



## **Brentnall Community Primary School**

### **Zebra Class: ASC Key Stage 2 Provision: Entry & Exit Criteria**

Zebra class is structured to meet the complex learning needs of up to 12 children across Key Stage 2. All pupils have an Education, Health and Care Plan and either have a diagnosis of autism or are on the neurodevelopmental pathway with needs relating to all four areas of the code of practice: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory/physical needs. This specialist provision has a high level of staffing and is a nurturing environment within a mainstream context, providing excellent opportunities so that each child can maximise their learning potential.

Learning pathways look different for each of our children as they are be-spoke to meet their individual needs. Some children follow a more curriculum-based approach to learning, with discrete lessons in, for example, English, Maths and Science; these are personalised to support each child's ability and learning style. Children are supported by an adult but have the opportunity and encouragement to develop their independence. For other children in Zebra Class, learning is play-based with many opportunities to explore through sensory experiences either in our classroom, outside in our playground area or in our multi-sensory room.

Children are based in the resource but will spend time in their mainstream classroom when appropriate and/or children from mainstream may visit the resource. Visits are carefully planned to suit the needs of the child as well as the members of the class the child will be integrated into.

We endeavour to offer the children a range of wider learning experiences including educational outings as well as visitors to school and organised swimming lessons. We work closely with a range of professionals to embed individual programmes within the provision and have developed strong, collaborative relationships with our families.

Zebra Class offers a supportive environment where children become confident, sociable and independent learners. It is a place where individuals are celebrated.

### **Entry criteria: Zebra Class**

- 1.** The child will have an education, health and care plan (EHCP) or statement of special educational needs indicating that they will benefit from attending an enhanced resource provision.
- 2.** There may be a medical diagnosis of ASD or evidence from professionals that the child is on the neurodevelopmental pathway with needs relating to the 4 areas of the Code of Practice.
- 3.** Formal and informal assessments indicate that the child has the potential to work within the 'broadly average range'.
- 4.** The child will have the ability to verbally communicate without full reliance on communication aids, although may still need support programmes devised by a speech and language therapist. These programmes will be delivered by specialist teachers and teaching assistants.
- 5.** The child is able to manage some time in a mainstream class on a daily basis.
- 6.** There should be some confidence that the child is or will be capable of accessing 50% of mainstream lessons within a period of 2 years.
- 7.** Places in the provision are commissioned by Salford Local Authority who consult with the headteacher, SENCO and specialist ASD teacher. Reports and any other available information will be considered so that the needs of each child can be met.

**Admission will not be agreed if:**

1. Zebra Class is unsuitable for the age, ability, aptitude or special educational needs of the child.
2. The attendance of the child would be incompatible with the provision of efficient education for others.
3. Siblings are not automatically admitted.

**Exit criteria:**

1. Is motivated to learn, is becoming more independent and can learn alongside peers in a mainstream class.
2. Is achieving in the 'broadly average range' in all national curriculum areas.
3. Can work in groups with some adult supervision.
4. Can express their needs confidently.
5. Can manage their self-care needs independently.
6. Can regulate their emotions with minimal adult support.
7. Can develop friendship networks with adult prompts.

**AND**

A carefully planned transition programme has been completed and the child is appropriately prepared for a successful transfer to the next stage of their learning.

**OR**

The provision has proved to be unsuitable for the child's needs and a more specialised provision is required.