

Children, Education and Families

Specialist Provision

**Guidance on Admissions:
Special Schools and Resource
Bases**

Revised January 2015

Oxfordshire County Council
Children, Education and Families

GUIDANCE ON ADMISSIONS TO SPECIAL SCHOOLS AND RESOURCE BASES

Contents

1. Introduction to the indicators for admissions to special provision	2
2. Consulting the Governors	3
3. Children with Statements of SEN in Early Years Settings	3
4. Special School Academies	3
5. Education Act 1996 and SEN Code of Practice	4
6. Guidance when the school is nominally full:	4
7. Indicators for Admission at Specialist Resource Bases	6
a) Communication and Interaction Base Admissions Indicators	6
b) Hearing Resource Base Admissions Indicators	8
c) Ormerod Base at the Marlborough School Admission indicators	10
8. Indicators for admissions at Special Schools	13
Cognition and learning	133
Behaviour, emotional & social development	144
A) Woodeaton Manor School	166
B) Isis Academy.....	188
C) Northern House Special School.....	20

1. Introduction to the indicators for admissions to special provision

Where a CYP's (Child/Young Person) special educational needs are such that they are likely to need specialist provision not normally available in a mainstream school, the LA may consider a special school or a special educational needs resource base attached to a mainstream school or outreach support from another setting.

Sometimes CYP need different settings at different times of their school life.

The level and type of provision required by a CYP is considered at the point of agreeing a statement of special educational needs, or at an annual review. Admissions to special schools and specialist bases are for the LA (Local Authority) to determine on the basis of its consideration of all the advice received about a CYP's special educational needs. If the Special School is an Academy, the Academy is their own admissions authority. In agreement with individual academies, current applications for special school academies are considered through the SEN moderation panel process described below.

Admissions to special schools and specialist bases are agreed through a process of moderation panel discussions; there could be one or two stages depending on the provision sought.

Provision

These indicators relate to special school provision for learning needs, behaviour, emotional and social development and physical needs, also bases for communication and interaction, physical and sensory needs.

The Moderation Panel

All requests for special provision are considered at the Moderation Panel. The Panel currently comprises of:

- SEN Casework Service Manager
- SEN Casework Team Leader
- SEN Officer
- Senior Educational Psychologist
- Senior representatives from SENSS (Special Educational Needs Support Services)
- Head Teacher representatives from mainstream and special schools and academies in Oxfordshire
- Invited professional observers e.g. Parent Partnership.

The panel was established to ensure that fair and reasonable decisions are made. Each case is considered against the indicators for admission. Indicators are used rather than criteria, as a set of absolute standards for judgements would not permit individual cases to be considered according to the particular needs and circumstances of the child.

2. Consulting the Governors

The LEA (Local Education Authority) must consult the governing body of a school before naming it in a statement (Special Educational Needs Code of Practice 2001, 8:80). This is carried out by writing to the Head teacher [as representative of the governors] with a formal response time within 15 working days. The LEA will consider carefully any representation from governing bodies and other LAs. However, the final decision as to whether to name the school falls with the LA. Relevant extracts from the Education Act 1996 and Special Educational Needs Code of Practice 2001 are included overleaf.

3. Children with Statements of SEN in Early Years Settings

Where possible, for children transferring from early education settings to the primary phase, a provisional recommendation should be made in the year previous to transfer so that parents can consider all possible options. The child's statement must then be amended by 15 February of the year of transfer (as for all other children transferring between phases) in the light of recommendations of the annual review, the parents' view, preferences and the response to consultation by the LA with the school or schools concerned. It is deemed good practice to amend the statement one and a half terms before transfer date. It is important for placements to be finalised as early as possible in order for any advance arrangements relating to that placement to be made and to ensure that parents and children feel confident and secure about the arrangements.

Currently children entering integrated nurseries are usually admitted from the age of three [in line with the admission age to mainstream nurseries]. Children may be admitted to assessment nurseries from the age of two if considered to be appropriate in order to meet the child's special educational needs. From September 2013, 2 year olds who are looked after or meet the national eligibility criteria are entitled to 15 hours early years funded education. This cohort increases under wider eligibility criteria in September 2014.

4. Special School Academies

Admission to a special academy will be by way of a statement of special educational needs. Parents may make representations for a placement at a special academy.

The Local Authority responsible for making the statement retains responsibility for deciding whether to name the special academy in the statement, based on the individual needs of the child and any representations made by parents. A Local Authority is required to consult with the special academy before naming it in a child's statement. Once the special academy is named in a child's statement, the academy is under a statutory duty to admit the child as identified in the funding agreement of the individual Academy. If the Academy objects to it being named in Par 4 of a CYP's statement then it can make application to the Secretary of State. Parents may also appeal against any decision of refusal of admission to SENDIST. A Tribunal ruling can overturn the decision of the Secretary of State.

5. Education Act 1996 and SEN Code of Practice

Consultation before naming a maintained school in a statement

A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority.

The LEA must serve a copy of the proposed statement or amended statement, or of the existing statement and the amendment notice to the school(s) whom they are consulting, and if the school is maintained by another local education authority, that authority.

See Schedule 27, Education Act 1996

8:80 The LEA **must** consult the governing body of a school before naming it on a statement. If another authority maintains the school, the LEA must also consult that authority. The LEA should expect schools and other LEAs to respond within 15 working days, unless the time period falls within a school holiday that is longer than two weeks. The LEA should consider carefully any representations from governing bodies and LEAs.

8:81 If the consultation is the result of a parental preference for a particular school, the LEA should consider any concerns the governing body may have about meeting the child's special educational needs or about how the child's attendance might impact on the education of other children at the school, or the efficient use of resources. However, the final decision as to whether to name a school falls to the LEA.

8:82 When the consultation is not as a result of a parental preference the LEA should consider any concerns the governing body may have that the child's attendance might be incompatible with the efficient education of other children at the school and whether to governing body or the LEA can take reasonable steps to prevent that incompatibility. However, the final decision as to whether to name the school falls to the LEA."

6. Guidance when the school is nominally full:

8:85 The LEA should also consider carefully whether the admission of the child to a maintained mainstream school would take the school over the number of fixed as the number of intended admissions for the year, which must not be less than the 'standard number' or 'approved admissions number', in other words, whether the school is already nominally full. Admitting children over this number might be incompatible with the provision or efficient education or the efficient use of resources. In some schools an additional child in a class would be incompatible with the efficient use of resources. In some schools an additional child in a class would be incompatible with the efficient education of others as there might not be enough

physical space, especially if all the children require particular aids that take up a lot of space. LEA's must also comply with the class size legislation in infant classes (see paragraphs 1:33-38). The LEA should consider these points very carefully in cases where they are not the admissions authority for the school in question: that is, another authority maintains it or it is a voluntary aided or a foundation school.

8:86 Admissions over the number fixed for admissions in special schools may be more complex because the admissions number is expressed as a global total rather than per class or year group. In such cases, the LEA should consider the number in the class to which the child would be admitted rather than the total for the whole school."

7. Indicators for Admissions at Specialist Resource Bases

Special Education Needs Support Services (SENSS) Communication and Interaction Resourced Base admission indicators

Key Principles:

- **The indicators are designed to promote and support the successful inclusion of pupils with C&I needs in mainstream schools, wherever possible**
- **The indicators offer clarity about how the C&I base provision fits into the overall continuum of provision for pupils with a C&I need**
- **The C&I Base will support the achievement of the outcomes set out in the EHC Plan.**
- **The panel will always aim to allocate a place in the C&I base closest to the child's home**
- **Pupils enter a C&I base in a planned way, through regular admissions panels held termly.**
- **There is clarity about how it will be evidenced that a C&I base place is no longer needed or appropriate.**

a) Communication and Interaction Base Admissions Indicators

1. C&I must be the priority need as judged by the panel on the basis of the available evidence
<p>a) Admission to a C&I base will be considered in Key Stages (KS) 1, 2 and 3. Exceptional admissions, in Key stage 4, would require a coordinated, individualised provision arranged and managed by SENSS in conjunction with other agencies.</p> <p>b) The pupil has an EHC Plan or Statement of SEN which indicates that C&I needs are the primary need.</p> <p>c) It is expected that the pupils will have had identified SENs of some kind since KS1.</p> <p>d) If unmet needs exist within the child's wider context admission to a C&I base must be considered alongside other holistic, multi-agency interventions e.g. support from an Early Intervention Team</p> <p>e) If the pupil has behavioural needs relating to aggression/violence, provision will be only be considered where this has been triggered by debilitating levels of anxiety associated with their C&I needs. This needs to be supported by appropriate documentation such as:</p> <ul style="list-style-type: none">• Behaviour management plan.• Record of incidents including physical and verbal assaults.
2: All reasonable steps have been taken to meet the pupils needs
<p>a) There needs to be clear, demonstrable evidence that all reasonable steps have been taken to meet the pupil's C&I needs in their current setting as recommended in the SEN Guidance and their Statement or EHC Plan.</p> <p>b) It is expected the school will have followed, monitored and adjusted as necessary, highly specialist interventions advised by the Autism Advisory Teacher or the Integrated Speech, Language and Communication Needs Service for at least 6 terms.</p> <p>c) It is not appropriate to argue that support and strategies have not been put in place because to do so would take support away from other statement pupils in the school.</p>
3: Learning levels and curriculum needs
<p>a) Pupils must be able to progress towards accessing mainstream sessions for at least 30% of their time in school and benefit from inclusion.</p> <p>b) The pupil can access the mainstream curriculum but may need it presented in a highly specialised and flexible way with opportunities for consolidation.</p> <p>c) The provision is not suitable for pupils who have a global development delay and/or severe learning difficulties and/or extremely limited functional cognitive</p>

ability.

4: Sensory and Environmental Factors

Contra indicators are:

- a) Evidence to indicate that a pupil cannot develop strategies to cope with the everyday sensory demands of a mainstream campus.
- b) When absconding is a typical response to anxiety.

5: Voice of the child

- a) Children and Young People have a right to express an opinion and to have that opinion taken into account in any matter affecting them from the early years. Their views will be given due weight according to their age, maturity and capability by the admissions panel.
- b) It is clear (where applicable from the All About me section of the EHC Plan) how attending the base will support the outcomes the pupil aspires towards.

6: Parent views

- a) The parent's/carer's views about their child attending a C&I base are very important and will be taken into account unless it would not meet the needs of the child, be incompatible with the efficient education of other children, or be an inefficient use of resources.
- b) If a YP has reached the end of compulsory education the panel would normally expect that those services which have submitted evidence engage with the YP directly rather than their parent subject to their capacity to do so as set out in the Mental Health Act.

7: Additional considerations

- a) If attendance is below 90% this may indicate that other services, such as a CAF, or an Early Intervention Team may need to be accessed before offering a C&I base place.

There has been consideration of support from a C&I Advisory Support Worker

- b) or communication and interaction support worker.
- c) The host school agrees they can meet the needs of the pupil in the particular year group/Key Stage
- d) To offer a place is in line with the efficient use of resources and effective education of the pupil and other children.

8: Exit Criteria:

The C&I base place is reviewed on an on-going basis in line with statutory requirements. The following circumstances would always lead to a placement

review:

- a) If a pupil has progressed to such an extent they could thrive in mainstream with appropriate support
- b) Change of Key Stage
- c) If, after one year, the pupil is not making progress in usually being able to access the mainstream learning environment on a regular basis.
- d) If attendance drops below 80% an interim review will be required
- e) If a pupil or parent expresses the wish to change provision.
- f) There is a consensus view that the priority need could be best met elsewhere
- g) The pupil's behaviour is a threat to the health and safety of staff and/or other pupils.

September 2014

SENSS Admissions Indicators working group led by Sue Edwards SENSS Manager

b) Hearing Resource Base Admissions Indicators

The indicators:

- are designed to promote and support the successful inclusion of pupils with hearing impairment in mainstream schools, wherever possible
- provide clarity about how the resource base provision fits into the overall continuum of provision for pupils with a hearing impairment

A Essential indicators:
a) The pupil has a statement of SEN or is currently undergoing a statutory assessment of his / her needs.
b) The pupil can access the mainstream curriculum but may need it presented in a highly specialised and flexible way with opportunities for consolidation.
c) The pupil has a persistent and long-term severe/profound hearing impairment (objective measure; average hearing loss is 71dB or greater in the better ear) that has impacted on his / her overall language and communication development resulting in significantly delayed attainment and progress over a period of time.
B Additional factors:
d) Intelligibility; a familiar listener in context does not easily understand the child.
e) The child needs additional daily support for language and literacy development.
f) There is a need for significant modification to material and delivery of the curriculum, reinforced by opportunities for 1:1 / small group work in an acoustically treated base setting.

g) There is a need for the equivalent of daily intervention from a teacher of the deaf and a high level of specialist teaching assistant support.

h) Social skills are significantly affected by the young person's hearing impairment.

A young person with a moderate hearing loss and additional difficulties will be considered if the additional difficulties are having a significant combined impact on his / her communication development. Hearing loss will be the primary need.

C Voice of the child:

The pupil wishes to attend the resource base.

The independent views of the pupil have been sought about:

- his / her current setting
- what would make them feel comfortable and keen to learn

D Parent views:

The parent's/carer's views about their child attending a resourced provision need to be taken into account unless the provision would not meet the needs of the child, or be incompatible with the efficient education of other children, or be an inefficient use of resources.

E Additional considerations

The place is in line with the efficient use of resources and effective education of the pupil and other children in the Academy.

F Exit criteria

The Base place is reviewed on an on-going basis in line with statutory requirements. The following circumstances would always lead to a placement review:

- a) If a pupil or parent expresses the wish to change provision.
- b) There is a consensus view that the priority need could be best met elsewhere.

Special Education Needs Support Services (SENSS) Ormerod Base at the Marlborough School Admission indicators

This SENSS base is resourced for secondary aged pupils with two distinct profiles of need: Complex Physical Difficulties (PD) and Communication and Interaction (C&I)

Key Principles:

- The indicators are designed to promote and support the successful inclusion of pupils with PD needs in mainstream schools, wherever possible
- Ensure capacity for 13 PD pupils.
- Offers clarity about the divide between the needs which the base, mainstream and special schools cater for.

A: Complex Physical Disabilities (refer to C&I admissions indicators for C&I needs)

1. Essential indicators:

- Pupils who require special education provision because they have a physical disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may be age related and may fluctuate over time.
- The pupil has other significant, complex needs. These are such that several different agencies would be involved in supporting the pupil and their family which would require a significant lead professional role to manage and integrate all the different sources of support. The complexities referred to above **must** include one or more of the additional complexities listed below
or
- The pupil has a physical disability with additional complexities as a result of trauma and an assessment place (time limited) is required because potential functioning isn't clear

2: Additional complexities:

- A physical disability that cannot be accommodated in a local physically accessible mainstream school.
- A sensory need such as a hearing, visual or multi-sensory impairment requiring regular (main case load) support from the sensory impairment team for the pupil to access the curriculum.
- An emotional or mental health vulnerability which is not just a temporary response to a life event, but an enduring difficulty requiring specialist interventions from psychology services or CAMHS in order to function in a mainstream environment
- A Communication and Interaction difficulty, including autism, which

means the pupil requires specialist interventions from the SENSS C&I team to access the mainstream curriculum and develop functional independence.

- e) A mild learning difficulty such that the young person will require an additionally differentiated curriculum possibly with support from the SENSS Complex Needs Team or SEN/ICT team.

3: Learning levels

- d) Pupils must be able to progress towards accessing mainstream sessions for at least 30% of their time in school and benefit from inclusion.
- e) The pupil can access the mainstream curriculum but may need it presented in a highly specialised and flexible way with opportunities for consolidation.
- f) The provision is not suitable for pupils who have a global development delay and/or severe learning difficulties.

4: Voice of the child

- c) Children and Young People have a right to express an opinion and to have that opinion taken into account in any matter affecting them from the early years. Their views will be given due weight according to their age, maturity and capability by the admissions panel.

5: Parent views:

- a) The parent's/carer's views about their child attending the base are very important and will be taken into account unless it would not meet the needs of the child, be incompatible with the efficient education of other children, or be an inefficient use of resources.
- b) If a Young Person has reached the end of compulsory education the panel would normally expect that those services which have submitted evidence engage with the Young Person subject to their capacity to do so as set out in the Mental Health Act 2005.

6: Additional considerations

- e) If attendance is below 90% this may indicate that other services such as a CAF or an Early Intervention Team may need to be accessed before offering a place.

- f) The host school agrees they can meet the needs of the pupil in the particular year group/Key Stage
- g) To offer a place is in line with the efficient use of resources and effective education of the pupil and other children.

7: Exit criteria

The SENSS Base place is reviewed on an on-going basis in line with statutory requirements. The following circumstances would always lead to a placement review:

- h) If a pupil has progressed to such an extent they could thrive in mainstream with appropriate support
- i) Change of Key Stage
- j) If, after one year the pupil is unable to access the mainstream learning environment on a regular basis.
- k) If attendance drops below 80% an interim review will be required
- l) If a pupil or parent expresses the wish to change provision.
- m) There is a consensus view that the priority need could be best met elsewhere
- n) The pupil's behaviour is a threat to the health and safety of staff and/or other pupils.

B: Communication and Interaction Base

- a) It is part of the provision for pupils who live in the North and Central Area who require resourced provision for C&I needs in line with the indicators for this provision.

September 2014

SENSS Admissions Indicators working group led by Sue Edwards SENSS Manager

8. Indicators for admissions at Special Schools

Cognition and learning

1. The pupil has a statement of SEN or in exceptional cases, is currently undergoing a statutory assessment of their needs
2. Either: 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 . Attainment levels for pupils are expected to remain at or below Level 1 of the National Curriculum for much of their school careers.
 - 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. The child would benefit from a highly differentiated curriculum in smaller classes which is not available in mainstream despite additional TA hours and intensive support. Typically the child's needs will have already 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 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).

Behaviour, emotional & social development

1. The pupil has a statement of SEN 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 (BESD).

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).

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

N.B. 3 of the 4 Countywide Special Schools for children with BESD have specific indicators for admission as follows:-



A. Woodeaton Manor School

Indicators for admission for pupils in Key Stage 2/3/4/5 with severe emotional and social difficulties, including attachment difficulties and autism.

Child indicators

- Persistent deficits in social communication and social interaction across contexts, not accounted for by general development delays.
- Restricted, repetitive patterns of behaviour, interests, or activities.
- The above signs must be present in early childhood (but may not become fully manifest until social demands exceed limited capacities).
- The signs together limit and impair everyday function.
- Child is in KS2 or older, either boys or girls.
- The pupil has a statement of SEN or is currently undergoing a statutory assessment of their needs or has an education, health and care plan.
- Abilities within the broad average range/difficulties making educational progress.
- There are indications that the child cannot or is unlikely to cope socially and emotionally in a mainstream school setting and is distressed by the experience.

Additional Indicators

- Specific learning difficulties which may be due to
 - Dyslexia
 - Dyspraxia
 - Stress/withdrawal
 - Attention Difficulties
 - Experiences of trauma
- A child in need of additional/alternative care:
 - Child in the Looked After System
 - Adopted
 - Kinship Care
 - Special Guardianship Order.

Family Indicators

- Family difficulties which may include
 - Mental health issues
 - Limited family support
 - Family breakdown
- History of loss/bereavements and moves of school or home
- Evidence of significant dysfunction in the child's/family's social life provided by agencies: Educational Psychology, CAMHS, Health, Social Care.

Professional/agency assessment of indicators

- A developmental assessment over time of the child and his/her difficulties
- Evidence of significant under achievement and under functioning in school evidenced by the involvement of agencies: in-school support, Educational Psychology, outreach services.

Applications for admission to the school should provide evidence of all the child indicators and any other indicators that apply.

Ref: Headteacher: Admissions: indicators for admission to Woodeaton

July 2012

B. Isis Academy

Indicators for admission to The Isis Academy – a Special Academy for children and young people, aged 5 – 18, with complex Special Educational Needs, including cognitive disabilities, autism and emotional and social difficulties.

- 1. The pupil has a statement of Special Educational Needs (SEN) or is currently undergoing a statutory assessment of their needs**
- 2. The pupil has persistent, complex and long-term learning needs.**

Evidence should usually include:

 - Within Key Stage 2: National Curriculum Levels normally above P5 but below level 2
 - At end of Key Stage 2: National Curriculum Levels normally above P7 but below level 2
 - At end of Key Stage 3: National Curriculum Levels normally above P8 but below Level 3
 - At the end of Key Stage 4: National Curriculum Levels normally above level 1c but below level 3
 - Learning difficulties in most curriculum areas, with greater difficulty in acquiring basic literacy and numeracy skills, and understanding concepts
 - Inadequate progress despite appropriate interventions (*where adequate progress is defined by the SEN Code of Practice 6:49*)
 - Life-skills well below age-appropriate levels
- 3. The pupil also has significant needs (i.e. meets the criteria for statutory assessment) in one or more of the following areas:**
 - Social communication and interaction difficulties
 - Sensory or physical difficulties
 - Emotional and social development, which may arise from their learning needs
 - Experienced mainstream provision and has been unable to cope socially and emotionally and is distressed by the experience
- 4. Additional indicators** will include these risk factors which are known to negatively affect children's outcomes
 - A child in the Looked After System
 - Under-functioning in most aspects of school and social life
 - Significant input from Health and Social Care
 - Significant illness or mental health issues in the family
 - Bereavement, separation, loss, neglect or abuse
 - Poor communication & self-advocacy skills
 - Family breakdown
 - Poor family support network
- 5. Where appropriate, all reasonable steps have been exhausted to support the placement in mainstream and these have not been successful. Typically, the child's needs would have been supported through a high level of additional resources (equivalent to at least 15 hours 1:1) for over a year.**

6. The parent expresses a preference for special school placement, which will be referred to the SEN Resources Moderation Panel and on to The Isis Academy **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' (Ed Act 1996)

May 2013

C. Northern House Special School

Admission Indicators for Northern House School – a special school for pupils aged 5 – 11 with severe behavioural, emotional and social difficulties

<p>The school will admit a child subject to suitable vacancies, taking account of the following indicators:</p>	<input checked="" type="checkbox"/>
<p>1. The pupil has a Statement of Special Educational Needs (SEN) or is currently undergoing a Statutory Assessment of their needs.</p>	<input type="checkbox"/>
<p>2. Indicators will include those risk factors known to negatively affect children’s outcomes (without the counterbalancing resilience factors):</p> <ul style="list-style-type: none"> • A child in care to the Local Authority • Bereavement, separation, loss, neglect of abuse • Family breakdown, conflict or domestic abuse • Mental illness or mental health issues in the family • Addiction in the family • Poor family support network • Frequent moves of school or home • Has attended more than two primary schools • Poor attendance and lack of commitment • Poor physical health • Family criminality • Poor learning progress 	<input type="checkbox"/> <input type="checkbox"/>
<p>3. The pupil has severe, persistent, complex and long term behavioural, emotional and social needs that present barriers to learning or have significant risk factors (see above) that predict severe BESD. Evidence should include most of the following:</p> <ul style="list-style-type: none"> • Behaviour that presents as aggressive, violent, provoking and may increasingly require physical intervention. • A high risk assessment of hurting another person or damaging property. • A significant impact on the school community: for example, staff stress and fear, distressed peers, preventing learning of others. • Experienced and competent staff feeling deskilled. • Extreme hyperactivity, impulsivity and/or lack of concentration. • Behaviour that can be defiant and/or non-compliant with an inability to take responsibility for their actions. • A growing sense of power and threat or a feeling that adults are unable to contain behaviour. • Frequently challenging or unusual behaviour that is evident in more than one setting and with a variety of adults and peers. • The child requires in excess of three hours 1:1 Teaching Assistant time daily. • Low or inappropriate self-esteem and inability to accept praise. • An inability to function in larger whole class situations for more than four terms. • A fear of learning and inability to access teaching. • Extreme reactions to changes of routine, activity, or everyday disappointments. 	<input type="checkbox"/> <input type="checkbox"/>

