



The **GALLERY TRUST**

A community of special schools

Admissions

Date ratified	February 2024
Review date	October 2024
Review cycle	Annually
Version	2
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“To provide a safe, happy learning environment in which individuals achieve, flourish and develop self-confidence and respect for others.”

Aims

- To work within the admissions policy of the Local Authority [LA]
- To establish clear guidelines for staff and parents regarding admissions
- To establish guidelines and structures for efficient management of admissions
- To establish systems to facilitate efficient communication between the LA, School and Parents

Background

- Oxfordshire County Council have set admission indicators to its special schools and this framework is adhered to by all professionals who are considering the potential admission of a child to Springfield School.

The areas of Special Educational Needs (see -25 Code of Practice 2015) that pupils at Springfield School may have within their primary need are:

- Communication and interaction;
- Cognition and learning;
- Sensory and/or physical needs.

The categories of SEN for Springfield School may include but are not limited to:

- Severe Learning Difficulties (SLD),
- Profound and Multiple Learning Difficulties (PMLD)
- Moderate Learning Difficulty (MLD)
- Speech, language and communication needs (SLCN);

Whilst our pupils primary need may be found above, pupils may also have SEN in the following categories:

- Visual impairment (VI) September 2016
 - Hearing impairment (HI)
 - Multisensory impairment (MSI);
 - Physical disability (PD);
 - Social, emotional and mental health (SEMH) difficulties.
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- The school is designated to take pupils, living in West Oxfordshire, with cognition and learning difficulties between the ages of 2 and 16 years of age.
 - Children over the age of 5 who live in West Oxfordshire are likely to be referred by their Educational Psychologist. For those that move into the area the parents may make the initial contact with the School or the LA.
 - In all cases the referral has to follow the guidelines set out by the LA which comply with the Special Educational Needs Code of Practice. The School is not permitted to admit any pupils without the approval of the LA. All children put forward for a place at Springfield School either have a Statement of Special Educational Need or an Education Health and Care plan or are undergoing a Statutory Assessment.

Procedures for implementation

Stage 1 – Information Visit

- Any parent who makes contact with the school is invited to visit. This visit is arranged and managed by a member of the Senior Leadership Team who is responsible for maintaining a record of any such contact with families.
- If a request is received from the LA to place a child who has not yet visited the school then this visit will be arranged by a member of the Senior Leadership Team as soon as possible. Parents may or may not wish to bring their child with them to this meeting. They are given basic information about the work of the school and the curriculum offered. They are also taken to visit classes in the appropriate age range and the school's specialist facilities.
- Where possible, Springfield staff are always willing to attend Annual Review meetings of pupils who are likely to or have been referred to the school.

Stage 2 – Placement Request and confirmation

- If the parents wish to proceed with a request for a Springfield School place then the professional supporting the child will need to complete the necessary paperwork and submit it to the LA. Guidelines for the paperwork required can be found in Oxfordshire LA's SEN Handbook.
- A place at the school cannot be considered unless the child either has a Statement of Special Educational Needs or a Statutory Assessment is underway. Once this is in order then the LA's County Admissions Panel (CAP) will consider the request and decide whether it would be appropriate to approve a place at Springfield School.
- If a place at Springfield School has been approved by CAP, this information will be passed on by the Special Education Needs Officer (SENO) responsible for the school who will consult the school by letter, sending all the reports considered by the CAP. The school should respond to the LA within 15 working days of receiving this letter of consultation.
- If the school considers that it is unable to meet the needs of the child, they will clearly outline the reasons for this decision.
- If a place has not been approved by the panel, then the parents can seek advice from the Parent Partnership and should contact the Assistant Educational Officer responsible for the school.
- Once the school has agreed that a place at Springfield is appropriate and available they will email the SENO indicating the timescale for admission. The SENO will then contact the family with this information. The SENO is responsible for organising school transport with the SEN Transport Team if it has been approved.
- Within 2 weeks of the LA receiving this response the school will make contact with the parents to discuss the admission and make arrangements for the child to visit prior to starting. The school will also send out an admissions pack containing documentation about the school and a range of forms which the parent/s will need to complete prior

to their child starting school. These give the school important information about the child.

Stage 3 – Transition Visits and sharing information

- Before the pupil's admission Springfield School's Clinical Nurse Specialist will contact the family to arrange a meeting with them, prior to the their child's admission, to discuss all health issues relating to their child. If there are medical issues that impact upon the school day e.g. the administration of emergency medication, she will need time to set up the necessary protocols and training programme for class staff to manage the medical procedures. To ensure the child's safety in school it may mean that the admission is delayed until the training is completed.
- Where possible a series of transition visits are arranged for the child to familiarise them with the school and staff. If appropriate, staff from previous settings are encouraged to attend with the child in order to transfer information. Photographs of key people and activities may be taken to go home with the child so that they can be further prepared for any change.
- Where children move into the area and need to start school quickly it may not be possible to arrange transition visits.

Stage 4 – First Attendance

- All staff are made aware that a new pupil is starting at the school and class staff take responsibility for settling the child into school routines in an appropriate way.
- Class staff will discuss the needs of the pupil at the earliest possible class meeting. The teacher will liaise with interdisciplinary staff to ensure that an all-round picture of the child's needs can be established as quickly as possible.
- Teaching staff are responsible for ensuring close liaison with parents is maintained over this period and any issues addressed as soon as possible.

Criteria for Admission

See Appendix 1 for Oxfordshire County Council's document 'Indicators for Admission to Special Schools and Special Provision'.

Complaints

Any complaint about the operation of the admissions policy should be dealt with through the school's complaints procedure. Details will be provided by the school Office on request.



Appendix 1 – Admission indicators

Admission indicators for Springfield School

The pupil has an Education, Health and Care Plan (EHC Plan) or in exceptional cases, is currently undergoing a statutory assessment of their needs.

Either:

The pupil has persistent, complex and long-term learning needs.

Evidence should include:

- a) Teacher assessment indicate the child is working well below the Pre-Key Stage Standards and is likely to remain below the Pre-key stage standards throughout their education. Attainment levels for pupils are expected to remain at or below Level 2 of the National Curriculum for much of their school careers.
- b) Standardised development assessments are scored below the first percentile.

Or

The pupil falls outside the range defined above, but also has significant needs (meets the criteria for statutory assessment) in one or more of the following areas:

- Communication and interaction;
- Cognition and learning;
- Sensory and/or physical needs.

Additional indicators may include:

- a) A predicted high level of dependency throughout his/her life
- b) Severely under-functioning in most aspects of school and social life
- c) A need for multi-agency input from both Health and Social Services with access to after school and respite care.

The child would benefit from a highly differentiated curriculum in smaller classes.

Or

The parent expresses a preference for special school placement which is agreed by Moderation Panel

Or

The parent prefers a placement in mainstream school, but evidence exists that no reasonable steps could be taken by the LA or school to overcome the 'incompatibility of efficient education of others'.