



Roman Fields' Admissions Guidance

RF is an alternative provision for young people with autism and/or social, emotional and behavioural difficulties.

Children and young people placed in this type of provision will primarily have difficulties including:

- Disrupted / unusual emotional or social development.
- Autism.
- ADHD, ADD, ODD or similar medically diagnosed disorders.
- Diagnosed mental health conditions and difficulties.

Typically youngsters will join us following a SEN provision panel which assess their individual needs against what we are able to provide. All young people **MUST** have a statement of SEN or an EHC plan to be considered for a place.

Young people's ability range is often wide, as is their functioning range, covering a cognitive span from low ability to gifted and talented.

Some of the young people will have been permanently excluded or at risk of permanent exclusion from mainstream, special or out-county schools. Others have not yet thrived in other settings, having associated anxiety levels and/or mental health concerns. Typically our youngster would join RF when a plethora of support from a range of specialists has failed to have the desired impact on their learning and or social and emotional well-being.

Exit guidance

Some young people are so successful in this specialist settling that transition to a mainstream school or post 16 college is often the outcome. The key to a successful placement in a school or college is that it meets the hopes and aspirations of the young person and his or her parents/carers. Dual placements or structured trials provide the means to support youngsters and assess whether they are able to function successfully in a new environment.

Our aim is for young people to leave the provision with the qualifications, skills and attributes to succeed in their adult lives along with an agreed onward placement that matches their interests and aspirations.

- Build relationships with peers and adults.
- Make positive choices.
- Operate in various social contexts.
- Cope with different situations and make independent transition successfully (e.g. from smaller to larger groups).
- Overcome resistance to and fear of learning.
- Maintain relationships as adults.