

Admission Indicators for Specialist Provision in Oxfordshire

School / Setting Name	Orion Academy
LA Maintained or Academy Trust Name	The Gallery Trust
Type of Setting <ul style="list-style-type: none"> • <i>Community Special Schools</i> • <i>County wide Special Schools</i> • <i>Enhanced Provision Resource Base (Operated by the Local Authority)</i> • <i>Enhanced Provision Resource Base (Operated by the School)</i> 	Countywide Special School
Designation	Social, Emotional and Mental Health (SEMH)
Planned Admission Numbers	75
Location and Catchment	Knights Road, Blackbird Leys Oxford, OX4 6DQ
Age Group / Key Stages <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)
Setting Pen Portrait	
<p><i>Include a brief summary describing the core offer of this setting including information about the range of needs supported, how the provision is organised, class sizes, staffing ratios, curriculum and extra-curricular offer and opportunities for mainstream inclusion. Any specific approaches, facilities or opportunities offered such as creative arts therapies, swimming / hydrotherapy, forest school, therapy dogs etc. may also be included here.</i></p> <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 those who have Social, Emotional and Mental Health (SEMH) needs, Autistic Spectrum Condition (ASC) and other associated 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 works within the principles of, 'Ready, Respectful and Safe' and the students and staff work within restorative practices, where any conflict is managed through 'Mend It' meetings and opportunities are given to repair relationships on every level.</p> <p>We work to ensure that all our interventions and provision for SEND are tracked and evaluated at whole-academy level (with overall provision mapping and analysis of information from our new tracking system) and individual level (with individual provision trackers). 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. Our pathways for Year 9s ensure that all students have a Key Stage 4 curriculum which meets their needs. For some students this means accessing an alternative provision for some of their time each week.</p> <p>We have a therapeutic area where our students are able to access 1:1 or small group support for a variety of reasons. The Bridge is staffed by experienced practitioners who are qualified to</p>	

work with students to help overcome barriers to learning including supporting with strategies concerning anxiety and low self-esteem.

Students have access to a wealth of services and professionals provided by the academy 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).

Specific Interventions currently include:

- Art as Therapy in our specialist therapeutic space
- Sport as Therapy in our gym or one of our 3 sporting areas
- Music as Therapy delivered in 1:1 or small group sessions in drumming, keyboard or guitar in our music studio
- 1:1 or small group interventions with our therapy dog
- 1:1 or small group work to develop social skills, anger management, protective behaviours
- Small group enrichment opportunities e.g. girls group, KS4 art group
- Work with the Youth Engagement Service to offer 1:1 support to explore work experience, career aspirations, reengagement with learning
- Heroes for Horses – an off-site therapeutic stables
- Work experience opportunities, both in school and off-site within the local community or further afield.

We are currently in the process of developing sensory spaces to offer our students additional opportunities to self-regulate and calm in a safe and nurtured space.

Key principles:

- **The expectation in Oxfordshire is that pupils with SEND can be educated in their local mainstream setting**
- **Enhanced Mainstream and Specialist provision are part of the continuum of provision for pupils with SEND in Oxfordshire**
- **Whilst there may be some differences between individual settings, the general curriculum and support offer will be the same across a particular designation**
- **Indicators provide clear guidance to decision making regarding suitability in terms of age, ability and SEND.**
- **Indicators are published on the SEND Local Offer and are accessible to parents and carers**

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 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 (please indicate):	
<ul style="list-style-type: none"> • Behaviour that presents as aggressive, violent, provoking and may increasingly require physical intervention. • A high risk assessment of hurting another person or damaging property. • A significant impact on the school community: for example, staff stress and fear, distressed peers, preventing learning of others. • Experienced and competent staff feeling deskilled. • Extreme hyperactivity, impulsivity and/or lack of concentration. • Behaviour that can be defiant and/or non-compliant with an inability to take responsibility for their actions. • A growing sense of power and threat or a feeling that adults are unable to contain behaviour. • Frequently challenging or unusual behaviour that is evident in more than one setting and with a variety of adults and peers. • Low or inappropriate self-esteem and inability to accept praise. • A fear of learning and inability to access teaching. • Extreme reactions to changes of routine, activity, or everyday disappointments. • Inappropriate social interactions, isolation, unhappiness, inability to empathise and poor relationships with peers. • Withdrawn, quiet behaviour with communication difficulties. • Sexualised or inappropriate behaviour 	

<ul style="list-style-type: none"> • Evidence of alcohol and/or illegal substance misuse • Evidence of or vulnerable to involvement with criminal behaviour • Absconding from the school site 	
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 aged 10-18 in Key Stages 2 (Year 6 only), 3, 4 or 5 (post-16)	
2. Consideration will be given to the stage of education and transition points for this pupil.	
D. Ability 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.	
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 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 support to develop self-help/personal care skills.	
8. The pupil requires high levels of supervision in order to remain safe.	
9. The pupil requires support to develop self-esteem and explicit teaching on skills for wellbeing, safety, resilience and skills for adulthood.	
10. The pupil requires support from external agencies. Please list... <ul style="list-style-type: none"> • 	

F. Compatibility with the efficient Education of others

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

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| 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. | |

G. Other considerations

Any that additionally needs to be taken into account and that is not already covered above

Geography and Transport	1. This setting is the nearest appropriate provision by type to this pupils' home. (<i>Next nearest may be considered where capacity is not available in the nearest setting</i>)	
	2. 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	3. 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	4. 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.	
	5. 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	

H. Exit Indicators

Specialist placements are reviewed annually in line with statutory requirements. The following circumstances indicate changing needs that may lead to an AR making significant changes to Section F of a CYP EHCP:

1. If placement at the school was no longer suitable for the age, ability, aptitude or SEN of the pupil. For example, if the Academy determined that the level of SEN was such that a pupil's needs could be met in mainstream school.
2. If placement at the school was no longer compatible with the efficient education of the other pupils on roll. For example, if the Academy determined that the pupil's continued placement posed a significant health and safety risk to the other pupils.
3. Permanent exclusion in line with the Trust's Behaviour Policy. These exclusions occur rarely and are used as last resort.

In all of the above circumstances an Annual Review meeting would be held to discuss any potential changes with parent/carers and the Local Authority.