



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, summarised in Appendix 1. Please note that the school does not agree with the implied message in the latter part of Point 4, that the initial position for placement of a child should be based on the philosophy that steps have been exhausted to support the placement in mainstream and these have not been successful, and would actively wish to honour the the element of Point 1 for admissions to the Early Years, which states that a child can be "currently undergoing a statutory assessment of their needs" to be eligible for admission. Initially, referrals are considered by a Local Authority SEN Moderation and Resourcing Panel against the indicators for admission. From this panel, referrals are put forward to the school. A decision is made by the school 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.
- The capacity to meet the needs of the child as identified in their Education, Health and Care Plan and/or professional reports within the school's existing systems, structures and practices, which are defined by our ethos, aims and values.
- The number of students already in the relevant academic year group, so that a maximum of nine in one year group is not exceeded.

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, modified 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 (fewer in the Assessment Nursery) 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, if appropriate, specialist advisory teachers.

ADDITIONAL POINTS

In an emergency, admissions may be made by prior agreement directly between the Local Authority and the school.

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: Heidi Dennison

Date: April 2018

Approved by Governors:



Date: 10th May 2018

Appendix I - Indicators

1. The pupil has an Education, Health and Care Plan under the Children and Families Act 2014 or in exceptional circumstances, is currently undergoing a statutory assessment of their needs.
2. **Either:**
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. Attainment levels for pupils are expected to remain at or below Level 1 of the National Curriculum for much of their school careers.
 - 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. The child would benefit from a highly differentiated curriculum in smaller classes which is not available in mainstream despite additional TA hours and intensive support. Typically the child's needs will have already 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 Moderation Panel
or
the parent prefers a placement in mainstream school, but evidence exists that no reasonable steps could be taken by the LEA or school to overcome the 'incompatibility with the efficient education of other pupils' (Education Act 1996).