

Admissions Arrangements

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| Frequency of Review | Annually |
| Author | Local Authority (OCC)/ Headteacher |
| Approved by | November 2024 |
| Reviewed | March 2024 |
| Date of Next Review | March 2025 (unless there is a material change) |

1. Background

This policy has been adopted by the Propeller Academy Trust (PAT) from the original Supplementary Funding Agreement.

2. Planned number of places (PAN)

The planned number of places (PAN) at Kingfisher School is 110 in the age range 2–19 including a sixth form.

3. Admission Process

Except in the circumstances described below, our school may not admit a child to the school unless an Education and Health Care Plan is maintained for that child and the school (or the predecessor-maintained school of the same name) is named in the child's EHCP.

Where the Academy Trust considers that there is a need to increase the planned number of places, the Academy trust must seek the approval of the Secretary of State.

The Propeller Academy Trust may admit a child without an EHCP if:

- (i)** They are admitted for the purposes of an assessment of his educational needs and their admission to the school is with the agreement of the local authority, the school and the child's parent
- (ii)** They remain admitted following an assessment under section 323 of the Education Act 1996
- (iii)** They are admitted following a change in circumstances with the agreement of the LA, the school, and their parents

If a child without an EHCP has been admitted to a PAT member school for the purposes of an assessment, the school may allow the child to remain at the school:

- (i)** Until the expiry of ten school days after the local authority serve a notice under section 325 of the education Act 1996 that they do not propose to make an EHCP, or
- (ii)** Until an EHCP is made.

Where the LA intend to name a PAT member school in an EHCP and have served a copy of the proposed EHCP on the school, the school must respond within 15 days.

Our school must consent to being named, except where admitting a child would be incompatible with the provision of efficient education for other children and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children the school must have regard to the relevant guidance issued by the Secretary of State to maintained schools.

If the Academy determines that admitting the child would be incompatible with the provision of efficient education, it must, within 15 days of receipt of the LA's notice, notify the LA in writing that it does not agree that the Academy should be named in the pupil's statement. Such notice must include matters the Academy relies upon in support of its contention that: (a) admitting the child would be incompatible with

efficiently educating other children; and (b) the Academy cannot take reasonable steps to secure this compatibility.

Where the LA maintains an EHCP for a child under section 324 of the Education Act 1996 and a member school's name is specified in the statement, the school must admit that child to the school even if they consider that the school should have not been named in the child's EHCP.

Where our school considers that they should not have been named in a child's EHCP, they may ask the Secretary of State to determine that the LA has acted unreasonably in naming the school and to make an order directing the LA to amend the child's EHCP by removing the name of the school. Where the Secretary of State makes an order to this effect, the school will cease to be under an obligation to admit the child from the date of the Secretary of State's order or from such date as the Secretary of State specifies. In specifying a date, the Secretary of State must take into account both the welfare of the child in question and the degree of difficulty caused to the school by the child's continued admission.

Where the Secretary of State determines that the LA has acted unreasonably in naming our school in a child's EHCP the Academy must continue to admit the child until the school ceases to be named in the EHCP.

If a parent or guardian of a child in respect of whom a EHCP is maintained by the local authority appeals to the First-tier Tribunal (Special Educational Needs and Disability) either against the naming of our school in the child's EHCP or asking the Tribunal to name a school, the school agrees to be bound by the decision of the tribunal on any such appeal even if the decision is different to that of the Secretary of State.

Where our school, the Secretary of State, or the First-Tier Tribunal (Special Educational Needs and Disability) have determined that it should be named, the school shall admit the child to the school notwithstanding any provision of Annex 1 of the Supplemental Agreement of the individual Academy.

4. Admission Indicators

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| School / Setting Name | Kingfisher School |
| LA Maintained or Academy Trust Name | Propeller Academy Trust |
| Type of Setting <i>See above</i> | Community Special School |
| Designation | For children and young people with Severe Learning Difficulties and Profound and Multiple Learning Difficulties |
| Planned Admission Numbers | 110 |
| Location and Catchment | Abingdon Vale of White Horse Oxfordshire |
| Age Group / Key Stages <i>Include any specific information e.g., any limitations around NOR in particular key stages</i> | 2-19 |
| Summary of Provision | |
| Kingfisher School forms part of The Propeller Academy Trust and is arranged on one site in Abingdon. We use an array of external providers to support the learning and to develop the independence of our pupils. | |

Kingfisher School works within a multidisciplinary framework of CAMHS, NHS Oxford (physiotherapy, speech and language therapy and occupational therapy), the Propeller Academy Trust and the Oxfordshire County Council SEN Department. The school provides an eclectic and enriched curriculum, as well as a strong academic component.

School Values

Kingfisher is a place where everyone is **valued** to develop **independence** through an **enriching** curriculum which is **worthwhile**

- At Kingfisher we aspire to make every member of our school community feel genuinely **valued** for being the unique person that they are
- We strive to enable our pupils to become as **independent** as they can be both in their learning and in life
- We aim to ensure that our pupils are offered a range of opportunities and experiences that will mean their lives are improved and **enriched**
- We make sure that everything we do is meaningful and **worthwhile**

Curriculum

Kingfisher School places pupils in appropriate classes due to the pupils need and cognitive ability. Classes are grouped into pathways, Sensory, Communication, Core and Transition. The curriculum is driven by the individual needs of the pupils within their class and pathway, taking into account the pupils individual needs as well as the class as a whole. As pupils are placed in classes that reflect their learning needs, learning styles as well as their cognitive ability, the classes are not restricted to a narrow age range.

As the pupils are taught by stage rather than age, each class will have a different pace to the day, again dependant on the needs of the pupils. However, pupils who are exceeding expectations will be further developed, either in the class they are in or will be moved classes appropriately. Pupils are taught across their pathway for some aspects of the curriculum. Some pupils are taught across different pathway for some aspects of their learning. Click here for further information [Kingfisher School - Curriculum Statement](#)

The pupils are encouraged to take part in many sporting events at different locations competing against their mainstream and special school peers. Kingfisher works hard in the community to enable pupils to access society and there are regular community projects that facilitate this.

At the end of Year 11, it is appropriate for some pupils to go on to access Further Education; others will remain at Kingfisher School (sixth form) and have the opportunity to stay until they are 19.

Therapists are allocated to the school via a Service Level Agreement with the LA. There is special school nursing provision on site for 4 days a week. All agencies work together to provide the highest quality provision for all the pupils.

Admissions Indicators:

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| <p>A. The Efficient Use of Resources Inclusive education in the local mainstream setting is the preferred option for most children with SEN in Oxfordshire, and Oxfordshire schools have funding delegated to meet the SEN of the majority of children. A child does not meet the indicators for specialist placement if needs can be met in a mainstream placement</p> | |
| a) Appropriate universal strategies are in place to ensure quality first teaching in the current setting | |
| b) Specialist provision as set out in the EHC plan has been delivered in the current setting over three terms, but has yet to deliver on the outcomes in the plan | |
| c) The current setting has followed, monitored, and adjusted as necessary interventions as advised by external support services such as SENSS, Educational Psychology, and integrated therapies | |
| d) All reasonable adjustments have been made to meet the pupil's needs in their current setting in line with the Equalities Act and the OCC Schools Accessibility Strategy | |
| <p>B. Child / Young Persons Views and Parental Preference The views of the child or young person and parental preference are important indicators in admissions decisions and are considered subject to the provision being appropriate to the age, ability, aptitude, and special educational needs of the pupil</p> | |
| a) Admission to this provision is consistent with the child or young person's views and aspirations as set out in the EHCP | |
| b) The views of the pupil are, as far as possible, expressed and evidenced and indicate a positive preference for a change to this type of provision | |
| c) If a young person has reached the end of compulsory education, their views must be considered independently of their parent's views, subject to their capacity as set out in the Mental Capacity Act | |
| d) The parents' or carers' have expressed a reasoned and well-informed preference for this type of provision | |
| <p>C. Special Educational Needs</p> | |
| a) The pupil has an EHC Plan which indicates that Cognition and Learning needs are the primary barrier to learning in their current setting at the present time | |
| b) There is evidence that the pupil's SEN represent a long-term barrier to learning in their current setting | |
| <p>D. Age Pupils currently educated out of their year group will typically revert to their chronological year group on admission to specialist provision</p> | |
| a) The admission request is for a child who would be within the Foundation Stage, Key Stage 1, 2, 3 or 4 on the proposed date of admission | |
| b) The admission request is for a young person who would be within Key Stage 5 on the proposed date of admission | |
| c) Consideration has been given to the stage of education and future transition points for this pupil, and it is clear that transition at this point in time is appropriate to meet needs | |
| <p>E. Ability The cognitive ability or learning levels required for the child to access the curriculum offer in this provision</p> | |
| a) The pupil has severe learning difficulty or global developmental delay affecting learning and requires a fully differentiated and individualised curriculum | |
| b) The pupil has profound and multiple learning difficulties and requires a fully differentiated and individualised curriculum | |

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| F. Aptitude | | |
| Use this section to describe indicators relating peer group, class size, sensory needs, inclusion in mainstream lessons, attitude to learning, attendance, identity and access to the social inclusion opportunities offered in this provision. | | |
| a) The pupil requires learning to be delivered in small class groups with high levels of adult support | | |
| b) The pupil requires clear and consistent approaches to support positive behaviour, interaction, and engagement in learning | | |
| c) The pupil requires a peer group in which they can learn | | |
| G. Specialist Educational Opportunities | | |
| Use this section to identify additional or extra-curricular activities offered at this provision or any particular approaches, facilities or opportunities offered such as creative arts therapies, swimming / hydrotherapy, forest school, therapy dogs etc | | |
| a) The pupil requires opportunities for individual and small group learning situations | | |
| b) The pupil requires an individualised, flexible, and creative approach to teaching in order to meet specific needs | | |
| c) The pupil requires a sensory-rich learning environmental with access to a range of resources and approaches that support development in communication and understanding | | |
| d) The pupil requires a communication-rich learning environmental with access to a range of resources and approaches that support development in communication and understanding | | |
| e) The pupil requires learning opportunities that are supported through visual, auditory, sensory, and active approaches and resourcing | | |
| f) The pupil requires explicit and implicit support to foster appropriate social interaction and positive relationships | | |
| g) The pupil requires support to develop skills for independence | | |
| h) The pupil requires high levels of supervision in order to remain safe | | |
| i) The pupil requires a carefully co-ordinated multi-professional support | | |
| j) The pupil requires access to specialist resources for therapy | | |
| H. Other considerations | | |
| Geography and Transport Next nearest will be considered where capacity is not available in the nearest setting | a) The pupil lives in Abingdon or the surrounding area in the south of the county | |
| | b) This setting is the nearest appropriate provision by type to this pupils' home | |
| | c) Required travel to and from the setting would not be detrimental to the pupils' wellbeing or readiness to learn | |
| Environmental and Health and Safety Factors | a) The pupil's behaviour can be safely supported in this setting through a risk assessment and positive behaviour support plan | |
| | b) There are no concerns about site safety that, with all reasonable adjustments, could not be mitigated to make this placement safe for the pupil | |
| | c) The pupil can develop strategies to cope with the everyday sensory demands of the setting | |
| Unmet non-educational needs | a) Consideration has been given to whether support to address any unmet health needs would enable the pupil to remain in their current setting | |
| | b) Consideration has been given to whether support to address any unmet social care needs within the child's family and wider context, would enable them to remain in their current setting | |
| J. Contra Indicators | | |

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| <p>Specific to this provision or school site</p> <ul style="list-style-type: none"> a) This provision is suitable for pupils whose academic attainment falls significantly below the level of standardised tests and examinations and is therefore not suitable for pupils who have the potential to achieve above this level b) This provision is suitable for pupils with a primary need of in the area of Cognitional and Learning and, whilst some pupils may have additional needs in the areas of ASD or SEMH, the school's structures, systems and approaches are not suitable for pupils whose ASD or SEMH needs primarily define their ability to engage and learn c) This provision comprises mixed attainment groupings for pupils with a broad range of learning and physical needs and is therefore not suitable for pupils whose specific needs would be directly incompatible with inefficient education of others in the peer group |
| <p>K. Exit Indicators</p> <p>Specialist placements are reviewed annually in line with statutory requirements. The following circumstances indicate changing needs that may lead to an AR or EAR making a recommendation for a change of placement:</p> |
| <ul style="list-style-type: none"> a) The pupil has progressed to such an extent they could now thrive in mainstream with support b) The pupil is approaching a change of key stage or key transition point c) The pupil's attendance (if attendance drops significantly) d) The pupil or parent expresses the wish for a change of provision e) The pupil's behaviour has become a threat to the health and safety of staff and/or other pupils |