

Admission Indicators for Specialist Provision in Oxfordshire

School / Setting Name	Bloxham Grove 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)
Location	Bloxham Grove Road, OX15 4LL
Age Group / Key Stages <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	7 - 18 (Years 3 - 13) Key Stages 2, 3, 4 and 5 (post-16) <i>KS2 and KS5 provision will only operate if there is demand and capacity within the school's planned admission number</i>
Setting Pen Portrait	
Bloxham Grove Academy is a special school for students aged 7 - 18. All our students have an Education, Health and Care Plan (EHCP) which state 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. A tiered approach to provision A tiered approach to supporting students means that we offer support which is relevant to individual needs, we do not treat all students the same, we ensure our resources are appropriately distributed and we work effectively with other professionals and colleagues. All students are allocated a class group and they will spend a proportion of their time learning as part of this group depending on which of the tiers they are following:	

1. All our students benefit from the academy's *Universal Offer* which is an in-class provision of Quality First Teaching delivered via small class groups and a specially designed curriculum which is built around the SEND needs of the learners and delivered by the teaching and learning team. The curriculum comprises 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 to our students.
2. Some students, who have more complex additional needs, may receive a higher level of support via an *Adapted Offer* which could involve long-term intervention delivered by the academy's Pastoral Team external to the classroom or intervention from other external professionals or agencies. The *Adapted Offer* sees students accessing targeted specific interventions e.g., art therapy, mentoring or tutoring in addition to the *Universal Offer*;
3. A few students may require an entirely tailored approach to the curriculum, and they therefore may follow an *Individualised Offer* which will include targeted and specific interventions and additional support from external professionals. Some students who are following an *Individualised Offer* may benefit from some off-site provision such as using a known and recognised alternative provision.

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 and staff follow the principles of restorative practice, a philosophy for making, maintaining and repairing relationships and fostering a sense of social responsibility and shared accountability. When conflict arises, it 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. Our whole academy approach to relationship building and conflict management creates a caring community with a sense of shared responsibility.

Students will have access to a wealth of services and professionals provided by the academy and external providers including Oxford Health NHS Trust Integrated Therapy Team (Speech and Language Therapy, Occupational Therapy, and Physiotherapy), and we also work closely with Children's Social Care.

Admissions Indicators:

A. Child / Young Person's 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 student

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 student has an EHC Plan which indicates that Moderate Cognition and Learning Needs (MLD) are the primary barrier to learning at the present time.

2. There is evidence that the student's SEN represent a long-term barrier to learning.

3. The student 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 student has a reduced timetable in place and is unable to manage a whole day at school.

4. The student has been unable to participate consistently in whole class learning for more than four terms or failed to thrive and make progress in or has been permanently excluded from two previous settings.

5. The student 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 students 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 student'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 student 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 Students 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 7 - 18 in Key Stages 2, 3, 4 or 5 (post-16). <i>KS2 and KS5 provision will only operate if there is demand and capacity within the academy's planned admission number</i>	
2. Consideration will be given to the stage of education and transition points for this student.	
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 student has Moderate Cognition and Learning needs (MLD) and requires a fully differentiated curriculum which is not available within a mainstream setting.	
2. The student'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	
3. The student does not have Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD). The curriculum offer at Bloxham Grove	

Academy is suitable for students working towards a suite of vocational and functional qualifications at Entry Level 1 or 2 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 student requires teaching to be delivered in a small group learning environment.	
2. The student requires highly individualised education programmes personalised to their learning goals.	
3. The student requires specialised behavioural and cognitive approaches to meet their SEN.	
4. The student would have a suitable peer group from within the current cohort from which they could form meaningful relationships with.	
5. The student 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.	
6. The student requires explicit and implicit support to develop appropriate social interaction and positive relationships.	
7. The student requires support to develop skills for independent learning.	
8. The student requires high levels of supervision in order to remain safe.	
9. The student requires support to develop self-esteem and explicit teaching on skills for wellbeing, safety, resilience and skills for adulthood.	
10. The student is able to attend a school setting and learn within a classroom environment.	
11. The student has not suffered significant Adverse Childhood Experiences (ACE) resulting in 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 student'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 student's admission onto the school roll and the provision outlined in their EHCP would not compromise class size and high staff to student ratio beyond what is recommended in government guidance.	

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| <p>3. The student'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 students with a primary need of Moderate Cognition and Learning needs (MLD). A particular diagnosis is not an indication that the student has the same needs or requires the same provision. The school's expertise, structures, systems and approaches would generally not be suitable for students with the following SEN:</p> <ul style="list-style-type: none"> - Working significantly below age related expectations (SLD/PMLD) - Significant Adverse Childhood Experiences (ACE) - Experience of 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 | |
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