NASAT Admissions Policy and Procedure - NASAT002

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EQUALITY STATEMENT

We will regularly review our policies to ensure that we are:

- promoting equality of opportunity
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships
- providing an inclusive education which enables all pupils to develop their full potential.
- meeting the requirements of the Equality Act 2010 and the protected characteristics therein.

QUALITY OF LIFE FRAMEWORK

All NAS schools and Children's services follow our Quality of life (QoL) Framework. In implementing this framework, we listen to pupils, parents, and the child's keyworker to understand what is important to them in relation to their quality of life. We then work as a transdisciplinary team to ensure we plan each child's education carefully and cohesively, shaping each pupil's provision around their EHCP and agreed developmental goals in order to develop pupils' knowledge and skills now and for the future.

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1. Introduction

NAS Academy Trust (NASAT) Thames Valley School is a publicly funded special school providing educational day places for pupils aged 5-16 with autism. The school works in partnership with local authorities and parents/carers to assess the suitability of pupils for a place at a school.

All pupils must have an Education, Health and Care plan (EHCP) that refers to a diagnosis of Autism Spectrum Disorder.

Autism is a spectrum condition which requires a continuum of provision. The school caters for pupils who are capable of working towards the age-related expected standard as outlined in the National Curriculum.

The school provides an education for pupils who require autism specific provision which is tailored to meet their social, sensory and communication needs, as well as providing support to enable them to manage levels of anxiety. These pupils are those identified as requiring a modified yet structured national curriculum content, with support from specialist staff within a specialist environment. This support includes a structured environment, targeted intervention and differentiation throughout the school day. Thames Valley School offers placements for students requiring standard or enhanced provision. Where resources allow, a specialist provision may be considered. Please see appendix 1 for further information on categories of provision.

2. Aims

To ensure there are robust and transparent systems in place to support a fair and consistent approach to admissions.

3. Scope

This policy is relevant to all governors, staff, parents & carers, pupils, and local authority representatives who are involved in the admission of a pupil to a NASAT school.

4. Roles & Responsibilities

NASAT is responsible for this policy while Local Governing Bodies (LGBs) will monitor its implementation in each school.

NASAT Directors responsibilities:

- Ratify and regularly review this policy.

Local Governing Body responsibilities:

- Ensure local procedures are in place to effectively implement this policy within the school.

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- Monitor the effectiveness of the policy and advise board of any necessary changes.
- To ensure that any issue that may be perceived as a potential reputational risk to the trading name of the NASAT is referred to the board or NASAT.

The Principal's responsibilities:

- Ensure all relevant staff are aware of this policy and that local procedures are followed.
- Ensure appropriate information is available for parents throughout the process.
- Allocate a member of the senior leadership team to process each referral and ensure both the school and the family receive all relevant information prior to the pupil starting at the school.
- The leadership team will organise an open evening for prospective parents at least annually and provide opportunities for parental/guardians visits.

Typical Profile of Admissions (Admissions Criteria)

The school is designated for pupils with a diagnosis of autism and its provision is designed accordingly as follows:

1. All schools within the NASAT are designated as autism specific. They accept local authority referrals on behalf of pupils who have an autism spectrum diagnosis (or are awaiting diagnosis and are recognised by professionals as having social communication difficulties that cause a major barrier to learning) in accordance with the admissions procedure set out below.

2. It is necessary for pupils to have an existing or proposed Education, Health and Care plan (EHCP) which makes clear reference to a diagnosis of autism (but not with a Severe Learning Difficulty specified). In addition to an autism spectrum diagnosis, the EHC plan may include similar presenting features such as language, sensory, behaviour or communication difficulties.

3. Our pupils work at broadly age-related levels of attainment and we anticipate that they will gain a range of qualifications, including functional skills and GCSEs/Level 2 courses.

4. Pupils may also have additional needs, for example obsessive compulsive disorder (OCD) or attention deficit hyperactivity disorder (ADHD). Pupils may also have associated needs in the areas of emotional, social and communication and interaction development and/or psychological or mental health difficulties. In addition, pupils may have sensory, or physical/motor difficulties.

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5. We strongly encourage places for pupils who have a primary diagnosis of autism and who are 'Looked After Pupil' (LAC) by their Local Authority. We prioritise these children in our application of over subscription criteria.

6. Where possible, an identified and agreed number of pupil placements will be available within each key stage. This is to facilitate age-appropriate peer groups, progression and organisation of timetable.

7. All NASAT schools are unable to offer places to families who wish to privately fund the placement.

8. There is compatibility between pupils. The school will carefully consider (through the referral process) the vulnerability that is likely to be felt by any pupil within the school. If a pupil admission is deemed to have a potentially negative impact, for reasons of safety and wellbeing, a placement may not be suitable.

9. There is a specified Admissions Priority Area (APA) for each school that is usually within 30 miles or 45 minutes travel time (based on Google maps) from the School. However, where it is in the best interests of the pupil, consideration will be given to pupils living further away, subject to suitability and impact on an individual's welfare. This will be determined on a need led individual basis.

Admissions Code

All applications for places will be in accordance with the NAS Academies Trust funding agreement, the Special educational needs and disability code of practice 2015 and the School Admissions Code 2015.

Planned Admissions Number (PAN)

Thames Valley School has a planned admission number of 54.

Admissions Procedure

Places will be allocated to pupils in accordance with the procedure set out below. Parents are welcome to arrange to visit the school and to request information about the school (including the admission process). Parents should inform their Local Authority of their preference for a place at the school and may ask their Local Authority to consult with the school. On some occasions, Local Authority professionals who are involved in a pupil's placement or who have a significant professional interest in their wellbeing, may recommend that the school may meet their needs and inform parents. The school can only proceed to the admissions stage with Local Authority support. We therefore

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encourage parents to engage in a dialogue with their Local Authority to express a preference for the school. Applications cannot be considered if received from parents or carers and must be received from the Local Authority.

Although Thames Valley School is a through school, placements for secondary pupils **will not** be automatically guaranteed for pupils already within the primary cohort. Local authorities will need to re-consult for suitability of a placement within the secondary department at Thames Valley School. The contract between the school and Local Authority will be drafted to reflect this.

Pupil with an EHC plan where the local authority intends to name the school.

1. Where the local authority intends to name the school in an EHC plan, the school will consider the proposal and will consent to being named, except where admitting the pupil would be incompatible with the provision of efficient education for other pupil, and where no reasonable steps can be made to secure compatibility.
2. In deciding whether a pupil's inclusion would be incompatible with the efficient education of existing pupils, the school will have regard to the Special Educational Needs Code of Practice 2015.
3. If the school determines that admitting the pupil would be incompatible with the provision of efficient education, it will, within 15 days of the local authority's notice, notify the Local Authority that it does not agree that the school should be named in the EHC Plan. The school will set out the facts and matters it relies upon in support of its contention that admitting that pupil would be incompatible with efficiently educating other pupil; and the school cannot take reasonable steps to secure compatibility.
4. Where the school considers that it should not have been named in the EHC Plan, the School may ask the Secretary of State to determine that the Local Authority has acted unreasonably in naming it and to make an order directing the Local Authority to amend the pupil's EHC Plan by removing the name of the school.

Pupil without an EHC plan

1. The school may admit a pupil to the school if:
    a. He/she is admitted for the purposes of an assessment of his educational needs with agreement with the Local Authority, the pupil's parents, and any person whose advice is to be sought in accordance with regulation 7 of the Education (Special Educational Needs) (England) (Consolidation) (Regulations) 2001.
    b. He/she remains admitted following an assessment of his educational needs.
    c. He/she is admitted following a change in his/her circumstances, with the agreement of the local authority, the school and the pupil's parents.

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2. If a pupil without an EHC Plan has been admitted to the school for the purpose of an assessment (in accordance with paragraph 1(a) above, the school will allow the pupil to remain at the school until the expiry of ten school days after the Local Authority serve a notice that they do not propose to make an EHC Plan, or until an EHC Plan is made.

The school will always provide the Local Authority with views to help with the decision-making process. In order to do this, the school can undertake further assessments of prospective pupils to establish whether the school can meet their needs. At the request of the Local Authority (and having received appropriate paperwork), the school assessment team will observe/assess the pupil at their current school or home in specific circumstances.

Where possible, the school will meet parents and analyse reports from previous school placements in order to understand how best to meet the pupil's needs. It is expected that recent (within 6 months prior to referral initiation) and relevant (based upon current pupil placement situation and individual and identified need) professional reports will be provided by those working directly with the pupil, or by the Local Authority lead. Where reports are not available and/or further information is required, the school will arrange a more detailed assessment route and report findings to confirm for admission.

Please see Appendix 2 for further details of the assessment process

Oversubscription

The school will seek to work collaboratively with all neighbouring Local Authorities to manage referrals. Where there are more applicants than vacancies, places will be prioritised according to the date that the consultation application is received, along with confirmation that Thames Valley School can meet the needs of the individual, following assessment of the individual by the school's admission team. Due to the ever-changing needs of each individual, Thames Valley School does not operate a waiting list for admissions.

Appeals

Should a placement be considered unsuitable for a pupil (following the admissions procedure) feedback to parents/carers will be provided by the Local Authority as to the grounds for the decision.

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If the Local Authority decides not to name the school in a pupil's EHC Plan the parents have the right to appeal to the First-Tier Tribunal (Special Educational Needs and Disability) and should refer directly to the Local Authority for contact details and their intention to appeal a decision.

Communication and Confidentiality

All decisions relating to the proposed placement of any individual are confidential. There will be open and regular communication with parents/carers and advocates, which acknowledges and respects the needs of each young person. The school will liaise with the Local Authority to ensure they are kept up to date.

Success Criteria for Admitted Pupils

- All pupils are appropriately placed.
- All pupils experience a smooth transition to our schools.
- Parents are clear and happy on the process and no decisions are regarded as unfair.

References

- The Education Act 2002
- The Education (Pupil Registration) (England) Regulations 2006
- School Admissions Code (December 2014, updated September 2015)
- The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2015
- Prevent Duty Guidance – Published 2015, Updated April 2019
- Keeping Pupil Safe in Education: Statutory Guidance for Schools and Colleges, July 2015, last update Jan 2021
- The School Information (England) Regulation 2008
- The School Admissions (England) Regulations 2012

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Appendices:

Appendix 1

NASAT Categories of placement provision

Autism is a spectrum condition and requires a range of different provisions and placements to meet the whole spectrum of need. NASAT offers a range of different types of provision and placement, which will vary in each school according to *identified local need*. Four categories of placement provision are outlined below (starting with those with the most complex needs).

- **Bespoke** provision. Placements are for highly complex young people who may not be able to access the National Curriculum within the school setting (for example, due to profound social anxiety) and therefore may not otherwise be able to access education. Pupils on a bespoke provision benefit from highly personalised learning in a community context. Learning is overseen by an experienced teacher and delivered by outreach facilitators. Our goal is for pupils to be included within their local community.

- **Specialist** provision. Each pupil will pursue a tailor-made programme of education through the personalised learning curriculum which combines National Curriculum elements with targets set around their individual needs. Pupils will typically have 2:1 (2 staff to 1 pupil) support and will access some group teaching where appropriate accompanied by staff. Where possible pupils will access off-site learning, again supported by their key workers. Pupils will have access to the Trans Disciplinary Team (TDT) including Speech and Language Therapy, Occupational Therapy and contact with the Educational Psychologist. Whilst the specialist provision aims to successfully give pupils the awareness, experience and learning skills they need to access the National Curriculum, we also acknowledge that some pupil's complex needs require a curriculum which is broader than the National Curriculum. Therefore, this personalised and differentiated curriculum is responsive to the particular (and changing) needs of the individual pupil, and thus ensures the design and organisation of the curriculum and assessment schedules are empathetic to those needs.

- **Enhanced** provision. Enhanced provision is to provide a placement that is intended to reduce the sensory, environmental and/or social demands, which is recognised to impact significantly on a pupil's ability to reach their full potential. The duration in which a pupil is placed on an enhanced provision within the school will be determined by the individual needs and circumstances of the pupil. Assessments and reports will be provided to justify access to this facility by the Trans Disciplinary Team (TDT) under the direction of the Principal and in partnership with the Local Authority. Pupils have personalised packages of support required to meet their individual needs and circumstances, and it is anticipated this will enable them to be accepted and

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integrated into the community as far as possible. Therefore, the curriculum content will enable pupils to engage in a range of learning opportunities but with lower environmental demands, and more structure to enable pupils to achieve in line with their peer. Pupils may need to access 1:1 support as they may need to work away from other pupils for some, or the majority of time that they are on the enhanced provision placement. These pupils may be expected to require further programmes offered by a range of extended professional services (as identified in their Education, Health and Care plan). This may require them to access to the Trans Disciplinary Team (TDT) including Speech and Language Therapy, Occupational Therapy and contact with the Educational Psychologist.

- **Standard** provision. The standard provision placement offers specialist autism specific provision, including a modified environment and curriculum, for those whose needs are not being adequately met in local mainstream provision and who are likely to be able to access a NASAT school classroom with other pupils on a regular basis. Standard provision typically involves 1:2 (1 staff to 2 pupils) support in class settings of typically up to 6 pupils. This specific provision is for those pupils who do not require an enhanced placement or for whom integrated provision would not be appropriate. Some pupils may also require additional levels of support which would be identified during the referral process and through assessment. This may require them to access to the Trans Disciplinary Team (TDT)) including Speech and Language Therapy, Occupational Therapy and contact with the Educational Psychologist.

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Appendix 2 - Assessment Process

1. Once a referral and all relevant paperwork has been received by the school from the Local Authority, the application will be reviewed by members of the admissions team, including a member of the senior leadership team. A letter/email acknowledging receipt of the referral will be sent from the school to the Local Authority within 15 calendar days of receipt.

2. If, following scrutiny of the received paperwork, it is likely that the pupil may be suitable for the school, two members of the admissions team will arrange to meet and observe/assess the prospective pupil (see Appendix 3). This may be:
   - In their current school (preferred option in most cases)
   - In the home setting
   - During a visit to Thames Valley School (in which case this step may be combined with Stage 5)

   NASAT will be flexible in this process in order to respond appropriately to the differing needs of applicants.

3. The pre-admission assessment form will be completed by a member of the admissions team (see Appendix 3) and presented to the rest of the team for further consideration of a placement offer. Members of the admissions team will compile any supporting evidence from the received paperwork to aid this discussion. A decision made by the admissions team will be recorded and the relevant feedback will be given to the referring Local Authority. The school has 15 calendar days to respond to the Local Authority with a view about the proposed placement.

4. If there is evidence and it is agreed by the admissions team (see Appendix 3), that the school can meet the pupil's needs, a letter of a placement offer is sent to the Local Authority. This information shall inform the contract agreement once the Local Authority confirms a placement. The Local Authority will arrange for amendments to the EHC Plan (part 4) or the young person's EHC plan if they agree with the decision. The 'letter of a placement offer' to the Local Authority will be provided by the school within the required 15-day period, providing information to indicate that the school is able to meet the pupil's needs (see Appendix 3). The local authority has 15 calendar days to respond to the offer of placement, after this the offer of placement may be withdrawn and re-allocated. Once the contract is agreed by the Local Authority, an admission start date will be determined.

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5. If there is insufficient evidence that, at this stage, a formal placement offer can be made, further investigation and/or assessment may be necessary. If the School and Local Authority agree this is necessary, it will be arranged by the school team and will determine whether the school can meet the needs of the individual. Examples where further assessment may be required are: high medical needs, missing or out of date information received, complex mental health needs, complex learning needs, higher support levels may be required, specialist intervention or availability of resources or where there is evidence of high-risk behaviours such as severe self-harm or suicidal ideation. Parents/Carers and the Local Authority will be fully informed and involved should this be a necessary part of the assessment. In exceptional cases, where pupils demonstrate high risk behaviours the Principal should request the support of someone trained in completing Triad 6 NAS assessment tool. This assessment will enable a detailed assessment of need to be completed and judgements to be formed about levels of risk. This should be shared at an NAS central admissions panel meeting including specialist leads within the organisation including National Lead for Managing Challenging Behaviour, National Lead for Safeguarding and the Director of Education.

6. The Headteacher / principal will decide if a compatibility assessment is required. (Appendix 4) This will support decisions about whether the individual can be supported effectively in the current class / year groups without any detrimental effect on existing pupils.

7. If at this stage or any other stage of this process the admissions review panel consider the placement unsuitable for an individual, a letter and report stating reasons for the decision will be sent to the Local Authority.

8. Following stages 3 - 6 of the above, parents/carers and the pupil may be invited for a tour of the school and presentation about the provision, arranged by the School. Where the young person attends, an experienced member of staff may encourage them to engage in a preferred activity enabling the school to assess how they respond to the environment and peers. The member of the senior leadership team meeting with the family will use the opportunity to obtain up to date further information regarding the young person in order to establish how the school will meet the following areas of need:
   - Social communication
   - Behaviour
   - Academic ability
   - Independent living skills
   - Religious and cultural needs
   - Parents' aspirations for the future/what they want the school to do

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9. The Local Authority is responsible for making suitable and appropriate transport arrangements with the parents and will inform the school accordingly. Transport will be carefully considered alongside the pupil's transition plan and individual needs.

10. Prior to admission NASAT schools will identify specific provision to meet the areas of need identified in the EHC plan. This will be shared with all relevant members of staff ahead of the pupil starting and may include all, some or additional to the following areas of need:

- Health/medical
- Social communication
- Academic ability
- Independent living skills
- Emotional regulation
- Sensory needs
- Religious and cultural

11. Prior to admission the Principal will nominate someone responsible for transition planning. This person will work with parents and other relevant stakeholders to ensure transition planning meets the needs of the pupil and promotes a successful start.

12. A baseline assessment will commence upon a pupil's admission to the school. This will inform pupil's documentation (including Risk Assessments, Education – IEP's, Positive Behaviour Support plans) that will then be drawn up and discussed with parents. This will usually take place towards the end of the first term / at 12 weeks.

13. All pupil undergo annual reviews as laid down by the SEN Code of Practice (including Transition Review meetings from Year 9).

Flowchart

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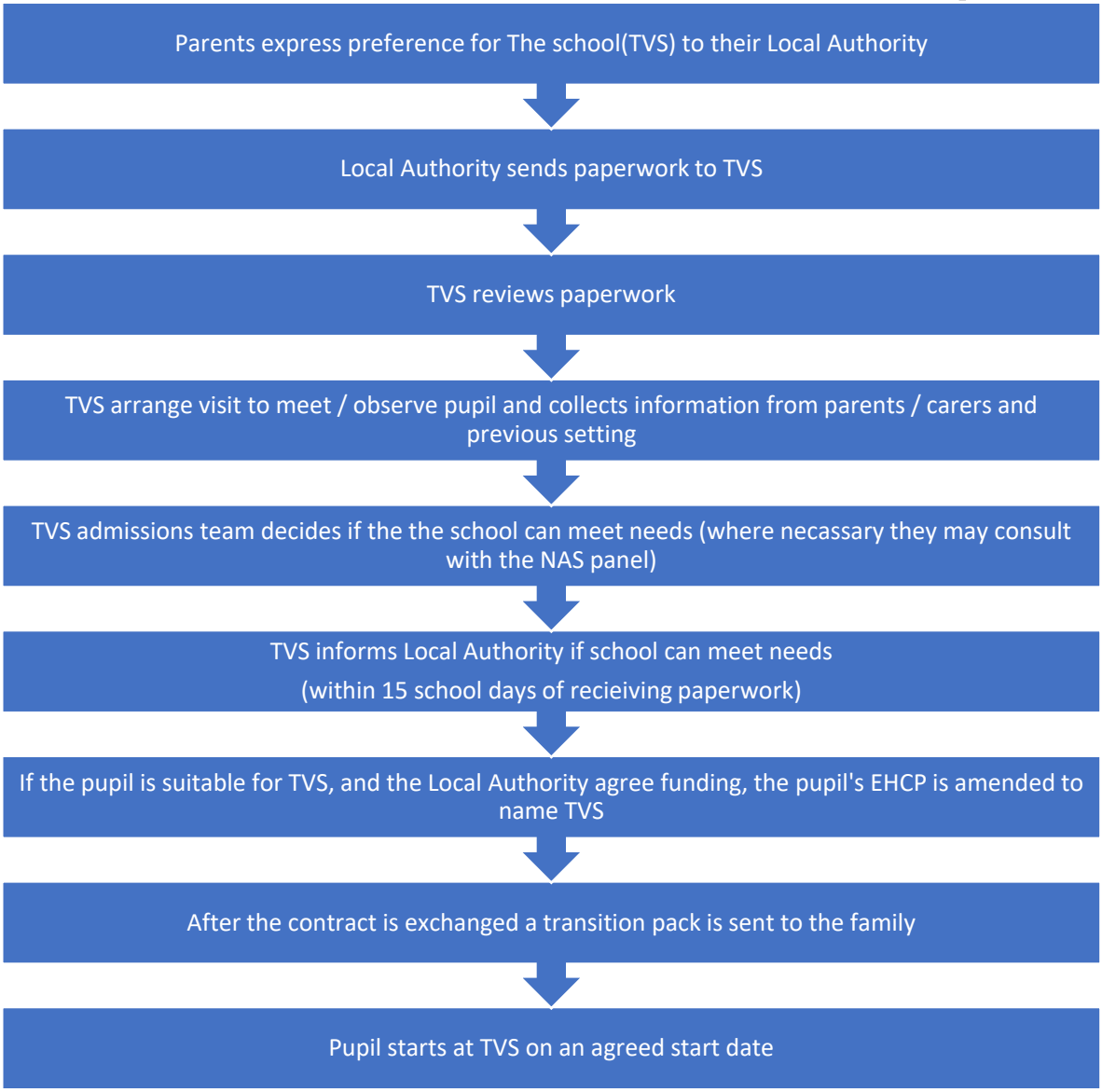

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Appendix 3:

Pre-Admission

Assessment Form

Part 1: Review of papers

Part 2: Assessment (including observation)

Part 3: Recommendations

NAME:	
Date of Birth:	
School currently attending:	
Local Authority and contact details:	
Name of Parents/Carers and contact details:	
Religion:	
Ethnicity:	
First Language:	
Date papers received:	

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Papers read by:	

PART 1 SUMMARY OF MAIN NEEDS FROM PAPERS
Does the individual have a diagnosis of an Autism Spectrum Condition? At what age did they receive this diagnosis? Does the individual have an EHCP? Yes ☐ No ☐ Any additional diagnoses outlined on their EHCP?
Educational needs Communication

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OT / Sensory Behaviour Health Specific Therapy Needs specified on EHCP? Other information
Recommend proceed to assessment Yes ☐ No* ☐
***If No, please advise reason(s) why:**

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PART 2

ASSESSMENT

DATE OF ASSESSMENT (S):	
Assessors:	
Type of Assessment Check as appropriate. Home Visit ☐ School Visit ☐ Telephone Call ☐ Other ☐	

Special educational needs

Does the individual have any additional diagnosis aside from Autism? (including specific learning difficulties such as dyslexia or dyspraxia) What provision is needed to support this?
What does the individual know about their diagnosis?
What professionals are currently working with the individual?
Why is a specialist place at Thames Valley School being requested?

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Education

Is the individual attending school?

Yes ☐ No ☐ If yes, mainstream or specialist?

What is current attendance rate? (or end of previous academic year)

Describe the current provision and resources *i.e., class sizes, staffing etc.*

☐ 1:1 teaching rooms.

☐ Group classroom base

☐ Low Distraction

☐ Workstation (TEACCH)

☐ Sensory rooms

What are the individual's current attainment levels (if known)?

Reading:

Writing:

Maths:

Science:

Other:

Does the individual require any additional aids such as laptop? Or need a scribe or Dictaphone?

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How does the individual feel about school?

Cognition and learning

Is the individual working in a whole class group?

Does the individual receive specialist support? e.g., 1-1 or small group staffing?

Is the individual an active participant in class activities and tasks?

What additional provision is in place for the individual? e.g., sit'n'move cushion, pencil grip, visual supports?

Is the individual able to follow instructions given:

☐ Verbally to class group

☐ Verbally 1-1

☐ Visually

Is the individual able to ask for help and support if required?

Does the individual interact with staff and peers?

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To what extent can the individual work independently? Are any necessary differentiation measures needed to support the pupil? Is the individual able to focus on tasks chosen by the adult? If so, to what extent? Is the pupil able to successfully work in a pair or small group? Are there any particular reward systems, special interests or motivators for the individual? Is there a particular subject that causes the individual more difficulty or one that they particularly enjoy?
Additional notes from observation:

Sensory and physical

Does the individual currently receive any direct Occupational therapy support?

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Does the individual have a current OT programme? Does the individual have a current sensory profile? Does the individual require sensory or movement breaks? How are these structured in the school day? Does the individual have any physical difficulties such as co-ordination problems, clumsiness or mobility? Does the individual require any equipment to support physical need, such as in-soles or adapted cutlery?
Does the individual display sensitivity or dislike to sensations? Any food preferences/sensitivities? Describe the individual's level of independence (including road safety, toileting, dressing and eating).

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Communication

Does the individual currently receive any direct Speech and Language therapy intervention?

Do they have a current speech and language programme?

Does the individual:

Understand spoken instructions linked to daily activities? ☐

Follow the gist of discussions and conversations? ☐

Follow the story line of a TV programme/DVD/Film? ☐

Understand jokes and teasing? ☐

Comment about items of interest? ☐

Talk about past event e.g., a trip or TV programme? ☐

Ask for things they want and need? ☐

Is the individual able to concentrate in:

Tasks they have chosen. ☐

Tasks chosen by an adult? e.g., Chores ☐

Games with one other person? e.g. ☐

The individual:

Responds when name is called. ☐

Follows simple instructions i.e., sit down. ☐

Can talk about matters beyond areas of interest. ☐

Has clear speech ☐ If no, speech impediment? ☐

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Follows complex instructions.	☐
Follows instructions given in sequence.	☐
Uses signs / symbols.	☐
Uses simple sentences.	☐
Carries on a conversation.	☐

Social, emotional, and mental health

To what extent and in what way is the individual able to communicate his/her wishes, emotions and needs?

To what extent and in what way is the individual able to communicate his/her distress/stress? Are any key behaviours used to communicate this?

To what extent and in what way is the individual able to communicate his/her desire to leave a stressful situation?

Will the individual take part in activities with:

☐ Adults in the family?

☐ Adults in school?

☐ Siblings?

☐ Peers outside the family?

What size and type of group can they cope with?

Does the individual belong to any clubs?

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Does the individual actively seek out friendships? Do they consider themselves to have friends? Are they able to access the playground at break and lunch times?
Has the individual experienced any negative behavior in relationships? e.g., Bullying, peer pressure, interactions with authority
Are any other professionals currently working with the individual? Does the individual require additional support for their mental health or wellbeing?

Behaviour

Are there any key triggers that can cause the individual distress or impact their arousal levels?		
Does the individual display specific cues when their arousal level has changed? What are these?		
Does the individual display any behaviour that may cause harm	Description of behaviour, frequency and duration	Strategies to support

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to:		
Self?		
Others?		
Environment?		
Does the individual display any other behaviours that cause concern? e.g., running away or sexualised behaviour		
To what extent does the individual accept adult intervention and direction in difficult situations? What strategies work best with the individual?		
What is the individual's experience to physical intervention? How do they respond to this?		

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Does the individual have a history or current presentation of self-injurious/self-harm behaviour? Does the individual have a history of absconding?
Have there been any concerns relating to CSE, FGM, Radicalisation and Extremism? Have there been any concerns relating to on-line safety?
Does the individual currently have a risk assessment or behaviour support plan in place?

Home life
What are the individual's experiences of living at home? How does she / he spend most of their time? Do they access the community? How aware are the individual of risks in their home and their local community?

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How much independence does he / she have? What impact does the individual have on the family (including siblings)?
Are the family currently receiving any additional support e.g., EHA, CIN or CP?

What are the individual's cultural needs and requirements?

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Health

Any medical diagnosis the school should be aware of?

	Yes	No	if Yes please give details
Circulatory/Heart Conditions			
Neurological Conditions			
Digestive Conditions			
Breathing/Respiratory Conditions			
Urinary/Bowel/Genital conditions			
Endocrine Conditions			
Muscle tone conditions			
Sight/Hearing conditions			
Any other physical health conditions			
Epilepsy			
Mental Health needs			

Does the individual take medication?

Does the individual have any special dietary requirements?

Does the individual have any allergies i.e., medication allergies, food allergies?

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Part 3: Recommendations

Does the individual demonstrate any high risk behaviours? Yes ☐ No ☐ Is and extended admissions assessment required? (The NAS assessment tool required)
Can the school meet the needs of the individual? Yes ☐ No ☐

Provision Recommendations	
Any additional staff training required?	
Level of staffing	
Therapy Resources	
Other	
Provision required: Standard ☐ Enhanced ☐ Specialist ☐	

Placement offered:	
Date:	
Signed (Principal):	

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Appendix 4

NAS COMPATIBILITY ASSESSMENT

Name of School:		
Name of young person referred:		
Date of Birth:		
Age:		
Diagnosis: Include co-morbid conditions which may also need supporting		
Date of start:		
Local Authority:		
Funding body:		
Social worker:		
Report Prepared By: Two people to complete compatibility assessment if possible		
Role:		
Address:		
Signature:		
Date of Report:		
Sources of Information:		
Environment deficits/strengths: e.g., can the school environment meet YP sensory and physical needs, is there an individual study space available (if needed), is there/can there be relevant sensory equipment available, is the		

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environment –and local environment – *safe* for the YP given their needs? **Reference this where appropriate whilst working through the compatibility assessment.**			
	Young person being assessed/considered for the service	**Current pupils in year group**	**Summary of any incompatibility issues raised.** Include strategies that could overcome these or prevent them being an issue (if appropriate)
Names and ages of potential classmates Include detail if pupils present as younger than their age or are vulnerable in specific respects. Is there any flexibility about which form the new pupil joins? Will a new form need to be created?			
Gender:			
1 Page Profile: Compare personality traits and interests. Do friendships seem likely? Any obvious clashes? Is there any likelihood of a pupil 'not fitting in' and being ostracised by other pupils?			
Participation in learning: e.g., ability to participate in learning in a class setting. Note where pupils need quiet to learn, compared to those who need movement and tend to talk/make noise. Can these needs be			

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realistically managed in one class? Note if a pupil needs an independent study room and for how much of the school day if so. Is this available?			
Sensory needs: Include noise levels and tolerance to noise and level of arousal i.e., décor etc. and whether these can be supported in class, break times, and transition. Will pupils' sensory needs impact on each other? E.g., if one pupil needs blinds down, another needs them up?			
Wellbeing and anxiety management Consider what impacts on each pupil's well-being, and their ability to manage their anxiety levels. How will they impact on each other? (e.g., conversation topics, sudden noises, invasion of personal space, interaction style).			
Autism Profile: Are there any particular traits that will/do affect others in any way? Include strengths, positive qualities, obsessions, or repetitive behaviours which may impact on others (and increase or decrease compatibility)			
Communication What would be needed to ensure good, reciprocal communication between pupils and with staff? Are communication aids available? Are staff trained in these?			
Interaction with peers and quality of interaction: What are the pupil's needs (e.g., extrovert, solitary)? What supports good social interaction for individual			

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pupils? Will pupil need support at break times to interact with peers?			
Interaction vulnerabilities: i.e., consider if pupils are susceptible to teasing/bullying/harm, have historic experiences of trauma and abuse and how this may impact on compatibility e.g. don't want a person who has experienced sexual abuse to be in a class with a pupil who makes sexualised comments			
General tolerance and acceptability of people they do not know: How able is pupil to tolerate new people – including other new pupils, and staff changes.			
Routines Can any important routines a pupil has be supported in school? Will they impact on other pupils?			
Behaviour ~ wellbeing What are the triggers for distressed behaviour in each pupil? Will it be possible to keep these at a minimum given differing needs of pupils? Does any pupil show behaviours that could trigger others?			
Behaviour~ risk If a pupil is distressed and expressing this in their behaviour, what are the: • Risks to others/environment/self (e.g., physical harm, distress, damage to property • Support needs for that pupil, and what impact might this have on other pupils? • Specific impact of behaviour e.g., if the behaviour creates a noisy or unpredictable environment that			

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other pupils may find distressing. Could this act as a trigger for another pupil to become distressed?			
Religious, ethical, and cultural considerations: Are there any cultural needs that need supporting in class? Does this impact on others (both people supported and staff) e.g., if there is the potential for insensitive or abusive comments about religion or culture to be made? Also think about any dietary requirements.			
Medication: Can this be given in school? Side effects etc.			
Health considerations: Physical or mental health issues that may impact on peers (include any allergies).			
Nutrition and food preferences: Include food/meal preparation and mealtime arrangements and any other factors such as behaviours and fads. Is the school aware of the implications of supporting a Halal or Kosher diet and aware of cross contamination issues?			
Personal care needs: Can these be met in school?			
Are there any Safeguarding concerns? Note any historic and current notifications			

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Staff current Skillset and training: will additional staff training be needed, and has it been sourced? Are staff with the right skills/experience/qualities currently employed, if not will it be possible? Also think about if there is a requirement for pupil support to be of only 1 gender e.g. all male and the impact of this.			
Overall positive compatibility: Comment on anything that has been raised as being positive in terms of overall compatibility, positive and negative. Include risks.			
Overall Incompatibility: Summarise anything from the third column (red) that has been flagged that may be a challenge to support overall compatibility, include strategies in this summary on how risks of incompatibility will be managed.			
Risk assessment Can control measures significantly reduce the risk in order to make it acceptable? Think about risk to the potential pupil and to the existing pupils. Please attach Risk assessment **Does this need to go to panel?** **Do the control measures have a cost implication/ Has this been**			

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communicated clearly to the funding body?	
Conclusion on overall compatibility: With everything considered do you feel that a service should be offered to the referred young person within the service, include summary of how this will be supported/risk assessed/managed to ensure a smooth transition for the current individuals and referred?	

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