John Watson School

Admissions Policy

Signed by *Lynn Wong*
Chair of Governors

Date issued: April 2024
Review date: April 2027

This policy will be reviewed as per the review schedule set by the Governing body or in accordance with policy updates issued by Oxfordshire County Council (whichever is sooner)

John Watson School is an Oxfordshire County Council Community Special School for children with moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties, aged between 2 and 19 years. It serves Oxford City and its environs, rural South Oxfordshire, including Thame and some children from further afield.

Procedures
All admissions to the school follow the Local Authority processes and procedures.

Following the agreement of a Local Authority multi-agency panel to undertake a statutory assessment process, if a specialist provision is deemed appropriate, John Watson School is consulted, in accordance with its indicators for admission.

Referrals are then considered at an admissions panel.
The school will declare its position to the admissions panel based on:

- The capacity to successfully admit the child within a class consisting of their age range without impacting in a negative way upon the education of those children who are already in the school
- The capacity to meet the needs of the child as identified in their Education, Health and Care Plan and/or professional reports within the school's existing systems, structures and practices
- The number of children already in the relevant academic year group, so that a maximum number for each year group is not exceeded

In relation to teaching and learning, pupils attending John Watson School would need:

- A caring, stimulating environment where all pupils are valued and fully supported with consistent approaches to behaviour management
- A highly structured curriculum based upon clearly defined Individualised Learning Plans (ILPs) delivered in small groups, or on a one-to-one (1:1) basis
- A small class, typically of 7-9 pupils with a teacher, plus an appropriate number of classroom support staff;
- A balance of individual and small group specialist teaching
- Specialist resources (e.g. adapted teaching equipment and facilities, individual seating and furniture);
- Additional support from other professionals (e.g. school nurse, physiotherapist, speech and language therapist, occupational therapist and, if appropriate, specialist advisory teachers)

Admissions Additional Points
In an emergency, admissions may be made by prior agreement directly between the Local Authority and the school. The school is funded for a set number of planned places. The school's PAN is currently 107.
If the composition of admissions looks likely to exceed the number of planned places, or that:

- class sizes will become too large and unmanageable
- health and safety procedures are likely to be breached
- the financial resources to provide specialised equipment or additional support become inadequate

Then the Governing Body, in consultation with the Headteacher and LA, will decide which pupils should be admitted. The Governing Body will make its views known immediately to the Local Authority who ultimately has the responsibility to provide an appropriate education for all children.

Criteria for Admissions:
The Local Authority publishes Admission Indicators for Specialist Provision in Oxfordshire.

Legislation and local authority documents:
SEND code of practice: 0 to 25 years
Education Act 1996
OCC Pupil Place Plan 2022/23 - 2026/27
SENDIASS Oxfordshire

School	John Watson School
LA Maintained or Academy Trust Name	LA Maintained
Type of Setting	Community Special School
Designation	A community special school for children with moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties, aged between 2 and 19 years
Planned Admission Numbers	107 (Currently 111)
Location and Catchment	Wheatley learning community: Oxford city and rural South Oxfordshire, including Thame
Age Group / Key Stages	2-19 EYFS – Key Stage 1,2,3,4 and 5

Summary of Provision

John Watson School is an Oxfordshire County Council Community Special School for children with moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties, aged between 2 and 19 years. It serves Oxford City and its environs, rural South Oxfordshire, including Thame and draws some children from further afield. All pupils have an Education, Health, and Care Plan (EHCP).

The school is collocated on split sites:
Wheatley site is attached to Wheatley Primary School and Wheatley Nursery School and Little Windmills. John Watson School has a modern extension housing 4 classrooms (EYFS - Year 4) and 4 further classrooms (Year 4 - 6), housed in the older part of the site. Classes are mixed age groups, with separate Key Stage classes. There is a main hall with sensory circuits and modern PE equipment. There are two outdoor areas: KS1 quad with a swing, climbing frame and slide, playhouse, driving track and outdoor equipment; KS2 outdoor area is large, with a climbing frame, sunken trampoline, swing, astroturf area, Forest school/outdoor learning area. The site also has a Trim Trail and meadow, available for gardening, with fruit trees. There are 3 personal hygiene changing facilities.

Holton site is in the grounds of Wheatley Park School. This is a purpose built school with a recent extension (2022). The site has pupils from Year 6 - 14, with classes in mixed age groups. This includes 2 Sixth Form classes, which includes some Year 11 pupils. In the modern extension, there is a purpose built Lifeskills room, with cooker, washing machine and dishwasher. There is also an additional kitchen, breakout area and sensory room. There are 2 personal hygiene changing facilities.

Key Stage 2 and Sixth Form pupils swim off site. This is done on rotation within those key stages at two different leisure centres.

The school has a bespoke curriculum offer, which includes three different curriculum pathways: **Fundamental; Enhanced; Generalised**. All pupils access these curriculum pathways depending on their strengths and needs. All pupils work on their EHCP outcomes as outlined in their ILP.

- **Fundamental:** *The Fundamental Pathway has been developed with reference to The engagement model (DFE)*
- **Enhanced:** *The Enhanced Pathway has been developed with reference to National Curriculum (NC) Pre Key Stage 1 standards.*
- **Generalised:** *The Generalised Pathway has been developed with reference to Pre Key Stage 2 standards and*

the NC Years 1 and 2

The school has recently introduced the Duke of Edinburgh Award into the Key Stage 5 curriculum.

Curriculum documents for this pathway are supported by our overarching aims of SLICE. All aspects of school life follow our aims of SLICE (Safety, Learning, Independence, Communication, Engagement). Pupils are encouraged to develop skills for life beyond school, which means working with local businesses and the wider community. This aims to provide our young people with high quality work experience.

John Watson School works with a range of organisations that provide high quality experiences, including sporting events, to compete with peers, and access community projects. Links include: Lord's Taverners Cricket, Music for Autism, Panathlon, Consumer Challenge, Lightyear Foundation.

Pupils are organised into 13 classes and grouped in Key Stages, these contain mixed age classes. Each class is led by a teacher and supported by TAs, allocated according to need.

When pupils reach the end of Year 11 it may be appropriate for some to access Further Education, whilst many remain in John Watson School Sixth Form until they are 19 years old.

Therapists are allocated to the school through the NHS therapy teams. There is a special school nurse seconded to the provision who is available or on site for 4 days a week. Both sites host paediatrician and psychiatrist clinics. All agencies work together to provide the highest quality provision for all the pupils.

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	
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.	
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	
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.	
C. Special Educational Needs	
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 represents a long-term barrier to learning in their current setting.	
D. Age Pupils currently educated out of their year group will typically revert to their chronological year group on admission to specialist provision	
a. The admission request is for a child who would be within the Foundation Stage, Key Stage 1, 2, 3, 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.	
E. Ability Use this section to describe the cognitive ability or learning levels required for the child to access the curriculum offer in this provision	
a. The pupil has moderate learning difficulties, severe learning difficulties 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.	
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.	
d. The pupil requires a peer group in which they can make meaningful relationships with other children.	
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 environment with access to a range of resources and approaches that support development in communication and understanding.		
d. The pupil requires a communication-rich learning environment 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 Wheatley or the surrounding area of Oxford City and its environs, rural South Oxfordshire, including Thame	
	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 action 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

Any that are specific to John Watson School

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 Cognition and Learning and, whilst some pupils may have additional needs in the areas of SEMH, the school's structures, systems and approaches are not suitable for pupils whose 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.

K. Exit Indicators

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:

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 / carer 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.