

# Admissions

Frank Wise School is an Oxfordshire County Council Community Special School for children with severe learning difficulties and profound and multiple learning difficulties (please Appendix for definitions), aged between 2 and 19 years. The school's roll includes children and young people from the major centres of Banbury and Chipping Norton and the villages around them.

## PROCEDURES

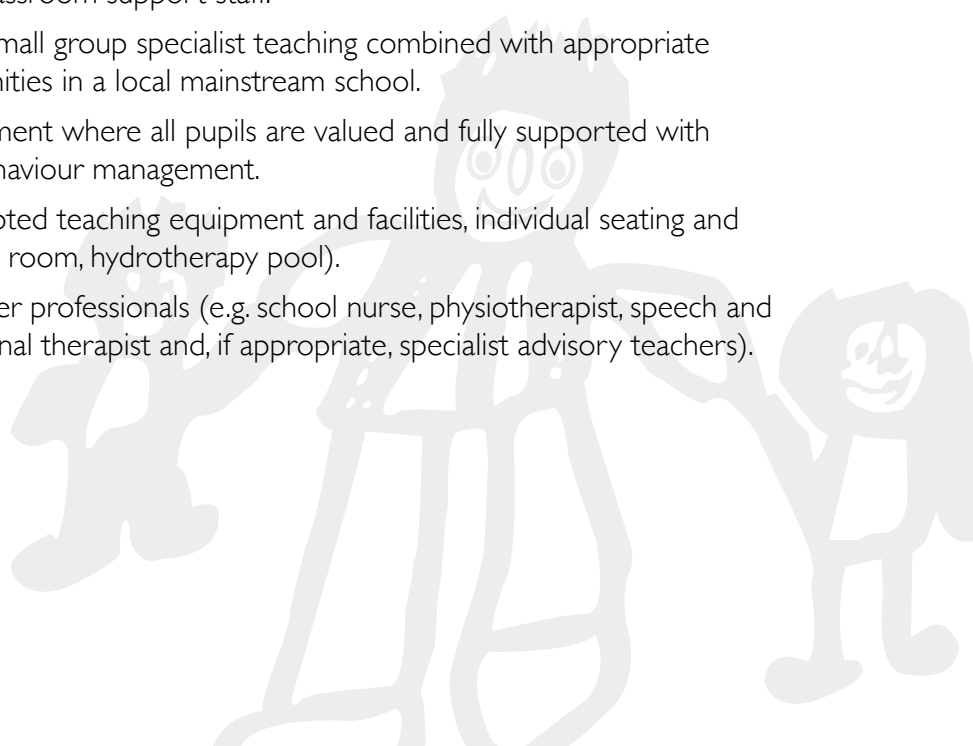
All admissions to the school follow the Local Authority processes and procedures. Following the agreement of a Local Authority multi-agency panel to undertake a statutory assessment process and this process concluding that specialist provision is appropriate, in accordance with the indicators for admission (Appendix 2), referrals are considered at an admissions panel. The school will declare its position to the admissions panel based on:

- The capacity to successfully admit the child within a class consisting of 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 Local Authority has published Admission Indicators for Frank Wise School, a Specialist Provision in Oxfordshire (Appendix 2). In relation to teaching and learning, pupils attending Frank Wise School would need:

- A highly structured, modified curriculum based upon individualised, clearly defined learning programmes delivered on a one to one 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 Foundation Family Group) with one 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;

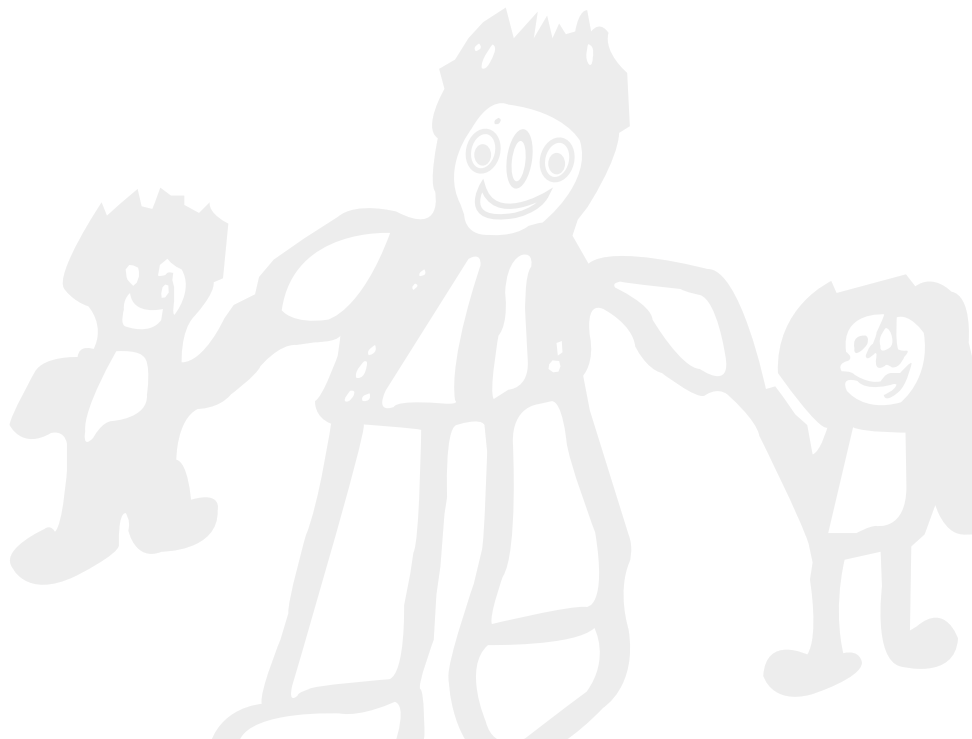
then the Governing Body, in consultation with the Headteacher and LA, will decide which pupils should be admitted. The Governing Body will make its views known immediately to the Local Authority who ultimately have the responsibility to provide an appropriate education for all children.

**Reviewed by:** Heidi Dennison

**Date:** August 2023

**Approved by Governors:**

**Date:** September 2023



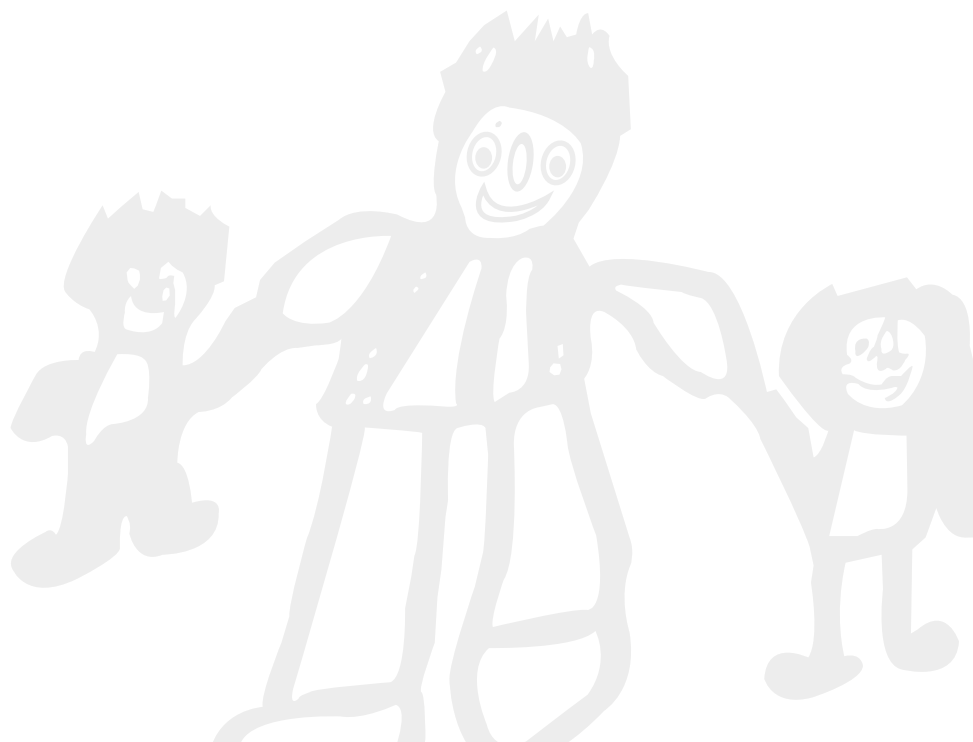
## **APPENDIX I - Definitions of Severe Learning Difficulties and Profound and Multiple Difficulties**

### **Severe Learning Difficulty (SLD)**

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with SLD will need significant support in all areas of the curriculum and learning will need to be broken down into small steps. They may also require the specific teaching of self-help, independence and social skills. Some will be able to engage in conversations at a very basic level when key information is presented simply and emphasised, but many will rely on augmentative communication systems, such as signs and symbols. Their attainment would usually fall at or below the 0.1 percentile of age-standardised tests and is likely to remain below that expected of a child in Year 1 (aged 5) for much of their time at school.

### **Profound and Multiple Learning Difficulty (PMLD)**

Pupils with profound and multiple learning difficulties have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Pupils require a very high level of adult support, both for their learning needs and also for personal care. They are likely to need sensory stimulation and sensory-based learning as part of a curriculum broken down into very small steps and are likely to require specialist equipment and support for their posture and feeding. Most pupils with PMLD communicate by gesture, eye pointing or symbols, although a small number may have some spoken words. Their attainment is likely to remain in the sphere of developing early learning responses and early communication skills, such as responding consistently to presented resources or familiar exchanges, throughout their time at school.



## APPENDIX 2 - Definitions of Severe Learning Difficulties and Profound and Multiple Difficulties

Please note that, on a philosophical basis, the school does not agree with the notion that the initial position for placement of a child should be based on all steps having been exhausted to support the placement in mainstream to a point deemed unsuccessful, and would actively wish to honour a role in the statutory assessment process for children in the Early Years.

### Admission Indicators for Specialist Provision in Oxfordshire

*This template to be used to set admissions indicators for all types of specialist provision in Oxfordshire including:*

- Community Special Schools
- County wide Special Schools
- Enhanced Provision Resource Base (Operated by the Local Authority)
- Enhanced Provision Resource Base (Operated by the School)



<b>School / Setting Name</b>	<b>Frank Wise School</b>
<b>LA Maintained or Academy Trust Name</b>	<b>LA Maintained - Oxfordshire County Council</b>
<b>Type of Setting</b> <i>See above</i>	<b>Community Special School</b>
<b>Designation</b>	<b>For children and young people with Severe Learning Difficulties and Profound and Multiple Learning Difficulties</b>
<b>Planned Admission Numbers</b>	<b>116.8</b>
<b>Location and Catchment</b>	<b>Banbury North Oxfordshire</b>
<b>Age Group / Key Stages</b> <i>Include any specific information e.g. any limitations around NOR in particular key stages</i>	<b>2 – 19 Assessment Nursey Foundation Stage, Key Stages 1, 2, 3, 4 and 5</b>

#### Summary of Provision

*Include a brief summary describing the core offer of this setting including information about the range of needs supported, how the provision is organised, class sizes, staffing ratios, curriculum and extra-curricular offer and opportunities for mainstream inclusion.*

Frank Wise is a community special school for children and young people with severe and profound and multiple learning difficulties, aged between 2 and 19. The school aims for the students to develop knowledge, skills and understanding, at a level appropriate for their needs, across a broad and balanced subject-based curriculum, with the ultimate aim of leavers departing with the ability to apply their learning in functional situations as independently as possible.

The school is organised into chronologically-based classes, known as 'Family Groups'. Students are grouped by age to enable every child to develop within a socially diverse Family Group in which each child is valued as a unique individual. The classes have around nine children and are led by a teacher supported by three full-time Classroom Support Officers. The school has an Assessment Nursery within the Foundation Family Group and Post 16 provision, known as The Griffiths Centre.

We have developed an evolving curriculum framework based on clear, skills-based teaching objectives achieved through careful task analysis and differentiation. All students are given full access to a dynamic curriculum, meticulously tailored to meet specific learning needs and interests. This approach provides consistency throughout the school, but also offers scope for teachers to design and implement creative but highly structured teaching programmes to meet the individualised educational needs of each child in their class. The classes all have a structured timetable with balances that gradually shift as the children





progress through the school, ensuring that their evolving learning and social needs can be met.

The school's policy of making and maintaining strong associations and links with mainstream schools means that all students up to the age of 16 spend at least half a day per week in different local primary and secondary schools for joint curricular activities. The school works actively to develop similar links with the local business community with the aim of building relationships for work-related learning, as well as raising the profile of all that our students have to offer in their future adult lives.

#### Key principles:

- The expectation for successful inclusion of pupils with SEN in mainstream schools, wherever possible underwrites the indicators for all specialist provision in Oxfordshire
- The indicators are clear about how the provision in this school or setting fits into the overall continuum of provision for pupils with SEN in Oxfordshire.
- Indicators are consistent with indicators for all types of specialist provision and whilst there may be overlaps between providers, there should not be significant gaps
- Indicators provide clear guidance to decision making panels about the intended cohort for this provision in terms of age, ability, SEN and need.
- Indicators are published on the SEND local offer and are accessible to parents and carers.

#### Admissions Indicators:

<b>A. The Efficient Use of Resources</b>	
Inclusive education in the local mainstream setting is the preferred option for most children with SEN in Oxfordshire, and Oxfordshire schools have funding delegated to meet the SEN of the majority of children. A child does not meet the indicators for specialist placement if needs can be met in a mainstream placement	
a) Appropriate universal strategies are in place to ensure quality first teaching in the current setting	
b) Specialist provision as set out in the EHC plan has been delivered in the current setting over three terms, but has yet to deliver on the outcomes in the plan	
c) The current setting has followed, monitored and adjusted as necessary interventions as advised by external support services such as SENSS, Educational Psychology and integrated therapies	
d) All reasonable adjustments have been made to meet the pupil's needs in their current setting in line with the Equalities Act and the OCC Schools Accessibility Strategy	
<b>B. Child / Young Persons Views and Parental Preference</b>	
The views of the child or young person and parental preference are important indicators in admissions decisions and are considered subject to the provision being appropriate to the age, ability, aptitude and special educational needs of the pupil	
a) Admission to this provision is consistent with the child or young person's views and aspirations as set out in the EHCP	
b) The views of the pupil are, as far as possible, expressed and evidenced and indicate a positive preference for a change to this type of provision	
c) If a young person has reached the end of compulsory education, their views must be considered independently of their parent's views, subject to their capacity as set out in the Mental Capacity Act	
d) The parents' or carers' have expressed a reasoned and well-informed preference for this type of provision	



e) The pupil requires learning opportunities that are supported through visual, auditory, sensory and active approaches and resourcing	
f) The pupil requires explicit and implicit support to foster appropriate social interaction and positive relationships	
g) The pupil requires support to develop skills for independence	
h) The pupil requires high levels of supervision in order to remain safe	
i) The pupil requires a carefully co-ordinated multi-professional support	
j) The pupil requires access to specialist resources for therapy	

#### H. Other considerations

<b>Geography and Transport</b> <small>Next nearest will be considered where capacity is not available in the nearest setting</small>	a) The pupil lives in Banbury or the surrounding area in the north of the county	
	b) This setting is the nearest appropriate provision by type to this pupils' home	
	c) Required travel to and from the setting would not be detrimental to the pupils' wellbeing or readiness to learn	
<b>Environmental and Health and Safety Factors</b>	a) The pupil's behaviour can be safely supported in this setting through a risk assessment and positive behaviour support plan	
	b) There are no concerns about site safety that, with all reasonable adjustments, could not be mitigated to make this placement safe for the pupil	
	c) The pupil can develop strategies to cope with the everyday sensory demands of the setting	
<b>Unmet non-educational needs</b>	a) Consideration has been given to whether support to address any unmet health needs would enable the pupil to remain in their current setting	
	b) 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	

#### J. Contra Indicators

Add any that are specific to this provision or school site

- a) This provision 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
- b) 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 structures, systems and approaches are not suitable for pupils whose SEMH needs primarily define their ability to engage and learn
- c) This provision comprises mixed attainment groupings for pupils with a broad range of learning and physical needs and is therefore not suitable for pupils whose specific needs would be directly incompatible with inefficient education of others in the peer group

#### K. Exit Indicators

Specialist placements are reviewed annually in line with statutory requirements. The following circumstances indicate changing needs that may lead to an AR or EAR making a recommendation for a change of placement:

- a) The pupil has progressed to such an extent they could now thrive in mainstream with support
- b) The pupil is approaching a change of key stage or key transition point
- c) The pupil's attendance (if attendance drops significantly)
- d) The pupil or parent expresses the wish for a change of provision
- e) The pupil's behaviour has become a threat to the health and safety of staff and/or other pupils