

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 1 for definitions), aged between 2 and 19 years. Arrangements for admission are managed by Oxfordshire County Council Local Authority which oversees the processes and procedures for admission to special schools.

PROCEDURES

All admissions to the school follow the Local Authority processes and procedures. Following the approval of a Local Authority panel that a statutory assessment process should be undertaken and the subsequent agreement of a multi-agency panel's review of this information being that specialist provision can be explored, the school will respond to consultations for admission from the Local Authority. All information will then be considered at a Local Authority county admissions panel, which prioritises admission based on the evidence provided.

The school will declare its position to the admissions panel based on:

- The admission indicators for the school (Appendix 2).
- 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 capacity to successfully admit the child within a class consisting of their age range whilst simultaneously ensuring the maintenance of stable educational provision for those children who are already on the school's roll, meaning no detrimental impact will be experienced other children as a result of the admission of the child.
- The number of pupils already in the relevant academic year group, so that a maximum of nine in one year group is not exceeded.

CONSIDERATIONS 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 and the local community.
- A caring, stimulating environment where all pupils are valued and fully supported with consistent approaches to supporting behaviour and interpersonal development.
- Access to specialist resources and approaches (e.g. adapted teaching equipment and facilities; individual seating and furniture; hydrotherapy pool; a total communication environment).
- Additional support from other professionals (e.g. specialist school nurse, physiotherapist, speech and language therapist, occupational therapist and, if appropriate, specialist advisory teachers).

ADDITIONAL POINTS

The school will prioritise children from the local area; Banbury and the surrounding villages.

Visits to the school will be offered to families of children for whom the school is the nearest Community Special School and for whom a Community Special School is felt likely to be suitable provision for the child's particular needs, as detailed in their Education, Health and Care Plan and cross referenced with the school's indicators for admission (Appendix 2). Visits will be offered only when the school has known capacity to admit to the child's age group for the start of the following academic year and allocation to identified appointment slots will be on a first come, first served basis.

If the school can meet a child's need but cannot offer all of the points of admission identified within Section F of the Education, Health and Care Plan, the school will outline this in their formal response. Any offer of a place will be made on the basis that this fact is understood and agreed acceptable by parents and professionals, and it is expected that the EHCP Casework Officer will have secured this agreement before a placement is confirmed. The identified points of provision will be removed at the first Annual Review following admission or, in exceptional cases where the implications of the inclusion of the point of provision are that this places the school in an unacceptable position of risk in relation to the responsibility, it will be expected that the amendment is made by the Local Authority prior to a placement being confirmed.

When families have accepted a place and the Education, Health and Care Plan has been re-issued naming the school, the school will contact the family to plan transition meetings and visits. If admission has been agreed for a September start, contact, meetings and visits will take place in June and July, once class groupings for the coming academic year have been confirmed and teachers allocated to the class groups.

SCHOOL CAPACITY

The school is funded for a defined number of places each year. If the composition of admissions looks likely to exceed the school's site capacity (as determined by the most recent DfE Net Capacity Assessment), or that:

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

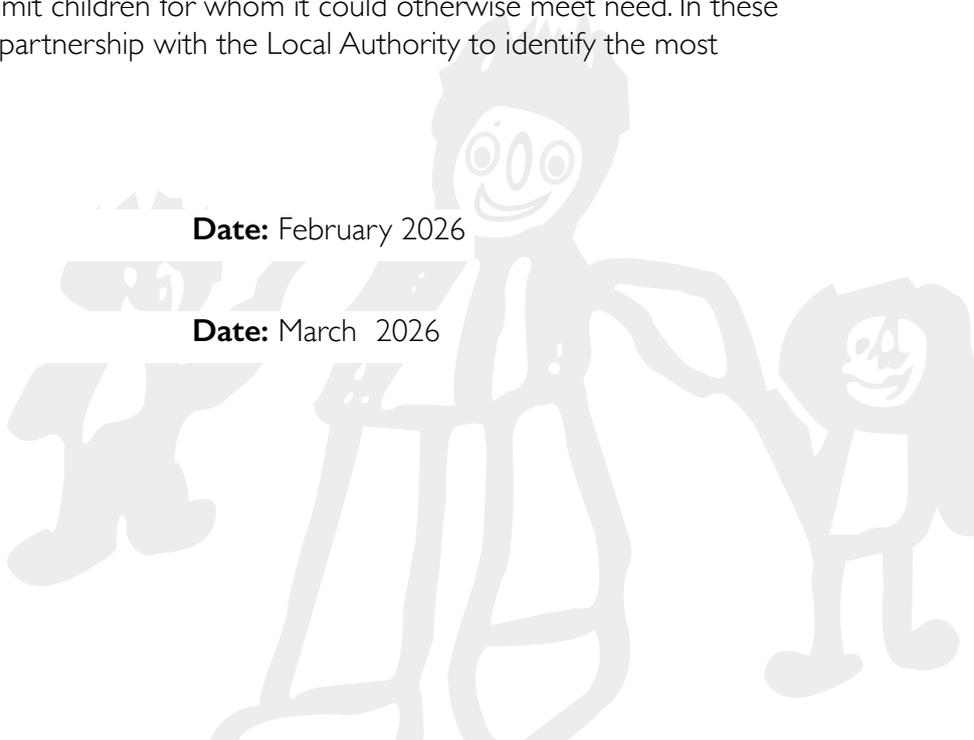
then the school may not be able to admit children for whom it could otherwise meet need. In these circumstances, the school will work in partnership with the Local Authority to identify the most appropriate course of action.

Reviewed by: Heidi Dennison

Date: February 2026

Approved by Governors:

Date: March 2026



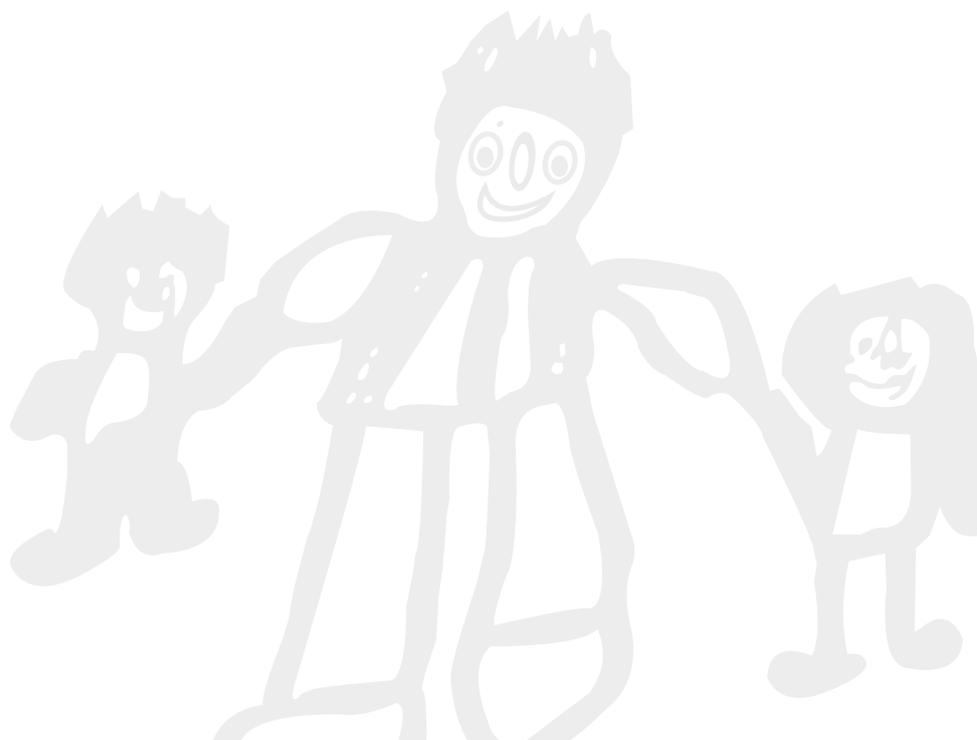
APPENDIX I - Definitions of Severe Learning Difficulties and Profound and Multiple Difficulties

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 - Admissions Indicators

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

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| School / Setting Name | Frank Wise School |
| LA Maintained or Academy Trust Name | LA Maintained - Oxfordshire County Council |
| Type of Setting | Community Special School |
| Designation | For children and young people with Severe Learning Difficulties and Profound and Multiple Learning Difficulties |
| Planned Admission Numbers | 116.8 |
| Location and Catchment | Banbury North Oxfordshire |
| Age Group / Key Stages <i>Include any specific information e.g. any limitations around NOR in particular key stages</i> | 2 – 19 Assessment Nursey Foundation Stage, Key Stages 1, 2, 3, 4 and 5 |
| Setting Pen Portrait | |
| <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The school's students leave us for a range of destinations including local colleges, out of county residential provision and, occasionally, supported internships. The transition is managed carefully in order to facilitate the young people to progress directly from their</p> | |

achievements at Frank Wise School. They embark on further education which focusses on the functional application of learned skills, independent living skills and work-related learning.

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 Cognition and Learning needs are the primary barrier to learning at the present time.
2. There is evidence that the pupil's SEN represent a long-term barrier to learning.
3. The pupil's learning profile indicates that they have needs that can be described as Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD).
4. The pupil's primary area of need is **not** in the sphere of Social, Emotional and Mental Health (SEMH), requiring appropriate expertise of a therapeutic nature and/or consistent 1:1 support.

C. Age

Pupils educated out of their year group will typically revert to their chronological year group on admission to specialist or enhanced provision.

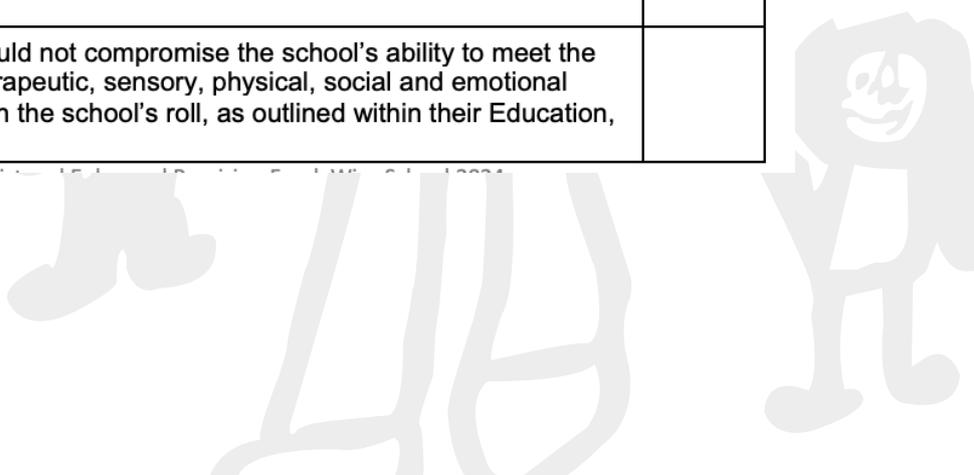
1. The admission request is for a pre-school aged child of at least 2 years old on the proposed date of admission.
2. The admission request is for a child who would be within the Foundation Stage, Key Stage 1, 2, 3 or 4 on the proposed date of admission.
3. The admission request is for a young person who would be within Key Stage 5 on the proposed date of admission
4. 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 difficulty or global developmental delay affecting learning 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.

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| 2. The pupil has profound and multiple learning difficulties and requires a fully differentiated and individualised curriculum. | |
| 3. The pupil's academic attainment falls below the level of standardised tests and examinations and the pupil does not 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 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 specialist expertise, approaches and resources for Speech and Language Therapy, Physiotherapy and Occupational Therapy. (NB the school does not have structures, systems, approaches or expertise in, or access to advice and support for, therapy for significant sensory needs.) | |
| 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. | |



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| <p>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.</p> | |
| <p>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.</p> | |
| <p>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.</p> | |
| <p>6. The pupil's admission would not be incompatible with the specific combination of needs of the pupils within the mixed attainment grouping that would form the peer group for the pupil, in line with the school's organisational structure by chronological age.</p> | |

