



Admissions Criteria Policy

Oakleigh is the Barnet Primary School for children aged between two and eleven with severe cognition and associated learning difficulties. Children usually attend from Reception age onwards. Many of the pupils have profound and multiple difficulties, which include sensory and/or physical, medical, behavioural, emotional and social needs. Some children have named conditions; such as Rett syndrome, Angelman syndrome and Autistic Spectrum Condition to name a few, but severe cognition and learning difficulties are the overriding factors.

The children are in class groups, depending on their learning styles. In general, children are kept within their Key Stages. There may be some exceptional circumstances where this is not possible.

The school is funded for 83 pupils (although this can change according to pupils leaving or arriving) and class groups are organised on the basis of age, identified needs and pupils learning styles.

Referral

- Placement at Oakleigh is made by the LA in discussion with the headteacher. Some children will already have an Education, Health and Care Plan, and some will be placed at Oakleigh to make an initial assessment of their needs.
- Other Local Authorities apply for places. The LA will make the decision whether the placement would jeopardise places for Barnet children.
- The provision for each pupil will be considered at the Annual Review or six monthly reviews for very young children

Criteria

1. Cognition and Learning

The overriding educational needs of pupils at Oakleigh School will be centred on their cognition and learning. The pupils will be working between P1-P8 and exceptionally within the National Curriculum,

2. Sensory and Physical Development

Pupils experience a wide range of sensory, multi-sensory and physical disabilities. Sensory difficulties range from profound deafness and /or visual impairment. Some pupils will have multi-sensory disabilities and/or progressively deteriorating conditions with life limiting conditions. Specialist support from the LA advisory services, for children with the above needs, will be necessary

3. Communication and Interaction

Communication needs of the pupils can be both complex and diverse. Pupils will need help and support in acquiring basic language and communication skills and basic literacy. Pupils may need alternative and augmentative communication systems (PECS, Symbols, Makaton, Object Cues) to help develop their skills.

4. Social, Emotional and Mental Health Development

Pupils that have behavioural, emotional and social needs and who exhibit behaviour that may challenge their access to the service are supported.

5. Medical

Pupils may have named medical conditions in addition to their cognitive and learning needs. These could include conditions such as asthma and epilepsy or syndromes which affect the whole of a child's development such as Rett and Angelman syndrome or degenerative conditions which cause children to regress. Autism Spectrum is also a medically diagnosed condition.

The school has access to a specialist nurse practitioner who is on the premises from 9am-3.30pm and who can help support pupils who need medication, gastrostomy feeds, oxygen, etc.

Facilities

Oakleigh offers:

- Access to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Small class groups currently between 6-8 pupils
- Staff ratio of 1 teacher and 2/3 learning support assistants per class group as standard for the numbers above. Ratios may be higher dependent on pupils' needs
- Assessment placement as described earlier
- Specialist nurse practitioner who is currently available on the premises from 9am to 3.30pm
- Physiotherapy, occupational therapy and speech and language therapy programmes
- Music and drama/movement therapy
- Family support team which includes a child psychotherapist, family support workers, drama/movement and music therapists
- Specialist equipment and resources, e.g. a hydrotherapy pool, sensory room, soft play room, specialist seating
- Augmentative communication system such as making PECS, object cues and Makaton
- Specialist teaching methodologies such as TEACCH, principles of the MOVE approach and principles of conductive education.
- Specialist frameworks including Routes for Learning and SCERTS
- Opportunities for inclusion with mainstream schools or nurseries as appropriate and as budget allows

Factors determining whether placement is appropriate

- That the children meet the criteria as above
- The effective and efficient use of resources, e.g. space, class numbers and needs as well as staffing ratios
- compatibility with the interest of other pupils
- Funding via the LA banding system

The admissions criteria for the school have been approved by the Governing Body of Oakleigh and agreed with the LA. These will be subject to regular review and in any event Annual Review.