



Admissions Policy

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1 Introduction

- 1.1 Oakfield School follows the admission guidelines laid out by the DfE (School Admission Code, December 2014).
- 1.2 To make an admission into Oakfield School as smooth as possible, the Governing Body have an agreed procedure to complete before a new pupil is enrolled into the school. The procedures are to allay any fears of transition; to familiarise pupils, parents and staff with each other; to collect and collate prior attainment information; to obtain basic family information; to discuss the home school agreement and to make sure that everything is done in such a way that changing schools is a positive experience and sensitivity executed.
- 1.3 Pupils enrol with Oakfield School from establishments in Hull, North Lincolnshire, North East Lincolnshire, East Riding, North Yorkshire and other out of county authorities and at all times of the school year.

2 Criteria

- 2.1 Oakfield School is a secondary special school for pupils with Social, Emotional and Mental Health (SEMH) difficulties. To enroll with Oakfield School, pupils will have a Special Education Need (SEN) that primarily relates to SEMH difficulties. Pupils will have a statement of SEN or an Education, Health and Care Plan (EHCP) and they could also have other medical or learning difficulties.
- 2.2 Pupils that enroll with Oakfield School must have an EHCP.

3 A young person could present with following behaviors:

- 3.1 Distractibility that inhibits the progress of the young person even with significant adult support and increasingly individualised curriculum.
- 3.2 Unpredictability and intensity of the pattern of behaviours which significantly disrupt the learning of peers.
- 3.3 Behaviour which leads to a significant level of rejection by peers increasing the social isolation of the young person.
- 3.4 Significant unhappiness, stress and/or disaffection over a sustained period often accompanied by prolonged periods of absence associated with an increasing awareness by the person of their situation, which has led to a negative attitude towards education.

4 The young person will benefit from:

- 4.1 A school committed to reversing patterns of failure associated with the school and learning.
- 4.2 A curriculum underpinned by a pastoral system that places the emphasis on care, personal growth, and the raising of self-esteem.
- 4.3 A curriculum maintained and supported by a personal tutor system and genuine home/school cooperation.
- 4.4 A curriculum and a school that invests significantly in social and life skills.
- 4.5 A curriculum and a school that gives space to grow and develop.
- 4.6 A school where the child is more important than the statistic.
- 4.7 A curriculum tailored to their individual needs, delivered at the right pace by sympathetic, professionally qualified, and experienced teachers.
- 4.8 A school that has access to and working relations with the myriad of professional groups, organisations and individuals that may be transient, long lasting, fundamental, or simply incidental to the emotional treatment or wellbeing of the pupil.

5 The pupil requires either:

- 5.1 Full entitlement to the National Curriculum.
- 5.2 A differentiated curriculum.
- 5.3 A full-time modified curriculum.
- 5.4 A full-time Personalised Learning Programme (PLP).

6 The pupil will:

- 6.1 Be in Year 6 as a minimum age of entry.
- 6.2 In exceptional circumstances have commenced in Year 10.

7 The pupil will not:

- 7.1 be involved in crime where it impinges on school life.
- 7.2 Be able to cope and thrive in a mainstream school.
- 7.3 Set out or plot disruption.

8 Procedure

See also the Chronology of Admissions (Appendix 1)

- 8.1 Referrals are sent to Oakfield School via the Hull City Council SEN Department for consultation. Once a referral has been made, it will be considered by the Senior Leadership Team. This may involve a visit to the pupils at their current placement or at home. A consultation letter will then be sent to the Hull City Council SEN Department.
- 8.2 Oakfield School acknowledges the parent and carers have often been through a lengthy process in the past and in recognition of this, the school will aim to advise parent and carers of the outcome as quickly as possible. However, in a small number of cases, if the decision is uncertain then rather than make the wrong decision it may be more appropriate to delay a decision whilst more information can be obtained, and school/home visits are carried out.
- 8.3 Prior to the commencement of the placement, initial paperwork will be completed at home parents/carers and Admissions Officer, parents/carers and the pupil will visit the school, information will be gathered from the pupil's previous placement and the SEN will be informed of the placement and start date.
- 8.4 On their first day of admission, the pupil will have an induction programme to give them further information about the school and its expectations and to have the opportunity to spend time with some of the staff. The induction package may extend beyond the first day.
- 8.5 Within 8 weeks of being on roll, a review meeting will take place. At this meeting, the finding of the school's initial assessment is shared and discussed with the pupil and their family. The first Individual Behaviour and Care Plan is written, along with the individual Risk Assessment and Positive Handling Plan.

9 Advice for Parents/Carers

- 9.1 We can give parents/carers information regarding our assessment and admission process on enquiry. We encourage parents/carers to engage in a dialogue with their local authority and to make a joint application.

9.2 The following contact details may be useful to you:

Hull:

Hull City Council SEN
0 – 25 Integrated SEN Team
Brunswick House
Strand Close
Kingston upon Hull
HU2 9DB

city.psychologicalservice@hullcc.gov.uk
Tel: 01482 614262

Hull Local Authority Admissions Team

Tel: 01482 300300

North East Lincolnshire:

Special Educational Needs and Review team
Tel: 01472 326291 (Option 3)

North Lincolnshire:

The School Admissions Team
People Directorate
Hewson House
PO Box 35
Station Road
Brigg
North Lincolnshire
DN20 8XJ

Tel: 01724 297133 or 01724 297134
Email: admissionstoschool@northlincs.gov.uk

East Riding:

Special Educational Needs Section
Tel: 01482 392165

More information can be found by looking at the 'Local Offer' found in each Local Authority website.

Admission process	Time Scale	Responsibility			Complete
		Placing School	Oakfield School	SE N	
Initial contact from SEN	Prior to start			√	
Copy of EHCP or minimum Band 3 funding	Prior to start			√	
Placement offer considered LS/LM visit the Pupil at the current placement or home if needed	Prior to start		√		
LM Arranges initial visit to Oakfield for Pupil and Parents, residential managers organise a walk around if required	Prior to start		√		
LM/LS replies to initial consultation paperwork from SEN. RD to sign letters RD – head teacher to determine Residential offer SEN to give commission of a place at Oakfield.	Prior to start		√	√	
Initial paperwork completed at home by Parents, JO, LM and/or a Residential Manager.	Prior to start		√		
Initial paperwork signed off by LS.	Prior to start		√		
Previous school to send through IEP, IBP, PHP, Pupil Passport, current target setting and progress data.	Prior to start	√			
Initial information to be shared with all staff, stored on school shared student data and printed and placed in main file.	Prior to start		√		
SEN Informed of Placement at Oakfield and start date arranged by LS.	Prior to start		√		
JO/LM to arrange transport.	Prior to start		√	√	
JO/LM produces pupil portrait for Oakfield Staff.	Prior to start		√		
JO/LM to collect student on first day and student to meet with EM/AW/JP prior to going into class to discuss expectation.	Day 1		√		
Start Date – Pupil imported to SIMS, registered on the Incident Management System and Data System	Day 1		√		
Residential Managers allocate a House, student to go over to residential for Lunch and care staff to contact parents regarding Extended Day and Boarding, if applicable.	Day 1		√		
Date for Initial 6 Week Assessment set.	Day 1		√		
Initial Pupil Assessment (Baseline) paperwork completed by Oakfield Staff and keyworker allocated, data collected. Draft PSP, IBEC and Risk Assessment (If required) started. Residential Report (If appropriate) started.	Week 4/5		√		
Initial Pupil Assessment (Baseline) paperwork completed and collated by SH, including, data PSP and Residential Report (If appropriate).	Week 6		√		
Initial 6 week assessment meeting, including parents/carers and Oakfield Staff. SH to chair and collate evidence.	Week 6		√		
6 week assessment paperwork completed and collated by SH. SH and Oakfield staff to feedback any outcomes from the 6 week assessment. IBEC, Risk Assessment and PHP created.	Week 7		√		