



**Northern House
Academy**

Admissions Policy

Written	November 2020
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SLT Lead	Charlotte Roberts
Signed: Head Teacher	_____
Chair of IEB	_____

Provision

Northern House Academy is a special school for children aged 5 to 11 who have been identified as having 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). We also have children who have additional needs such as speech, language and communication needs (SCLN), Cognition and Learning needs (e.g. literacy difficulties) and sensory or physical needs (e.g. visual or hearing impairments).

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.

We are a member of The Gallery Trust: a multi-academy trust of special schools based in Oxfordshire. The Gallery Trust is dedicated to providing outstanding education and support for children and young people with SEND.

We aim to achieve the very best outcomes for all learners ensuring that children with SEND achieve better outcomes than their peers with similar needs in mainstream schools. We aim to provide the most appropriate education for the special educational needs of our students and to promote high standards and fulfilment of potential.

We are aspirational for our students and expect them to:

- achieve their very best
- become confident individuals living fulfilling lives
- make a successful transition to their next educational setting

Our curriculum is adapted to fit the needs of students. It is designed to enhance children's academic and social development and to focus on key areas which will have a real impact on their lives. Our core curriculum provides daily opportunities for individualised and group learning in English, mathematics, Thematic Approaches to Learning (TAL) and Communication and Interaction (non-verbal communication, paralinguistic skills, conversational skills, assertive behaviour) with children working towards meeting outcomes from their Education, Health and Care Plans (EHCPs).

Our class sizes are kept small and are generally made up of ten children and at least two class adults (class teacher and class teaching assistant). This ensures that every child has access to a team of adults who are class based. Our pastoral model includes support from The Gallery team which is run from dedicated Gallery spaces in the academy, supporting well-being and providing therapeutic support for members of the academy's community. The Gallery team are 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.

Further to this, children are supported by the academy's restorative approach, 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

For a child to be considered for a place at Northern House Academy, the school must be named by a Local Authority in Section I of the child's EHCP. Therefore, parents wishing for their child to benefit from our provision should ask their Local Authority to name Northern House Academy in their child's EHCP.

We welcome prospective parents and carers to speak to us prior to beginning the admissions process with their Local Authority so that we can talk about their child's SEND and how we may be able to support them. We also encourage parents and carers to view our website and to arrange a visit to the academy if possible.

Please contact us on the school's telephone number (01865 557004) or on office@northernhouseacademy.co.uk

Indicators for admission to Northern House Academy

1. The child has an Education, Health and Care Plan (EHCP)
2. The child has been affected by a situation which is known to negatively impact on children's outcomes:
 - A child in the care of the Local Authority
 - Bereavement, separation, loss, neglect or abuse
 - Mental illness or mental illness issues in the family
 - Frequent moves of home
 - Attended more than two primary settings
 - Poor attendance
 - Poor learning progress and educational engagement, despite accessing intervention
3. The child has severe, persistent and complex social, emotional and mental health needs that present barriers to learning. Evidence should include **most** of the following:
 - Behaviour that presents as aggressive, violent and provoking
 - Behaviour that requires Restrictive Physical Intervention (RPI) and a Positive Handling Plan (PHP)
 - A high-risk assessment of harm to self and/or to others
 - Extreme hyperactivity, impulsivity and lack of concentration
 - Behaviour that can be defiant and non-compliant with an inability to take responsibility for own actions
 - Frequently challenging or unusual behaviour that is evident in more than one setting and with a variety of adults and peers
 - Extreme reactions to changes of routine, activity, or everyday disappointments
 - Inappropriate social interactions, isolations, unhappiness, inability to empathise and poor relationships with peers
 - Low self-esteem and inability to accept praise

- A fear of learning and inability to access teaching and learning
 - An inability to function in larger whole class situations
 - A slow rate of academic progress, especially in literacy and numeracy
 - The child requires an individualised timetable necessitating 1:1 support for a significant amount of their time in school
 - The child is unable to manage a whole day at school necessitating an interim reduced timetable
 - The child has a significant challenging impact on the school community
 - Experienced and competent staff feel de-skilled and unable to effectively support the child in school
 - Professionals working with the child feel that they are unlikely to cope behaviourally, emotionally and socially in a mainstream environment
4. It is expected that all reasonable steps have been taken to support a mainstream placement and that these have not been successful. The child will have been supported through a number of interventions:
- A class or whole school system which manages negative behaviours and encourages positive behaviours
 - A high level of additional resources to facilitate flexible teaching arrangements including 1:1 social skills and nurture groups
 - Pastoral Support Plan in place
 - Individual Behaviour Plan in place
 - Positive Handling Plan based on current risk assessment in place
 - Individualised differentiated curriculum or timetable in place
 - Ongoing support and advice from external agencies including PCAMHS, CAMHS, Early Intervention Service, LCSS, Early Help Assessment, Social Care, Families within the CAF/TAF process, SENSS and SALT.
5. The parent has visited Northern House Academy and expresses a preference for a special school placement and the Local Authority agrees that specialist provision is appropriate. Placement will then be considered at the Countywide Admissions Panel (CAP).

OR

6. The parent prefers a placement in mainstream school, but evidence exists that no reasonable steps could be taken by the Local Authority or the preferred mainstream school to overcome the 'incompatibility with the efficient education of other pupils'.

NB: Northern House Academy feel strongly that all decisions around new admissions should be informed through an observation of the child in their current educational setting and are committed to making these visits. Current settings are encouraged to contact Northern House Academy to organise such a visit.