

## Development of specialist hubs continued—Entry Criteria



### Specialist Provision Hub

#### For children with complex communication and interaction needs, including those with Autism, and associated cognition and learning difficulties.

#### Key Principles:

- The provision is designed to promote and support the successful inclusion of children with complex communication and interaction needs, including those with Autism, with associated learning and cognition difficulties in mainstream schools, wherever possible.
- The entry criteria offers clarity about how the hub provision fits into the overall continuum of provision for children with SEND.
- Attendance within hub provision will support the achievement of a child's outcomes as set out in their EHC Plan.
- The panel will always aim to allocate a place in hub provision closest to the child's home.
- Children will enter a hub in a planned way, through regular specialist provision pathway meetings held by the LA.
- There is an exit criteria so that it is clear what evidence is required where placement in a hub it is no longer needed or appropriate.

#### Entry Criteria

##### **1. Communication and interaction, including those with Autism, with associated cognition and learning difficulties must be the priority needs as judged on the basis of the available evidence.**

- Admission to the hub will be considered in Key Stage 2
- Exceptional admissions, in year 2 of Key Stage 1, would require a coordinated, individualised provision arranged and managed in conjunction with other agencies.
- The child has an EHC Plan which indicates that C&I needs are the primary need.
- If unmet needs exist within the child's wider context, admission to a hub must be considered alongside other holistic, multi-agency interventions e.g. support from Strengthening Families.
- The provision is not suitable for children with a primary need of SEMH. If the child has behavioural needs relating to aggression/violence, provision will be only be considered where this has been triggered by debilitating levels of anxiety associated with their communication and interaction/cognition and learning needs.

##### **2: All reasonable steps have been taken to meet the child's needs in a mainstream setting.**

- There needs to be clear, demonstrable evidence that all reasonable steps have been taken to meet the child's needs in their current setting as recommended in the SEN Code of Practice (i.e. the graduated response) and in line with their EHC Plan.
- It is expected the school will have followed, monitored and adjusted as necessary, highly specialist interventions advised by multi-agency professionals.

## Development of specialist hubs continued—Entry/Exit Criteria

### 3: Learning levels and curriculum needs

- The child must be able to progress towards accessing mainstream sessions for at least 50% of their time in school and benefit from inclusion.
- The child can access the curriculum in a mainstream setting but it may need to be presented in a highly specialised and flexible way with opportunities for consolidation.
- The provision is not suitable for children who have severe learning difficulties and/or extremely limited functional cognitive ability.

### 4: Sensory and Environmental Factors

- Evidence to indicate that with intensive support a child can develop strategies to cope with the everyday sensory demands of a mainstream class.
- The child does not use absconding as a typical response to anxiety.

### 5: Voice of the child

- Children have a right to express an opinion and to have that opinion taken into account in any matter affecting them. Their views will be given due weight according to their age, maturity and capability by the specialist provision pathway panel.
- It is clear how attending the hub will support the outcomes the child aspires towards.

### 6: Parent views

- The parent's/carer's views about their child attending a hub are very important and will be taken into account, unless it would not meet the needs of the child, be incompatible with the efficient education of other children, or be an inefficient use of resources.

### 7: Additional considerations

- The host school agrees they can meet the needs of the child in the particular year group/Key Stage
- To offer a place is in line with the efficient use of resources and effective education of the child and other children.

### Exit Criteria

The hub place is reviewed on an on-going basis (at least annually) in line with statutory requirements. The following circumstances would always lead to a placement review:

- If a child has progressed to such an extent, they could thrive in mainstream classroom on a full-time basis, with appropriate support
- Change of Key Stage
- If, after a period of time, the child is not making progress in being able to access the mainstream learning environment on a regular basis.
- If attendance drops below 80% an interim review will be required
- If a child or parent requests a review of the provision.
- There is a consensus view that the priority need could be best met elsewhere
- The child's behaviour is a threat to the health and safety of staff and/or other children