



Oaklands School

"The best for all, the best from all"

Oaklands School

Policy for Admissions and Admissions Criteria

Date reviewed:	Review Cycle	Policy Review Date:
13 th May 2025	Annually	Summer 2026

Policy for Admission for Oaklands School, Winsford

All special schools are beyond the normal schools admission system [Law of Ed. A1524; EA 1996 s.98 – B5639]

SEN Consolidation regulations 2001 / 3455. Reg 12A inserted 2007: *subject to para (2) below, no child shall be admitted to a maintained special school unless:-*

(a) a statement/EHCP is maintained for him;

(b) he is admitted for the purposes of an assessment and his admission to the school is with the agreement of the authority, the headteacher of the school, the child's parent and any person whose advice is to be sought in accordance with reg 7.; or

(c) he is admitted following a change in circumstances etc

The Local Authority in consultation with Oaklands School, Winsford has developed the following admission subscription criteria as a guideline to future admissions (this guidance is primarily applied to the phased transfer intake in Year 7):

1. Oaklands School is designated to meet the needs of the SEN population with complex moderate learning difficulties in Cheshire West and Chester Council and prior consideration must be given to residents living within these boundaries. CWAC SEN provision is committed to cost effective ways of delivering resources and services to children with Education Health and Care Plans. In the spirit of partnership any surplus places will be offered in the first instance to Cheshire East Council.
2. Age 11 to 17.
3. Admissions will not generally exceed the schools Planned Admission Number of 30. The school operates three classes per year group of up to 10 pupils.
4. In determining the suitability of placement a pupil must demonstrate significant delay in learning across the academic and social curriculum. On transition, the pupil will have made lower than expected progress over time and not capable of meeting age related National Curriculum expectations i.e. on entry to school at aged 11, presenting a mixed learning profile, (typically operating across pre-key stage standard 3-6).
5. The pupil may also exhibit a range of ongoing difficulties in the following areas (dependent on the suitability of Oaklands School to meet the child's individual needs):
 - Complex individual needs (speech, language & communication, attention, motivation, learning style, medical needs) with diagnosed developmental delay requiring multi-professional support and possible small group/class support.
 - Isolation due to degree of disability, where adult intervention is needed in order to be included in all activities and an educational programme set up with a high level of individual focus and small group support.
 - Need for high level of adult support to enable access to the curriculum at an appropriate developmental level using multi-sensory approaches, as appropriate.

- Adult intervention needed to sustain attention in order to progress learning at a developmentally appropriate level.
- Difficulty understanding own emotions/feelings of frustration or distress in response to a social or environmental situation which requires a high level of adult intervention.
- Signs of distress to some otherwise everyday social situations or activities, e.g. withdrawing, refusing, avoiding, which requires a high level of adult support.
- Need for adult intervention to enable independent / self help skills to progress.

However all students will be able to demonstrate that they are able to make progress over time.

Oaklands School is not a suitable school for pupils who have Social, Emotional and Mental Health (SEMH) or behavioural difficulties as their primary or main need.

Evidence of the above is gathered following the Year 5 transition review of the Statement of Special Educational Needs/EHCP. The Local Authority will consult with the school during the Autumn Term prior to the year of transition. This process may include:

- Written consultation based on evidence obtained during and following the Year 5 Annual Review,
- Verbal contact by the school with any external agencies involved with the pupil identified in the written consultation documents,
- Contact with current teaching staff to update academic profile including class observation by Oaklands Senco. The pupil will not be interviewed at any stage in this process.

Following this process, the SEN Assessment & Monitoring Teams from all Local Authorities and the Head Teacher/Senco of Oaklands will identify the 30 most appropriate children based on the child's special educational needs against the criteria detailed in points 4 and 5.

Any parent/carer who has a child who they wish to attend Oaklands School and whose needs match that of the admission subscription criteria must contact their local authority admissions/SEN Team to request a place.

Where an application is refused because of a risk to existing pupils and staff, it will be on the basis that to continue to admit pupils into Oaklands School would contradict section 9.79 of The Code of Practice, where it states that a school may not be named if the attendance of the child or young person would be incompatible with the efficient education of others or the efficient use of resources.

Applications from outside Cheshire West

Our 160 PAN places are maintained by Cheshire West and Chester. Any application from a Local Authority outside of Cheshire West should first be directed to the SEN team at Cheshire West and Chester, and not made directly to the school. Priority in any application will always be given to requests from Cheshire West and Chester, and to families resident in the borough. Any decision to go above this PAN limit will be made based on the individual risk assessment of a given cohort, in discussion with the Governing Board, and colleagues at Cheshire West and Chester SEND team.

When might an application for a place at Oaklands be refused?

The Headteacher will consider each application for a place in the context of the needs of the current pupil cohort, and the potential impact upon the dynamics of any existing group of pupils of any additional pupil. Consideration will also be given to the capacity of the school in terms of existing specialist staff, resources and teaching space, especially where this might negatively impact upon the safeguarding of existing pupils. All the elements above will be considered, as well as particular focus on the suitability of the prospective peer group and curriculum for the applicant.

Where there are specific needs within an existing cohort which might be significantly impacted on by the behaviour of a new applicant, this may also be referenced in the refusal of a place. The Headteacher has a duty of care to ensure the Health and Safety of existing pupils and staff, and this will be a factor in any such decision.

Suitability of Peer Group

Consideration will be given in an application to the suitability of each child to the prospective year group peer group.

If it is not possible to provide an appropriate peer group at an appropriate communication level, or where the needs of the current group are significantly different from the applicant, this may also inform a final decision.

How is an offer of a place communicated?

All requests will come from Cheshire West SEND team and all communication will be made directly to the team. We do not communicate the decision around the offer of a place directly to parents and carers. The SEND team will then determine whether they wish to accept the offer and will communicate the outcome with parents. Once the agreement has been made with Cheshire West and Chester, a conditional offer will be made from the school to the parent. This offer will be made on the basis of a signed agreement to our Parent Code of Conduct. Once this process has been completed, the process of formal admission and transition to school will be planned.