

Oakfield School

40. Admissions Policy



To be Reviewed/Amended:	September 2017
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OAKFIELD ADMISSIONS POLICY

1) AIM

To promote the successful inclusion of pupils with a range of special educational needs and disabilities.

ETHOS

At Oakfield, we believe it is every pupil's right to expect excellent teaching of an enriched, engaging and inclusive curriculum, in a safe learning environment, which will enable them to reach their full potential so that they become prepared for adult life.

We believe that education is about acquiring good personal and thinking skills, developing communication and ICT skills; it is about becoming creative and reflective. This, we believe, enables students to achieve their full academic potential. We believe that education is also about developing self-confidence, maturing socially and emotionally and becoming independent, able to make sound lifestyle choices based on enquiry and reasoning.

All our pupils will be treated fairly and with respect.

We believe we should set challenging targets for both staff and pupils, building on strengths and striving for improvements.

To promote high standards in lessons and behaviour, we will have effective systems for reviewing and developing our practice as part of our self evaluation and quality assurance programme.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:-

a) have a significantly greater difficulty in learning than the majority of children of the same age;

or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of local education authority;

In making provision for pupils with special educational needs our policy objectives are:

- To ensure that our duties, as set out in the Education Act 1996, SENDA 2001 and the Disability Discrimination Act 2005, are fully met to enable pupils with specific special educational needs to join in the normal activities of the school, with pupils whose special needs may be different to their own;
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their specific needs;

- To identify and assess the pupils with special educational needs (SEN) as early as possible, including assessment places where appropriate;
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- To provide a graduated approach in order to match educational provision to pupils' needs;
- To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- To take into account the ascertainable wishes of the pupils concerned and, whenever possible, directly involve them in decision making in order to provide more effectively for them;
- To ensure effective collaboration with Local Authority (LA) services, health services and social services in order to take effective action on behalf of pupils with special educational needs;
- To ensure that all staff are aware of their responsibilities towards pupils with special educational needs and are able to exercise them;
- To monitor our effectiveness in achieving the above objectives.

2) **ADMISSION POLICY**

Oakfield School is a 80 place day Behavioural Emotional and Social Difficulties (BESD) school with a 35 place residential provision. Its purpose is to support identified students within the Oakfield cohort that require additional support of a 24 hour curriculum to enable them to engage in learning, achieve and attain. All pupils referred by the LA must have a Band 3 statement for special educational needs, or an Educational Health Care Plan, stating social, emotional and mental health needs.

Where a pupil due for admission is known to have special educational needs the SENCO will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved.

Facilities and equipment

The main school building and residential provision has been built in order to accommodate the needs of children who have Behavioural Emotional and Social Difficulties as their primary needs, but is also designed to accommodate a degree of physical disability were present as a secondary need. Wide doors and low access lips to external doors to remove the need for access ramps. There are DDA compliant toilet/changing rooms available to physically disabled pupils. There is a lift to the second and third floor of the main building and the second floor of residential house 6.

Inclusion

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy will enable pupils with specific SEN to be an integral part of our school community. Regardless of the pupils specific needs, our emphasis will be upon including them, alongside the other children, in the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each child and by either modifying activities or providing support that will help the child to participate in them. Pupils will only be withdrawn from normal activities when:

1. The child will benefit from some intensive individual work on a cross curricular skill (e.g. reading)
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the child to participate and some alternative has to be arranged.
3. Neither of the above will compromise the general principle that all children will be able to participate in a broad and balanced curriculum.

Person Responsible: Miss Leanne Foley (Deputy Head)
Mrs Jayne Oakley (Multi-agency Co-ordinator)

This Policy was reviewed September 2015.

Signed:

Lee Morfitt (Chair of Governors)