

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	Northern House Academy
<b>LA Maintained or Academy Trust Name</b>	The Gallery Trust
<b>Type of Setting</b>	Countywide Special School
<b>Designation</b>	Social, Emotional and Mental Health (SEMH)
<b>Location</b>	23 South Parade, Summertown, Oxford OX2 7JN
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	5-11 (Years 1-6) Key Stages 1 and 2
<b>Setting Pen Portrait</b>	
<p>Northern House Academy is a special school for children aged 5 to 11 who have been identified as having a primary special educational need of 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).</p> <p>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.</p> <p>Our core curriculum provides daily opportunities for individualised and group learning in English, mathematics, Thematic Approaches to Learning (TAL) and Communication and Interaction (Structured Social Development) with children working towards meeting outcomes from their Education, Health and Care Plans (EHCPs).</p> <p>Our class sizes are small ranging from 8 – 10 students per class with at least two class adults in support (class teacher and class teaching assistant). This ensures that every child has access to a dedicated and consistent class team. Our pastoral model includes support from The Gallery, a team of Pastoral Support Workers (PSWs) who provide on-call additional support for students and who provide additional interventions and therapy to support the therapeutic needs of the community. The Gallery team is 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.</p> <p>Further to this, 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.</p> <p>The academy’s behaviour policy and monitoring systems have been specifically designed to support students with Social, Emotional and Mental Health Needs, and Autistic Spectrum Disorder. Students’ specific range of behaviours and responses to the learning environment and free association are monitored on a weekly basis. This ensures that staff can adapt and refine planning to provide highly personalised interventions and additional support can be provided, as appropriate, by the pastoral team e.g. school dogs meet and greet students who are finding the transition from the taxi into school challenging each morning. This will also ensure that teachers can set aspirational social targets which are appropriate and linked to the student’s Educational Health and Care Plan.</p>	

The following Social and Emotional Learning strategies embedded in the class and across the school

community:

- Emotional 'Check in' at the start and finish of each day and following transition times
- Peer mentoring
- Use of emotion charts
- Class based roles and responsibilities e.g. Class student councillor
- Talking pairs and group work
- Breakaway spaces and the use calm spaces and rooms
- Restorative approaches to conflict management
- Personal goal setting and self-evaluation
- Team working – community building
- Modelling a 'Culture of Kindness'
- Modelling positive phrases and fostering emotional resilience and strategies to overcome failure

## 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.



<ul style="list-style-type: none"> <li>● Extreme hyperactivity, impulsivity and/or lack of concentration.</li> <li>● Behaviour that can be defiant and/or non-compliant with an inability to take responsibility for their actions.</li> <li>● A growing disengagement with education</li> <li>● Behaviour which is frequently challenging and that is evident in more than one setting and with a variety of adults and peers.</li> <li>● Low or inappropriate self-esteem and inability to accept praise.</li> <li>● A fear of learning and inability to access teaching.</li> <li>● Extreme reactions to changes of routine, activity, or everyday disappointments.</li> <li>● Inappropriate social interactions, isolation, unhappiness, inability to empathise and poor relationships with peers.</li> <li>● Evidence of ongoing challenge with risk-taking behaviours</li> <li>● Risk of absconding from the school site</li> </ul>	
<p><b>C. Age</b></p> <p><i>Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.</i></p>	
<p>1. The admission request is for a child aged 5-11 in Key stage 1 or 2</p>	
<p>2. Consideration will be given to the stage of education and transition points for this pupil.</p>	
<p><b>D. Ability</b></p> <p><i>Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision</i></p>	
<p>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)</p>	
<p>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.</p>	
<p><b>E. Aptitude</b></p> <p><i>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.</i></p>	
<p>1. The pupil requires teaching to be delivered in a small group learning environment.</p>	
<p>2. The pupil requires specialised behavioural and cognitive approaches to meet their SEN.</p>	
<p>3. The pupil would have a suitable peer group from within the current cohort from which they could form meaningful relationships with.</p>	
<p>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.</p>	
<p>5. The pupil requires explicit and implicit support to develop appropriate social interaction and positive relationships.</p>	
<p>6. The pupil requires support to develop skills for independent learning.</p>	



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 and resilience.	
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 in significant trauma and requiring a specialist therapeutic setting.	
<b>F. Compatibility with the efficient Education of others</b>	
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.	
<p>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:</p> <ul style="list-style-type: none"> <li>- Working significantly below age related expectations (ARE)</li> <li>- Significant Adverse Childhood Experiences (ACE)</li> <li>- Experience severe anxiety with associated Emotionally Based School Avoidance (EBSA)</li> <li>- Experience significant challenges with drugs, alcohol and/or illegal substance abuse</li> <li>- Exhibit sexualised or sexually harmful behaviour</li> </ul>	