Admission Indicators for Specialist Provision in Oxfordshire

School / Setting Name	Orion Academy
LA Maintained or Academy Trust Name	The Gallery Trust
Type of Setting	Countywide Special School
Designation	Social, Emotional and Mental Health (SEMH)
Location	Knights Road, Blackbird Leys Oxford, OX4 6DQ
Age Group / Key Stages *Include any specific information e.g. any limitations around NOR in particular key stages*	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.

Setting Pen Portrait

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.

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.

Students have access to a 3-tiered supported approach to their education: all students have access to the school's *universal* 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 *enhanced* 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 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	
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: ● Behaviour that may present as aggressive, either threats to harm or causing actual harm to others ● Behaviours which may increasingly require physical intervention. ● A risk assessment of causing harm or damage to property.	

• A significant impact on the school community: for example, staff stress and anxiety, distressed peers, preventing learning of others. • 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 disengagement with education • Behaviour which is frequently challenging and 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 negative reactions to changes of routine, activity, or everyday disappointments. • Inappropriate social interactions, isolation, unhappiness, inability to empathise and poor relationships with peers. • Evidence of ongoing challenge with risk-taking behaviours • 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 10-18 in Key Stages 2 (Year 6 only), 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*	
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 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: - Working significantly below age related expectations (ARE) - 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	