



Oaklands School

"The best for all, the best from all"

Oaklands School

Policy for Admissions and Admissions Criteria

Date reviewed	Headteacher Signature	Headteacher Name	Governor Signature	Name	Policy to be signed off at Full GB meeting YES / NO	Date for policy to be reviewed

Policy for Admission for Oaklands School, Winsford

All special schools are beyond the normal schools admission system [Law of Ed. A1524; EA 1996 s.98 – B5639]

SEN Consolidation regulations 2001 / 3455. Reg 12A inserted 2007: *subject to para (2) below, no child shall be admitted to a maintained special school unless:-*

(a) a statement/EHCP is maintained for him;

(b) he is admitted for the purposes of an assessment and his admission to the school is with the agreement of the authority, the headteacher of the school, the child's parent and any person whose advice is to be sought in accordance with reg 7.; or

(c) he is admitted following a change in circumstances etc

The Local Authority in consultation with Oaklands School, Winsford has developed the following admission subscription criteria as a guideline to future admissions (this guidance is primarily applied to the phased transfer intake in Year 7):

1. Oaklands School is designated to meet the needs of the SEN population with complex moderate learning difficulties in Cheshire West and Chester Council and prior consideration must be given to residents living within these boundaries. CWAC SEN provision is committed to cost effective ways of delivering resources and services to children with Education Health and Care Plans. In the spirit of partnership any surplus places will be offered in the first instance to Cheshire East Council.
2. Age 11 to 17.
3. Admissions will not generally exceed the schools Planned Admission Number of 30. The school operates three classes per year group of up to 10 pupils.
4. In determining the suitability of placement a pupil must demonstrate significant delay in learning across the academic and social curriculum. On transition, have made lower than expected progress over time and not capable of meeting age related National Curriculum expectations i.e. on entry to school at aged 11, presenting a mixed learning profile, (operating across previous P8 to Level 2+).
5. The pupil will also exhibit a range (more than one) of ongoing difficulties in the following areas:
 - Complex individual needs (speech, language & communication, attention, motivation, learning style, medical needs) with diagnosed developmental delay requiring multi-professional support and possible small group/class support.
 - Isolation due to degree of disability, adult intervention is needed in order to be included in all activities and an educational programme set up with a high level of individual focus and small group support.
 - Need for an individual programme and high level of adult support to enable access to the curriculum at an appropriate developmental level using multi-sensory approaches, as appropriate.
 - Adult intervention needed to sustain attention control in order to progress learning at a developmentally appropriate level.
 - Inappropriate interactions which can cause harm or injury to self or others which impact on the pupil being appropriately included. They require small group support.
 - Difficulty controlling own emotions/feelings of frustration or distress in response to a social or environmental situation which requires a high level of adult intervention.
 - Signs of distress to some otherwise everyday social situations or activities, e.g. withdrawing, refusing, avoiding, which requires a high level of adult support.
 - Need for adult intervention to enable independent / self help skills to progress.

However all students will be able to demonstrate that they are able to make progress over time.

Evidence of the above is gathered following the Year 5 transition review of the Statement of Special Educational Needs/EHCP. The Local Authority will consult with the school during the Autumn Term prior to the year of transition. This process may include:

- Written consultation based on evidence obtained during and following the Year 5 Annual Review,
- Verbal contact by the school with any external agencies involved with the pupil identified in the written consultation documents,
- Contact with current teaching staff to update academic profile including class observation by Oaklands Senco. The pupil will not be interviewed at any stage in this process.

Following this process SEN Assessment & Monitoring Teams from all Local Authorities and the Head Teacher/Senco of Oaklands will identify the 30 most appropriate children based on the child's special educational needs against the criteria detailed in points 4 and 5.

Any parent/carer who has a child who they wish to attend Oaklands School and whose needs match that of the admission subscription criteria must contact their local authority admissions/SEN Team to request a place.