



# Iffley Academy Admissions Policy

Written	April 2021
Date of review	April 2023
SLT Lead	Tom Procter-Legg
Signed: Head Teacher	_____
Chair of Trustees	_____



## **Admissions Policy**

### **Provision**

The Iffley Academy is a co-educational special school for 176 children aged between 5 – 18 with persistent, complex and long-term learning needs, Autistic Spectrum Disorder (ASD) and associated Social, Emotional and Mental Health Needs (SEMH). The school is part of The Gallery Trust, an Oxfordshire Multi Academy Trust made up of a community of special schools. The Trust has a shared vision and ethos between the schools within it and is dedicated to driving standards for students with SEND in Oxfordshire.

The Iffley Academy aims to achieve the very best outcomes for all learners ensuring that students with ASD, SEMH and/or C&L achieve better outcomes than their peers, with similar needs, in mainstream schools, alternative provision and independent special schools. We will ensure that we provide the most appropriate education for the special educational needs of the students and promote high standards and fulfilment of potential.

We have high aspirations for every learner with a curriculum designed to enhance their academic and social development, and to focus on key areas, which will have a real impact on their lives. Our core curriculum will provide daily opportunities for individualised and group learning in English (Sound Reading System advanced synthetic phonics programme), Mathematics (Thematic approaches linked to problem solving or vocational contexts) and social communication (non-verbal communication, paralinguistic skills, conversational skills, assertive behaviour) with students working towards outcomes from the Education, Health and Care Plans.

Our pastoral model focuses on every student having a lead practitioner acting as their mentor throughout their school career and taking responsibility for promoting their emotional wellbeing and development. A range of additional interventions and therapies (e.g. art therapy, music therapy, dogs as therapy sessions) supports students to ensure that they are emotionally 'ready to learn' and that individual barriers to learning are removed. All students will be supported by the schools' restorative approach, a philosophy for making, maintaining and repairing relationships and fostering a sense of social responsibility and shared accountability. Our whole school approach to relationship building and conflict management creates a caring community and a sense of shared responsibility.

We are aspirational for our learners and expect them to:

- a) achieve their best
- b) become confident individuals - living fulfilling lives
- c) make a successful transition into adulthood

We are aspirational for our families and expect them to:

- a) work in partnership with the academy to make informed choices for their children
- b) support the academy staff in setting aspirational targets for their children

### **Admissions**

For a child to be admitted, the school must be named, by a local authority, in the child's education health and care plan (EHCP).



Parents wishing their children to benefit from our provision should ask their local authority to name our school in their child's EHCP.

For further information on our school, and the process for obtaining a place here contact:

Mr T Procter-Legg, Head Teacher  
The Iffley Academy, Augustine Way, Oxford, OX4 4DU  
t.procter-legg@iffleyacademy.co.uk

Other school policies and further information can be found on our website at [iffleyacademy.co.uk](http://iffleyacademy.co.uk)

- Appeals
- Anti-Bullying
- Assessment
- Attendance
- Behaviour
- Complaints
- Curriculum
- Equal Opportunities
- GDPR
- Positive Handling
- Safeguarding policy
- Special Educational Needs
- Teaching and Learning
- Working with Dogs

### **Indicators for admission to The Iffley Academy**

**1. The pupil has an Education, Health and Care Plan (EHCP) or a statement of Special Educational Needs (SEN)** or is currently undergoing a statutory assessment of their needs

**2. The pupil has persistent, complex and long-term learning needs.** Evidence should usually include:

- Within Key Stage 2: National Curriculum Year competencies normally above P5 but below Year 2
- At end of Key Stage 2: National Curriculum Year competencies normally above P7 but below Year 2
- At end of Key Stage 3: National Curriculum Year competencies normally above P8 but below Year 3
- At the end of Key Stage 4: National Curriculum Levels normally within the Year 1 competencies but below Year 3
- Learning difficulties in most curriculum areas, with greater difficulty in acquiring basic literacy and numeracy skills, and understanding concepts
- Inadequate progress despite appropriate interventions
- Life-skills well below age-appropriate levels

**3. The pupil also has significant needs** (*i.e. meets the criteria for statutory assessment*) in one or more of the following areas:

- Social communication and interaction difficulties
- Sensory or physical difficulties
- Emotional and social development, which may arise from their learning needs



- Experienced mainstream provision and has been unable to cope socially and emotionally and is distressed by the experience

**4. Additional indicators** will include these risk factors which are known to negatively affect children's outcomes:

- A child in the Looked After System
- Under-functioning in most aspects of school and social life
- Significant input from Health and Social Care
- Significant illness or mental health issues in the family
- Bereavement, separation, loss, neglect or abuse
- Poor communication & self-advocacy skills
- Family breakdown
- Poor family support network

**5.** Where appropriate, all reasonable steps have been exhausted to support the placement in mainstream and these have not been successful. Typically, the child's needs would have been supported through a high level of additional resources (equivalent to at least 15 hours 1:1) for over a year.

**6.** The parent expresses a preference for special school placement, which will be referred to the SEN Resources Moderation Panel and on to The Iffley Academy *OR* the parent prefers a placement in mainstream school, but evidence exists that no reasonable steps could be taken by the LA or school to overcome the 'incompatibility with the efficient education of other pupils' (Ed Act 1996)