



Admissions Criteria Policy

Rationale

Oakleigh is the Barnet Primary School for children aged between Reception and Year 6 with severe cognition and associated learning difficulties. 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 or are on the Autistic Spectrum, 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.

Class groups are organised on the basis of age, identified needs and pupils' learning styles.

Purposes

This policy is provide clarity around the admissions criteria for Oakleigh School.

Guidelines

Referral

- Placement at Oakleigh is made by the LA in discussion with the headteacher. 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 EHCP will be reviewed annually (children under 5 will have six monthly reviews), and the placement and provision for each pupil will be considered at this time.

Criteria

1. Cognition and Learning

The overriding educational needs of pupils at Oakleigh School will be centred on their cognition and learning. Pupils who attend Oakleigh School have severe and complex learning needs.

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. Many children will also experience sensory processing delay / disorder. Specialist support comes from the LA advisory services, NHS support or the larger multi-disciplinary team in the school, 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 (for example PECS, Symbols, Makaton, Object Cues, Eye Gaze technology) to help develop their skills.

4. *Social, Emotional and Mental Health Development*

Pupils may have behavioural, emotional and social needs and exhibit behaviour that may challenge, this could impact on their ability to learn and access the curriculum.

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. When necessary, a Health Care Plan will be developed by the school nurse.

The school has access to a specialist nurse practitioner who is on the premises from 9am-3.30pm and who will help support pupils who have a Health Care Plan.

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 onsite
- 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
- Augmentative communication system such as making PECS, object cues, Eye Gaze technology and Makaton
- Specialist teaching methodologies such as SCERTS, Structured Teaching element of TEACCH, Attention Autism, Immersive Environments.
- Specialist assessment frameworks including Routes for Learning, SCERTS and B Squared.
- Opportunities for inclusion with mainstream schools or nurseries in line with the school's Inclusion Policy.

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.