



## Admission Policy

**Reviewed January 2017**

**Ratified by the Governing Body on  
19<sup>th</sup> January 2017**

**Signed:**

**Headteacher**

*Joanna Jones*

**Chair of Governors**

*[Signature]*

Notes from the reviewer:

- Acronyms added in brackets after the expanded form.
- Amendments made to admission criteria after review in December 2016

# Admission Policy

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[Joanna Jones]

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Northern  
House  
School



Northern House School is a countywide special day school for pupils with Social, Emotional and Mental Health Needs (SEMH). Due to the countywide brief, the school serves Oxfordshire's children and on occasion those from neighbouring counties. All pupils must have a Statement of Special Educational Needs (SEN) or an Education, Health and Care Plan (EHCP) with Social, Emotional and Mental Health Needs (SEMH) as an identified need.

Education Officers submit applications for all pupils who need to be considered for admission to Northern House School to the Countywide SEN Resources Moderation Panel of Oxfordshire County Council.

Referrals are made by the Countywide SEN Resources Moderation Panel are then submitted to the Countywide Admissions Panel at which the Headteachers of Northern House School, Woodeaton Manor School, Iffley Academy, Northfield School and SENSS (Special Educational Needs Support Service) are in attendance.

Only primary aged pupils with the most severe and complex needs are selected for Northern House School. Pupils with external influencing factors or additional vulnerabilities such as being a Looked After Child (LAC) or pupils that are currently out of school may be given priority.

Pupils are admitted whenever a place becomes available, regardless of the time of year.

Once pupils are allocated a place, parents or carers and the child are invited to an admission meeting to visit and tour the school, be interviewed by the Headteacher, where possible meet the Class Teacher, and discuss expectations, procedures and any concerns.

After the initial admission meeting, an agreement for the child to attend Northern House School is secured; the admission date is then given and visits arranged. Letters detailing the agreed placement and admission date are then copied to parents and carers, Education Officers and other relevant agencies.

Prior to admission, consideration is given to age, ability, and qualities of individual staff and dynamics of existing class groups to suit the individual needs of the child being admitted. The pupils' needs are discussed with the proposed class teacher and placement agreed before the child is admitted.

After admission, a six week review of every pupil takes place. At this review progress regarding learning and behaviour are discussed with parents or carers.

Reviewed January 2017



## Annexe 1

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

*The school will admit a child in **Years 1-5** subject to the availability of an **appropriate place** and taking account of the following indicators:*

<p>1. The child has a Statement of Special Educational Needs (SEN), Education, Health and Care Plan (EHCP) or is currently undergoing a Statutory Assessment of his or her needs.</p>
<p>2. Indicators include risk factors known to negatively affect children's outcomes:</p> <ul style="list-style-type: none"><li>• A child in care to the Local Authority</li><li>• Bereavement, separation, loss, neglect or abuse</li><li>• Family breakdown, conflict or domestic abuse</li><li>• Mental illness or mental health issues in the family</li><li>• Frequent moves of home</li><li>• Attended more than two primary schools</li><li>• Poor attendance</li><li>• Poor learning progress and educational engagement</li></ul>
<p>3. The child has severe, persistent, and complex behavioural, emotional and social needs that present barriers to learning. Evidence should include <b>most</b> of the following:</p> <ul style="list-style-type: none"><li>• Behaviour that presents as aggressive, violent, and provoking</li><li>• Behaviour that requires physical intervention and a Positive Handling Plan (PHP)</li><li>• A high risk assessment of harm to self or to others</li><li>• Extreme hyperactivity, impulsivity and lack of concentration</li><li>• Behaviour that can be defiant and non-compliant with an inability to take responsibility for own actions</li><li>• Frequently challenging or unusual behaviour that is evident in more than one setting and with a variety of adults and peers</li><li>• Extreme reactions to changes of routine, activity, or everyday disappointments</li><li>• Inappropriate social interactions, isolation, unhappiness, inability to empathise and poor relationships with peers</li><li>• Low self-esteem and inability to accept praise</li><li>• A fear of learning and inability to access teaching</li><li>• An inability to function in larger whole class situations</li><li>• Within Key Stage 2 children are admitted with National Curriculum levels of 1c and above</li><li>• A slow rate of progress in literacy and numeracy, not making 2 National Curriculum sub-levels of progress in a year.</li><li>• The child requires an individualised timetable necessitating 1:1 support for a significant amount of their time in school</li><li>• The child is unable to manage a whole day at school necessitating an interim reduced timetable</li></ul>



<ul style="list-style-type: none"><li>• Professionals working with the child feel that they are unlikely to cope behaviourally, emotionally and socially in a mainstream environment</li></ul>
<p>4. It is expected that all reasonable steps have been taken to support a mainstream placement and that these have not been successful. The child will have been supported through a number of interventions:</p> <ul style="list-style-type: none"><li>• A class or whole school system which manages negative behaviours and encourages positive behaviours</li><li>• A high level of additional resources to facilitate flexible teaching arrangements including 1:1, social skills and nurture groups.</li><li>• Pastoral Support Plan</li><li>• Individual Behavioural Plan</li><li>• Positive Handling Plan based on current risk assessment</li><li>• Individualised differentiated curriculum or timetable</li><li>• Ongoing support and advice from external agencies including: PCAMHS/CAMHS, Early Intervention Service, Thriving Families Programme, Social Care, Families within the CAF/TAC/TAF process, SENSS, EP and SALT</li><li>• Consultation or direct work with Northern House School Outreach.</li></ul>
<p>5. The parent has visited Northern House School and expresses a preference for a special school placement, which is agreed by the Moderation Panel, then considered at the OCSSP meeting.</p> <p>OR</p> <p>The parent prefers a placement in mainstream school, but evidence exists that no reasonable steps could be taken by the Local Authority of the schools to overcome the “incompatibility with the efficient education of other pupils”.</p>

*Revised December 2016*