

General criteria for all Bracknell Forest Council's (BFC) specialist provision

1. Pupils will have an Education Health and Care Plan (EHCP) and/or be pending assessment. Occasionally, a child may not have an EHCP, therefore the Decision-Making Group (DMG) will consider exceptional circumstances when making a decision about placement.
2. Pupils will require consistent personalised learning support programmes every day of the week in order to achieve their potential.
3. All special schools and specialist settings provide small classes and a peer group to support both learning and social and emotional development in a nurturing environment whilst in the Specialist Resource Provision (SRP).
4. Parents will have been consulted on their preference for the school.
5. The school is suitable to the child's age, ability, aptitude and special educational needs.
6. Consideration will always be given to the profile of current cohorts in the schools and settings.
7. Admission to the school is compatible with the effective education and efficient use of resources.
8. The school is the nearest appropriate setting.

Specific criteria for Edgbarrow Specialist Resourced Provision

Name of School	Edgbarrow School
Designation of Enhanced Provision	Autistic Spectrum Disorder (ASD)
Number of Places	25 (phased from September 2025, five students per year)
Age Range	11 to 16 (Year 7 to Year 11)

1. The setting is a secondary provision.
2. Pupils attending the SRP will have an EHCP, with a diagnosis and/or primary need of ASD, or on the pathway for diagnosis. Pupils may be pending assessment. Occasionally, a child may not have an EHCP, therefore the DMG will consider exceptional circumstances when making a decision about placement.
3. Children attending these settings will need to:
 - Be of appropriate age for the school (11 to 16) on admission
 - For pupils with an Education Health and Care Plan who have a diagnosis of autism or on the autism pathway (on occasion pending assessment)
 - Pupils attending the SRP require social support within unstructured times of the day

- Pupils may require a calm and highly adaptable environment to accommodate identified sensory needs
 - All pupils attending Edgbarrow SRP have an entitlement to a broad, balanced, and relevant curriculum. Accordingly, the SRP is structured to provide those pupils with consistent, proactive support for executive functioning (for example: emotional self-regulation, attention, organisation and planning and initiation) with the intention, with this support, they will develop independence, self-regulation and language and communication skills to be able to access the National Curriculum within the mainstream classroom alongside their peers for an increasing proportion of their day (50% in mainstream lessons). The time spent in mainstream classroom is individualised and supports pupils' transition to their next stage of education
 - Edgbarrow SRP will support children to follow an appropriate pathway when transitioning out of the setting
 - All pupils attending the SRP will be able to learn within a small group setting of pupils working, as described above, broadly in line within their key stage, and within the mainstream classroom with appropriate support and environmental adaptations. They will benefit from access to a more nurturing educational environment adapted to meet their sensory needs to support their emotional regulation. Pupils need to be able to benefit from a delivery model which includes regular and consistent access to learning alongside their peers in the mainstream classroom
 - Pupils attending Edgbarrow SRP will typically require input from therapists in accordance with their EHCP, which is likely to include Speech and Language Therapist, Occupational Therapist and Autism Support
 - Pupils attending the SRP may require access to specialist services at a level over and above what is ordinarily available within a mainstream secondary school
 - Children attending the SRP must have a level of functioning and ability indicative of a child who does not experience severe learning difficulties
 - Children attending the SRP must have a level of tolerance and a behaviour profile that suggests inclusion in mainstream activities is appropriate for a significant percentage of the timetable at 50% (if not immediately, within a reasonable period of time)
 - Children attending the SRP should possess age-appropriate levels of self-care
4. Edgbarrow SRP is not able to meet the needs of:
- Pupils attending the SRP who do not have an EHCP, with a diagnosis and/or primary need of ASD, or on the pathway for diagnosis. This may not always apply, on occasion pupils pending assessment will be considered
 - Pupils who regularly and consistently require co-regulation
 - Pupils who have profound learning difficulties which would not be met by reasonable adjustments when assessed on a case-by-case basis
 - Pupils who are unable to access mainstream lessons for a significant proportion of their timetable (at least 50%)