

# **Admission Indicators and Guidance for admission to Specialist Provision and Resource Bases in Oxfordshire**

## **1. Introduction**

This document should be read alongside our [Local Area SEND Strategy 2022 - 2027](#) and the [Oxfordshire SEND Sufficiency Delivery Strategy 2022/23 - 2026/27](#)

*Oxfordshire's ambition is for those with SEND to have rich and fulfilling lives at the heart of their communities.*

The Children and Families Act 2014 presumes that the majority of Children and Young People (CYP) with SEND will be educated in mainstream provision. Some CYP may need different settings at different times of their school life.

Where the special educational needs of a CYP are such that they may be likely to need specialist provision not normally available in a mainstream school, the LA may consider a special school or a resource base attached to a mainstream school. The level and type of provision/placement which may be required for a CYP is considered at the point of issuing an Education, Health, and Care Plan (EHC Plan), or at an Annual Review. It is important to note that consideration by the LA of requests for specialist provision and/or resource bases can only be made following an informed expression of parental preference.

CYP placed in specialist provision of whatever type are likely to have a significant range of needs. Oxfordshire special schools and special academies provide placements for CYP with the most significant needs who require a specialist curriculum and approach to teaching and learning. CYP may meet the admissions indicators for a special school or resource base; however, parents/carers are still able to express a preference for a mainstream setting if they wish to.

Further information on EHC Plans is available on the [Local Offer](#)

## **2. Developing the guidance**

This guidance has been updated through a series of meetings with representatives from our local specialist provision settings and resource bases. As part of this each special school and resource base provision has developed a set of indicators appropriate to their setting, which are provided in Appendix 1 of this guidance document. A map of special school and resource bases in Oxfordshire is provided in Appendix 2.

This guidance and individual admissions indicators does not represent a blanket policy; it is a framework and basis for considering the setting in which the special educational needs of an individual child or young person can be appropriately met.

The guidance will be used by provision and placement panels when considering requests for specialist placements to help inform the recommendation for the type of setting that will best meet the needs of the child.

It is recognised that many CYP have a range of needs, and all schools, including special schools, are expected to make reasonable adjustments to meet the full range of needs of a pupil in line with the Equality Act 2010. Guidance on which can be found in the following:

- [Equality Act 2010: Advice for schools](#): Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.
- [Reasonable adjustments for disabled pupils \(2015\)](#): Technical guidance from the Equality and Human Rights Commission
- [Supporting pupils at school with medical conditions \(2015\)](#): statutory guidance from the Department for Education

### 3. Definitions and Glossary

Current DfE categories will continue to be used in this guidance to distinguish between types of need.

#### Types of need

ASD	Autistic Spectrum Disorder
C&I	Communication & Interaction (includes ASD and SLCN)
C&L	Cognition & Learning (includes SpLD, MLD, SLD, PMLD)
SEMH	Social, Emotional and Mental Health
SLCN	Speech, language, and Communication Needs
HI	Hearing Impairment
MLD	Moderate Learning Difficulty
MSI	Multi-Sensory Impairment
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulty
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
VI	Visual Impairment

#### List of special schools with designation

<b><u>Setting</u></b>	<b><u>Designation</u></b>
Bardwell School, Bicester	Severe Learning Difficulty
Bishopswood School, Sonning Common	Profound and Multiple Learning Difficulty
Fitzwaryn School, Wantage	
Frank Wise School, Banbury	

John Watson School, Oxford Kingfisher School, Abingdon Mabel Prichard School, Oxford Springfield School, Witney	
Bloxham Grove Academy, Bloxham The Iffley Academy, Oxford	Moderate Learning Difficulty (Communication & Interaction, Social, Emotional and Mental Health)
Northern House Academy, Oxford Orion Academy, Oxford Woodeaton Manor School, Woodeaton	Social, Emotional and Mental Health

List of resource bases with designation

<b><u>Setting</u></b>	<b><u>Designation</u></b>
<b>Primary</b>	
Cherry Fields School, Banbury Gagle Brook Primary School, Bicester St Andrews' Primary School, Chinnor St Nicolas' Primary School, Oxford	Communication and Interaction
New Marston Primary School, Oxford	Hearing Impairment
Southwold Primary School, Bicester	Social, Emotional and Mental Health
<b>Secondary</b>	
Fitzharrys School, Abingdon Lord Williams School, Thame The Warriner School, Bloxham	Communication and Interaction
The Cherwell School, Oxford	Communication and Interaction

	Hearing Impairment
The Marlborough School, Woodstock	Communication and Interaction Physical Disability
Whitelands Academy, Bicester	Communication and Interaction Social, Emotional and Mental Health
Wood Green School, Witney	Moderate Learning Difficulties

#### **4. The role of Oxfordshire special schools and resource bases**

- To provide high-quality education and care for CYP and demonstrate expertise in working with CYP with complex learning difficulties, behavioural difficulties and with sensory or physical impairments.
- To provide a role in the broader community provision, ensuring effective partnership working between special and mainstream schools, the wider community, and health and social services, to meet the needs of CYP and their families in a holistic way.
- To innovate in curricular development and develop different ways of providing effectively for CYP with a range of SEND and facilitating their inclusion into mainstream provision.
- To have high expectations of all CYP with SEND, to raise levels of attainment and achievement and to clearly demonstrate progress across all areas of the CYP's development.
- To provide resource bases for teaching methods, resources, and ideas, for both special and mainstream schools
- To be outward-looking, working in collaboration with Oxfordshire County Council and our specialist services (SENSS) to seamlessly integrate specialist staff and CYP with SEND into the wider community of schools.
- To be flexible in meeting the needs of CYP, families and in adapting their approaches and accommodation to meet changing needs.
- To prepare CYP for transition, either within education and into the life outside school and / or into adulthood

Special schools in Oxfordshire are an important contributor to the services and provision which the local authority makes for CYP with SEND. Oxfordshire special schools offer a variety of provision, including special school outreach support, through their distinctive areas of expertise.

#### **5. Admission processes**

In Oxfordshire, admissions to special schools and resource bases are agreed through a process of panel discussions and decisions. Admissions are for the LA to determine based on its consideration of all the advice and information received about a CYP's special educational needs and consultation responses from settings. Once a special school or resource base is named in an EHC Plan the setting is under a statutory duty to admit the CYP.

### **Multiagency Panel (MAP)**

All requests for special schools or resource base placements are initially considered at the Multiagency Panel (MAP), either when the LA has agreed to issue an EHC Plan following an EHC Needs Assessment or when there has been a change in type of placement request at an Annual Review.

MAP currently comprises representatives from:

- EHCP Casework Team
- Educational Psychology Service
- Head teachers and Special Educational Needs Coordinators from schools and post-16 settings
- Children's Social Care
- Adult Social Care
- Health services
- Early Years SEN
- Special Educational Needs Support Services (SENS)

Each request is considered based on the evidence provided as well as with consideration of admissions indicators, which allows cases to be considered according to the individual needs and circumstances of the CYP.

MAP will either:

- **Agree that provision other than mainstream can be explored.** In which case consultations will be sent to appropriate settings and onward referral will be made to the Countywide Admissions Panel (CAP).
- **Not agree that provision other than mainstream can be explored.** In which case consultations would still be able to be sent in line with parental preference and onward referral made to CAP where a placement offer is received.

### **Countywide Admissions Panel (CAP)**

CAP considers applications for admission to special schools and resource bases.

The meeting is convened and chaired by a Lead Officer within the EHCP Casework Team and other panel members include:

- Senior EHCP Casework Officers
- SEND Brokerage Officers
- SENSS Managers

CAP meets every fortnight to review applications for these placements following MAP. There is usually a significant demand for placements in special schools and resource bases. CAP therefore reviews individual cases based on the evidence provided alongside the consultation responses from settings, with consideration of

admissions indicators for each setting, and then prioritises admission based on the evidence provided.

## **6. Consideration of specialist provision for CYP without an EHC Plan**

CYP without an EHC Plan can be placed in special schools **only** in the following exceptional circumstances:

- Where a CYP has moved into the area from a different country and they are admitted to a special school whilst an EHC Needs Assessment is being carried out, with the agreement of their parent/carer the LA and the headteacher of the special school.
- Where they are admitted to a special school following a change in their circumstances with the agreement of their parent/carer the LA and the headteacher of the special school. When an emergency placement of this kind is made the LA should immediately initiate an EHC Needs Assessment or re-assessment.

## **7. Other considerations**

When considering consultations for potential placement and applications for admission at special schools and resource bases other factors will also be taken into account that are not covered by the individual admissions indicators:

- **Geography and Transport**
  - Whether the setting is the nearest appropriate provision by type to the CYP's home. The next nearest may be considered where placement is not offered in the nearest setting.
  - The required travel time to and from the setting would not be detrimental to the pupils' wellbeing or readiness to learn.
- **Environmental and Health and Safety Factors**
  - That there are no concerns about site safety that, with all reasonable adjustments, could not be mitigated to make this placement safe for the pupil.
- **Non- educational needs**
  - That consideration has been given to whether support to address any unmet health needs would enable the pupil to remain in or attend their current setting.
  - That consideration has been given to whether support to address any unmet social care needs within the child's family and wider context, would enable them to remain in their current setting.

## **8. Exit Guidance**

Special school and resource base placements are reviewed annually in line with statutory requirements via an Annual Review. The following circumstances indicate changing needs that may lead to an Annual Review making significant changes to Section F of a CYP EHCP and a potential need for a change of placement:

- Assessment information evidences that the CYP has made significantly greater progress than their peers to such an extent they could now access

mainstream with support following participation in a mainstream reintegration programme over time.

- Assessment information evidences that the CYP has made significantly less progress than their peers and may meet the admissions indicators for another type of placement that might better meet their needs and provide a more suitable peer group.
- The pupil is approaching a change of key stage or key transition point.
- The placement of the CYP at the school is no longer suitable for the age, ability, aptitude, or SEN of the pupil, as evidenced and communicated over a sustained period and through Annual Review processes.
- The placement of the CYP at the school is no longer compatible with the efficient education of the other pupils on roll, as evidenced and communicated over a sustained period.

***Review date: August 2025***

**Appendix 1: Special Schools Admissions Indicators**
**Admission Indicators for Specialist Provision in Oxfordshire**

<b>School / Setting Name</b>	<b>Bardwell School</b>
<b>LA Maintained or Academy Trust Name</b>	The Gallery Trust
<b>Type of Setting</b>	Community Special School
<b>Designation</b>	Cognition and Learning: - Severe Learning Difficulties (SLD) - Profound and Multiple Learning Difficulties (PMLD)
<b>Location</b>	Hendon Place, Sunderland Drive, Bicester, OX26 4RZ
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	2-19 (Year -2-14) – earliest admission from the term in which the pupil turns 3 years old.  EYFS and Key Stages 1-5 (post-16)
<b>Setting Pen Portrait</b>	
<p>Bardwell School is a special school for pupils aged 2-19 who have either Severe Learning Difficulties or Profound and Multiple Learning Difficulties as their primary special educational need. In addition, many of our students also have physical difficulties, sensory impairments, speech and language difficulties and social communication needs. All of our pupils have an Education, Health and Care Plan (EHCP) detailing their individual needs and therefore SEND is at the centre of everything that we do. We use a child-centred approach to ensure that all children are included and have access to the provision and resources they require to be successful. The pupils are therefore able to benefit from the team of visiting specialists allocated to the school on specific days, including Speech and Language Therapist, Occupational Therapist, Physiotherapist and School Nurse (provided by Oxford Health NHS Trust). We also work closely with and are able to access support from external services including Children’s Social Care, Behaviour Support, and Teachers for Hearing and Visually Impaired.</p> <p>Bardwell School has a strong focus on individualised, inclusive learning. Students are grouped with peers of a similar age, in classes where learning is skilfully differentiated to ensure every pupil succeeds and is celebrated in a fully inclusive class and school community. As a ‘non-label-led’ school, we believe that by getting to know our students as individuals; understanding their barriers to learning, their personalities, their educational starting points and what motivates them, we are then best placed to plan for meaningful next steps in their development.</p> <p>The Bardwell curriculum provides a framework for teaching and learning in the school, underpinned by assessment from which teachers make judgements as to the appropriate next steps for pupils. This allows teachers to deliver positive, stimulating and challenging learning alongside personalised learning focused on each student’s planned pathway to adulthood.</p> <p><b>Key Principles at Bardwell School</b></p> <p><b>Knowledge and understanding of the learner</b></p>	

All of our learners are unique individuals. It is essential that we understand their strengths and qualities if we are to challenge them in their learning. We are a non-label-led school and believe that the strength of our approach comes from our depth of understanding of our students.

- It is important to develop a deep understanding of each individual student as a person. This includes but is not limited to their communication skills, likes and dislikes, fine and gross motor skills, preferred ways of engaging, and their relationship with the wider learning environment.
- It is vital that we identify the existing capabilities of each student and use these as starting points to ensure that learning is accurately targeted, and progress is matched to high expectations.

### **Multi-sensory approach**

At Bardwell School, we understand that our learners will engage in their education in a myriad of ways. We understand the importance of learners being regulated before they are able to learn. We take time to understand how each child regulates and engages with the people and the environment around them, in order to plan and deliver meaningful teaching and learning opportunities linked to their key developmental priorities, through a multi-sensory approach. Teachers think creatively given the paucity of materials that cater for older students working at developmental levels that do not match age-related expectations. We consider learner's ages and cognitive understanding when planning appropriate stimuli, themes and experiences. Any use of schemes or packages such as our phonics scheme, have been carefully considered to ensure they can be delivered in a bespoke way, to meet the needs of each individual.

### **Communication rich environment**

At Bardwell we believe that communication is core to learning and this features strongly within all areas of our curriculum. We adopt a 'Total Communication Approach' where children are exposed to a wide range of communication methods and supports. Staff are trained to notice children's communicative attempts and to build on students preferred methods of communicating.

## **Admissions Indicators:**

### **A. Child / Young Persons Views and Parental Preference**

The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil

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|--|--|
| 1. The parents' or carers' have expressed a reasoned and well-informed preference for this type of provision.          |  |
| 2. Admission to the school is consistent with the child or young person's views and aspirations as set out in the EHCP |  |

### **B. Special Educational Needs**

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|--|--|
| 1. The pupil has an EHC Plan which indicates that Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD) are the primary special educational need. |  |
| 2. There is evidence that the pupil's SEN represent a long-term barrier to learning.   |  |

<p>3. The pupil requires full-time adult support across the school day in a mainstream setting but despite this level of support is unable to participate in whole class learning. Or the pupil has a reduced timetable in place and is unable to manage a whole day at school.</p>	
<p>4. For pupils transferring from mainstream schools, the pupil has been unable to participate consistently in whole class learning for more than four terms.</p>	
<p>5. The pupil has an SLD or PMLD learning profile and the evidence will indicate most of the following (please indicate):</p> <ul style="list-style-type: none"> <li>• The pupil has significant developmental delay impacting speech, language and communication/motor and mobility skills/independent learning. Requiring close supervision and verbal, gestural, or physical support to complete tasks.</li> <li>• The pupil is likely to require close supervision when in class throughout the day with a high staff to pupil ratio.</li> <li>• The pupil is likely to require direct supervision when off-site.</li> <li>• The pupil requires direct physical support or close supervision and guidance (verbal or gestural) with dressing and other aspects of personal care.</li> <li>• The pupil has profound and multiple needs requiring constant adult support.</li> <li>• The pupil has complex medical needs.</li> <li>• The pupil may have behaviour relating to having their needs or wants met without an understanding of the reasons why this may not be appropriate or suitable at a given time. These behaviours could be either impulsive or habitual. SEMH will not be the primary special educational need of the pupil.</li> <li>• The pupil may at times express themselves using unsafe behaviours due, in part, to not having the communication skills to satisfy their needs or understand why needs or wants cannot be met. A lack of understanding of the impact of their actions on others underpins this behaviour. If these incidents occur with frequency, then this would exceed the school's core provision offer.</li> </ul>	
<p><b>C. Age</b>  <a href="#">Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.</a></p>	
<p>1. The admission request is for a child aged 2-19</p>	
<p>2. Consideration will be given to the stage of education and transition points for this pupil.</p>	
<p><b>D. Ability</b>  <a href="#">Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision</a></p>	
<p>1. The pupil has severe learning difficulties and requires a fully differentiated and individualised curriculum.</p> <ul style="list-style-type: none"> <li>• The pupil is in EYFS or KS1 and their development or attainment shows that they are working at half or less than half their chronological age.</li> <li>• The pupil is in KS2 and their attainment shows that they are working no higher than at pre-KS1 on entry.</li> <li>• The pupil is in KS3 or above and their attainment shows that they are working no higher than KS1 on entry.</li> </ul>	

2. The pupil has profound and multiple learning difficulties and requires a fully differentiated and individualised curriculum.	
3. The pupil would not be of Moderate Learning Difficulty (MLD) ability level <b>or</b> above, as the curriculum offer at Bardwell School is suitable for pupils whose academic attainment falls below the level of standardised tests and examinations and is therefore not suitable for pupils who have the potential to achieve above this level.	
<b>E. Aptitude</b> <small>Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.</small>	
1. The pupil requires learning to be delivered through small class groups with high levels of adult support, with some 1:1 learning opportunities across the week.	
2. The pupil requires a flexible and creative approach to teaching in order to meet specific needs, with learning broken down into incremental stages in order to achieve success.	
3. The pupil requires teaching and learning to be delivered through a multi-sensory approach, incorporating the support of visual, auditory, sensory and active approaches and resourcing.	
4. The pupil requires a total communication learning environment with access to a range of resources and approaches that support development in communication and understanding including visual aids, signing, symbols and/or Augmentative and Alternative Communication (AAC).	
5. The pupil requires clear and consistent approaches to support positive behaviour, interaction and engagement in learning. (NB this is within the context of the pupil's primary need being SLD or PMLD and does <u>not</u> encompass pupils whose primary area of need is SEMH, requiring appropriate expertise of a therapeutic nature and/or consistent 1:1 support.)	
6. The pupil requires explicit and implicit support to foster appropriate social interaction and positive relationships.	
7. The pupil would have a suitable peer group from within the current cohort of the school and be able to form meaningful relationships with the peer group at the school.	
8. The pupil requires support or close supervision to develop skills for independence including, for example, personal care, dressing, accessing community resources.	
9. The pupil requires high levels of supervision in order to remain safe.	
10. The pupil requires access to school staff experienced in supporting pupils who require specialist expertise, approaches and resources for Speech and Language Therapy, Physiotherapy and Occupational Therapy.	
<b>F. Compatibility with the efficient Education of others</b> <small>Use this section to describe indicators relating peer group, class size and reasonable adjustments</small>	
1. The pupil's admission would not compromise the safety and well-being of other pupils within the setting.	
2. The pupil's admission would not compromise the school's ability to meet the educational, medical, therapeutic, sensory, physical, social and emotional needs	

<p>of pupils already on the school's roll, as outlined within their Education, Health and Care Plans.</p>	
<p>3. The pupil's admission would not lead to a risk of slower progress and possible diminished overall development for pupils already on the school's role, as a result of reduced opportunity for learning and support through additional pressure on staffing ratios, resourcing, therapy support and facilities.</p>	
<p>4. The pupil's admission would not further compromise the physical and sensory needs of those pupils already on the school's role due to additional pressure on already inadequate space.</p>	
<p>5. The pupil's admission would not compromise the education and well-being of others within the setting due to a lack of appropriate expertise, structures, systems and approaches. This provision is suitable for pupils with a primary need in the area of Cognition and Learning and, whilst some pupils may have subsidiary needs in the area of SEMH, the school's expertise, structures, systems and approaches are not suitable for pupils whose SEMH needs primarily define their ability to engage, learn and interact with others.</p>	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Bishopswood School</b>
<b>LA Maintained or Academy Trust Name</b>	The Propeller Academy Trust
<b>Type of Setting</b>	Community Special School
<b>Designation</b>	For children and young people with Severe Learning Difficulties and Profound and Multiple Learning Difficulties
<b>Location and Catchment</b>	Grove Road, Sonning Common, RG4 9RH
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	2 – 16 Assessment Nurse Foundation Stage, Key Stages 1, 2, 3, and 4
<b>Setting Pen Portrait</b>	

### Admissions Indicators:

<b>A. Child / Young Persons Views and Parental Preference</b>	
<i>The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil</i>	
1. The parents' or carers' have expressed a reasoned and well-informed preference for this type of provision.	
2. Admission to the resource base is consistent with the child or young person's views and aspirations as set out in the EHCP.	
<b>B. Special Educational Needs</b>	
1. The pupil has an EHC Plan which indicates that Cognition and Learning needs are the primary barrier to learning at the present time.	
2. There is evidence that the pupil's SEN represent a long-term barrier to learning.	
3. The pupil's learning profile indicates that they have needs that can be described as Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD).	
4. The pupil's primary area of need is <b>not</b> in the sphere of Social, Emotional and Mental Health (SEMH), requiring appropriate expertise of a therapeutic nature and/or consistent 1:1 support.	
<b>C. Age</b>	
<i>Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.</i>	

1. The admission request is for a pre-school aged child of at least 2 years old on the proposed date of admission.	
2. The admission request is for a child who would be within the Foundation Stage, Key Stage 1, 2, 3 or 4 on the proposed date of admission.	
3. The admission request is for a young person who would be within Key Stage 5 on the proposed date of admission	
4. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b> <a href="#">Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision</a>	
1. The pupil has severe learning difficulty or global developmental delay affecting learning and requires a fully differentiated and individualised curriculum. <ul style="list-style-type: none"> <li>• The pupil is in EYFS or KS1 and their development or attainment shows that they are working at half or less than half their chronological age.</li> <li>• The pupil is in KS2 and their attainment shows that they are working no higher than at pre-KS1 on entry.</li> <li>• The pupil is in KS3 or above and their attainment shows that they are working no higher than KS1 on entry.</li> </ul>	
2. The pupil has profound and multiple learning difficulties and requires a fully differentiated and individualised curriculum.	
3. The pupil's academic attainment falls below the level of standardised tests and examinations and the pupil does not have the potential to achieve above this level.	
<b>E. Aptitude</b> <a href="#">Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.</a>	
1. The pupil requires learning to be delivered through small class groups with high levels of adult support, with some 1:1 learning opportunities across the week.	
2. The pupil requires a flexible and creative approach to teaching in order to meet specific needs, with learning broken down into incremental stages in order to achieve success.	
3. The pupil requires teaching and learning to be delivered through a multi-sensory approach, incorporating the support of visual, auditory, sensory and active approaches and resourcing.	
4. The pupil requires a total communication learning environment with access to a range of resources and approaches that support development in communication and understanding including visual aids, signing, symbols and/or Augmentative and alternative communication (AAC) aids.	
5. The pupil requires clear and consistent approaches to support positive behaviour, interaction and engagement in learning. (NB this is within the context of the pupil's primary need being SLD or PMLD and does <b>not</b>	

encompass pupils whose primary area of need is, requiring appropriate expertise of a therapeutic nature and/or consistent 1:1 support.)	
6. The pupil requires explicit and implicit support to foster appropriate social interaction and positive relationships.	
7. The pupil would be able to form meaningful relationships with the peer group at the school.	
8. The pupil requires support or close supervision to develop skills for independence including, for example, personal care, dressing, accessing community resources.	
9. The pupil requires high levels of supervision in order to remain safe.	
10. The pupil requires access to specialist expertise, approaches and resources for Speech and Language Therapy, Physiotherapy and Occupational Therapy. (NB the school does not have structures, systems, approaches or expertise in, or access to advice and support for, therapy for significant sensory needs.)	

#### **F. Compatibility with the efficient Education of others**

*Use this section to describe indicators relating peer group, class size and reasonable adjustments*

1. The pupil's admission would not compromise the safety and well-being of other pupils within the setting.	
2. The pupil's admission would not compromise the school's ability to meet the educational, medical, therapeutic, sensory, physical, social and emotional needs of pupils already on the school's roll, as outlined within their Education, Health and Care Plans.	
3. The pupil's admission would not lead to a risk of slower progress and possible diminished overall development for pupils already on the school's role, as a result of reduced opportunity for learning and support through additional pressure on staffing ratios, resourcing, therapy support and facilities.	
4. The pupil's admission would not further compromise the physical and sensory needs of those pupils already on the school's role due to additional pressure on already inadequate space.	
5. The pupil's admission would not compromise the education and well-being of others within the setting due to a lack of appropriate expertise, structures, systems and approaches. This provision is suitable for pupils with a primary need of in the area of Cognitional and Learning and, whilst some pupils may have subsidiary needs in the area of SEMH, the school's expertise, structures, systems and approaches are not suitable for pupils whose SEMH needs primarily define their ability to engage, learn and interact with others.	
6. The pupil's admission would not be incompatible with the specific combination of needs of the pupils within the mixed attainment grouping that would form the peer group for the pupil, in line with the school's organisational structure by chronological age.	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Fitzwaryn School</b>
<b>LA Maintained or Academy Trust Name</b>	The Propeller Academy Trust
<b>Type of Setting</b>	Community Special School
<b>Designation</b>	For children and young people with Severe Learning Difficulties and Profound and Multiple Learning Difficulties
<b>Location</b>	Denchworth Road, Wantage, OX12 9ET.
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	2 – 19 Assessment Nursey Foundation Stage, Key Stages 1, 2, 3, 4 and 5
<b>Setting Pen Portrait</b>	
<p>Fitzwaryn is a Community Special School for children and young people with MLD, SLD and PMLD aged between 3 and 19. All pupils admitted to the school have an EHCP (Education and Health Care Plan) The school is part of the Propeller Academy Trust along with Kingfisher School in Abingdon.</p> <p>The school is housed on one site in three separate modern buildings; main school (Lower and Upper School, EYFS – Year 9) Senior School (Years 10 – 11) and Sixth Form (Years 12 – 14) Outside, there are large grounds where a horticulture area, bike track, sensory garden and Multi Use Games area are located. The school's facilities include a Sensory Theatre, Sensory room, jacuzzi, Art room, Cookery room and a nurture room.</p> <p>The pupils swim either at Kingfisher Schools hydrotherapy pool or at the local leisure centre.</p> <p>All pupils admitted to the school have an Education, Health and Care Plan.</p> <p>The school prides itself on the diverse and individual curriculum offer. <a href="https://www.fitzwaryn.oxon.sch.uk/page/?title=Curriculum&amp;pid=15">https://www.fitzwaryn.oxon.sch.uk/page/?title=Curriculum&amp;pid=15</a></p> <p>The school follows the EYFS curriculum for Foundation Stage pupils and National Curriculum subjects for Key Stages 1 – 4. Year 10 and 11 pupils work towards accreditation in Functional Skills in English, Maths in addition to their ASDAN qualifications (Bronze, Silver and Gold awards). At Key Stage 5, the school follows the National Open College Network 'Pathways to Adulthood Programme'. We have recently introduced the Duke of Edinburgh Award into the Key Stage 5 curriculum. We work hard to develop business links in the local community in order to raise the profile of the school but also to provide high quality work experience placements for our young people.</p> <p>The pupils are organised into 11 classes and are grouped by age, each class is led by a teacher and TAs are allocated according to need.</p> <p>The pupils are encouraged to take part in many sporting events at different locations competing against their mainstream and special school peers. Fitzwaryn works hard in the community to enable pupils to access society and there are regular community projects that facilitate this.</p>	

At the end of Year 11, it is appropriate for some pupils to go on to access Further Education; others will join Fitzwaryn Student Centre (sixth form) and have the opportunity to stay until they are 19.

After school clubs are provided by school staff (e.g., multi sports) The school provides 20 days of holiday activities a year under a contract agreement with the LA, this proves to be extremely popular with children and families. Lunchtime clubs are provided by staff including a choir, football and dance club. Our Out of School Liaison Officer works with children and families to find appropriate out of school clubs; Yellow Submarine, the 14 Club, FAAAZE and Beatbox to name a few.

Therapists are allocated to the school via a Service Level Agreement with the LA. There is special school nursing provision on site for 4 days a week. All agencies work together to provide the highest quality provision for all the pupils.

## Admissions Indicators:

<b>A. Child / Young Persons Views and Parental Preference</b>	
The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil	
1. The parents' or carers' have expressed a reasoned and well-informed preference for this type of provision.	
2. Admission to the resource base is consistent with the child or young person's views and aspirations as set out in the EHCP.	
<b>B. Special Educational Needs</b>	
1. The pupil has an EHC Plan which indicates that Cognition and Learning needs are the primary barrier to learning at the present time.	
2. There is evidence that the pupil's SEN represent a long-term barrier to learning.	
3. The pupil's learning profile indicates that they have needs that can be described as Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD).	
4. The pupil's primary area of need is <b>not</b> in the sphere of Social, Emotional and Mental Health (SEMH), requiring appropriate expertise of a therapeutic nature and/or consistent 1:1 support.	
<b>C. Age</b>	
Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.	
1. The admission request is for a pre-school aged child of at least 2 years old on the proposed date of admission.	
2. The admission request is for a child who would be within the Foundation Stage, Key Stage 1, 2, 3 or 4 on the proposed date of admission.	
3. The admission request is for a young person who would be within Key Stage 5 on the proposed date of admission	
4. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b>	

Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision

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| <p>1. The pupil has severe learning difficulty or global developmental delay affecting learning and requires a fully differentiated and individualised curriculum.</p> <ul style="list-style-type: none"> <li>• The pupil is in EYFS or KS1 and their development or attainment shows that they are working at half or less than half their chronological age.</li> <li>• The pupil is in KS2 and their attainment shows that they are working no higher than at pre-KS1 on entry.</li> <li>• The pupil is in KS3 or above and their attainment shows that they are working no higher than KS1 on entry.</li> </ul> |  |
| <p>2. The pupil has profound and multiple learning difficulties and requires a fully differentiated and individualised curriculum.</p>  |  |
| <p>3. The pupil's academic attainment falls below the level of standardised tests and examinations and the pupil does not have the potential to achieve above this level.</p>   |  |

### E. Aptitude

Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.

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| <p>1. The pupil requires learning to be delivered through small class groups with high levels of adult support, with some 1:1 learning opportunities across the week.</p>  |  |
| <p>2. The pupil requires a flexible and creative approach to teaching in order to meet specific needs, with learning broken down into incremental stages in order to achieve success.</p>  |  |
| <p>3. The pupil requires teaching and learning to be delivered through a multi-sensory approach, incorporating the support of visual, auditory, sensory and active approaches and resourcing.</p>  |  |
| <p>4. The pupil requires a total communication learning environment with access to a range of resources and approaches that support development in communication and understanding including visual aids, signing, symbols and/or Augmentative and alternative communication (AAC) aids.</p>   |  |
| <p>5. The pupil requires clear and consistent approaches to support positive behaviour, interaction and engagement in learning. (NB this is within the context of the pupil's primary need being SLD or PMLD and does <b>not</b> encompass pupils whose primary area of need is, requiring appropriate expertise of a therapeutic nature and/or consistent 1:1 support.)</p> |  |
| <p>6. The pupil requires explicit and implicit support to foster appropriate social interaction and positive relationships.</p>  |  |
| <p>7. The pupil would be able to form meaningful relationships with the peer group at the school.</p>  |  |
| <p>8. The pupil requires support or close supervision to develop skills for independence including, for example, personal care, dressing, accessing community resources.</p>   |  |
| <p>9. The pupil requires high levels of supervision in order to remain safe.</p>   |  |

<p>10. The pupil requires access to specialist expertise, approaches and resources for Speech and Language Therapy, Physiotherapy and Occupational Therapy. (NB the school does not have structures, systems, approaches or expertise in, or access to advice and support for, therapy for significant sensory needs.)</p>	
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### **F. Compatibility with the efficient Education of others**

*Use this section to describe indicators relating peer group, class size and reasonable adjustments*

<p>1. The pupil's admission would not compromise the safety and well-being of other pupils within the setting.</p>	
<p>2. The pupil's admission would not compromise the school's ability to meet the educational, medical, therapeutic, sensory, physical, social and emotional needs of pupils already on the school's roll, as outlined within their Education, Health and Care Plans.</p>	
<p>3. The pupil's admission would not lead to a risk of slower progress and possible diminished overall development for pupils already on the school's roll, as a result of reduced opportunity for learning and support through additional pressure on staffing ratios, resourcing, therapy support and facilities.</p>	
<p>4. The pupil's admission would not further compromise the physical and sensory needs of those pupils already on the school's roll due to additional pressure on already inadequate space.</p>	
<p>5. The pupil's admission would not compromise the education and well-being of others within the setting due to a lack of appropriate expertise, structures, systems and approaches. This provision is suitable for pupils with a primary need of in the area of Cognitive and Learning and, whilst some pupils may have subsidiary needs in the area of SEMH, the school's expertise, structures, systems and approaches are not suitable for pupils whose SEMH needs primarily define their ability to engage, learn and interact with others.</p>	
<p>6. The pupil's admission would not be incompatible with the specific combination of needs of the pupils within the mixed attainment grouping that would form the peer group for the pupil, in line with the school's organisational structure by chronological age.</p>	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Frank Wise School</b>
<b>LA Maintained or Academy Trust Name</b>	LA Maintained - Oxfordshire County Council
<b>Type of Setting</b>	Community Special School
<b>Designation</b>	For children and young people with Severe Learning Difficulties and Profound and Multiple Learning Difficulties
<b>Location</b>	Hornbeam Close, Banbury, OX16 9RL
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	2 – 19 Assessment Nursery Foundation Stage, Key Stages 1, 2, 3, 4 and 5
<b>Setting Pen Portrait</b>	
<p>Frank Wise is a community special school for children and young people with severe and profound and multiple learning difficulties, aged between 2 and 19. The school aims for the students to develop knowledge, skills and understanding, at a level appropriate for their needs, across a broad and balanced subject-based curriculum, with the ultimate aim of leavers departing with the ability to apply their learning in functional situations as independently as possible.</p> <p>The school is organised into chronologically-based classes, known as ‘Family Groups’. Students are grouped by age to enable every child to develop within a socially diverse Family Group in which each child is valued as a unique individual. The classes have around nine children and are led by a teacher supported by three full-time Classroom Support Officers. The school has an Assessment Nursery within the Foundation Family Group and Post 16 provision, known as The Griffiths Centre.</p> <p>We have developed an evolving curriculum framework based on clear, skills-based teaching objectives achieved through careful task analysis and differentiation. All students are given full access to a dynamic curriculum, meticulously tailored to meet specific learning needs and interests. This approach provides consistency throughout the school, but also offers scope for teachers to design and implement creative but highly structured teaching programmes to meet the individualised educational needs of each child in their class. The classes all have a structured timetable with balances that gradually shift as the children progress through the school, ensuring that their evolving learning and social needs can be met.</p> <p>The school’s policy of making and maintaining strong associations and links with mainstream schools means that all students up to the age of 16 spend at least half a day per week in different local primary and secondary schools for joint curricular activities. The school works actively to develop similar links with the local business community with the aim of building relationships for work-related learning, as well as raising the profile of all that our students have to offer in their future adult lives.</p> <p>The school’s students leave us for a range of destinations including local colleges, out of county residential provision and, occasionally, supported internships. The transition is managed carefully in order to facilitate the young people to progress directly from their</p>	

achievements at Frank Wise School. They embark on further education which focusses on the functional application of learned skills, independent living skills and work-related learning.

## Admissions Indicators:

<b>A. Child / Young Persons Views and Parental Preference</b>	
The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil	
1. The parents' or carers' have expressed a reasoned and well-informed preference for this type of provision.	
2. Admission to the resource base is consistent with the child or young person's views and aspirations as set out in the EHCP.	
<b>B. Special Educational Needs</b>	
1. The pupil has an EHC Plan which indicates that Cognition and Learning needs are the primary barrier to learning at the present time.	
2. There is evidence that the pupil's SEN represent a long-term barrier to learning.	
3. The pupil's learning profile indicates that they have needs that can be described as Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD).	
4. The pupil's primary area of need is <b>not</b> in the sphere of Social, Emotional and Mental Health (SEMH), requiring appropriate expertise of a therapeutic nature and/or consistent 1:1 support.	
<b>C. Age</b>	
Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.	
1. The admission request is for a pre-school aged child of at least 2 years old on the proposed date of admission.	
2. The admission request is for a child who would be within the Foundation Stage, Key Stage 1, 2, 3 or 4 on the proposed date of admission.	
3. The admission request is for a young person who would be within Key Stage 5 on the proposed date of admission	
4. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b>	
Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision	
<p>The pupil has severe learning difficulty or global developmental delay affecting learning and requires a fully differentiated and individualised curriculum.</p> <ul style="list-style-type: none"> <li>• The pupil is in EYFS or KS1 and their development or attainment shows that they are working at half or less than half their chronological age.</li> <li>• The pupil is in KS2 and their attainment shows that they are working no higher than at pre-KS1 on entry.</li> </ul>	

<ul style="list-style-type: none"> <li>The pupil is in KS3 or above and their attainment shows that they are working no higher than KS1 on entry.</li> </ul>	
2. The pupil has profound and multiple learning difficulties and requires a fully differentiated and individualised curriculum.	
3. The pupil's academic attainment falls below the level of standardised tests and examinations and the pupil does not have the potential to achieve above this level.	
<b>E. Aptitude</b> <small>Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.</small>	
1. The pupil requires learning to be delivered through small class groups with high levels of adult support, with some 1:1 learning opportunities across the week.	
2. The pupil requires a flexible and creative approach to teaching in order to meet specific needs, with learning broken down into incremental stages in order to achieve success.	
3. The pupil requires teaching and learning to be delivered through a multi-sensory approach, incorporating the support of visual, auditory, sensory and active approaches and resourcing.	
4. The pupil requires a total communication learning environment with access to a range of resources and approaches that support development in communication and understanding including visual aids, signing, symbols and/or Augmentative and alternative communication (AAC) aids.	
5. The pupil requires clear and consistent approaches to support positive behaviour, interaction and engagement in learning. (NB this is within the context of the pupil's primary need being SLD or PMLD and does <b>not</b> encompass pupils whose primary area of need is, requiring appropriate expertise of a therapeutic nature and/or consistent 1:1 support.)	
6. The pupil requires explicit and implicit support to foster appropriate social interaction and positive relationships.	
7. The pupil would be able to form meaningful relationships with the peer group at the school.	
8. The pupil requires support or close supervision to develop skills for independence including, for example, personal care, dressing, accessing community resources.	
9. The pupil requires high levels of supervision in order to remain safe.	
10. The pupil requires access to specialist expertise, approaches and resources for Speech and Language Therapy, Physiotherapy and Occupational Therapy. (NB the school does not have structures, systems, approaches or expertise in, or access to advice and support for, therapy for significant sensory needs.)	
<b>F. Compatibility with the efficient Education of others</b> <small>Use this section to describe indicators relating peer group, class size and reasonable adjustments</small>	
1. The pupil's admission would not compromise the safety and well-being of other pupils within the setting.	

<p>2. The pupil's admission would not compromise the school's ability to meet the educational, medical, therapeutic, sensory, physical, social and emotional needs of pupils already on the school's roll, as outlined within their Education, Health and Care Plans.</p>	
<p>3. The pupil's admission would not lead to a risk of slower progress and possible diminished overall development for pupils already on the school's roll, as a result of reduced opportunity for learning and support through additional pressure on staffing ratios, resourcing, therapy support and facilities.</p>	
<p>4. The pupil's admission would not further compromise the physical and sensory needs of those pupils already on the school's roll due to additional pressure on already inadequate space.</p>	
<p>5. The pupil's admission would not compromise the education and well-being of others within the setting due to a lack of appropriate expertise, structures, systems and approaches. This provision is suitable for pupils with a primary need of in the area of Cognitional and Learning and, whilst some pupils may have subsidiary needs in the area of SEMH, the school's expertise, structures, systems and approaches are not suitable for pupils whose SEMH needs primarily define their ability to engage, learn and interact with others.</p>	
<p>6. The pupil's admission would not be incompatible with the specific combination of needs of the pupils within the mixed attainment grouping that would form the peer group for the pupil, in line with the school's organisational structure by chronological age.</p>	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>John Watson School</b>
<b>LA Maintained or Academy Trust Name</b>	LA Maintained
<b>Type of Setting</b>	Community Special School
<b>Designation</b>	For children and young people with Severe Learning Disabilities and Profound and Multiple Learning Disabilities  (And children with moderate learning disabilities if they have significant barriers to learning arising from a medical diagnosis, such as autism)
<b>Location</b>	Littleworth Road, Oxford, OX33 1NN
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	Aged Range: 2-19 (Foundation Stage, Key Stages 1, 2, 3, 4 and 5)  <i>The number on roll is restricted due to extremely limited secure outdoor space for KS2-KS5 at the Holton Site and parking capacity at both sites</i>
<b>Setting Pen Portrait</b>	
<p>John Watson School, is a community special school for children and young people with severe and profound and multiple learning difficulties, aged between 2 and 19.</p> <p>JWS Core Values (SLICE) underpin all learning and support Education and Health Care Plan (EHCP) targets which are broken down into achievable smaller targets in Individual Learning Plans.</p> <p style="text-align: center;"><b>Safety    Learning    Independence    Communication    Engagement</b></p> <p>Our key aim is to ensure each child or young person can live as full and as independent a life as possible, both as they move through school and in adulthood.</p> <p>At the <b>Wheatley campus</b>, we have Foundation Stage, KS1 and KS2 pupils. At the <b>Holton campus</b> we have some KS2 pupils; KS3, KS4 and Sixth Form (NCY 12-14). The class groups generally have 8 pupils in FS/KS1 and 9 pupils from KS2 upwards led by a class teacher and 2 or 3 Teaching Assistants (according to need). Each child follows one of our three bespoke curriculum pathways through the school: Fundamental, Enhanced and Generalised (the highest tier). This approach provides a framework which reflects both the level of challenge and the rate of predicted progress and ensures cohesion across the school.</p>	

The Generalised curriculum equates roughly to KS1 National Curriculum expectations. We use a range of highly structured teaching approaches, and this includes a highly structured phonic reading approach called the Sound Reading System.

All classes follow structured timetables to ensure a broad and balanced curriculum is offered across the week, with a focus on Communication and Interaction, Literacy, Mathematics, Personal and Social Development and Physical Development. Students have a range of opportunities throughout their day at school to focus on real life learning. In the Sixth Form there is an increasing emphasis on World of Work and preparation for adulthood. Students follow the Duke of Edinburgh Bronze Award syllabus.

The shared campuses provide varied opportunities for inclusion with mainstream schools. We also have a wide range of involvement from both local and national organizations supporting well being, physical development, music and varied enrichment activities.

## Admissions Indicators:

<b>A. Child / Young Persons Views and Parental Preference</b>	
<i>The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil</i>	
1. The parents' or carers' have expressed a reasoned and well-informed preference for this type of provision.	
2. Admission to the school is consistent with the child or young person's views and aspirations as set out in the EHCP	
<b>B. Special Educational Needs</b>	
1. The pupil has an EHC Plan which indicates that Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD) are the primary special educational need.	
2. There is evidence that the pupil's SEN represent a long-term barrier to learning.	
<b>C. Age</b>	
<i>Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.</i>	
1. The admission request is for a child aged 2-19	
2. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b>	
<i>Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision</i>	
1. The pupil has a severe learning difficulty or global developmental delay affecting learning and requires a fully differentiated and individualised curriculum	
2. The pupil has profound and multiple learning difficulties and requires a fully differentiated and individualised curriculum.	

### E. Aptitude

Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.

1. The pupil requires learning to be delivered in small class groups with high levels of adult support	
2. The pupil requires clear and consistent approaches to support positive behaviour, interaction and engagement in learning	
3. The pupil requires support to be able to form meaningful relationships with their peer group at the school	
4. The pupil requires opportunities for individual and small group learning situations	
5. The pupil requires a flexible and creative approach to teaching in order to meet specific needs	
6. The pupil requires learning to be broken down into incremental stages in order to achieve success	
7. The pupil requires a communication-rich learning environment with access to a range of resources and approaches that support development in communication and understanding	
8. The pupil requires learning opportunities that are supported through visual, auditory, sensory and active approaches and resourcing	
9. The pupil requires explicit and implicit support to foster appropriate social interaction and positive relationships	
10. The pupil requires support to develop skills for independence	
11. The pupil requires high levels of supervision in order to remain safe	
12. The pupil requires a carefully co-ordinated multi-professional support	
13. The pupil requires access to specialist resources for therapy	

### F. Compatibility with the efficient Education of others

Use this section to describe indicators relating peer group, class size and reasonable adjustments

1. This provision is suitable for pupils with a primary need of in the area of Cognition and Learning and, whilst some pupils may have subsidiary needs in the area of SEMH, the school's structures, systems and approaches are not suitable for pupils whose SEMH needs primarily define their ability to engage and learn.	
2. The Secondary (11-19) provision is not suitable for pupils who abscond as a typical response to stress and present a high flight risk.	
3. The outdoor provision for KS2 to KS5 is not <i>fully</i> accessible for all wheelchair users.	
4. Colocation offers a range of inclusion opportunities, but the overlooked provision creates safeguarding challenges in relation to maintaining dignity as well as absconding. It is difficult to meet the needs of any learner who engages in self	

<p>regulation including removal of clothes, climbing, or displays a fear of being observed by mainstream peers.</p>	
<p>5. This provision is suitable for pupils whose academic attainment falls below the level of standardised tests and examinations and is therefore not suitable for pupils who have the potential to achieve above this level.</p>	
<p>6. This provision comprises mixed age and attainment groupings for pupils with a broad range of learning and physical needs and is therefore not suitable for pupils whose specific needs would be directly incompatible with inefficient education of others in the peer group.</p>	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Kingfisher School</b>
<b>LA Maintained or Academy Trust Name</b>	The Propeller Academy Trust
<b>Type of Setting</b>	Community Special School
<b>Designation</b>	For children and young people with Severe Learning Difficulties and Profound and Multiple Learning Difficulties
<b>Location</b>	Radley Road, Abingdon, OX14 3RR
<b>Age Group / Key Stages</b>	2 – 19 Assessment Nursey Foundation Stage, Key Stages 1, 2, 3, 4 and 5
<b>Setting Pen Portrait</b>	
<p>Kingfisher School forms part of The Propeller Academy Trust and is arranged on one site in Abingdon. We use an array of external providers to support the learning and to develop the independence of our pupils.</p> <p>Kingfisher School works within a multidisciplinary framework of CAMHS, NHS Oxford (physiotherapy, speech and language therapy and occupational therapy), the Propeller Academy Trust and the Oxfordshire County Council SEN Department. The school provides an eclectic and enriched curriculum, as well as a strong academic component.</p> <p><b>School Values</b></p> <p>Kingfisher is a place where everyone is <b>valued</b> to develop <b>independence</b> through an <b>enriching</b> curriculum which is <b>worthwhile</b></p> <ul style="list-style-type: none"> <li>• At Kingfisher we aspire to make every member of our school community feel genuinely <b>valued</b> for being the unique person that they are</li> <li>• We strive to enable our pupils to become as <b>independent</b> as they can be both in their learning and in life</li> <li>• We aim to ensure that our pupils are offered a range of opportunities and experiences that will mean their lives are improved and <b>enriched</b></li> <li>• We make sure that everything we do is meaningful and <b>worthwhile</b></li> </ul> <p><b>Curriculum</b></p> <p>Kingfisher School places pupils in appropriate classes due to the pupils need, learning style and cognitive ability. Classes are grouped into pathways, Sensory, Communication and Core. The curriculum is driven by the individual needs of the pupils within their class and pathway, taking into account the pupils individual needs as well as the class as a whole. As pupils are placed in classes that reflect their learning needs, learning styles as well as their cognitive ability, the classes are not restricted to a narrow age range.</p> <p>As the pupils are taught by stage rather than age, each class will have a different pace to the day, again dependant on the needs of the pupils. However, pupils who are exceeding expectations will be further developed, either in the class they are in or will be moved classes appropriately. Pupils are taught across their pathway for some aspects of the curriculum. Some pupils are taught across different pathway for some aspects of their learning. The school follows the EYFS curriculum as well as National Curriculum for subject specific learning. From year 10</p>	

pupils work towards accreditation such as Functional Skills and ASDAN. We have recently introduced the Duke of Edinburgh Award. We develop business links in the local community in order to raise the profile of the school and to provide high quality work experience placements.

Click here for further information [Kingfisher School - Curriculum Statement](#)

The pupils are encouraged to take part in many sporting events at different locations competing against their mainstream and special school peers. Kingfisher works hard in the community to enable pupils to access society and there are regular community projects that facilitate this.

At the end of Year 11, it is appropriate for some pupils to go on to access Further Education; others will remain at Kingfisher School (sixth form) and have the opportunity to stay until they are 19.

Therapists are allocated to the school via a Service Level Agreement with the LA. There is special school nursing provision on site for 4 days a week. All agencies work together to provide the highest quality provision for all the pupils.

## Admissions Indicators:

A. Child / Young Persons Views and Parental Preference	
<small>The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil</small>	
1. The parents' or carers' have expressed a reasoned and well-informed preference for this type of provision.	
2. Admission to the resource base is consistent with the child or young person's views and aspirations as set out in the EHCP.	
B. Special Educational Needs	
1. The pupil has an EHC Plan which indicates that Cognition and Learning needs are the primary barrier to learning at the present time.	
2. There is evidence that the pupil's SEN represent a long-term barrier to learning.	
3. The pupil's learning profile indicates that they have needs that can be described as Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD).	
4. The pupil's primary area of need is <b>not</b> in the sphere of Social, Emotional and Mental Health (SEMH), requiring appropriate expertise of a therapeutic nature and/or consistent 1:1 support.	
C. Age	
<small>Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.</small>	
1. The admission request is for a pre-school aged child of at least 2 years old on the proposed date of admission.	
2. The admission request is for a child who would be within the Foundation Stage, Key Stage 1, 2, 3 or 4 on the proposed date of admission.	
3. The admission request is for a young person who would be within Key Stage 5 on the proposed date of admission	

4. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b> Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision	
1. The pupil has severe learning difficulty or global developmental delay affecting learning and requires a fully differentiated and individualised curriculum. <ul style="list-style-type: none"> <li>• The pupil is in EYFS or KS1 and their development or attainment shows that they are working at half or less than half their chronological age.</li> <li>• The pupil is in KS2 and their attainment shows that they are working no higher than at pre-KS1 on entry.</li> <li>• The pupil is in KS3 or above and their attainment shows that they are working no higher than KS1 on entry.</li> </ul>	
2. The pupil has profound and multiple learning difficulties and requires a fully differentiated and individualised curriculum.	
3. The pupil's academic attainment falls below the level of standardised tests and examinations and the pupil does not have the potential to achieve above this level.	
<b>E. Aptitude</b> Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.	
1. The pupil requires learning to be delivered through small class groups with high levels of adult support, with some 1:1 learning opportunities across the week.	
2. The pupil requires a flexible and creative approach to teaching in order to meet specific needs, with learning broken down into incremental stages in order to achieve success.	
3. The pupil requires teaching and learning to be delivered through a multi-sensory approach, incorporating the support of visual, auditory, sensory and active approaches and resourcing.	
4. The pupil requires a total communication learning environment with access to a range of resources and approaches that support development in communication and understanding including visual aids, signing, symbols and/or Augmentative and alternative communication (AAC) aids.	
5. The pupil requires clear and consistent approaches to support positive behaviour, interaction and engagement in learning. (NB this is within the context of the pupil's primary need being SLD or PMLD and does <b>not</b> encompass pupils whose primary area of need is, requiring appropriate expertise of a therapeutic nature and/or consistent 1:1 support.)	
6. The pupil requires explicit and implicit support to foster appropriate social interaction and positive relationships.	
7. The pupil would be able to form meaningful relationships with the peer group at the school.	

8. The pupil requires support or close supervision to develop skills for independence including, for example, personal care, dressing, accessing community resources.	
9. The pupil requires high levels of supervision in order to remain safe.	
10. The pupil requires access to specialist expertise, approaches and resources for Speech and Language Therapy, Physiotherapy and Occupational Therapy. (NB the school does not have structures, systems, approaches or expertise in, or access to advice and support for, therapy for significant sensory needs.)	
<b>F. Compatibility with the efficient Education of others</b> <a href="#">Use this section to describe indicators relating peer group, class size and reasonable adjustments</a>	
1. The pupil's admission would not compromise the safety and well-being of other pupils within the setting.	
2. The pupil's admission would not compromise the school's ability to meet the educational, medical, therapeutic, sensory, physical, social and emotional needs of pupils already on the school's roll, as outlined within their Education, Health and Care Plans.	
3. The pupil's admission would not lead to a risk of slower progress and possible diminished overall development for pupils already on the school's role, as a result of reduced opportunity for learning and support through additional pressure on staffing ratios, resourcing, therapy support and facilities.	
4. The pupil's admission would not further compromise the physical and sensory needs of those pupils already on the school's role due to additional pressure on already inadequate space.	
5. The pupil's admission would not compromise the education and well-being of others within the setting due to a lack of appropriate expertise, structures, systems and approaches. This provision is suitable for pupils with a primary need of in the area of Cognitional and Learning and, whilst some pupils may have subsidiary needs in the area of SEMH, the school's expertise, structures, systems and approaches are not suitable for pupils whose SEMH needs primarily define their ability to engage, learn and interact with others.	
6. The pupil's admission would not be incompatible with the specific combination of needs of the pupils within the mixed attainment grouping that would form the peer group for the pupil, in line with the school's organisational structure by chronological age.	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Mabel Prichard School</b>
<b>LA Maintained or Academy Trust Name</b>	The Gallery Trust
<b>Type of Setting</b>	Community Special School
<b>Designation</b>	Cognition and Learning - Severe Learning Difficulties (SLD) - Profound and Multiple Learning Difficulties (PMLD)
<b>Location</b>	Cuddesdon Way Oxford, OX4 6SB
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	2-19 (Year -2-14) – earliest admission from the term in which the pupil turns 3 years old. EYFS and Key Stages 1-5 (post-16)
<b>Setting Pen Portrait</b>	
<p>Mabel Prichard School is a special school for pupils aged 2-19 who have either Severe Learning Difficulties or Profound and Multiple Learning Difficulties as their primary special educational need. In addition, many of our students also have physical difficulties, sensory impairments, speech and language difficulties and social communication needs. All our pupils have an Education, Health and Care Plan (EHCP) detailing their individual needs and therefore SEND is at the centre of everything that we do. We use a child-centred approach to ensure that all children are included and have access to the provision and resources they require to be successful. The pupils are therefore able to benefit from the team of visiting specialists allocated to the school on specific days, including Speech and Language Therapist, Occupational Therapist, Physiotherapist and School Nurse (provided by Oxford Health NHS Trust). We also work closely with and are able to access support from external services including Children’s Social Care, and Teachers for Hearing and Visually Impaired.</p> <p>At Mabel Prichard School, we believe in enabling every student to discover who they are and to realise their full potential. Our curriculum offers learners a broad range of opportunities to face challenge; develop independence; prepare for adulthood; discover the world around them; be safe and develop the skills and knowledge to lead a happy, positive and fulfilled life.</p> <p>The school has a strong focus on preparing learners for adulthood from the earliest years. Our learners follow either the pre-formal, informal or semi-formal pathway, in order to ensure all student’s needs are met and learning is individualised. Some students follow blended pathways in order to fully meet their varying needs. Their journey into adulthood focuses on the skills and knowledge they need. Some prepare for the world of work, independent living and safety in the community, while others prepare for supported living, focusing on having voice and agency in their lives.</p> <p>Communication is supported through a Total Communication environment and students have opportunities throughout their time at the school to develop communication strategies if they are pre or non-verbal. A weekly singing and signing choir is held across both sites to support Makaton signing skills and teaching communication is embedded into all learning across the curriculum.</p>	

The school has a Jacuzzi on each site, a Sensory Room and a Soft Play Room, all of which support social skills development, sensory learning and physiotherapy programmes.

Learning in the community is a strong focus of the school's curriculum and students experience local leisure and play facilities, libraries, cafes and shops. Travelling to these places offers opportunities to build travel skills, community safety skills and a willingness to experience unfamiliar environments.

Both sites are co-located with mainstream schools. As a result, the Secondary school site benefits from access to an astro turf all weather pitch, an undercover sports dome, specialist dance studio, fully equipped gym and a theatre.

From the summer term 2024, we will run an after-school club 3 days a week and it is hoped to introduce further holiday schemes in the near future.

## Admissions Indicators:

### A. Child / Young Persons Views and Parental Preference

The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil

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| 1. The parents' or carers' have expressed a reasoned and well-informed preference for this type of provision.          |  |
| 2. Admission to the school is consistent with the child or young person's views and aspirations as set out in the EHCP |  |

### B. Special Educational Needs

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| 1. The pupil has an EHC Plan which indicates that Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD) are the primary special education need.  |  |
| 2. There is evidence that the pupil's SEN represent a long-term barrier to learning.  |  |
| 3. The pupil requires full-time adult support across the school day in a mainstream setting but despite this level of support is unable to participate in whole class learning. Or the pupil has a reduced timetable in place and is unable to manage a whole day at school.  |  |
| 4. For pupils transferring from mainstream schools, the pupil has been unable to participate consistently in whole class learning for more than four terms.   |  |
| 5. The pupil has an SLD or PMLD learning profile and the evidence will indicate most of the following (please indicate): <ul style="list-style-type: none"> <li>• The pupil has significant developmental delay impacting speech, language and communication/motor and mobility skills/independent learning. Requiring close supervision and verbal, gestural, or physical support to complete tasks.</li> <li>• The pupil is likely to require close supervision when in class throughout the day with a high staff to pupil ratio.</li> <li>• The pupil is likely to require direct supervision when off-site.</li> <li>• The pupil requires direct physical support or close supervision and guidance (verbal or gestural) with dressing and other aspects of personal care.</li> <li>• The pupil has profound and multiple needs requiring constant adult support.</li> </ul> |  |

<ul style="list-style-type: none"> <li>• The pupil has complex medical needs.</li> <li>• The pupil may have behaviour relating to having their needs or wants met without an understanding of the reasons why this may not be appropriate or suitable at a given time. These behaviours could be either impulsive or habitual. SEMH will not be the primary special educational need of the pupil.</li> <li>• The pupil may at times express themselves using unsafe behaviours due, in part, to not having the communication skills to satisfy their needs or understand why needs or wants cannot be met. A lack of understanding of the impact of their actions on others underpins this behaviour. If these incidents occur with frequency, then this would exceed the school's core provision offer.</li> </ul>	
<b>C. Age</b> Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.	
1. The admission request is for a child aged 2-19	
2. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b> Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision	
1. The pupil has severe learning difficulties and requires a fully differentiated and individualised curriculum. <ul style="list-style-type: none"> <li>• The pupil is in EYFS or KS1 and their development or attainment shows that they are working at half or less than half their chronological age.</li> <li>• The pupil is in KS2 and their attainment shows that they are working no higher than at pre-KS1 on entry.</li> <li>• The pupil is in KS3 or above and their attainment shows that they are working no higher than KS1 on entry.</li> </ul>	
2. The pupil has profound and multiple learning difficulties and requires a fully differentiated and individualised curriculum.	
3. The pupil would not be of Moderate Learning Difficulty (MLD) ability level or above, as the curriculum offer at Mabel Prichard School is suitable for pupils whose academic attainment falls below the level of standardised tests and examinations and is therefore not suitable for pupils who have the potential to achieve above this level.	
<b>E. Aptitude</b> Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.	
1. The pupil requires learning to be delivered through small class groups with high levels of adult support, with some 1:1 learning opportunities across the week.	
2. The pupil requires a flexible and creative approach to teaching in order to meet specific needs, with learning broken down into incremental stages in order to achieve success.	
3. The pupil requires teaching and learning to be delivered through a multi-sensory approach, incorporating the support of visual, auditory, sensory and active approaches and resourcing.	

4. The pupil requires a total communication learning environment with access to a range of resources and approaches that support development in communication and understanding including visual aids, signing, symbols and/or Augmentative and alternative communication (AAC) aids.	
5. The pupil requires clear and consistent approaches to support positive behaviour, interaction and engagement in learning. (NB this is within the context of the pupil's primary need being SLD or PMLD and does <u>not</u> encompass pupils whose primary area of need is SEMH, requiring appropriate expertise of a therapeutic nature and/or consistent 1:1 support.)	
6. The pupil requires explicit and implicit support to foster appropriate social interaction and positive relationships.	
7. The pupil would have a suitable peer group from within the current cohort of the school and be able to form meaningful relationships with the peer group at the school.	
8. The pupil requires support or close supervision to develop skills for independence including, for example, personal care, dressing, accessing community resources.	
9. The pupil requires high levels of supervision in order to remain safe.	
10. The pupil requires access to school staff experienced in supporting pupils who require specialist expertise, approaches and resources for Speech and Language Therapy, Physiotherapy and Occupational Therapy.	
<b>F. Compatibility with the efficient Education of others</b>	
<a href="#">Use this section to describe indicators relating peer group, class size and reasonable adjustments</a>	
1. The pupil's admission would not compromise the safety and well-being of other pupils within the setting.	
2. The pupil's admission would not compromise the school's ability to meet the educational, medical, therapeutic, sensory, physical, social and emotional needs of pupils already on the school's roll, as outlined within their Education, Health and Care Plans.	
3. The pupil's admission would not lead to a risk of slower progress and possible diminished overall development for pupils already on the school's role, as a result of reduced opportunity for learning and support through additional pressure on staffing ratios, resourcing, therapy support and facilities.	
4. The pupil's admission would not further compromise the physical and sensory needs of those pupils already on the school's role due to additional pressure on already inadequate space.	
5. The pupil's admission would not compromise the education and well-being of others within the setting due to a lack of appropriate expertise, structures, systems and approaches. This provision is suitable for pupils with a primary need of in the area of Cognitional and Learning and, whilst some pupils may have subsidiary needs in the area of SEMH, the school's expertise, structures, systems and approaches are not suitable for pupils whose SEMH needs primarily define their ability to engage, learn and interact with others.	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Springfield School</b>
<b>LA Maintained or Academy Trust Name</b>	The Gallery Trust
<b>Type of Setting</b>	Community Special School
<b>Designation</b>	Cognition and Learning - Severe Learning Difficulties (SLD) - Profound and Multiple Learning Difficulties (PMLD)
<b>Location</b>	Bronze Barrow, Cedar Drive, Madley Park, Witney, Oxfordshire, OX28 1AR
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	3-16 (Year -2-11) – earliest admission from the term in which the pupil turns 3 years old. EYFS and Key Stages 1-4
<b>Setting Pen Portrait</b>	
<p>Springfield School is a special school for pupils aged 3-16 who have either Severe Learning Difficulties or Profound and Multiple Learning Difficulties as their primary special educational need. In addition, many of our students also have physical difficulties, sensory impairments, speech and language difficulties and social communication needs. All of our pupils have an Education, Health and Care Plan (EHCP) detailing their individual needs and therefore SEND is at the centre of everything that we do. We use a child-centred approach to ensure that all children are included and have access to the provision and resources they require to be successful.</p> <p>The pupils benefit from the team of visiting specialists allocated to the school, including Speech and Language Therapists, Occupational Therapists, Physiotherapist and Specialist School Nurses (provided by Oxford Health NHS Trust). We also work closely with and are able to access support from external services including Children’s Social Care, Behaviour Support, and Teachers for the Hearing and Visually Impaired.</p> <p>Springfield School believes that all pupils are entitled to a relevant, broad and balanced curriculum. We therefore strive to ensure that all pupils are able to access all areas of learning. As a special school we recognise that our pupils will require a curriculum that meets their individual needs. In the Early Years Foundation Stage we also follow the EYFS curriculum and work towards the Early Learning Goals.</p> <p>As pupils move through the school the curriculum balance changes, leading to a Key Stage 4 curriculum with a greater emphasis on personal development and acquiring life skills that will allow these young adults to live as independently as possible. We aim for our pupils to acquire, develop, practice, apply and extend their skills and understanding and to develop personal interests and capabilities.</p> <p>Pupils work towards units from the AQA Unit Award Scheme that matches all areas of the Springfield School curriculum and the needs of the pupils. Key Stage 4 pupils also participate in the Duke of Edinburgh Award Scheme.</p>	

Springfield is based on two co-located sites with mainstream schools. Our EYFS and Primary pupils share a building with Madley Brook CP School. Our Secondary pupils have a designated building on the same site as Wood Green School. The Hydrotherapy Pool is based on the Primary Site and is accessed by all primary pupils and those secondary pupils requiring it.

## Admissions Indicators:

<b>A. Child / Young Persons Views and Parental Preference</b>	
The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil	
1. The parents' or carers' have expressed a reasoned and well-informed preference for this type of provision.	
2. Admission to the school is consistent with the child or young person's views and aspirations as set out in the EHCP	
<b>B. Special Educational Needs</b>	
1. The pupil has an EHC Plan which indicates that Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD) are the primary special educational need.	
2. There is evidence that the pupil's SEN represent a long-term barrier to learning.	
3. The pupil requires full-time adult support across the school day in a mainstream setting but despite this level of support is unable to participate in whole class learning. Or the pupil has a reduced timetable in place and is unable to manage a whole day at school.	
4. For pupils transferring from mainstream schools, the pupil has been unable to participate consistently in whole class learning for more than four terms.	
5. The pupil has an SLD or PMLD learning profile and the evidence will indicate most of the following (please indicate):	
<ul style="list-style-type: none"> <li>• The pupil has significant developmental delay impacting speech, language and communication/motor and mobility skills/independent learning. Requiring close supervision and verbal, gestural, or physical support to complete tasks.</li> <li>• The pupil is likely to require close supervision when in class throughout the day with a high staff to pupil ratio.</li> <li>• The pupil is likely to require direct supervision when off-site.</li> <li>• The pupil requires direct physical support or close supervision and guidance (verbal or gestural) with dressing and other aspects of personal care.</li> <li>• The pupil has profound and multiple needs requiring constant adult support.</li> <li>• The pupil has complex medical needs.</li> <li>• The pupil may have behaviour relating to having their needs or wants met without an understanding of the reasons why this may not be appropriate or suitable at a given time. These behaviours could be either impulsive or habitual. SEMH will not be the primary special educational need of the pupil.</li> <li>• The pupil may at times express themselves using unsafe behaviours due, in part, to not having the communication skills to satisfy their needs or understand why needs or wants cannot be met. A lack of understanding of the impact of their actions on others underpins this behaviour. If these</li> </ul>	

incidents occur with frequency, then this would exceed the school's core provision offer.	
<b>C. Age</b> Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.	
1. The admission request is for a child aged 3-16	
2. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b> Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision	
1. The pupil has severe learning difficulties and requires a fully differentiated and individualised curriculum. <ul style="list-style-type: none"> <li>The pupil is in EYFS or KS1 and their development or attainment shows that they are working at half or less than half their chronological age.</li> <li>The pupil is in KS2 and their attainment shows that they are working no higher than at pre-KS1 on entry.</li> <li>The pupil is in KS3 or above and their attainment shows that they are working no higher than KS1 on entry.</li> </ul>	
2. The pupil has profound and multiple learning difficulties and requires a fully differentiated and individualised curriculum.	
3. The pupil would not be of Moderate Learning Difficulty (MLD) ability level or above, as the curriculum offer at Springfield School is suitable for pupils whose academic attainment falls below the level of standardised tests and examinations and is therefore not suitable for pupils who have the potential to achieve above this level.	
<b>E. Aptitude</b> Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.	
1. The pupil requires learning to be delivered through small class groups with high levels of adult support, with some 1:1 learning opportunities across the week.	
2. The pupil requires a flexible and creative approach to teaching in order to meet specific needs, with learning broken down into incremental stages in order to achieve success.	
3. The pupil requires teaching and learning to be delivered through a multi-sensory approach, incorporating the support of visual, auditory, sensory and active approaches and resourcing.	
4. The pupil requires a total communication learning environment with access to a range of resources and approaches that support development in communication and understanding including visual aids, signing, symbols and/or Augmentative and alternative communication (AAC) aids.	
5. The pupil requires clear and consistent approaches to support positive behaviour, interaction and engagement in learning. (NB this is within the context of the pupil's primary need being SLD or PMLD and does <u>not</u> encompass pupils whose primary area of need is SEMH, requiring appropriate expertise of a therapeutic nature and/or consistent 1:1 support.)	

6. The pupil requires explicit and implicit support to foster appropriate social interaction and positive relationships.	
7. The pupil would have a suitable peer group from within the current cohort of the school and be able to form meaningful relationships with the peer group at the school.	
8. The pupil requires support or close supervision to develop skills for independence including, for example, personal care, dressing, accessing community resources.	
9. The pupil requires high levels of supervision in order to remain safe.	
10. The pupil requires access to school staff experienced in supporting pupils who require specialist expertise, approaches and resources for Speech and Language Therapy, Physiotherapy and Occupational Therapy.	
<b>F. Compatibility with the efficient Education of others</b>	
<i>Use this section to describe indicators relating peer group, class size and reasonable adjustments</i>	
1. The pupil's admission would not compromise the safety and well-being of other pupils within the setting.	
2. The pupil's admission would not compromise the school's ability to meet the educational, medical, therapeutic, sensory, physical, social and emotional needs of pupils already on the school's roll, as outlined within their Education, Health and Care Plans.	
3. The pupil's admission would not lead to a risk of slower progress and possible diminished overall development for pupils already on the school's role, as a result of reduced opportunity for learning and support through additional pressure on staffing ratios, resourcing, therapy support and facilities.	
4. The pupil's admission would not further compromise the physical and sensory needs of those pupils already on the school's role due to additional pressure on already inadequate space.	
5. The pupil's admission would not compromise the education and well-being of others within the setting due to a lack of appropriate expertise, structures, systems and approaches. This provision is suitable for pupils with a primary need of in the area of Cognitional and Learning and, whilst some pupils may have subsidiary needs in the area of SEMH, the school's expertise, structures, systems and approaches are not suitable for pupils whose SEMH needs primarily define their ability to engage, learn and interact with others.	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Bloxham Grove Academy</b>
<b>LA Maintained or Academy Trust Name</b>	The Gallery Trust
<b>Type of Setting</b>	Countywide Special School
<b>Designation</b>	Moderate Cognition and Learning Needs (MLD) and associated needs in one or more of the following: <ul style="list-style-type: none"> <li>- Social Communication and Interaction Difficulties (C&amp;I)</li> <li>- Social, Emotional and Mental Health needs (SEMH)</li> </ul>
<b>Location</b>	Bloxham Grove Road, OX15 4LL
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	7 - 18 (Years 3 - 13) Key Stages 2, 3, 4 and 5 (post-16) <i>KS2 and KS5 provision will only operate if there is demand and capacity within the school's planned admission number</i>
<b>Setting Pen Portrait</b>	
<p>Bloxham Grove Academy is a special school for students aged 7 - 18. All our students have an Education, Health and Care Plan (EHCP) which state a range of needs, but most significantly we work with children and young people with complex Moderate Cognition and Learning needs (MLD) and secondary needs in Autistic Spectrum Condition (ASC), Social, Emotional and Mental Health (SEMH) and other associated difficulties like ADHD and specific learning difficulties. We use a child-centred approach to ensure that all children are included and have access to the provision and resources they require to be successful.</p> <p><b>A tiered approach to provision</b></p> <p>A tiered approach to supporting students means that we offer support which is relevant to individual needs, we do not treat all students the same, we ensure our resources are appropriately distributed and we work effectively with other professionals and colleagues.</p> <p>All students are allocated a class group and they will spend a proportion of their time learning as part of this group depending on which of the tiers they are following:</p> <ol style="list-style-type: none"> <li>1. All our students benefit from the academy's <i>Universal Offer</i> which is an in-class provision of Quality First Teaching delivered via small class groups and a specially designed curriculum which is built around the SEND needs of the learners and delivered by the</li> </ol>	

teaching and learning team. The curriculum comprises a thematic, cyclical approach to curriculum coverage to provide a meaningful context for the development of all students' basic skills, knowledge and understanding, whilst delivering the relevant National Curriculum requirements. This ensures a broad and varied curriculum that remains interesting and stimulating to our students.

2. Some students, who have more complex additional needs, may receive a higher level of support via an *Adapted Offer* which could involve long-term intervention delivered by the academy's Pastoral Team external to the classroom or intervention from other external professionals or agencies. The *Adapted Offer* sees students accessing targeted specific interventions e.g., art therapy, mentoring or tutoring in addition to the *Universal Offer*,
3. A few students may require an entirely tailored approach to the curriculum, and they therefore may follow an *Individualised Offer* which will include targeted and specific interventions and additional support from external professionals. Some students who are following an *Individualised Offer* may benefit from some off-site provision such as using a known and recognised alternative provision.

We work to ensure that all our interventions and provision for SEND are tracked and evaluated. We follow government guidelines about the curriculum we offer whilst taking a flexible approach to our provision to ensure each student has an academic experience which is relevant to them.

Students and staff follow the principles of restorative practice, a philosophy for making, maintaining and repairing relationships and fostering a sense of social responsibility and shared accountability. When conflict arises, it is managed through restorative enquiries and conversations and opportunities are given to support reparation and relationship building and students are encouraged to understand their behaviour and the impact it has on others. Our whole academy approach to relationship building and conflict management creates a caring community with a sense of shared responsibility.

Students will have access to a wealth of services and professionals provided by the academy and external providers including Oxford Health NHS Trust Integrated Therapy Team (Speech and Language Therapy, Occupational Therapy, and Physiotherapy), and we also work closely with Children's Social Care.

## Admissions Indicators:

### A. Child / Young Person's Views and Parental Preference

The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the student

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| 1. The parents or carers have expressed a reasoned and well-informed preference for this type of provision.            |  |
| 2. Admission to the school is consistent with the child or young person's views and aspirations as set out in the EHCP |  |

### B. Special Educational Needs

1. The student has an EHC Plan which indicates that Moderate Cognition and Learning Needs (MLD) are the primary barrier to learning at the present time.	
2. There is evidence that the student's SEN represent a long-term barrier to learning.	
3. The student requires full-time adult support across the school day in a mainstream setting but despite this level of support is unable to participate in whole class learning. Or the student has a reduced timetable in place and is unable to manage a whole day at school.	
4. The student has been unable to participate consistently in whole class learning for more than four terms or failed to thrive and make progress in or has been permanently excluded from two previous settings.	
<p>5. The student has a complex Cognition and Learning profile and the evidence will indicate most of the following:</p> <ul style="list-style-type: none"> <li>● is working significantly behind age-related expectations (ARE) and has made very limited progress despite appropriate interventions and the implementation of the recommendations from external professionals such as an Educational Psychologist and/or Specialist Advisory Teacher</li> <li>● displays high levels of hyperactivity, impulsivity and/or lack of concentration</li> <li>● behaviour can at times present as highly disruptive and potentially harmful to others and may require physical intervention</li> <li>● behaviour which can have a negative impact on the school climate and the welfare of other students e.g., unregulated behaviours which may frighten others</li> <li>● behaviour that can be oppositional with an inability to take responsibility for their actions</li> <li>● challenging behaviour that is associated with the student's special educational needs and may be worsened by not accessing suitable provision</li> <li>● low self-esteem and inability to accept praise</li> <li>● fear of learning and inability to work independently</li> <li>● finds transitions very challenging and requires clear and safe routines often with 'now and next' prompts and additional support</li> <li>● finds making appropriate relationships with peers difficult and may be isolated, unhappy and withdrawn in school</li> <li>● inability to empathise with the feelings of others</li> <li>● inability to be able to communicate their needs</li> <li>● underdeveloped self-care skills</li> <li>● inability to risk assess high risk situations with limited protective behaviours</li> <li>● may require close supervision in class and throughout the day with a high staff to student ratio</li> <li>● risk assessment of causing harm to others</li> </ul>	

<ul style="list-style-type: none"> <li>● risk assessment of causing damage to property or school buildings</li> <li>● risk of absconding from the school site</li> </ul>	
<b>C. Age</b> <i>Students educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.</i>	
<p>1. The admission request is for a child aged 7 - 18 in Key Stages 2, 3, 4 or 5 (post-16). <i>KS2 and KS5 provision will only operate if there is demand and capacity within the academy's planned admission number</i></p>	
<p>2. Consideration will be given to the stage of education and transition points for this student.</p>	
<b>D. Ability</b> <i>Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision</i>	
<p>1. The student has Moderate Cognition and Learning needs (MLD) and requires a fully differentiated curriculum which is not available within a mainstream setting.</p>	
<p>2. The student's attainment at the time of referral falls within the following ranges:</p> <ul style="list-style-type: none"> <li>- Within KS2: attainment shows that they are working above pre-KS1 but below National Curriculum Year 2 competencies</li> <li>- At the end of KS2: attainment shows that they are working between National Curriculum Year 1 competencies, but below Year 3 competencies</li> <li>- At the end of KS3: attainment shows that they are working between National Curriculum Year 1 competencies, but below Year 4 competencies</li> <li>- At the end of KS4: attainment shows that they are normally above National Curriculum Year 2 competencies, but below Year 4 competencies</li> </ul>	
<p>3. The student does not have Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD). The curriculum offer at Bloxham Grove Academy is suitable for students working towards a suite of vocational and functional qualifications at Entry Level 1 or 2 at the end of KS4 and KS5.</p>	
<b>E. Aptitude</b> <i>Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.</i>	
<p>1. The student requires teaching to be delivered in a small group learning environment.</p>	
<p>2. The student requires highly individualised education programmes personalised to their learning goals.</p>	
<p>3. The student requires specialised behavioural and cognitive approaches to meet their SEN.</p>	
<p>4. The student would have a suitable peer group from within the current cohort from which they could form meaningful relationships with.</p>	

5. The student requires a flexible and creative approach that would be additional to and/or different from their mainstream peers in order to access the curriculum and make progress.	
6. The student requires explicit and implicit support to develop appropriate social interaction and positive relationships.	
7. The student requires support to develop skills for independent learning.	
8. The student requires high levels of supervision in order to remain safe.	
9. The student requires support to develop self-esteem and explicit teaching on skills for wellbeing, safety, resilience and skills for adulthood.	
10. The student is able to attend a school setting and learn within a classroom environment.	
11. The student has not suffered significant Adverse Childhood Experiences (ACE) resulting in significant trauma and requiring a specialist therapeutic setting.	
<b>F. Compatibility with the efficient Education of others</b>	
<a href="#">Use this section to describe indicators relating peer group, class size and reasonable adjustments</a>	
1. The student's admission onto the school roll would not be incompatible with efficient education of others and in particular their safety and wellbeing to such an extent that it could not be mitigated by reasonable adjustments.	
2. The student's admission onto the school roll and the provision outlined in their EHCP would not compromise class size and high staff to student ratio beyond what is recommended in government guidance.	
3. The student's admission onto the school roll would not compromise the education and wellbeing of others due to a lack of specialist expertise, structures, systems and approaches. This provision is suitable for students with a primary need of Moderate Cognition and Learning needs (MLD). A particular diagnosis is not an indication that the student has the same needs or requires the same provision. The school's expertise, structures, systems and approaches would generally not be suitable for students with the following SEN: <ul style="list-style-type: none"> <li>- Working significantly below age related expectations (SLD/PMLD)</li> <li>- Significant Adverse Childhood Experiences (ACE)</li> <li>- Experience of severe anxiety with associated Emotionally Based School Avoidance (EBSA)</li> <li>- Experience significant challenges with drugs, alcohol and/or illegal substance abuse</li> <li>- Exhibit sexualised or sexually harmful behaviour</li> </ul>	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>The Iffley Academy</b>
<b>LA Maintained or Academy Trust Name</b>	The Gallery Trust
<b>Type of Setting</b>	Countywide Special School
<b>Designation</b>	Moderate Cognition and Learning Needs (MLD) and associated needs in one or more of the following: <ul style="list-style-type: none"> <li>- Social Communication and Interaction Difficulties (C&amp;I)</li> <li>- Social, Emotional and Mental Health needs (SEMH)</li> </ul>
<b>Location</b>	Iffley Turn, Oxford, OX4 4DU
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	5 - 18 (Years 1-14) Key Stages 3, 4 and 5 (post-16) <i>KS1, KS2 and KS5 provision will only operate if there is demand and capacity within the school's planned admission number</i>
<b>Setting Pen Portrait</b>	
<p>The Iffley Academy is a special school for pupils aged 5 – 18 (although currently only admitting into the senior school). All of our students have an Education, Health and Care Plan (EHCP) with a range of needs, but most significantly we work with children and young people with complex Moderate Cognition and Learning needs (MLD) and secondary needs in Autistic Spectrum Condition (ASC), Social, Emotional and Mental Health (SEMH) and other associated difficulties like ADHD and specific learning difficulties. We use a child-centred approach to ensure that all children are included and have access to the provision and resources they require to be successful.</p> <p>Iffley Academy has strong core values and themes which inform part of the curriculum provision. Our unique features include a strong emphasis on the arts, offering opportunities for students to develop independence, social skills and skills for life, and a school wide restorative approaches ethos.</p> <p>Our curriculum also focuses on developing essential functional skills in English, Mathematics and IT. We aim to develop initiative, a repertoire of strategies, a range of skills, the ability to learn for oneself and the confidence to cope with an ever-changing technological world. We believe that these aims will be met by developing our students' self-esteem, regard for their own work and that of others and respect for other members of the school and wider community.</p> <p>Our curriculum subjects are taught through a thematic, cyclical approach to curriculum coverage to provide a meaningful context for the development of all students' basic skills,</p>	

knowledge and understanding, whilst delivering the relevant National Curriculum requirements. This ensures a broad and varied curriculum that remains interesting and stimulating for all our students.

At Iffley Academy we have a pastoral support team who are able to offer on call support and targeted specific interventions, to further support a holistic approach to learning. Alongside this team, we have access to a number of external therapists which currently include Art and Music therapy. Staff understand behaviour as communication and that for a child to succeed their basic needs must be met. Our site includes special resources, such as dogs and an onsite small animals centre, offering both emotional regulation learning and curriculum based opportunities.

The children are supported by the academy's restorative practice, a philosophy for making, maintaining and repairing relationships and fostering a sense of social responsibility and shared accountability. Our whole academy approach to relationship building and conflict management creates a caring community and a sense of shared responsibility.

## Admissions Indicators:

<b>A. Child / Young Persons Views and Parental Preference</b>	
<small>The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil</small>	
1. The parents or carers have expressed a reasoned and well-informed preference for this type of provision.	
2. Admission to the school is consistent with the child or young person's views and aspirations as set out in the EHCP	
<b>B. Special Educational Needs</b>	
1. The pupil has an EHC Plan which indicates that Moderate Cognition and Learning Needs (MLD) are the primary barrier to learning at the present time.	
2. There is evidence that the pupil's SEN represent a long-term barrier to learning.	
3. The pupil requires full-time adult support across the school day in a mainstream setting but despite this level of support is unable to participate in whole class learning. Or the pupil has a reduced timetable in place and is unable to manage a whole day at school.	
4. The pupil has been unable to participate consistently in whole class learning for more than four terms or failed to thrive and make progress in/been permanently excluded from two previous settings.	
5. The pupil has a complex Cognition and Learning profile and the evidence will indicate most of the following: <ul style="list-style-type: none"> <li>● is working significantly behind age-related expectations (ARE) and has made very limited progress despite appropriate interventions and the implementation</li> </ul>	

<p>of the recommendations from external professionals such as an Educational Psychologist and/or Specialist Advisory Teacher.</p> <ul style="list-style-type: none"> <li>● displays high levels of hyperactivity, impulsivity and/or lack of concentration.</li> <li>● behaviour can at times present as highly disruptive and potentially harmful to others and may require physical intervention.</li> <li>● behaviour which can have a negative impact on the school climate and the welfare of other pupils e.g. unregulated behaviours which may frighten others</li> <li>● behaviour that can be oppositional with an inability to take responsibility for their actions.</li> <li>● challenging behaviour that is associated with the pupil's special educational needs and may be worsened by not accessing suitable provision</li> <li>● low self-esteem and inability to accept praise.</li> <li>● fear of learning and inability to work independently</li> <li>● finds transitions very challenging and requires clear and safe routines often with 'now and next' prompts and additional support</li> <li>● finds making appropriate relationships with peers difficult and may be isolated, unhappy and withdrawn in school.</li> <li>● inability to empathise with the feelings of others.</li> <li>● inability to be able to communicate their needs.</li> <li>● underdeveloped self-care skills.</li> <li>● inability to risk assess high risk situations with limited protective behaviours.</li> <li>● may require close supervision in class and throughout the day with a high staff to pupil ratio</li> <li>● risk assessment of causing harm to others</li> <li>● risk assessment of causing damage to property or school buildings</li> <li>● risk of absconding from the school site</li> </ul>	
<p><b>C. Age</b></p> <p><i>Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.</i></p>	
<p>1. The admission request is for a child aged 11-18 in Key Stages 3, 4 or 5 (post-16). <i>KS2 and KS5 provision will only operate if there is demand and capacity within the school's planned admission number</i></p>	
<p>2. Consideration will be given to the stage of education and transition points for this pupil.</p>	
<p><b>D. Ability</b></p> <p><i>Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision</i></p>	
<p>1. The pupil has Moderate Cognition and Learning needs (MLD) and requires a fully differentiated curriculum which is not available within a mainstream setting.</p>	

<p>2. The pupil's attainment at the time of referral falls within the following ranges:</p> <ul style="list-style-type: none"> <li>- Within KS2: attainment shows that they are working above pre-KS1 but below National Curriculum Year 2 competencies</li> <li>- At the end of KS2: attainment shows that they are working between National Curriculum Year 1 competencies, but below Year 3 competencies</li> <li>- At the end of KS3: attainment shows that they are working between National Curriculum Year 1 competencies, but below Year 4 competencies</li> <li>- At the end of KS4: attainment shows that they are normally above National Curriculum Year 2 competencies, but below Year 4 competencies</li> </ul>	
<p>3. The pupil does not have Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD). The curriculum offer at The Iffley Academy is suitable for pupils working towards a suite of vocational and functional qualifications at Entry Level at the end of KS4 and KS5.</p>	
<p><b>E. Aptitude</b></p> <p><i>Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.</i></p>	
<p>1. The pupil requires teaching to be delivered in a small group learning environment.</p>	
<p>2. The pupil requires highly individualised education programmes personalised to their learning goals.</p>	
<p>3. The pupil requires specialised behavioural and cognitive approaches to meet their SEN.</p>	
<p>4. The pupil would have a suitable peer group from within the current cohort from which they could form meaningful relationships with.</p>	
<p>5. The pupil requires a flexible and creative approach that would be additional to and/or different from their mainstream peers in order to access the curriculum and make progress.</p>	
<p>6. The pupil requires explicit and implicit support to develop appropriate social interaction and positive relationships.</p>	
<p>7. The pupil requires support to develop skills for independent learning.</p>	
<p>8. The pupil requires high levels of supervision in order to remain safe.</p>	
<p>9. The pupil requires support to develop self-esteem and explicit teaching on skills for wellbeing, safety, resilience and skills for adulthood.</p>	
<p>10. The pupil is able to attend a school setting and learn within a classroom environment.</p>	
<p>11. The pupil has not suffered significant Adverse Childhood Experiences (ACE) resulting significant trauma and requiring a specialist therapeutic setting.</p>	

**F. Compatibility with the efficient Education of others**

Use this section to describe indicators relating peer group, class size and reasonable adjustments

<p>1. The pupil's admission onto the school roll would not be incompatible with efficient education of others and in particular their safety and wellbeing to such an extent that it could not be mitigated by reasonable adjustments.</p>	
<p>2. The pupil's admission onto the school roll and the provision outlined in their EHCP would not compromise class size and high staff to pupil ratio beyond what is recommended in government guidance.</p>	
<p>3. The pupil's admission onto the school roll would not compromise the education and wellbeing of others due to a lack of specialist expertise, structures, systems and approaches. This provision is suitable for pupils with a primary need of Moderate Cognition and Learning needs (MLD). A particular diagnosis is not an indication that the pupil has the same needs or requires the same provision. The school's expertise, structures, systems and approaches would generally not be suitable for pupils with the following SEN:</p> <ul style="list-style-type: none"> <li>- Working significantly below age related expectations (SLD/PMLD)</li> <li>- Significant Adverse Childhood Experiences (ACE)</li> <li>- Experience severe anxiety with associated Emotionally Based School Avoidance (EBSA)</li> <li>- Experience significant challenges with drugs, alcohol and/or illegal substance abuse</li> <li>- Exhibit sexualised or sexually harmful behaviour</li> </ul>	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Northern House Academy</b>
<b>LA Maintained or Academy Trust Name</b>	The Gallery Trust
<b>Type of Setting</b>	Countywide Special School
<b>Designation</b>	Social, Emotional and Mental Health (SEMH)
<b>Location</b>	23 South Parade, Summertown, Oxford OX2 7JN
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	5-11 (Years 1-6) Key Stages 1 and 2
<b>Setting Pen Portrait</b>	
<p>Northern House Academy is a special school for children aged 5 to 11 who have been identified as having a primary special educational need of Social, Emotional and Mental Health (SEMH) difficulties. Many of our students have a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) and/or Autism Spectrum Condition (ASC).</p> <p>All our students have an Education, Health and Care Plan (EHCP) detailing their individual needs and therefore SEND is at the centre of everything that we do. We use a child-centred approach to ensure that all children are included and have access to the provision and resources they require to be successful.</p> <p>Our core curriculum provides daily opportunities for individualised and group learning in English, mathematics, Thematic Approaches to Learning (TAL) and Communication and Interaction (Structured Social Development) with children working towards meeting outcomes from their Education, Health and Care Plans (EHCPs).</p> <p>Our class sizes are small ranging from 8 – 10 students per class with at least two class adults in support (class teacher and class teaching assistant). This ensures that every child has access to a dedicated and consistent class team. Our pastoral model includes support from The Gallery, a team of Pastoral Support Workers (PSWs) who provide on-call additional support for students and who provide additional interventions and therapy to support the therapeutic needs of the community. The Gallery team is central to supporting the whole community by contributing towards a safe learning environment, making provision for students who are out of class, responding to any challenging behaviour and running interventions which promote mutual respect, protective behaviours and a wide range of other social skills.</p> <p>Further to this, children are supported by the academy’s restorative practice, a philosophy for making, maintaining and repairing relationships and fostering a sense of social responsibility and shared accountability. Our whole academy approach to relationship building and conflict management creates a caring community and a sense of shared responsibility.</p> <p>The academy’s behaviour policy and monitoring systems have been specifically designed to support students with Social, Emotional and Mental Health Needs, and Autistic Spectrum Disorder. Students’ specific range of behaviours and responses to the learning environment and free association are monitored on a weekly basis. This ensures that staff can adapt and refine planning to provide highly personalised interventions and additional support can be provided, as appropriate, by the pastoral team e.g. school dogs meet and greet students who are finding the transition from the taxi into school challenging each morning. This will also</p>	

ensure that teachers can set aspirational social targets which are appropriate and linked to the student's Educational Health and Care Plan.

The following Social and Emotional Learning strategies embedded in the class and across the school

community:

- Emotional 'Check in' at the start and finish of each day and following transition times
- Peer mentoring
- Use of emotion charts
- Class based roles and responsibilities e.g. Class student councillor
- Talking pairs and group work
- Breakaway spaces and the use calm spaces and rooms
- Restorative approaches to conflict management
- Personal goal setting and self-evaluation
- Team working – community building
- Modelling a 'Culture of Kindness'
- Modelling positive phrases and fostering emotional resilience and strategies to overcome failure

## Admissions Indicators:

A. Child / Young Persons Views and Parental Preference	
<small>The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil</small>	
1. The parents or carers have expressed a reasoned and well-informed preference for this type of provision.	
2. Admission to the school is consistent with the child or young person's views and aspirations as set out in the EHCP	
B. Special Educational Needs	
1. The pupil has an EHC Plan which indicates that Social, Emotional and Mental Health needs are the primary barrier to learning at the present time.	
2. There is evidence that the pupil's SEN represent a long-term barrier to learning.	
3. The pupil requires full-time adult support across the school day in a mainstream setting but despite this level of support is unable to participate in whole class learning. Or the pupil has a reduced timetable in place and is unable to manage a whole day at school.	
4. The pupil has been unable to participate consistently in whole class learning for more than four terms or failed to thrive and make progress in/been permanently excluded from two previous settings.	
5. The pupil has severe, persistent and complex SEMH needs and the evidence will indicate most of the following: <ul style="list-style-type: none"> <li>● Behaviour that may present as aggressive, either threats to harm or causing actual harm to others</li> </ul>	

<ul style="list-style-type: none"> <li>● Behaviours which may increasingly require physical intervention.</li> <li>● A risk assessment of causing harm or damage to property.</li> <li>● A significant impact on the school community: for example, staff stress and anxiety, distressed peers, preventing learning of others.</li> <li>● Extreme hyperactivity, impulsivity and/or lack of concentration.</li> <li>● Behaviour that can be defiant and/or non-compliant with an inability to take responsibility for their actions.</li> <li>● A growing disengagement with education</li> <li>● Behaviour which is frequently challenging and that is evident in more than one setting and with a variety of adults and peers.</li> <li>● Low or inappropriate self-esteem and inability to accept praise.</li> <li>● A fear of learning and inability to access teaching.</li> <li>● Extreme reactions to changes of routine, activity, or everyday disappointments.</li> <li>● Inappropriate social interactions, isolation, unhappiness, inability to empathise and poor relationships with peers.</li> <li>● Evidence of ongoing challenge with risk-taking behaviours</li> <li>● Risk of absconding from the school site</li> </ul>	
<b>C. Age</b> Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.	
1. The admission request is for a child aged 5-11 in Key stage 1 or 2	
2. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b> Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision	
1. The pupil is of average learning ability and achieving learning levels broadly within the range expected for their age (some pupils may have a Specific Learning Difficulty (SpLD) resulting in an uneven attainment profile)	
2. The pupil is of average learning ability but is achieving learning levels 2-3 years below age-related expectations having made slow academic progress due to the impact of their SEMH needs.	
<b>E. Aptitude</b> Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.	
1. The pupil requires teaching to be delivered in a small group learning environment.	
2. The pupil requires specialised behavioural and cognitive approaches to meet their SEN.	
3. The pupil would have a suitable peer group from within the current cohort from which they could form meaningful relationships with.	

4. The pupil requires a flexible and creative approach that would be additional to and/or different from their mainstream peers in order to access the curriculum and make progress.	
5. The pupil requires explicit and implicit support to develop appropriate social interaction and positive relationships.	
6. The pupil requires support to develop skills for independent learning.	
7. The pupil requires high levels of supervision in order to remain safe.	
8. The pupil requires support to develop self-esteem and explicit teaching on skills for wellbeing, safety and resilience.	
9. The pupil is able to attend a school setting and learn within a classroom environment.	
10. The pupil has not suffered significant Adverse Childhood Experiences (ACE) resulting in significant trauma and requiring a specialist therapeutic setting.	
<b>F. Compatibility with the efficient Education of others</b>	
1. The pupil's admission onto the school roll would not be incompatible with efficient education of others and in particular their safety and wellbeing to such an extent that it could not be mitigated by reasonable adjustments.	
2. The pupil's admission onto the school roll and the provision outlined in their EHCP would not compromise class size and high staff to pupil ratio beyond what is recommended in government guidance.	
3. The pupil's admission onto the school roll would not compromise the education and wellbeing of others due to a lack of specialist expertise, structures, systems and approaches. This provision is suitable for pupils with a primary need of SEMH with a broadly average cognitive profile. A particular diagnosis is not an indication that the pupil has the same needs or requires the same provision. The school's expertise, structures, systems and approaches would generally not be suitable for pupils with the following SEN: <ul style="list-style-type: none"> <li>- Working significantly below age related expectations (ARE)</li> <li>- Significant Adverse Childhood Experiences (ACE)</li> <li>- Experience severe anxiety with associated Emotionally Based School Avoidance (EBSA)</li> <li>- Experience significant challenges with drugs, alcohol and/or illegal substance abuse</li> <li>- Exhibit sexualised or sexually harmful behaviour</li> </ul>	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Orion Academy</b>
<b>LA Maintained or Academy Trust Name</b>	The Gallery Trust
<b>Type of Setting</b>	Countywide Special School
<b>Designation</b>	Social, Emotional and Mental Health (SEMH)
<b>Location</b>	Knights Road, Blackbird Leys Oxford, OX4 6DQ
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	10-18 (Years 6 - 13) Key Stages 2 (Year 6 only), 3, 4 and 5 (post-16) KS2 and KS5 provision will only operate if there is demand and capacity within the school's planned admission number.
<b>Setting Pen Portrait</b>	
<p>Orion Academy is a special school for pupils aged 10-18. All of our students have an Education, Health and Care Plan (EHCP) with a range of needs, but most significantly we work with children and young people with Social, Emotional and Mental Health (SEMH) needs, Autistic Spectrum Condition (ASC) and other associated difficulties like ADHD and specific learning difficulties. We use a child-centred approach to ensure that all children are included and have access to the provision and resources they require to be successful.</p> <p>We believe that each student should be treated as an individual and we enjoy forming positive relationships with parents and carers to help us to understand each child and to be able to forge individual pathways to ensure the best outcomes. We take our responsibilities as educators very seriously and aim to develop responsible and well-rounded citizens of the future. All our strategies focus on ensuring a student retains or gains independence. Our school community work towards developing the following characteristics: Team Working, Self-Awareness, Problem Solving, Showing Empathy, Demonstrating Commitment and Building Resilience. Students and staff follow the principles of restorative practice, where conflict is managed through restorative enquiries and conversations and opportunities are given to support reparation and relationship building and students are encouraged to understand their behaviour and the impact it has on others.</p> <p>Students have access to a 3-tiered supported approach to their education: all students have access to the school's <i>universal</i> school based curriculum offer which is built around the SEND needs of the learners and delivered by the Teaching and Learning team and the Pastoral Support Team; students with additional needs are supported by an <i>enhanced</i> pathway which is delivered through the school team and the Community Learning Team and sees students accessing additional support e.g. targeted interventions, mentoring or tutoring. In addition to</p>	

the universal offer; some students in Key Stage 4 and 5 who require an entirely individualised approach to the curriculum can follow a *personalised* pathway, both on and off-site, and access a selection of educational experiences which focus on preparation for adulthood. These include work experience, access to practical skills-based learning from local partners, remote learning self-management opportunities, volunteering and college placements. Additionally, students are offered activities in the community after school and during the school holidays from the Community Learning team of youth workers.

We work to ensure that all our interventions and provision for SEND are tracked and evaluated. We follow government guidelines about the curriculum we offer whilst taking a flexible approach to our provision to ensure each student has an academic experience which is relevant to them.

Students have access to a wealth of services and professionals provided by the school and external providers including the Academy Police Liaison Officer, Speech and Language Therapist (provided by Oxford Health NHS Trust), and we also work closely with and are able to access support from Children’s Social Care, Behaviour Support, and Teachers for Hearing and Visually Impaired (Oxfordshire County Council).

## Admissions Indicators:

### A. Child / Young Persons Views and Parental Preference

The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil

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|--|--|
| 1. The parents or carers have expressed a reasoned and well-informed preference for this type of provision.            |  |
| 2. Admission to the school is consistent with the child or young person’s views and aspirations as set out in the EHCP |  |

### B. Special Educational Needs

- |  |  |
|--|--|
| 1. The pupil has an EHC Plan which indicates that Social, Emotional and Mental Health needs are the primary barrier to learning at the present time.   |  |
| 2. There is evidence that the pupil’s SEN represent a long-term barrier to learning.   |  |
| 3. The pupil requires full-time adult support across the school day in a mainstream setting but despite this level of support is unable to participate in whole class learning. Or the pupil has a reduced timetable in place and is unable to manage a whole day at school. |  |
| 4. The pupil has been unable to participate consistently in whole class learning for more than four terms or failed to thrive and make progress in/been permanently excluded from two previous settings.   |  |
| 5. The pupil has severe, persistent and complex SEMH needs and the evidence will indicate most of the following:   |  |

<ul style="list-style-type: none"> <li>● Behaviour that may present as aggressive, either threats to harm or causing actual harm to others</li> <li>● Behaviours which may increasingly require physical intervention.</li> <li>● A risk assessment of causing harm or damage to property.</li> <li>● A significant impact on the school community: for example, staff stress and anxiety, distressed peers, preventing learning of others.</li> <li>● Extreme hyperactivity, impulsivity and/or lack of concentration.</li> <li>● Behaviour that can be defiant and/or non-compliant with an inability to take responsibility for their actions.</li> <li>● A growing disengagement with education</li> <li>● Behaviour which is frequently challenging and that is evident in more than one setting and with a variety of adults and peers.</li> <li>● Low or inappropriate self-esteem and inability to accept praise.</li> <li>● A fear of learning and inability to access teaching.</li> <li>● Extreme negative reactions to changes of routine, activity, or everyday disappointments.</li> <li>● Inappropriate social interactions, isolation, unhappiness, inability to empathise and poor relationships with peers.</li> <li>● Evidence of ongoing challenge with risk-taking behaviours</li> <li>● Risk of absconding from the school site</li> </ul>	
<b>C. Age</b> <p style="color: blue; font-size: small;">Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.</p>	
<p>1. The admission request is for a child aged 10-18 in Key Stages 2 (Year 6 only), 3, 4 or 5 (post-16). <i>KS2 and KS5 provision will only operate if there is demand and capacity within the school's planned admission number</i></p>	
<p>2. Consideration will be given to the stage of education and transition points for this pupil.</p>	
<b>D. Ability</b> <p style="color: blue; font-size: small;">Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision</p>	
<p>1. The pupil is of average learning ability and achieving learning levels broadly within the range expected for their age (some pupils may have a Specific Learning Difficulty (SpLD) resulting in an uneven attainment profile)</p>	
<p>2. The pupil is of average learning ability but is achieving learning levels 2-3 years below age-related expectations having made slow academic progress due to the impact of their SEMH needs.</p>	
<b>E. Aptitude</b>	

Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.

1. The pupil requires teaching to be delivered in a small group learning environment.	
2. The pupil requires specialised behavioural and cognitive approaches to meet their SEN.	
3. The pupil would have a suitable peer group from within the current cohort from which they could form meaningful relationships with.	
4. The pupil requires a flexible and creative approach that would be additional to and/or different from their mainstream peers in order to access the curriculum and make progress.	
5. The pupil requires explicit and implicit support to develop appropriate social interaction and positive relationships.	
6. The pupil requires support to develop skills for independent learning.	
7. The pupil requires high levels of supervision in order to remain safe.	
8. The pupil requires support to develop self-esteem and explicit teaching on skills for wellbeing, safety, resilience and skills for adulthood.	
9. The pupil is able to attend a school setting and learn within a classroom environment.	
10. The pupil has not suffered significant Adverse Childhood Experiences (ACE) resulting significant trauma and requiring a specialist therapeutic setting.	

#### **F. Compatibility with the efficient Education of others**

Use this section to describe indicators relating peer group, class size and reasonable adjustments

1. The pupil's admission onto the school roll would not be incompatible with efficient education of others and in particular their safety and wellbeing to such an extent that it could not be mitigated by reasonable adjustments.	
2. The pupil's admission onto the school roll and the provision outlined in their EHCP would not compromise class size and high staff to pupil ratio beyond what is recommended in government guidance.	
3. The pupil's admission onto the school roll would not compromise the education and wellbeing of others due to a lack of specialist expertise, structures, systems and approaches. This provision is suitable for pupils with a primary need of SEMH with a broadly average cognitive profile. A particular diagnosis is not an indication that the pupil has the same needs or requires the same provision. The school's expertise, structures, systems and approaches would generally not be suitable for pupils with the following SEN: <ul style="list-style-type: none"> <li>- Working significantly below age related expectations (ARE)</li> <li>- Significant Adverse Childhood Experiences (ACE)</li> </ul>	

<ul style="list-style-type: none"><li>- Experience severe anxiety with associated Emotionally Based School Avoidance (EBSA)</li><li>- Experience significant challenges with drugs, alcohol and/or illegal substance abuse</li><li>- Exhibit sexualised or sexually harmful behaviour</li></ul>	
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## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Woodeaton Manor School</b>
<b>LA Maintained or Academy Trust Name</b>	LA Maintained – Oxfordshire County Council
<b>Type of Setting</b>	County Wide Foundation Special School
<b>Designation</b>	SEMH
<b>Location</b>	Woodeaton Manor School Woodeaton, Oxfordshire, OX3 9TS
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	7 – 18 Key stage 2, 3, 4, 5
<b>Setting Pen Portrait</b>	
<p>Woodeaton Manor School is a Foundation Special School for pupils aged 7 –18. All of our students have an Education, Health, Care Plan (EHCP) with a range of needs. We offer a nurturing environment for pupils with ASD, Communication and Interaction difficulties who are working broadly at Age Related Expectations. This enables us to offer the GCSE curriculum and other academic currency.</p> <p>The school provides a curriculum that enables pupils to develop:</p> <ul style="list-style-type: none"> <li>• Emotionally (to understand what makes them who they are)</li> <li>• Socially (to understand themselves as part of a community)</li> <li>• Academically (to provide them with the qualifications to move successfully and sustainably into the next stage of their journey)</li> </ul> <p>Our strapline is <b>“Reducing barriers to expand horizons”</b> and we strongly believe that all our pupils have the potential to be successful. To do so, our pupils learn how to successfully manage their own diagnosis and develop the strategies so they can fulfil their potential.</p> <p>We have a Readiness for Learning department that supports with interventions such as:</p> <ul style="list-style-type: none"> <li>- Emotional Literacy Support</li> <li>- Zones of Regulation</li> <li>- Social Skills</li> <li>- Group enrichment – such as Forest School and identified key groups when needed.</li> </ul>	

These interventions are planned on a 1-1 basis or within a small group

Our school provides opportunities for pupils to have a wide range of experiences both in-school, on school trips and out in the community. We also work with local businesses and an independent careers adviser to support pupils moving on post 16.

Our class sizes are, on average, eight pupils. Each class is supported by a class teacher and a teaching assistant (TA) and we aim to have a pupil/adult ratio of 4:1.

We are set in a listed Manor House, which has at least 4 floors, with multiple stairs and corridors. The site is vast and open that offers many opportunities and sensory natural spaces, which can help with self regulation.

## Admissions Indicators:

### A. Child / Young Persons Views and Parental Preference

The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil

- |   |  |
|---|--|
| 1. The parents' or carers' have expressed a reasoned and well-informed preference for this type of provision.                 |  |
| 2. Admission to the resource base is consistent with the child or young person's views and aspirations as set out in the EHCP |  |

### B. Special Educational Needs

- |  |  |
|--|--|
| 1. The pupil has an EHC Plan which indicates that Social Emotional and Mental Health needs, linked to ASD and Communication and Interaction which are the primary barrier to learning at the present time.   |  |
| 2. There is evidence that the pupil's SEN represent a long-term barrier to learning.   |  |
| 3. The pupil requires full-time adult support across the school day in a mainstream setting but despite this level of support is unable to participate in whole class learning.  |  |
| 4. The pupil has ASD and Communication and Interaction needs on their EHCP that might include the following: <ul style="list-style-type: none"> <li>- Withdrawn quiet behaviour with communication differences</li> <li>- Sensory Processing differences perceiving sensory information</li> <li>- Processing differences in planning, organisation , managing transition and generalising information</li> <li>- Emotional Regulation differences in managing and understanding emotions</li> <li>- Communication and Interacting differences where verbal language may mask a deeper level of misunderstanding and impacts on the development of relationships and friendships.</li> </ul> |  |

### C. Age

Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.	
1. The admission request is for a child in Key Stage 2 or older.	
2. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b>	
Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision	
1. The pupil has the potential to work broadly within age related expectations in most subject areas although, due to their diagnosis, they may currently be working below age related expectations.	
2. The pupil may have comorbid diagnosis with a specific learning difficulty resulting in an uneven attainment profile.	
3. The pupil may have other barriers to learning due to stress/withdrawal or, experience of school-based trauma	
<b>E. Aptitude</b>	
Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.	
1. The pupil can access learning in a small class setting with a ratio of 1:4 support	
2. The pupil has the capacity to access the extracurricular opportunities available	
3. The pupil would have a suitable peer group from within the current cohort from which they could form meaningful relationships.	
4. The pupil requires a flexible and creative approach that would be additional to and/or different from their mainstream peers in order to access the curriculum and make progress.	
5. The pupil requires support to develop skills for independent learning.	
6. The pupil requires support to develop self-help/personal care skills.	
7. The pupil requires support to manage their sensory needs	
8. The pupil requires support to develop self-esteem and explicit teaching on skills for wellbeing, safety, resilience and skills for adulthood.	
9. The pupil requires support from external agencies: <ul style="list-style-type: none"> <li>○ Child and Adolescent Mental Health Teams</li> <li>○ Early Help – Local Community Support Service</li> <li>○ CIN/CP Social Care support</li> <li>○ Physio/SaLT/OT</li> <li>○ Paediatrics</li> </ul>	

**F. Compatibility with the efficient Education of others**

Use this section to describe indicators relating peer group, class size and reasonable adjustments

<p>1. The pupil's admission onto the school roll would not be incompatible with efficient education of others and in particular their safety and wellbeing to such an extent that it could not be mitigated by reasonable adjustments.</p>	
<p>2. The pupil's admission onto the school roll and the provision outlined in their EHCP would not compromise class size and high staff to pupil ratio beyond what is recommended in government guidance.</p>	

## Appendix 1: Resource Bases Admissions Indicators

### Admission Indicators for Specialist Provision in Oxfordshire

<b>Type of Setting</b>	<b>Enhanced Provision Resource Base (Operated by the Local Authority)</b>
<b>Designation</b>	Communication and Interaction
<b>Age Group / Key Stages</b>	5 - 11 R, Key Stage 1 and 2
<b>Pen portrait of a resource base supporting Communication and Interaction</b>	
<p>Communication and Interaction Resource Bases are for pupils of mainstream ability, who are capable of learning within age related expectations and follow a mainstream curriculum. They need additional support to access mainstream classes due to barriers to learning arising out of autism spectrum and similar communication and interaction differences. Support is provided by specialist resource base staff including Specialist Teachers and Teaching Assistants.</p> <p>Pupils are on roll to the mainstream school.</p> <p>Wherever possible, pupils learn in mainstream classes, supported by specialist support staff from the base as needed. Support levels will vary dependent on need, and pupils are expected to progress towards more independent learning as they move through the school.</p> <p>The National Curriculum is offered with mainstream teachers differentiating the curriculum to accommodate individual needs and learning styles. Pupils also have access to additional and more personalised curriculum to address areas of difference as needed. Pupils are encouraged to access the wider and extra-curricular offer of their school in line with their preferences and needs.</p> <p>Pastoral, emotional and wellbeing support is typically provided by base staff in partnership with the school pastoral team. Advice is available from staff trained in positive behaviour support. There are also links with other outside agencies as required.</p>	

#### Admissions Indicators:

<b>A. Child / Young Person's Views and Parental Preference</b>	
1. The parents or carers have expressed a reasoned and well-informed preference for a place at a Communication and Interaction Resource Base through the Annual Review process.	
2. Admission to the resource base is consistent with the child or young person's views and aspirations as set out in the EHCP.	
<b>B. Special Educational Needs</b>	
1. The pupil has an EHC Plan which indicates that Communication and Interaction differences are the primary barrier to learning. CYP whose primary need is SEMH will not usually be considered for a place in a Communication and Interaction Resource Base.	
2. The pupil is working at not more than 2 years below age related expectations and can access an academic curriculum.	

<p>3. If the pupil has significant behavioural needs, including patterns of aggression or violence, access to a base will only be considered if these behaviours are a function of their Communication and Interaction differences.</p> <p>Professional advice and evidence must be provided to support this distinction, such as:</p> <ul style="list-style-type: none"> <li>• A detailed behaviour support plan</li> <li>• A summary and analysis of triggers / incidents and patterns of behaviour</li> <li>• Risk assessments</li> </ul>	
<b>C. Age</b>	
1. The admission request is for a child in R, Key Stage 1 and 2.	
2. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b>	
1. The pupil can access mainstream lessons with support and can increasingly be included with their peers in mainstream classes.	
2. The pupil can work broadly within age related expectations in most subject areas and can access the mainstream curriculum, with differentiation to meet their special educational needs and/or disabilities.	
<b>E. Aptitude</b>	
1. The pupil can access learning in a mainstream classroom with support.	
2. The pupil can access the mainstream school site safely and confidently with support, subject to risk assessment if required.	
3. There is evidence that the CYP can develop strategies to cope with the everyday sensory demands of a mainstream campus and classroom. The CYP needs to remain safe within the mainstream environment, for example, if a typical response to anxiety is absconding this may make a base placement untenable.	
4. The pupil is willing to accept support from base staff and to identify themselves with the peer group in the base.	
5. The pupil will benefit from access to mainstream peers and a peer group with similar differences and interests.	
<b>F. Compatibility with the efficient Education of others</b>	
1. The behaviour of the child young person does not present a risk to the safe education of staff and other children and young people.	
2. The admission of this young person would not lead to the school exceeding the permissible PAN for the class or year group.	
3. There is sufficient physical space for the child and appropriate supporting adults to be accommodated.	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>Type of Setting</b>	<b>Enhanced Provision Resource Base (Operated by the Local Authority)</b>
<b>Designation</b>	Communication and Interaction
<b>Age Group / Key Stages</b>	11 – 16 Key Stage 3 and 4
<b>Pen portrait of a resource base supporting Communication and Interaction</b>	
<p>Communication and Interaction Resource Bases are for students of mainstream ability, who are capable of learning within age related expectations and follow a mainstream curriculum. They need additional support to access mainstream classes due to barriers to learning arising out of autism spectrum and similar communication and interaction differences. Support is provided by specialist resource base staff including Specialist Teachers and Teaching Assistants.</p> <p>Students are on roll to the mainstream school.</p> <p>Wherever possible, students learn in mainstream classes, supported by specialist support staff from the base as needed. Support levels will vary dependent on need, and students are expected to progress towards more independent learning as they move through the school.</p> <p>The National Curriculum is offered with mainstream teachers differentiating the curriculum to accommodate individual needs and learning styles. Students also have access to additional and more personalised curriculum to address areas of difference as needed. Students are encouraged to access the wider and extra-curricular offer of their school in line with their preferences and needs.</p> <p>Pastoral, emotional and wellbeing support is typically provided by base staff in partnership with the school pastoral team. Advice is available from staff trained in positive behaviour support. There are also links with other outside agencies as required.</p> <p>The SENSS C&amp;I Resource Bases (secondary) are listed below.</p>	
<b>The Warriner School</b> (Warriner MAT)	Bloxham, OX15 4LJ
<b>The Marlborough School</b> (River Learning Trust)	Woodstock, OX20 1LP
<b>The Cherwell School</b> (River Learning Trust)	Oxford, OX2 7EE
<b>Fitzharry’s School</b> (Abingdon Learning Trust)	Abingdon, OX14 1NP
<b>Lord Williams’s School</b> (Thame Partnership)	Thame, OX9 2AQ

### Admissions Indicators:

A. Child / Young Person’s Views and Parental Preference	
1. The parents or carers have expressed a reasoned and well-informed preference for a place at a Communication and Interaction Resource Base through the Annual Review process.	

2. Admission to the resource base is consistent with the child or young person's views and aspirations as set out in the EHCP.	
<b>B. Special Educational Needs</b>	
1. The pupil has an EHC Plan which indicates that Communication and Interaction differences are the primary barrier to learning. CYP whose primary need is SEMH will not usually be considered for a place in a Communication and Interaction Resource Base.	
2. The pupil is working at not more than 2 years below age related expectations and can access an academic curriculum.	
3. If the pupil has significant behavioural needs, including patterns of aggression or violence, access to a base will only be considered if these behaviours are a function of their Communication and Interaction differences. Professional advice and evidence must be provided to support this distinction, such as: <ul style="list-style-type: none"> <li>• A detailed behaviour support plan</li> <li>• A summary and analysis of triggers / incidents and patterns of behaviour</li> <li>• Risk assessments</li> </ul>	
<b>C. Age</b>	
1. The admission request is for a child in Key Stage 3 or 4.	
2. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b>	
1. The pupil can access mainstream lessons with support and can increasingly be included with their peers in mainstream classes.	
2. The pupil can work broadly within age related expectations in most subject areas and can access the mainstream curriculum, with differentiation to meet their special educational needs and/or disabilities.	
<b>E. Aptitude</b>	
1. The pupil can access learning in a mainstream classroom with support.	
2. The pupil can access the mainstream school site safely and confidently with support, subject to risk assessment if required.	
3. There is evidence that the CYP can develop strategies to cope with the everyday sensory demands of a mainstream campus and classroom. The CYP needs to remain safe within the mainstream environment, for example, if a typical response to anxiety is absconding this may make a base placement untenable.	
4. The pupil is willing to accept support from base staff and to identify themselves with the peer group in the base.	
5. The pupil will benefit from access to mainstream peers and a peer group with similar differences and interests.	
<b>F. Compatibility with the efficient Education of others</b>	

1. The behaviour of the child young person does not present a risk to the safe education of staff and other children and young people.	
2. The admission of this young person would not lead to the school exceeding the permissible PAN for the class or year group.	
3. There is sufficient physical space for the child and appropriate supporting adults to be accommodated.	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>The Marlborough School - Ormerod Resource Base</b>
<b>LA Maintained or Academy Trust Name</b>	River Learning Trust
<b>Type of Setting</b>	Enhanced Provision Resource Base (Operated by the Local Authority)
<b>Designation</b>	<b>Physical Disability</b> The resource base also supports young people with Communication and Interaction needs. See C&I Indicators SECONDARY 2024.
<b>Location and Catchment</b>	Shipton Road, Woodstock, OX20 1LP
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	11 – 18 Key Stage 3, 4 and 5
<b>Setting Pen Portrait</b>	
<p>The Marlborough School is a comprehensive school for just under 1100 students aged 11-18 in Woodstock. It is a member of the River Learning Trust.</p> <p>The Ormerod Resource Base (ORB) is for students of mainstream ability who are capable of learning within age related expectations. They need additional support to access mainstream classes due to barriers to learning arising from their physical disabilities and/or autism spectrum, communication, or interaction differences. There are 24 places available; 12 of these are ring-fenced for students with physical disabilities. Students are on roll to the mainstream school and are allocated to a tutor group, typically of between 25 and 30 students.</p> <p>Students learn in mainstream classes alongside their peers (approximate teacher/pupil ratio 1:25). Support is provided by specialist resource base staff including Specialist Teachers and Teaching Assistants. Hours of direct support per week from specialist base staff vary according to need. Students are expected to progress towards more autonomous learning regardless of how the level of physical support they require changes.</p> <p>Use of technology - including adapted laptops and speech communication devices - is fully supported in the resource base.</p> <p>The resource base is situated centrally in the school and has an adapted environment including accessible toilet facilities, therapy rooms and kitchen. The resource base offers a space during break and lunchtime when students supported by ORB can opt to spend time in the base with other base students. However, encouragement is given to spend time with and build relationships out of the base also. Social communication groups are offered according to need.</p> <p>The National Curriculum is offered including GCSEs and A-Levels. Mainstream teachers differentiate the curriculum to accommodate individual requirements. Students also have access to additional and more personalised curriculum to address areas of difference in the resource base, as needed, for example Entry level and life skill qualifications, and sex and relationship education. The Base facilitates accessible electives alongside the school elective programme.</p>	

There are regular visits from NHS colleagues: physiotherapy, occupational therapy and speech and language therapy. Personal care needs are met, and physical programmes are followed. Advisory staff from SENSS form part of the multidisciplinary team.

Pastoral, emotional and wellbeing support is typically provided by base staff in partnership with the school pastoral team with referral to appropriate agencies if needed.

Students supported by the base are encouraged to access the wider and extra-curricular offer of the school in line with their preferences and needs.

The Base actively pursues partnerships and opportunities to participate in various disability sporting activities and events throughout the year. It also works in partnership with creative arts projects/charities.

**Admissions Indicators:** *Please note, these indicators are for a placement for Physical Disability needs only. For C&I needs, please see C&I Indicators SECONDARY 2024.*

<b>A. Child / Young Persons Views and Parental Preference</b>	
1. The parents or carers have expressed a reasoned and well-informed preference for a place at the Physical Disability Resource Base place through the Annual Review process.	
2. Admission to the resource base is consistent with the child or young person's views and aspirations as set out in the EHCP.	
<b>B. Special Educational Needs</b>	
1. The pupil has an EHC Plan which indicates that Physical Disability needs are the primary barrier to learning at the present time.	
2. There is evidence that the pupil's SEN represent a long-term barrier to learning.	
<b>C. Age</b>	
1. The admission request is for a child in Key Stage 3, 4 or 5.	
2. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b>	
1. The pupil is able to access the mainstream curriculum with support and can increasingly be included in mainstream lessons.	
2. The pupil can work broadly within age related expectations in most subject areas and can access the mainstream curriculum, with differentiation to meet their Special Educational Needs.	
<b>E. Aptitude</b>	
1. The pupil can access learning in a mainstream classroom with support.	
2. The pupil can access the mainstream school site safely and confidently with support, subject to risk assessment if required.	
3. The pupil is willing to accept support from base staff and to identify themselves with the peer group in the base.	

4. The pupil will benefit from access to mainstream peers and a peer group with similar differences and interests.	
<b>F. Compatibility with the efficient Education of others</b>	
1. All reasonable adjustments have been made to meet the pupil's needs in their current / local setting in line with the Equalities Act and the OCC Schools Accessibility Strategy.	
2. The admission of this young person would not lead to the school exceeding the permissible PAN for the class or year group	
3. There is sufficient physical space for the child and appropriate supporting adults to be accommodated.	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Deaf and Hearing Support Resource Base at New Marston Primary School, Oxford</b>
<b>LA Maintained or Academy Trust Name</b>	River Learning Trust
<b>Type of Setting</b>	Enhanced Provision Resource Base (Operated by the Local Authority)
<b>Designation</b>	Deafness* <i>*The terms deaf and deafness are taken to mean any type or level of deafness</i>
<b>Location</b>	101 Copse Lane, Oxford, OX3 0AY
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	4 - 11 R, Key Stage 1, and 2
<b>Setting Pen Portrait</b>	
<p>New Marston Primary School is a member academy of the River Learning Trust situated between Copse Lane and Marsh Lane in North Oxford. The school has approximately 330 pupils and there are currently 2 classes in each year group.</p> <p>The Deaf and Hearing Support Resource Base is for children of mainstream ability who are capable of learning within a mainstream environment. They need additional support in order to access mainstream classes due to barriers arising primarily from their deafness and its impact on learning and development.</p> <p>Children supported by the base are on school roll and are part of a class typically of around 30 children.</p> <p>Children learn in mainstream classes wherever possible supported by a team of Teachers of Deaf Children and Young People, Specialist Teaching Assistants and Communication Support Workers (CSW) to enable access to the National Curriculum and the wider extra curriculum offer of the school in line with the aspirations and interests of the child. No two children are the same and support models may look very different for different deaf children. Support is tailored to meet the child's individual needs and their view on how they wish to be supported is central.</p> <p>Class teachers differentiate the curriculum to accommodate individual needs and learning styles. Teachers of Deaf Children and Young People offer training and frequently liaise with mainstream colleagues to ensure learning is accessible and inclusive. Individual and small group teaching takes place in the resource base according to individual need. It can include specific interventions; pre-and post-teaching of key vocabulary, language, and curriculum concepts; parallel teaching mainstream material to a small group simultaneously with the subject teacher; acting as a live speaker for any work involving audio material; delivering a programme of Personal Understanding of Deafness to help build positive and resilient young people. Specialist speech and language therapy, and other therapies if required, are also delivered in the base.</p> <p>Children are encouraged and supported to access a peer group of both hearing and deaf peers. Forest school is offered for children in Reception, Year 1 and Year 2 and there are a range of lunchtime clubs and activities which children can attend. A signing club is run by members of the resource base.</p>	

The mode of communication matches that of the child's needs and choice; spoken English, Sign Language (usually Sign Supported English or British Sign Language where appropriate) or a combination of these.

Children who are deaf at New Marston use a range of audiological equipment including assistive (radio aid) systems. Sound field systems are installed in Resource Base teaching rooms and in classrooms across the school. These deliver the teacher's voice at the same volume to every part of the classroom benefitting all students in the class. Rooms in the resource base are acoustically treated and compliant with national standards for deaf children. Many rooms in the main school have been acoustically treated over time to improve the listening environment for all.

The resource base team works in close partnership with the school, parents/carers and all other professionals involved with the students. There is support for transition.

Support seeks to empower children; to be at the centre of decisions that affect them, advocate for their own access needs and to develop increasing independence, for example, in learning and in maintaining their personal and educational audiological equipment.

The base has a nurture room to provide support for emotional wellbeing and sensory support. Pastoral, emotional and wellbeing support is typically provided by base staff in partnership with the school.

## Admissions Indicators:

A. Child / Young Persons Views and Parental Preference	
1. The parents or carers have expressed a reasoned and well-informed preference for this type of provision.	
2. Admission to the resource base is consistent with the child or young person's views and aspirations as set out in the EHCP.	
B. Special Educational Needs	
1. The pupil has an EHC Plan which indicates that <b>Deafness</b> is the primary barrier to learning at the present time. The pupil has a persistent and long-term severe/profound deafness in both ears (objective measure: average hearing loss is 71dB or greater in the better ear) that has impacted on overall language and communication development resulting in significantly delayed attainment and progress over a period of time, or has a need for a school where there is a sign language ethos. A pupil with moderate deafness in both ears and additional difficulties will be considered if the additional difficulties are having a significant combined impact on his or her communication development. <b>Deafness will be the primary need.</b>	
2. There is evidence that the pupil's SEN represent a long-term barrier to learning.	
C. Age	
1. The admission request is for a child in <b>Reception, Key Stage 1 or 2.</b>	
2. Consideration will be given to the stage of education and transition points for this pupil.	
D. Ability	

1. The pupil is able to access the mainstream curriculum with support and can increasingly be included in mainstream lessons.	
2. The pupil can work broadly within age related expectations in most subject areas and can access the mainstream curriculum, with differentiation to meet their Special Educational Needs.	
<b>E. Aptitude</b>	
1. The pupil is able to access learning in a mainstream classroom with support.	
2. The pupil is able to access the mainstream school site safely and confidently with support, subject to risk assessment if required.	
3. The pupil is willing to accept support from base staff and to identify themselves with the peer group supported by the base.	
4. The pupil will benefit from access to mainstream peers and a deaf peer group.	
<b>F. Compatibility with the efficient Education of others</b>	
1. All reasonable adjustments have been made to meet the pupil's needs in their current / local setting in line with the Equalities Act and the OCC Schools Accessibility Strategy.	
2. The behaviour of the child young person does not present a risk to the safe education of other children and young people.	
3. The admission of this young person would not lead to the school exceeding the permissible PAN for the class or year group	
4. There is sufficient physical space for the child and appropriate supporting adults to be accommodated.	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Deaf and Hearing Support Resource Base at The Cherwell School, Oxford</b>
<b>LA Maintained or Academy Trust Name</b>	River Learning Trust
<b>Type of Setting</b>	Enhanced Provision Resource Base (Operated by the Local Authority)
<b>Designation</b>	Deafness* <i>*The terms deaf and deafness are taken to mean any type or level of deafness</i>
<b>Location</b>	Marston Ferry Road, Oxford, OX2 7EE
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	11 – 18 Key Stage 3, 4 and 5
<b>Setting Pen Portrait</b>	
<p>The Cherwell School is a member academy of the River Learning Trust with just over 2000 pupils across two sites on either side of the Marston Ferry Road in Summertown, North Oxford. Key Stage 3 (Y7 – Y9) is based on the South Site, Key Stage 4 (Y10 - Y11) and the Sixth Form are on the North Site.</p> <p>The Deaf and Hearing Support Resource Base is for students of mainstream ability who are capable of learning within a mainstream environment. They need additional support in order to access mainstream classes due to barriers arising primarily from their hearing impairment and its impact on learning and development.</p> <p>Students supported by the base are on school roll and are part of a tutor group typically of between 25 and 30 students.</p> <p>Students learn in mainstream classes wherever possible (approximate teacher/pupil ratio 1:25) supported by a team of Teachers of Deaf Children and Young People, Specialist Teaching Assistants and Communication Support Workers (CSW) to enable access to the National Curriculum and the wider extra curriculum offer of the school in line with the aspirations and interests of the young person. No two children are the same and support models may look very different for different deaf students. Support models are tailored to meet the student's individual needs and their view on how they wish to be supported is central.</p> <p>The National Curriculum is offered including GCSEs and A-Levels. Mainstream teachers differentiate the curriculum to accommodate individual needs and learning styles. Teachers of Deaf Children and Young People offer regular training and liaise with mainstream colleagues to ensure learning is accessible and inclusive. Students also have access to individual and more personalised curriculum delivered in the resource base to address areas of need or difference as required. This can include individualised intervention, pre-and post-teaching of learning, acting as a live speaker for any work involving audio material, and delivering bespoke programmes such as Healthy Minds and Personal Understanding of Deafness. Specialist speech and language therapy, and other therapies if needed, are also delivered in the base.</p> <p>Students are encouraged and supported to access a peer group of both hearing and deaf peers.</p>	

The mode of communication matches that of the student's choice; spoken English, Sign Language (usually Sign Supported English with British Sign Language where appropriate) or a combination of these.

Students who are deaf at Cherwell use a range of audiological equipment including assistive (radio aid) systems. Sound field systems are installed in resource base teaching rooms and in classrooms across the school. These deliver the teacher's voice at the same volume to every part of the classroom benefitting all students in the class. Rooms in the resource base both on south and north sites are acoustically treated and compliant with national standards for deaf children. Many rooms in the main school buildings have been acoustically treated over time to improve the listening environment for all.

The resource base team works in close partnership with the school, parents/carers and all other professionals involved with the students. There is support for transition.

Support seeks to empower students; to be at the centre of any decisions that affect them, advocate for their own access needs and to develop increasing independence, for example, in learning and in maintaining their personal and educational audiological equipment.

Pastoral, emotional and wellbeing support is typically provided by base staff in partnership with the school pastoral team.

## Admissions Indicators:

A. Child / Young Persons Views and Parental Preference	
1. The parents or carers have expressed a reasoned and well-informed preference for this type of provision.	
2. Admission to the resource base is consistent with the child or young person's views and aspirations as set out in the EHCP.	
B. Special Educational Needs	
1. The pupil has an EHC Plan which indicates that <b>Deafness</b> is the primary barrier to learning at the present time. The pupil has a persistent and long-term severe/profound deafness in both ears (objective measure: average hearing loss is 71dB or greater in the better ear) that has impacted on overall language and communication development resulting in significantly delayed attainment and progress over a period of time, or has a need for a school where there is a sign language ethos. A pupil with moderate deafness in both ears and additional difficulties will be considered if the additional difficulties are having a significant combined impact on his or her communication development. <b>Deafness will be the primary need.</b>	
2. There is evidence that the pupil's SEN represent a long-term barrier to learning.	
C. Age	
1. The admission request is for a child in <b>Key Stage 3, 4 or 5.</b>	
2. Consideration will be given to the stage of education and transition points for this pupil.	
D. Ability	
1. The pupil is able to access the mainstream curriculum with support and can increasingly be included in mainstream lessons.	

2. The pupil can work broadly within age related expectations in most subject areas and can access the mainstream curriculum, with differentiation to meet their Special Educational Needs.	
<b>E. Aptitude</b>	
1. The pupil is able to access learning in a mainstream classroom with support.	
2. The pupil is able to access the mainstream school site safely and confidently with support, subject to risk assessment if required.	
3. The pupil is willing to accept support from base staff and to identify themselves with the peer group supported by the base.	
4. The pupil will benefit from access to mainstream peers and a deaf peer group.	
<b>F. Compatibility with the efficient Education of others</b>	
1. All reasonable adjustments have been made to meet the pupil's needs in their current / local setting in line with the Equalities Act and the OCC Schools Accessibility Strategy.	
2. The behaviour of the child young person does not present a risk to the safe education of other children and young people.	
3. The admission of this young person would not lead to the school exceeding the permissible PAN for the class or year group	
4. There is sufficient physical space for the child and appropriate supporting adults to be accommodated.	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Cherry Fields Primary School</b>
<b>LA Maintained or Academy Trust Name</b>	GLF
<b>Type of Setting</b>	Enhanced Provision Resource Base (Operated by the school)
<b>Designation</b>	Communication and Interaction
<b>Location</b>	Wardington Road, Banbury, OX16 2DF
<b>Age Group / Key Stages</b>	Reception – Year 4 (from September 2024)
<b>Setting Pen Portrait</b>	
<p>Cherry Fields Resource Base provision is a base provision within a mainstream primary school with the designation of Communication and Interaction. Our staffing ratios will change as the base provision grows. Our SENCO will be supported by a HLTA and a LA who will work alongside all colleagues in the mainstream provision to provide an effective educational offer for our young people accessing the base provision. The aim of the resource base provision is to enable pupils to access the mainstream classroom alongside given appropriate adult support. This will look different for all children, but in general, a programme will be developed to enable pupils to spend some time in the base provision where they will access key interventions and support that will enable them to positively transition into the mainstream classroom. Interventions offered in the resource base may include specialist support such as; Attention Autism, Speech and Language Interventions, Sensory circuits and provision to meet sensory needs, Lego Therapy, Thrive and Social Explorers or Zones of Regulation programme of support. This is not an exhaustive list. In addition pupils may require the following;</p> <ul style="list-style-type: none"> <li>• Positive Behaviour Support Plan (personalised) including Positive Handling Plan and Risk Assessment</li> <li>• 'Now and Next Board' to visually mark transitions between learning activities in personalised curriculum and movement between the base provision and mainstream classroom</li> <li>• Personalised visual timetable</li> <li>• Personalised curriculum in one or some subjects drawn from EHCP outcomes or NAP assessments where child is 2 years+ below ARE in that subject if needed</li> <li>• 1:1 support using sand-timer / count-downs to prepare child individually for transition.</li> <li>• Individual quiet /recovery space in our Resource Base</li> <li>• Key vocabulary and communication points supported with Makaton or use of Widgit symbols</li> <li>• Support for communication needs with personalised specialist approach e.g. SCERTS, PECS</li> <li>• Tasks interspersed with frequent 'brain breaks' e.g. vestibular and proprioceptive activities recommended by an OT for sensory processing / emotional regulation</li> <li>• Lunch Bunch provision where the dinner hall is deemed to overwhelming</li> </ul>	

Pupils in our Resource Base will have the opportunity to attend all extra-curricular opportunities with their peers.

*All school policies stand with regards to our Resource Base Provision including our school Behaviour policy.*

## Admissions Indicators:

<b>A. Child / Young Persons Views and Parental Preference</b> <small>The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil</small>	
1. The parents' or carers' have expressed a reasoned and well-informed preference for this type of provision.	
2. Admission to the resource base is consistent with the child or young person's views and aspirations as set out in the EHCP	
<b>B. Special Educational Needs</b>	
1. The pupil has an EHC Plan which indicates that <b>Communication and Interaction needs and /or ASD</b> are the primary barrier to learning at the present time.	
2. There is evidence that the pupil's SEN represent a long-term barrier to learning. The pupil's needs will have already been supported through a high level of additional resources through previous educational settings and the council. The pupil has significant Communication and Interaction needs as evidenced in up-to-date reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, school or college, and other practitioners or agencies involved with the pupil.	
<b>C. Age</b> <small>Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.</small>	
1. The admission request is for a child in Reception to Year 6 (up to Year 4 from September 2024 as that is our highest year group)	
2. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b>	
1. The pupil, with reasonable adjustments and additional support in place, will be able to access 80% of the taught curriculum. A proportion of this time will be in the classroom.	
2. Pupils may be working 'below' the expected level of their year group but this should be within 2 years of their chronological age group. This means that the child: <ul style="list-style-type: none"> <li>a. Is able to access the National Curriculum with reasonable adjustments</li> <li>b. Has some gaps in their learning</li> <li>c. Experiences difficulty to embed concepts</li> <li>d. Often needs some scaffolding to support</li> <li>e. Often struggles to apply their thinking independently</li> </ul>	

3. Pupils must be able to verbally communicate as evidenced by formal assessments or supporting EHCP documentation. Where pupils display language delay, they will be working within 2 years of their chronological age	
4. Pupils may have moderate language delay and/or disorder in receptive and expressive language.	
<b>E. Aptitude</b>	
1. Pupils may benefit from specific speech and language support.	
2. With support pupils can play and learn in a group alongside peers.	
3. Pupils will be able to demonstrate positive interaction with adults and engage in turn taking play and learning opportunities.	
4. Pupils will be able to follow simple instructions which may need to be supported by visuals and now/next boards vocabulary.	
5. Pupils can establish and maintain joint attention, engaging in adult led directed activities	
6. Pupils can, when provided with appropriate sensory support, manage the demands of a mainstream classroom environment.	
7. Pupils may have difficulties forming and maintaining friendships with peers, and demonstrate difficulties with social communication, however, are able to maintain simple relationships with guidance.	
8. Children may display dysregulated behaviours but with support they can maintain safe behaviours.	
9. When dysregulated, pupils can still comply with simple adult direction, following now and next vocabulary and responding appropriately to social situations.	
10. Pupils may benefit from strategies to support social emotional regulation	
11. Pupils will display independence with self-care skills including toileting and eating, in line with developmental age.	
12. Pupils may display sensory seeking behaviours, but with support can manage these in a safe manner.	
<b>F. Compatibility with the efficient Education of others</b>	
1. Consideration will be given to the needs and dynamics of the cohort and other children within the base provision. The pupil's admission onto the school roll would not be incompatible with the efficient education of others and in particular their safety and wellbeing to such an extent that it could not be mitigated by reasonable adjustments.	
2. Pupil's admission onto the school roll and the provision outlined in their EHCP would not compromise class size and high staff to pupil ratio beyond what is recommended in government guidance.	
3. Pupils who consistently display demand avoidant behaviours will not meet the criteria for a place.	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Gagle Brook Primary School</b>
<b>LA Maintained or Academy Trust Name</b>	The White Horse Federation
<b>Type of Setting</b>	Enhanced Provision Resource Base (operated by school)
<b>Designation</b>	Primary (ages 4-11)
<b>Location</b>	Cranberry Avenue, Bicester, OX27 8BD
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	Reception to Year 6 PAN of 30 for each year group Current NOR – 157 including Nursery
<b>Setting Pen Portrait</b>	
<p>Gagle Brook Specialist Resource base is set within a mainstream primary school and offers places to children with an EHCP, with a primary need of communication and interaction/ASD. In order to meet the individual needs of each child, a thorough and robust assessment procedure takes place on transition to ensure all staff have a clear and focused view on the child and their needs to provide them with a personalised and tailored curriculum.</p> <p>Children in the base (The Nest) will be accessing the National Curriculum for up to 80% of their week. They will have a personalised curriculum that is set up to reflect their interests and develop their independence, knowledge and skills. The 80% aspect could be in a mainstream classroom or by following a mainstream lesson in their base classroom.</p> <p>Social inclusion will be encouraged through shared break and lunch times with their mainstream peers.</p> <p>In addition, they will have access to a sensory room, play therapy as well as plenty of opportunities for physical play and development in a tailor-made outdoor learning environment. Children in The Nest have a curriculum based on academic subjects alongside life skills such as keeping themselves safe, personal care and keeping healthy.</p> <p>The provision has two main classrooms that caters for 6 children in each. There is also a shared area and a sensory space.</p> <p>The SENCO of the school oversees the planning and delivery of the curriculum and the personalised timetables for each child. The staffing to child ratio is 1:2.</p> <p>Each child will have:</p> <ul style="list-style-type: none"> <li>• Personalised curriculum including 'now and next' visual timetables</li> <li>• Behaviour support plans and risk assessments</li> <li>• Small step targets linked to their EHCP outcomes</li> <li>• Maths for Life teaching and interventions</li> <li>• Speech and language provision as needed and appropriate</li> <li>• Support for communication needs eg. SCERTS, PECS</li> <li>• Tasks interspersed with frequent 'brain breaks' eg. vestibular and proprioceptive activities for sensory processing and emotional regulation</li> </ul>	

Children in the resource base will have the same opportunities as our mainstream children with regard to extra-curricular activities, trips, visits and residential.

All school policies must be adhered to within our base provision as they do in our mainstream school including uniform and behaviour expectations.

## Admissions Indicators:

<b>A. Child / Young Persons Views and Parental Preference</b>	
The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil	
1. The parents' or carers' have expressed a reasoned and well-informed preference for this type of provision.	
2. Admission to the resource base is consistent with the child or young person's views and aspirations as set out in the EHCP	
<b>B. Special Educational Needs</b>	
1. The pupil has an EHC Plan which indicates that <b>communication and interaction /ASD</b> are the primary barrier to learning at the present time.	
2. There is evidence that the pupil's SEN represent a long-term barrier to learning. The pupil's needs will have already been supported through a high level of additional resources through previous educational settings and the council. The pupil has significant Communication and Interaction needs as evidenced in up-to-date reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, school or college, and other practitioners or agencies involved with the pupil.	
<b>C. Age</b>	
Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.	
1. The admission request is for a child in Reception to Year 6	
2. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b>	
Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision	
1. The pupil is able to access 80% of the mainstream curriculum with reasonable adjustments and additional support in place. This may not be at their chronological age but within two years of this.	
2. The pupil will be able to focus on tasks suited to their ability for a maximum of 20 minutes, with additional support.	
3. Pupils must be able to verbally communicate as evidenced by formal assessments or supporting EHCP documentation. Where pupils display language delay, they will be working within 2 years of their chronological age	
4. Pupils may have moderate language delay and/or disorder in receptive and expressive language.	
<b>E. Aptitude</b>	

<p>Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.</p>	
1. Sensory room and play therapy within the provision to provide regulation and therapy where needed to reduce the barriers to learning	
2. With support, can integrate successfully with peers during social times of the school day.	
3. With support, pupils can play and learn in a group alongside peers.	
4. Pupils will be able to demonstrate positive interaction with adults and engage in turn taking play and learning opportunities.	
5. Pupils will be able to follow simple instructions which may need to be supported by visuals and now/next boards vocabulary.	
6. Pupils can establish and maintain joint attention, engaging in adult led directed activities	
7. Pupils can, when provided with appropriate sensory support, manage the demands of a mainstream classroom environment.	
8. Children may display dysregulated behaviours but with support they can maintain safe behaviours.	
9. When dysregulated, pupils can still comply with simple adult direction, following now and next vocabulary and responding appropriately to social situations.	
10. Pupils may benefit from strategies to support social emotional regulation	
11. Pupils will display independence with self-care skills including toileting and eating, in line with developmental age.	
12. Learning Mentor support to access curriculum and address barriers to learning	
<p><b>F. Compatibility with the efficient Education of others</b></p> <p>Use this section to describe indicators relating peer group, class size and reasonable adjustments</p>	
1. Consideration will be given to the needs and dynamics of the cohort and other children within the base provision. The pupil's admission onto the school roll would not be incompatible with the efficient education of others and in particular their safety and wellbeing to such an extent that it could not be mitigated by reasonable adjustments.	
2. Class sizes are limited to 30 - Pupil's admission onto the school roll and the provision outlined in their EHCP would not compromise class size and high staff to pupil ratio beyond what is recommended in government guidance.	
3. Reasonable adjustments made to enable access to mainstream classrooms	
4. Use of therapies to support barriers to learning and enable access to the curriculum	
5. Inclusion Team access for all children to address barriers to learning.	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Southwold Primary School</b>
<b>LA Maintained or Academy Trust Name</b>	The White Horse Federation
<b>Type of Setting</b>	Enhanced Provision Resource Base (operated by school)
<b>Designation</b>	Primary (ages 4-11)
<b>Location</b>	Holm Way, Bicester, OX26 3UU
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	Reception to Year 6 PAN of 45 for each year group Current NOR – 348 including Nursery
<b>Setting Pen Portrait</b>	
<p>Southwold Specialist Resource base is set within a mainstream primary school and offers places to children with an EHCP, with a primary need of SEMH. In order to meet the individual needs of each child, a thorough and robust assessment procedure takes place on transition to ensure all staff have a clear and focused view on the child and their needs to provide them with a personalised and tailored curriculum.</p> <p>Children in the base (The Willows) will be accessing the National Curriculum through an enquiry based topic approach, they will access up to 80% of mainstream lessons, set up to reflect their interests and develop their independence, knowledge and skills.</p> <p>Social inclusion will be encouraged through shared break and lunch times with their mainstream peers.</p> <p>In addition, they will have access to a sensory room, art, play and lego therapy as well as plenty of opportunities for physical play and development in a tailor-made outdoor learning environment. They have weekly swimming lessons and are able to access the community garden for forest school interventions.</p> <p>Children in The Willows have a curriculum based on academic subjects alongside life skills such as keeping themselves safe, personal care and cookery.</p> <p>The provision has two main classrooms that caters for 6 children in each. There is also a kitchen/shared area, a sensory room, a rainbow room used for interventions and therapy sessions and a calming corridor space.</p> <p>The SENCO of the school oversees the planning and delivery of the curriculum and the personalised timetables for each child. The staffing to child ratio is 1:2.</p> <p>Each child will have:</p> <ul style="list-style-type: none"> <li>• Personalised curriculum tailored to their academic abilities and personal strengths and interests</li> <li>• Behaviour support plans and risk assessments</li> <li>• Positive Handling Plans</li> <li>• Small step targets linked to their EHCP outcomes</li> <li>• Some children may have Maths for Life teaching and interventions</li> </ul>	

- Speech and language provision as needed and appropriate
- Tasks interspersed with frequent 'brain breaks' eg. vestibular and proprioceptive activities for sensory processing and emotional regulation
- Zones of regulation and regular 'check ins'

Children in the resource base will have the same opportunities as our mainstream children with regard to extra-curricular activities, trips, visits and residential.

All school policies must be adhered to within our base provision as they do in our mainstream school including uniform and behaviour expectations.

## Admissions Indicators:

<b>A. Child / Young Persons Views and Parental Preference</b>	
The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil	
1. The parents' or carers' have expressed a reasoned and well-informed preference for this type of provision.	
2. Admission to the resource base is consistent with the child or young person's views and aspirations as set out in the EHCP	
<b>B. Special Educational Needs</b>	
1. The pupil has an EHC Plan which indicates that <b>SEMH</b> are the primary barrier to learning at the present time.	
2. There is evidence that the pupil's SEN represent a long-term barrier to learning. The pupil's needs will have already been supported through a high level of additional resources through previous educational settings and the council. The pupil has significant Communication and Interaction needs as evidenced in up-to-date reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, school or college, and other practitioners or agencies involved with the pupil.	
<b>C. Age</b>	
Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.	
1. The admission request is for a child in <b>Reception to Year 6</b>	
2. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b>	
Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision	
1. The pupil is able to access 80% of the mainstream curriculum with reasonable adjustments and additional support in place. This may not be at their chronological age but within two years of this.	
2. The pupil will be able to focus on tasks suited to their ability for a maximum of 20 minutes, with additional support.	
3. Pupils must be able to verbally communicate as evidenced by formal assessments or supporting EHCP documentation. Where pupils display language delay, they will be working within 2 years of their chronological age	

4. Pupils may have moderate language delay and/or disorder in receptive and expressive language.	
<b>E. Aptitude</b>	
Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.	
1. Wellbeing Studio is used to support and embed social inclusion for all children in the school	
2. Sensory room and therapy room within the provision to provide regulation and therapy where needed to reduce the barriers to learning	
3. With support, pupils can play and learn in a group alongside peers	
4. Pupils will be able to demonstrate positive interaction with adults and engage in turn taking play and learning opportunities.	
5. Pupils will be able to follow simple instructions which may need to be supported by visuals and now/next boards vocabulary.	
6. Pupils can establish and maintain joint attention, engaging in adult led directed activities	
7. Pupils can, when provided with appropriate sensory support, manage the demands of a mainstream classroom environment.	
8. Children may display dysregulated behaviours but with support they can maintain safe behaviours.	
9. When dysregulated, pupils can still comply with simple adult direction, following now and next vocabulary and responding appropriately to social situations.	
10. Pupils may benefit from strategies to support social emotional regulation	
11. Pupils will display independence with self-care skills including toileting and eating, in line with developmental age.	
<b>F. Compatibility with the efficient Education of others</b>	
Use this section to describe indicators relating peer group, class size and reasonable adjustments	
1. Consideration will be given to the needs and dynamics of the cohort and other children within the base provision. The pupil's admission onto the school roll would not be incompatible with the efficient education of others and in particular their safety and wellbeing to such an extent that it could not be mitigated by reasonable adjustments.	
2. Class sizes are limited to 30 - Pupil's admission onto the school roll and the provision outlined in their EHCP would not compromise class size and high staff to pupil ratio beyond what is recommended in government guidance.	
3. Classes are in mixed ages according to phase. Year 1/2, Year 3/4 and Year 5/6	
4. Reasonable adjustments made to enable access to mainstream classrooms	
5. Use of therapies to support barriers to learning and enable access to the curriculum	
6. Wellbeing Studio and Inclusion Team access for all children to address barriers to learning.	

### Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Whitelands Academy Resource Base</b>
<b>LA Maintained or Academy Trust Name</b>	White Horse Federation
<b>Type of Setting</b>	Enhanced provision Resource Base (operated by the school)
<b>Designation</b>	SEMH and Communication & Interaction Pupils must not be working more than two years below age related expectations
<b>Location</b>	Hexham Road, Bicester, OX26 1AY.
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	11-16 (from September 2024) KS3 and KS4
<b>Setting Pen Portrait</b>	
<p>Whitelands Academy Resource Base is a specialist provision for pupils with Communication and Interaction needs and/or Social, Emotional and Mental Health needs.</p> <p>Whitelands Academy Resource Base offers pupils an inclusive experience where they feel part of the whole school. Pupils are placed into tutor groups and will spend part of their school day alongside their tutor group peers in mainstream subject lessons.</p> <p>Resource Base Pupils will receive provision to cover life skills and enhanced preparation for adulthood, promoting independence. Literacy and Numeracy lessons will be provided as required, depending on the provision identified in the pupil's EHCP.</p> <p>The Pupils will have access to a range of extra curriculum activities with their mainstream peers, held during lunchtimes and after school, ranging from sport to subject specific interests.</p> <p>All Pupils who attend the resource base will have full access to The HUB where they will be able to use the 'reset room' for times of quiet and space away from lessons, enabling them to learn to regulate independently.</p>	

#### Admissions Indicators:

##### **A. Child / Young Persons Views and Parental Preference**

The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil

1. The parents' or carers' have expressed a reasoned and well-informed preference for a place at the Resource Base which is documented through the annual review process.	
2. Admission to the Resource Base is consistent with the child or young person's views and aspirations as set out in the EHCP.	
<b>B. Special Educational Needs</b>	
1. The pupil has an EHC Plan which indicates that Communication & Interaction or SEMH needs are the primary barrier to learning at the present time.	
2. The pupil is working at not more than two years below age related expectations and can access an academic curriculum	
3. The presenting behaviours of the pupil, from either category, are not such that they pose a significant risk of harm to either other Pupils or themselves. Professional evidence and advice must be provided to support this, such as: <ul style="list-style-type: none"> <li>• A detailed behaviour support plan</li> <li>• A summary and analysis of triggers/incidents and patterns of behaviour</li> <li>• Risk assessments</li> </ul>	
<b>C. Age</b> Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.	
1. The admission request is for a child in KS3 or KS4.	
2. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b> Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision	
1. The pupil can access mainstream lessons with support and can increasingly be included with their peers in mainstream classes.	
2. The pupil can work broadly within age related expectations in most subject areas and can access the mainstream curriculum, with differentiation to meet their special educational needs and/or disabilities.	
<b>E. Aptitude</b> Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.	
1. The pupil can access learning in a mainstream classroom with support.	
2. The pupil can access the mainstream school site safely and confidently with support, subject to risk assessment if required.	
3. There is evidence that the pupil can develop strategies to cope with the everyday sensory demands of a mainstream campus and classroom. The pupil needs to remain safe within the mainstream environment, for example, if a typical response to anxiety is absconding this may make a place in the Resource Base untenable.	

4. The pupil will be able to identify themselves with the peer group in the Resource Base	
5. The pupil will benefit from access to mainstream peers and a peer group with similar interests and differences	
<b>F. Compatibility with the efficient Education of others</b> <a href="#">Use this section to describe indicators relating peer group, class size and reasonable adjustments</a>	
1. The behaviour of the pupil does not present a risk to the safe education of staff and the other Pupils.	
2. The admission of this young person would not lead to the school exceeding the permissible PAN for the class or year group.	
3. There is sufficient physical space for the child and appropriate supporting adults to be accommodated.	

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	<b>Achievement Centre at Wood Green School</b>
<b>LA Maintained or Academy Trust Name</b>	ACER Trust
<b>Type of Setting</b>	Enhanced Provision Resource Base <i>Operated by Wood Green School</i>
<b>Designation</b>	Moderate Learning Difficulties Pupils must be working 4-5 years below age related expectations.
<b>Location</b>	24A The Crescent, Witney, OX28 1DX
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	11-16 Key Stage 3 and 4
<b>Setting Pen Portrait</b>	
<p>The Achievement Centre is a specialist provision for pupils with Moderate Learning Difficulties and is integral to the school and part of the school SEN department.</p> <p>In key stage three, students are taught in the Achievement Centre for core lessons in Maths, English, Science, Humanities and RE. Teaching of these core subjects is in small classes (maximum 12) supported by a Teaching Assistant. Students are included in mainstream classes (approximate teacher/pupil ratio 1:25) supported by specialist support staff from the base for other subjects such as PE, Drama, DT, Art, Music and Learning for Life.</p> <p>At key stage four students are mainly based in the Achievement Centre where a functional skills curriculum is delivered featuring entry level courses in Maths, English and Science. Teaching is delivered in small groups including students from both year 10 and year 11. Additional entry level courses are available and if appropriate, students can also access GCSE classes, with support from base staff. All students attend mainstream Learning for Life and PE lessons.</p> <p>Pastoral, emotional and wellbeing support is typically provided by base staff in partnership with the school pastoral team. Each student attends a main school tutor group and is able to access all extra-curricular activities the school offers if they wish to. Students are a part of the wider school community and could take part in whole school events.</p>	

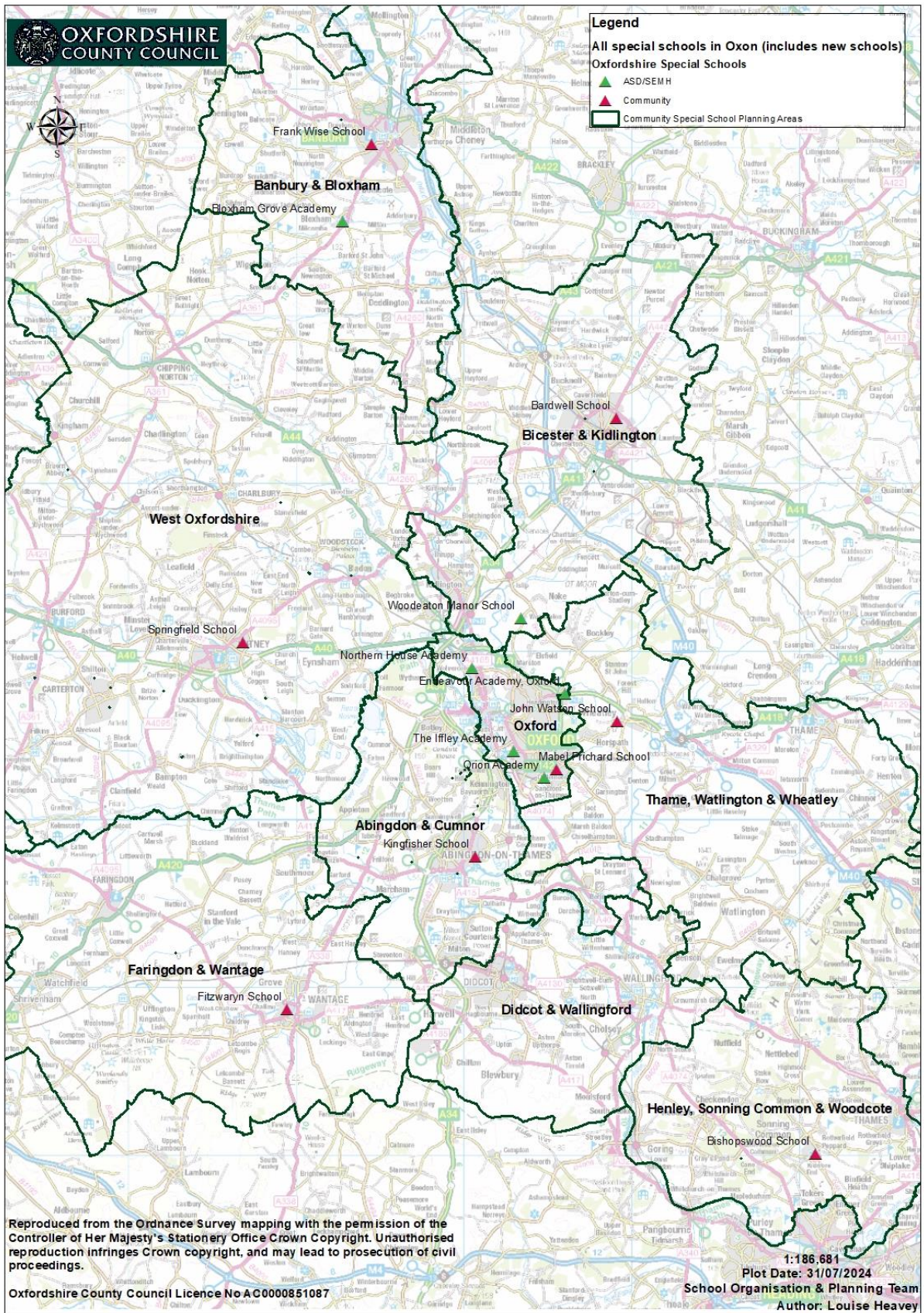
### Admissions Indicators:

<b>A. Child / Young Persons Views and Parental Preference</b>	
<i>The views of the child or young person and parental preference are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil</i>	
1. The parents' or carers' have expressed a reasoned and well-informed preference for this type of provision.	
2. Admission to the resource base is consistent with the child or young person's views and aspirations as set out in the EHCP	

<b>B. Special Educational Needs</b>	
1. The pupil has an EHC Plan which indicates that <b>Moderate Learning Difficulty needs</b> are the primary barrier to learning at the present time.	
2. There is evidence that the pupil's SEN represent a long-term barrier to learning.	
3. The presenting behaviours of the pupil are not such that they pose a significant risk of harm to either pupils or themselves. Professional evidence and advice must be provided to support this, such as: - <ul style="list-style-type: none"> <li>• A detailed behaviour support plan</li> <li>• A summary and analysis of triggers/incidents and patterns of behaviour</li> <li>• Risk assessments</li> </ul>	
<b>C. Age</b>	
Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.	
1. The admission request is for a child in <b>Key Stage 3 or 4</b> .	
2. Consideration will be given to the stage of education and transition points for this pupil.	
<b>D. Ability</b>	
Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision	
1. The pupil is working at KS1 level; 4-5 years below the age-related expectations in most subject areas and can't access the mainstream core lessons.	
2. The pupil has an identified moderate learning difficulty and requires significant differentiation to access the curriculum which can't be provided in a mainstream core subject.	
3. The pupil requires a fully differentiated curriculum and alternative accredited courses at key stage four, such as entry level certificates or vocational qualifications.	
<b>E. Aptitude</b>	
Use this section to describe indicators relating to any specific sensory provision, attitude to learning, ability to access inclusion in mainstream lessons for Enhanced provision only and access to the social inclusion opportunities offered in this provision.	
1. The pupil requires the majority of their learning to be delivered in small class groups	
2. The pupil is able to access some learning in a mainstream classroom with support	
3. There is evidence that the pupil can develop strategies to cope with the everyday sensory demands of a mainstream campus and classroom. The pupil needs to remain safe within the mainstream environment, for example, if a typical response to anxiety is absconding this may make a place in the Resource Base untenable.	
<b>F. Compatibility with the efficient Education of others</b>	
Use this section to describe indicators relating peer group, class size and reasonable adjustments	
1. The behaviour of the pupil does not present a risk to the safe education of staff and the other Pupils.	

2. The admission of this young person would not lead to the school exceeding the permissible PAN for the class or year group.	
3. There is sufficient physical space for the child and appropriate supporting adults to be accommodated.	

## Appendix 2: Special Schools map



## Appendix 2: Resource Bases map

