

NORTHFIELD SCHOOL ADMISSIONS POLICY

Date adopted	February 2017
Signed by chair of FGB	
Member of staff responsible for monitoring	Assistant Headteacher
Review frequency	Biennial
Date ratified by Full Governing body	February 2015

Date	Changes made	Agreed by	Authorised for use by	Date of review
01/17	Behaviour, emotional and social difficulties (BESD), changed to Social, emotional, or Mental health (SEMH)			
	Changed name of Iffley Mead to Iffley academy to match their branding changes			
	Added register of admissions information			

Introduction

This policy includes the Social, Emotional and Mental Health (SEMH) indicators relevant to our setting and an overview of the process that is used to determine whether or not a pupil's placement at Northfield School is appropriate.

An indicative proportion of pupils who will be admitted to specialist provision each year for BESD will be around one per 3,000 pupils, averaged across all mainstream schools

Admission procedure

Students are usually referred to Northfield School as a result of a multi-professional assessment that has culminated in a statement indicating the need for a specialist placement for secondary aged students with Social, Emotional or Mental Health (SEMH). The panel will consider whether the pupil's EHCP indicates whether or not the pupil is well placed at Northfield by comparison to the SEMH indicators detailed below.

The Area Special Needs Education Officers make referrals to the admissions panel, which is chaired by a Senior Education Officer and consists of the following members:

Senior Education Officer **Chair**

Education Officer

Headteacher Northfield

Headteacher Woodeaton

Headteacher Iffley Academy

Headteacher Northern House

The admission panel meets once a term to consider applications and allocate places according to where the panel members feel would be the appropriate school for each student. During this meeting transfers of students between schools are also discussed and students are moved according to newly identified need.

If offered a place by the panel, the admissions procedure continues as follows:

- The Parents/Guardian and the young person are invited to visit Northfield School. This informal interview allows all parties to ask questions and to see how the school operates.
- If it is agreed that Northfield School is appropriate and represents a positive step arrangements are made to accommodate the student.
- Admission forms, free school meal forms and school documentation is issued to Parents/Guardians.
- Transport is arranged (where appropriate) by a SEN officer.
- Relevant Education Officers and the Headteacher of the student's previous school are notified of the date that the student will be transferring to Northfield School.
- Northfield staff are notified of a pupil admission and the start date.

The register of pupils' admission to the school is held on Arbor on the school computer system.

Social Emotional Mental Health Indicators

1. The pupil has an Education Health Care plan or in exceptional cases, is currently undergoing a statutory assessment of their needs
2. The pupil has persistent, complex, profound and long-term needs in the area of behaviour, emotional and social development (SEMH).

The Code of Practice provides descriptors and interventions for behaviour, emotional and social development covering a range of needs:

"Children and young people who demonstrate features of emotional and behavioural difficulties who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs, may require help or counselling for some, or all, of the following:

- Flexible teaching arrangements
- Help with development and social competence and emotional maturity
- Help in adjusting to school expectations and routines
- Help in acquiring the skills of positive interaction with peers and adults
- Specialised behavioural and cognitive approaches
- Re-channelling or re-focusing to diminish repetitive and self-injurious behaviours
- Provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- Provision of a safe and supportive environment

SEN Code of Practice (2001), 7.60

3. It will be expected that all reasonable steps have been taken to support a placement in mainstream and that these have not been successful. The interventions/actions detailed above will typically have been supported through a number of provisions:
 - A high level of additional resources, typically, at least 15 hours 1:1 or equivalent intensive support
 - On-going EBD outreach
 - Re-integration Support Programmes (KS3 and 4) from Meadowbrook College
 - Connexions support
 - Pastoral Support Plans
 - Support from other external agencies
4. The pupil may also have significant needs (meets the criteria for statutory assessment) in one or more of the following areas:
 - communication and interaction
 - sensory and/or physical
 - cognition and learning
5. The parent expresses a preference for special school placement which is agreed by the 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).

