



ADMISSIONS

Frank Wise School is an Oxfordshire County Council School for children with special educational needs aged between 2 and 19 years. The school's catchment area is the the major centres of Banbury, Chipping Norton and the villages around them.

PROCEDURES

All admissions to the school come through the Local Authority (please see Oxfordshire's Indicators for Admission to Special Provision Booklet, summarised in Appendix 1. *Please note that the school does not agree with bullet point 4, that it should be required that the initial position for placement of a child should be based on the philosophy that "All reasonable steps have been exhausted to support the placement in mainstream and these have been not been successful"*). Initially, referrals are considered by an LA resource panel against the indicators for admission. From this panel referrals are put forward to the school. A decision is made based on the capacity to successfully admit the child within their age range without impacting in any negative way upon the education of those children who are already in the school. In an emergency admissions may be made by prior agreement directly between the LA and the school.

CRITERIA FOR ADMISSIONS

The LA have produced admission indicators for special schools and these are reproduced overleaf. In terms of teaching and learning we would add that pupils attending Frank Wise School need:

- A highly structured curriculum based upon individualised clearly defined learning programmes delivered on a 1:1 basis or in very small groups by a teacher who is able to offer a flexible approach to teaching to match each pupil's specific needs.
- A small class of about 8/9 pupils (less in the Assessment Nursery and our 1st Family Group) with 1 teacher plus an appropriate number of classroom support staff.
- A balance of individual and small group specialist teaching combined with appropriate functional inclusion opportunities in a local mainstream school.
- A caring, stimulating environment where all pupils are valued and fully supported with consistent approaches to behaviour management.
- Specialist resources (e.g. adapted teaching equipment and facilities, individual seating and furniture, sensory stimulation room, hydrotherapy pool).
- Additional support from other professionals e.g. school nurse, physiotherapist, speech and language therapist, occupational therapist and specialist advisory teachers.

ADDITIONAL POINTS

The school is funded for a set number of planned places. If the composition of admissions looks likely to exceed the number of planned places, or that:

- class sizes will become too large and unmanageable;
- health and safety procedures are likely to be breached;
- the financial resources to provide specialised equipment or additional support become totally inadequate;

then the Governing Body, in consultation with the Headteacher and LA, will decide which pupils should be admitted. The Governing Body will make its views known immediately to the LA who ultimately have the responsibility to provide an appropriate education for all children.

Reviewed by: Simon Knight

Date: March 2012

Approved by Governors:

Date: 24 May 2012

Appendix I - Indicators

1. The pupil has a statement of SEN or is currently undergoing a statutory assessment of their needs.
2. The pupil has persistent, complex and long-term learning needs. Evidence should include:
 - P scale/ National Curriculum formative functional assessments in line with currently available national data ⁽¹⁾ (see SLD/PMLD graphs below of average attainment levels)
 And/or
 - Standardised development assessments 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
- sensory and/or physical
- behaviour, emotional and social development.

3. Additional indicators may include:
 - a predicted high level of dependency throughout his/her life
 - severely under-functioning in most aspects of school and social life
 - a need for multi-agency input from both Health and Social Services with access to after school and respite care.
4. All reasonable steps have been exhausted to support the placement in mainstream and these have not been successful. Typically, the child's needs will have been supported through a high level of additional resources (at least 15 hours 1:1 or equivalent intensive support).
5. The parent expresses a preference for special school placement, which is agreed by the resources 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 with the efficient education of other pupils' (Education Act 1996).

(1) University of Durham, Data Collection and the Analysis of P-Scale Assessment Data, February 2002.

