place being offered.

Procedure for placement

1. Formal referrals to MacIntyre School will be considered by the Transition Panel which meets fortnightly. This panel may consist of (depending on requirements) Transition Coordinator, Registered Manager of Hillside Road, Principal, Deputy Principal-Residential and Therapies and Deputy Principal-Education, Positive Behaviour Support Team Leader.
2. The Panel will decide if the school and children's home (if residential placement is requested) are potentially able to meet a child's needs and if so will determine the best team to carry out assessment visits.
3. Assessment visits will take place to the child's current school, their home, any respite provision and any other relevant settings where s/he is educated or spends time.
4. An Assessment Report will be formulated from the observations, available paperwork and other information collected by the assessment team.
5. An Impact Risk Assessment (IRA) will be completed following the initial assessment visits, to assess the student's suitability to reside within the children's homes and with their potential peers.
6. The Assessment Report and IRA will be discussed by the Transition Panel and these documents will inform the decision on whether or not the school is able to offer a place.
7. The school will inform the Local Authority of the Transition Panel's decision.
8. If a place is offered an initial Transition Planning Meeting will be convened, involving the family and all agencies working with the child to formulate detailed, child-centred plans for the child to be admitted to the school and children's home if appropriate.



Schedule 27 of the Education Act 1996 requires the LA to comply with parental preference unless:

- the school is unsuitable to the young person's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other students with whom the young person would be educated
- The placement would be incompatible with the efficient use of resources

Parental enquiries are welcomed but the school will require a formal referral from the Local Authority before assessment can progress.

Exit Criteria

At MacIntyre we work to ensure a student's successful placement with us. However, on occasion, a student may demonstrate or develop needs which were not evident during assessments and transition planning.

The entry/exit criteria in this document will be considered at each Annual Review of the student's EHCP, or at an interim review of placement.

A student will be considered for placement in an alternative specialist provision when one or more of the following factors are evident:

- The student's special educational needs have changed to the extent that the provision is no longer able to meet their needs
- There is evidence from professionals across the agencies involved that the student will benefit from a placement in a different setting.
- A student will be considered not suitable for placement if there has been deterioration in their physical or mental health to the extent that they are required to be in a full-time health based provision.
- A student is no longer able to share the environment with others with complex needs and the situation seriously compromises the safety of other young people or staff.

Review

The entry/exit criteria will be reviewed on an annual basis.

Next review: March 2019