

## Admission Indicators for Specialist Provision in Oxfordshire

<b>School / Setting Name</b>	Bardwell School
<b>LA Maintained or Academy Trust Name</b>	The Gallery Trust
<b>Type of Setting</b>	Community Special School
<b>Designation</b>	Cognition and Learning: - Severe Learning Difficulties (SLD) - Profound and Multiple Learning Difficulties (PMLD)
<b>Location</b>	Hendon Place, Sunderland Drive, Bicester, OX26 4RZ
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	2-19 (Year -2-14) EYFS and Key Stages 1-5 (post-16) <b><i>Nursery Classes (NCY -1 and -2) will only operate if there is demand and capacity within the school's planned admission number.</i></b> Earliest admission from the term in which the pupil turns 3 years old.

### Setting Pen Portrait

Bardwell School is a special school for pupils aged 2-19 who have either Severe Learning Difficulties or Profound and Multiple Learning Difficulties as their primary special educational need. In addition, many of our students also have physical difficulties, sensory impairments, speech and language difficulties and social communication needs. All of our pupils 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. The pupils are therefore able to benefit from the team of visiting specialists allocated to the school on specific days, including Speech and Language Therapist, Occupational Therapist, Physiotherapist and School Nurse (provided by Oxford Health NHS Trust). We also work closely with and are able to access support from external services including Children's Social Care, Behaviour Support, and Teachers for Hearing and Visually Impaired.

Bardwell School has a strong focus on individualised, inclusive learning. Students are grouped with peers of a similar age, in classes where learning is skilfully differentiated to ensure every pupil succeeds and is celebrated in a fully inclusive class and school community. As a 'non-label-led' school, we believe that by getting to know our students as individuals; understanding their barriers to learning, their personalities, their educational starting points and what motivates them, we are then best placed to plan for meaningful next steps in their development.

The Bardwell curriculum provides a framework for teaching and learning in the school, underpinned by assessment from which teachers make judgements as to the appropriate next steps for pupils. This allows teachers to deliver positive, stimulating and challenging learning alongside personalised learning focused on each student's planned pathway to adulthood.

## Key Principles at Bardwell School

### Knowledge and understanding of the learner

All of our learners are unique individuals. It is essential that we understand their strengths and qualities if we are to challenge them in their learning. We are a non-label-led school and believe that the strength of our approach comes from our depth of understanding of our students.

- It is important to develop a deep understanding of each individual student as a person. This includes but is not limited to their communication skills, likes and dislikes, fine and gross motor skills, preferred ways of engaging, and their relationship with the wider learning environment.
- It is vital that we identify the existing capabilities of each student and use these as starting points to ensure that learning is accurately targeted, and progress is matched to high expectations.

### Multi-sensory approach

At Bardwell School, we understand that our learners will engage in their education in a myriad of ways. We understand the importance of learners being regulated before they are able to learn. We take time to understand how each child regulates and engages with the people and the environment around them, in order to plan and deliver meaningful teaching and learning opportunities linked to their key developmental priorities, through a multi-sensory approach. Teachers think creatively given the paucity of materials that cater for older students working at developmental levels that do not match age-related expectations. We consider learner's ages and cognitive understanding when planning appropriate stimuli, themes and experiences. Any use of schemes or packages such as our phonics scheme, have been carefully considered to ensure they can be delivered in a bespoke way, to meet the needs of each individual.

### Communication rich environment

At Bardwell we believe that communication is core to learning and this features strongly within all areas of our curriculum. We adopt a 'Total Communication Approach' where children are exposed to a wide range of communication methods and supports. Staff are trained to notice children's communicative attempts and to build on students preferred methods of communicating.

## 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

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| 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

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| 1. The pupil has an EHC Plan which indicates that Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD) are the primary special educational need. |  |
| 2. There is evidence that the pupil's SEN represent a long-term barrier to learning.   |  |

<p>3. The pupil has an SLD or PMLD learning profile and the evidence will indicate most of the following (please indicate):</p> <ul style="list-style-type: none"> <li>• The pupil has significant developmental delay impacting speech, language and communication/motor and mobility skills/independent learning. Requiring close supervision and verbal, gestural, or physical support to complete tasks.</li> <li>• The pupil is likely to require close supervision when in class throughout the day with a high staff to pupil ratio.</li> <li>• The pupil is likely to require direct supervision when off-site.</li> <li>• The pupil requires direct physical support or close supervision and guidance (verbal or gestural) with dressing and other aspects of personal care.</li> <li>• The pupil has profound and multiple needs requiring constant adult support.</li> <li>• The pupil has complex medical needs.</li> <li>• The pupil may have behaviour relating to having their needs or wants met without an understanding of the reasons why this may not be appropriate or suitable at a given time. These behaviours could be either impulsive or habitual. SEMH will not be the primary special educational need of the pupil.</li> <li>• The pupil may at times express themselves using unsafe behaviours due, in part, to not having the communication skills to satisfy their needs or understand why needs or wants cannot be met. A lack of understanding of the impact of their actions on others underpins this behaviour. If these incidents occur with frequency, then this would exceed the school's core provision offer.</li> </ul>	
<p><b>C. Age</b>  Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.</p>	
<p>1. The admission request is for a child aged 2-19</p>	
<p>2. Consideration will be given to the stage of education and transition points for this pupil.</p>	
<p><b>D. Ability</b>  Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision</p>	
<p>1. The pupil has severe learning difficulties and requires a fully differentiated and individualised curriculum.</p> <ul style="list-style-type: none"> <li>• The pupil is in EYFS or KS1 and their development or attainment shows that they are working at half or less than half their chronological age.</li> <li>• The pupil is in KS2 and their attainment shows that they are working no higher than at pre-KS1 on entry.</li> <li>• The pupil is in KS3 or above and their attainment shows that they are working no higher than KS1 on entry.</li> </ul>	
<p>2. The pupil has profound and multiple learning difficulties and requires a fully differentiated and individualised curriculum.</p>	
<p>3. The pupil would not be of Moderate Learning Difficulty (MLD) ability level <b>or</b> above, as the curriculum offer at Bardwell School is suitable for pupils whose academic attainment falls below the level of standardised tests and examinations and is therefore not suitable for pupils who have the potential to achieve above this level.</p>	

## 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 learning to be delivered through small class groups with high levels of adult support, with some 1:1 learning opportunities across the week.	
2. The pupil requires a flexible and creative approach to teaching in order to meet specific needs, with learning broken down into incremental stages in order to achieve success.	
3. The pupil requires teaching and learning to be delivered through a multi-sensory approach, incorporating the support of visual, auditory, sensory and active approaches and resourcing.	
4. The pupil requires a total communication learning environment with access to a range of resources and approaches that support development in communication and understanding including visual aids, signing, symbols and/or Augmentative and Alternative Communication (AAC) aids.	
5. The pupil requires clear and consistent approaches to support positive behaviour, interaction and engagement in learning. (NB this is within the context of the pupil's primary need being SLD or PMLD and does <u>not</u> encompass pupils whose primary area of need is SEMH, requiring appropriate expertise of a therapeutic nature and/or consistent 1:1 support.)	
6. The pupil requires explicit and implicit support to foster appropriate social interaction and positive relationships.	
7. The pupil would have a suitable peer group from within the current cohort of the school and be able to form meaningful relationships with the peer group at the school.	
8. The pupil requires support or close supervision to develop skills for independence including, for example, personal care, dressing, accessing community resources.	
9. The pupil requires high levels of supervision in order to remain safe.	
10. The pupil requires access to school staff experienced in supporting pupils who require specialist expertise, approaches and resources for Speech and Language Therapy, Physiotherapy and Occupational Therapy.	

## 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 would not compromise the safety and well-being of other pupils within the setting.	
2. The pupil's admission would not compromise the school's ability to meet the educational, medical, therapeutic, sensory, physical, social and emotional needs of pupils already on the school's roll, as outlined within their Education, Health and Care Plans.	
3. The pupil's admission would not lead to a risk of slower progress and possible diminished overall development for pupils already on the school's role, as a result of reduced opportunity for learning and support through additional pressure on staffing ratios, resourcing, therapy support and facilities.	
4. The pupil's admission would not further compromise the physical and sensory needs of those pupils already on the school's role due to additional pressure on already inadequate space.	

<p>5. The pupil's admission would not compromise the education and well-being of others within the setting due to a lack of appropriate expertise, structures, systems and approaches. This provision is suitable for pupils with a primary need in the area of Cognition and Learning and, whilst some pupils may have subsidiary needs in the area of SEMH, the school's expertise, structures, systems and approaches are not suitable for pupils whose SEMH needs primarily define their ability to engage, learn and interact with others.</p>	
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