



Admissions Policy

This policy was adopted on: **17 May 2018**
The policy is to be reviewed by: **16 May 2021**

Bardwell School is an Oxfordshire County Council School for children with special educational needs aged between 2 and 19 years. The school's main catchment area is Bicester, Kidlington and the villages around them. Most of our pupils are resident in Oxfordshire but a few may join the school from Buckinghamshire or Northamptonshire especially where they live close to county borders.

Oxfordshire County's Council Special Educational Needs Casework Team can be contacted on 01865 328048 with any individual queries.

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 I. *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 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.

New admissions will be offered to start of the first day of each term, these being 2nd September 2015, 5th January 2016 or 11th April 2016. Transitional visits will be arranged as appropriate, leading up to a pupil's start date.

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 Bardwell 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 Class 1) 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 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 and the arrangements for the admissions. 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.

We recognise the benefits of pupils attending school close to their home community, when possible. Therefore, if we receive two or more admission consultations at the same time priority will be given to those children who live within the school's main catchment area.


In line with OFSTED guidance, where provision is requested for two year olds, they attend for up to two hours per session until the term in which they achieve their third birthday, when the time could increase to fifteen hours where appropriate. Time is increased in consultation with parents and other agencies, provided they all agree that such an increase benefits the child's development. All children will be in school full time during the academic year in which they are five.

Appeals on admissions will be managed by the Local Authority in which the child is resident.

Reviewed by : 

Date : 17 May 2018

Approved by Governors :



Date : 17 May 2018

Appendix 1 – Special School Admission 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 been 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).