

Admission Indicators for Specialist Provision in Oxfordshire

School / Setting Name	Springfield School
LA Maintained or Academy Trust Name	The Gallery Trust
Type of Setting	Community Special School
Designation	Cognition and Learning - Severe Learning Difficulties (SLD) - Profound and Multiple Learning Difficulties (PMLD)
Planned Admission Numbers	110
Location and Catchment	Bronze Barrow, Cedar Drive, Madley Park, Witney, Oxfordshire, OX28 1AR
Age Group / Key Stages <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	3-16 (Year -2-11) – earliest admission from the term in which the pupil turns 3 years old. EYFS and Key Stages 1-4
Setting Pen Portrait	
<p>Springfield School is a special school for pupils aged 3-16 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.</p> <p>The pupils benefit from the team of visiting specialists allocated to the school, including Speech and Language Therapists, Occupational Therapists, Physiotherapist and Specialist School Nurses (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 the Hearing and Visually Impaired.</p> <p>Springfield School believes that all pupils are entitled to a relevant, broad and balanced curriculum. We therefore strive to ensure that all pupils are able to access all areas of learning. As a special school we recognise that our pupils will require a curriculum that meets their individual needs. In the Early Years Foundation Stage we also follow the EYFS curriculum and work towards the Early Learning Goals.</p> <p>As pupils move through the school the curriculum balance changes, leading to a Key Stage 4 curriculum with a greater emphasis on personal development and acquiring life skills that will allow these young adults to live as independently as possible. We aim for our pupils to acquire, develop, practice, apply and extend their skills and understanding and to develop personal interests and capabilities.</p> <p>Pupils work towards units from the AQA Unit Award Scheme that matches all areas of the Springfield School curriculum and the needs of the pupils. Key Stage 4 pupils also participate in the Duke of Edinburgh Award Scheme.</p> <p>Springfield is based on two co-located sites with mainstream schools. Our EYFS and Primary pupils share a building with Madley Brook CP School. Our Secondary pupils have a designated</p>	

building on the same site as Wood Green School. The Hydrotherapy Pool is based on the Primary Site and is accessed by all primary pupils and those secondary pupils requiring it.

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 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.
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. For pupils transferring from mainstream schools, the pupil has been unable to participate consistently in whole class learning for more than four terms.
5. The pupil has an SLD or PMLD learning profile and the evidence will indicate most of the following (please indicate):
 - 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.
 - The pupil is likely to require close supervision when in class throughout the day with a high staff to pupil ratio.
 - The pupil is likely to require direct supervision when off-site.
 - The pupil requires direct physical support or close supervision and guidance (verbal or gestural) with dressing and other aspects of personal care.
 - The pupil has profound and multiple needs requiring constant adult support.
 - The pupil has complex medical needs.
 - 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.
 - 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.

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 3-16
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 has severe learning difficulties and requires a fully differentiated and individualised curriculum.
 - 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.
 - The pupil is in KS2 and their attainment shows that they are working no higher than at pre-KS1 on entry.
 - The pupil is in KS3 or above and their attainment shows that they are working no higher than KS1 on entry.
2. The pupil has profound and multiple learning difficulties and requires a fully differentiated and individualised curriculum.
3. The pupil would not be of Moderate Learning Difficulty (MLD) ability level **or** above, as the curriculum offer at Springfield 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.

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 not 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.
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 of in the area of Cognitive 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.

G. Other considerations

Geography and Transport	1. This setting is the nearest appropriate provision by type to this pupils' home. <i>(Next nearest may be considered where capacity is not available in the nearest setting)</i>
	2. Required travel time to and from the setting would not be detrimental to the pupils' wellbeing or readiness to learn.
Environmental and Health and Safety Factors	3. There are no concerns about site safety that, with all reasonable adjustments, could not be mitigated to make this placement safe for the pupil
Non-educational needs	4. Consideration has been given to whether support to address any unmet health needs would enable the pupil to remain in or attend their current setting.
	5. Consideration has been given to whether support to address any unmet social care needs within the child's family and wider context, would enable them to remain in their current setting

H. Exit Indicators

1. If placement at the school was no longer suitable for the age, ability, aptitude or SEN of the pupil. For example, if the Academy determined that the level of SEN was such that a pupil's needs could be met in mainstream school.
2. If placement at the school was no longer compatible with the efficient education of the other pupils on roll. For example, if the Academy determined that the pupil's continued placement posed a significant health and safety risk to the other pupils.
3. Permanent exclusion in line with the Trust's Suspensions and Exclusions Policy. These exclusions occur rarely and are used as last resort.

In all of the above circumstances the school would aim for an Annual Review meeting to be held to discuss any potential changes with parent/carers and the Local Authority.