



**STRAND-ON-THE-GREEN SCHOOLS
SWAN CENTRE
CRITERIA FOR ADMISSION 2018**

General Description of Need:

Children should have long-term difficulties in the Autistic Spectrum affecting their access to the curriculum. There should be involvement from agencies including Educational Psychology, and CAMHS or the Child Development Team and Speech and Language Therapy confirming a diagnosis of ASD. This must be accompanied by an EHCP.

Cognition /Ability Range:

The children should be between 4-11 years with an ability in some areas within the broad average range (i.e above the 2nd percentile) and should be able access a modified national curriculum. In other areas their ASD may have had an impact on their learning but in a specialist setting it is expected that they will make appropriate progress in all areas.

Learning:

The child should benefit from being taught in a well-structured environment which follows the TEACCH principles and offers consistency, routine and a focus on independent skills. The child should benefit from a high level of visual support in their environment and minimal sensory distractions. The child should benefit from small group teaching and be able to demonstrate some group attention.

There should be evidence that with the appropriate support the child will be able to manage some independent learning in the mainstream setting. The child should be able to access the mainstream learning environment for up to 50% of the day.

Communication:

The child will have communication difficulties such as, difficulties with verbal comprehension, understanding abstract language and non-literal language, and may have restricted or unusual use of language. They are likely to have difficulties with social language.

The child should already show that spoken language is their main method of communication. The child will need regular Speech and Language support to develop their communication and/or use of language.

Social Interaction:

The child will have difficulties with social interaction such as, not initiating or avoiding contact with others, inappropriate social behaviour and difficulty in regulating emotional behaviour.

However, the child should be socially interested and be able to benefit from opportunities to socialise or integrate with mainstream peers for increasing periods of time.

Behaviour:

The child is likely to show restricted imagination and inflexible thinking such as repetitive rather than imaginative play, fixed or limited areas of interest, difficulty coping with unplanned changes.

There should be evidence that the child's ASD is affecting their social and emotional development such that it is causing anxiety or social problems.

There may be evidence of sensory impairment and some children will benefit from a structured sensory integration programme planned by an Occupational Therapist.

Self-Help Skills:

The child should be broadly age appropriate in their self-help skills (in relation to toileting, feeding, dressing etc.)

Transition to Key Stage 2:

At Key Stage 2 children need to be able to express their needs and make general comments about things they are doing and have conversations with adults and peers.

Key Stage 2 children should show signs of developing independence skills in their organisation and work. They should show capacity to regularly join their peer group in the main school for around 50% of the day.

Exit Criteria:

The child is able to manage in a mainstream school with some support.

The child shows more significant difficulties indicating that they are likely to need greater input or more intensive specialist support.

The child is unable to access learning in the mainstream environment for increasing amounts of time.

Number of places: 9 (Infants) and 12 (Juniors)

Address: The Swan Centre, Strand-on-the-Green Schools, Thames Road, Chiswick, W4 3NX

Tel Number: 0208 994 7921 (Infants), 0208 994 7847 (Juniors)

Headteachers: Vanessa Townsend, Ruth Woods

Head of ASD Centre: Becky Essex