**Admission Indicators for Specialist Provision in Oxfordshire**

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| **School / Setting Name** | The Iffley Academy |
| **LA Maintained or**  **Academy Trust Name** | The Gallery Trust |
| **Type of Setting** | Countywide Special School |
| **Designation** | Moderate Cognition and Learning Needs (MLD) and associated needs in one or more of the following:   * Social Communication and Interaction Difficulties (C&I) * Social, Emotional and Mental Health needs (SEMH) |
| **Planned Admission Numbers** | 120 |
| **Location and Catchment** | [Iffley Turn, Oxford, OX4 4DU](https://www.google.co.uk/maps/place/The+Iffley+Academy/@51.7334523,-1.2344747,17z/data=!3m1!4b1!4m5!3m4!1s0x4876c13a72000d6d:0x4eeba1ab7bd43da8!8m2!3d51.733449!4d-1.232286) |
| **Age Group / Key Stages**  *Include any specific information e.g. any limitations around NOR in particular key stages* | 5 - 18 (Years 1-14)  Key Stages 3, 4 and 5 (post-16)  *KS1, KS2 and KS5 provision will only operate if there is demand and capacity within the school’s planned admission number* |
| **Setting Pen Portrait** | |
| 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.  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.  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.  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, 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:**

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| **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. |
| 1. 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 Moderate Cognition and Learning Needs (MLD) are the primary barrier to learning at the present time. |
| 1. There is evidence that the pupil’s SEN represent a long-term barrier to learning. |
| 1. 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. |
| 1. 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. |
| 1. The pupil has a complex Cognition and Learning profile and the evidence will indicate most of the following:  * 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. * displays high levels of hyperactivity, impulsivity and/or lack of concentration. * behaviour can at times present as highly disruptive and potentially harmful to others and may require physical intervention. * 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 * behaviour that can be oppositional with an inability to take responsibility for their actions. * challenging behaviour that is associated with the pupil’s special educational needs and may be worsened by not accessing suitable provision * low self-esteem and inability to accept praise. * fear of learning and inability to work independently * finds transitions very challenging and requires clear and safe routines often with ‘now and next’ prompts and additional support * finds making appropriate relationships with peers difficult and may be isolated, unhappy and withdrawn in school. * inability to empathise with the feelings of others. * inability to be able to communicate their needs. * underdeveloped self-care skills. * inability to risk assess high risk situations with limited protective behaviours. * may require close supervision in class and throughout the day with a high staff to pupil ratio * risk assessment of causing harm to others * risk assessment of causing damage to property or school buildings * risk of 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 11-18 in Key Stages 3, 4 or 5 (post-16). *KS2 and KS5 provision will only operate if there is demand and capacity within the school’s planned admission number* |
| 1. 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 has Moderate Cognition and Learning needs (MLD) and requires a fully differentiated curriculum which is not available within a mainstream setting. |
| 1. The pupil’s attainment at the time of referral falls within the following ranges:  * Within KS2: attainment shows that they are working above pre-KS1 but below National Curriculum Year 2 competencies * At the end of KS2: attainment shows that they are working between National Curriculum Year 1 competencies, but below Year 3 competencies * At the end of KS3: attainment shows that they are working between National Curriculum Year 1 competencies, but below Year 4 competencies * At the end of KS4: attainment shows that they are normally above National Curriculum Year 2 competencies, but below Year 4 competencies |
| 1. 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. |
| **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. |
| 1. The pupil requires highly individualised education programmes personalised to their learning goals. |
| 1. The pupil requires specialised behavioural and cognitive approaches to meet their SEN. |
| 1. The pupil would have a suitable peer group from within the current cohort from which they could form meaningful relationships with. |
| 1. 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. |
| 1. The pupil requires explicit and implicit support to develop appropriate social interaction and positive relationships. |
| 1. The pupil requires support to develop skills for independent learning. |
| 1. The pupil requires high levels of supervision in order to remain safe. |
| 1. The pupil requires support to develop self-esteem and explicit teaching on skills for wellbeing, safety, resilience and skills for adulthood. |
| 1. The pupil is able to attend a school setting and learn within a classroom environment. |
| 1. The pupil has not suffered significant Adverse Childhood Experiences (ACE) resulting significant trauma and requiring a specialist therapeutic setting. |

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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 | |
| 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. | |
| 1. 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. | |
| 1. 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 not be suitable for pupils with the following SEN:  * Working significantly below age related expectations (SLD/PMLD) * Significant Adverse Childhood Experiences (ACE) * Experience severe anxiety with associated Emotionally Based School Avoidance (EBSA) * Experience significant challenges with drugs, alcohol and/or illegal substance abuse * Exhibit sexualised or sexually harmful behaviour | |
| **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. (*Next nearest may be considered where capacity is not available in the nearest setting)* |
| 1. 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** | 1. 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** | 1. 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. |
| 1. 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 |

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| **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 school 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 school 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 Suspensions and Exclusions Policy. These exclusions occur rarely and are used as last resort.   In all of the above circumstances the school would aim for an Annual Review meeting to be held to discuss any potential changes with parent/carers and the Local Authority. |