

Guidelines for Special School Indicators

Basic Requirement:

The pupil has been assessed as having significant special needs resulting in the issuing of an Education, Health and Care Plan. In exceptional cases a pupil may be placed in a special school on an assessment placement.

Special school places are for those pupils with the most severe and/or complex special educational needs.

The parents or young person decide they want non-mainstream education (i.e. a place in a special school). (Section 33 of the Children and Families Act 2014)

Or

The parents prefer a placement in a mainstream school, but evidence exists that no reasonable steps could be taken by the LA or school to overcome the incompatibility with “the provision of efficient education for others”. (Section 33 of the Children and Families Act 2014)

Indicators for admissions to Special Schools

Indicators are used rather than criteria, as a set of absolute standards for judgements would not permit individual cases to be considered according to the particular needs and circumstances of the pupil.

The same indicators are used for initial school places and movement between a mainstream school and special school place.

School	Indicators
<p>The Walnuts School</p> <p>The Walnuts School is a mixed all age community special school providing education for pupils from Foundation to Year 14.</p> <p>All pupils have severe/ complex communication and social interaction difficulties as their primary need.</p>	<ul style="list-style-type: none">• High level of anxiety and poor emotional regulation• Need for a personalised curriculum.• Require a highly structured and/or low stimulation environment.• Making limited progress socially and academically not accounted for by global developmental delay.• Behavioural, social or emotional difficulties arising from their autism that persistently prevent them from accessing the curriculum or a modified curriculum in a mainstream school. <p>May also have: -</p> <ul style="list-style-type: none">• associated learning difficulties• sensory integration difficulties• restricted, repetitive patterns of behaviour, interests, or activities• poorly developed self-help skills e.g., toileting, eating, dressing, hygiene, sleep patterns• limited imaginative play skills.• very limited functional receptive and expressive language skills <p>It is also acknowledged that any of these indicators may lead to pupils exhibiting behaviours that challenge.</p>

School	Indicators
<p>The Redway School</p> <p>The Redway School is a mixed all age special school for pupils from aged 2 to 19.</p> <p>All pupils have complex / severe learning difficulties and/or profound and multiple learning difficulties as their primary needs.</p> <p>Some pupils may have a diagnosis of autism and accompanying developmental delay.</p> <p>Pupils with extreme complex medical conditions.</p>	<ul style="list-style-type: none"> • Predicted very high level of dependency throughout life • Severely under-functioning in most aspects of school and social life • Need for a personalised / individualised curriculum. • A need for multi-agency input from Health and Social care • Persistent, complex and long-term learning needs • Life-limiting health conditions resulting in increasing levels of medical care in order to access learning which will include access to a therapeutic curriculum. • Complex and profound sensory impairments including as deaf/blind requiring access to very specialist resources and teaching methods. • Very limited interaction and communication skills • Pupils whose conditions may result over time in loss of skills and higher demands on medical care. • Sensory or physical skills with associated severe to profound learning difficulty. • Very limited independence skills. • Require high levels of support and care in all aspects of their life. • Severely limited communication and interaction skills. • Very limited progress due to their developmental delay.

School	Indicators
<p>White Spire School</p> <p>White Spire School is a mixed all age community special school catering for pupils from Year 3 to 14.</p>	<p>Indicator 1</p> <p>If a pupil presents with no other significant difficulties their learning should be expected to remain below year 3 expectation for the majority of their school life. The expected developmental ranges; in most curriculum areas, with a greater difficulty acquiring Literacy and Numeracy skills; for the pupils for their whole time in each Key Stage, are:</p>

Slated Row School

Slated Row School is a mixed all age community special school catering for pupils from Foundation to Year 14.

All pupils have either very significant learning needs or complex special educational needs.

Stage		Typical development age	
Key stage	Year group	From	To
EYFS* and KS1	Reception * to year 2	9 months	36 months
KS2	Year 3 to year 6	18 months	7 years old
KS3	Year 7 to year 9	5 years old	9 years old
KS4	Year 10 and 11	6 years old	9 years old
Post 16 (Sixth Form)	Year 12 +	6 years old	11 years old

* Reception/EYFS only at Slated Row

Indicator 2

The pupil has significant needs and inadequate progress is being made despite appropriate interventions (where adequate progress is defined by the SEN Code of Practice 6:49).

Indicator 3

The pupil has learning needs as well as significant needs where their life skills are well below age-appropriate levels. For example:

- Reception & Key Stage 1 at least 2 years behind.
- Key Stage 2 from 3 to 5 years behind.
- Key Stage 3 from 5 to 8 years behind.
- Key Stage 4 & Post 16 from 6 to 9 years behind.

Indicator 4

The pupil has learning needs as well as significant needs in one or more of the following areas:

- Social communication and interaction difficulties. This may manifest with some challenging behaviour.
- Sensory or physical difficulties.
- Emotional and social development arising from their learning needs. This may manifest with some challenging behaviour.
- Experienced an inclusive mainstream provision but is unable to cope socially or emotionally and this has caused stress.
- Under-functioning in most aspects of school and social life.
- Bereavement, loss, separation, attachment, neglect or abuse; with a poor family support network.
- Poor communication or self-advocacy skills.

Indicator 5

Where appropriate, all reasonable steps have been exhausted to support the placement in mainstream and these have not been successful. Typically, the child's needs would not be supported through a high level of additional resources (equivalent to at least 15 hours 1:1) for over a year.

School	Indicators
<p>Romans Field School</p> <p>Romans Field School is a mixed community special school for pupils from Year 1 to 6.</p>	<ul style="list-style-type: none">• SEMH needs that present barriers to learning (see below for examples) or have• significant risk factors (see below) that predict severe SEMH.• Risk Factors that impact on learning and ability to function in school setting.

All pupils have severe social, emotional and mental health difficulties. (SEMH)

Additional requirements including ADHD, ASD, ODD which prevent access to learning.

The pupils' academic ability is usually average to above average.

- In care to the Local Authority
- Bereavement, separation, loss, neglect or abuse
- Family breakdown, conflict or domestic abuse
- Mental illness or mental health issues in the family
- Addiction in the family
- Poor family support network
- Frequent moves of school or home
- Attended more than two primary schools
- Poor attendance and lack of commitment
- Poor physical health
- Family criminality
- Poor learning progress
- Concerns about lack of necessary resilience to manage difficulties and challenges
- Evidence of emerging mental health difficulties which impacts on progress

Barriers to Learning, evidence should include most of the following:

- Behaviour that presents as aggressive, violent, provoking and may increasingly require physical intervention
- High risk assessment of hurting another person or damaging property
- Extreme hyperactivity, impulsivity and/or lack of concentration
- Behaviour that can be defiant and/or non-compliant with an inability to take responsibility for their actions
- Frequently challenging or unusual behaviour that is evident in more than one setting and with a variety of adults and peers despite a range of approaches having been utilised
- Requires in excess of three hours 1:1 Teaching Assistant time daily.
- Low or inappropriate self-esteem and inability to accept praise

	<ul style="list-style-type: none"> • Inability to function in larger whole mainstream class situations for over a period of time even with 1-1 support • Fear of learning and inability to access teaching • Extreme reactions to changes of routine, activity, or everyday disappointments • Inability to respond to a flexible approach • Inappropriate social interactions, isolation, unhappiness, inability to empathise and poor relationships with peers • Withdrawn, quiet behaviour with communication difficulties • Levels of functioning and ability within a broad average or below average range, but do not include severe learning difficulties • Medical diagnoses that contribute to the understanding of their SEMH and learning difficulties • Slow rate of progress in acquiring literacy and numeracy skills, not making 2 National Curriculum sub-levels in a year
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School	Indicators
<p>Stephenson Academy</p> <p>Stephenson Academy is a mixed special school academy for pupils from Year 7 to 13.</p> <p>All pupils have severe social emotional and mental health difficulties.</p>	<ul style="list-style-type: none"> • Severe, persistent, complex and long term social, emotional and mental health (SEMH) needs that present barriers to learning (see below for examples) or have significant risk factors (see below) that predict severe SEMH <p>In addition to the above pupils may also present with:</p> <ul style="list-style-type: none"> • A diagnosis of ASD, Social Communication Disorder or ADHD • Communication and Social Interaction Difficulties • Attention and listening challenges with associated literacy and/or difficulties around • learning <p>Risk Factors in a mainstream or alternative setting may include some, many or all of the range of factors listed below:</p>

1. Social factors

- In care to the Local Authority
- Bereavement, separation, loss, neglect or abuse
- Family breakdown, conflict or domestic abuse
- Mental illness or mental health issues in the family
- Addiction in the family
- Poor family support network
- Frequent moves of school or home
- Poor attendance and lack of commitment
- Poor physical health
- Family criminality

2. Behavioural and emotional presentation

- Inappropriate social interactions, isolation, unhappiness, inability to empathise and poor relationships with peers
- Withdrawn, quiet behaviour with communication difficulties
- Behaviour that can present as aggressive, violent, provoking and may increasingly require physical intervention
- High risk assessment of hurting another person, self or of damaging property
- Extreme hyperactivity, impulsivity and/or lack of concentration
- Behaviour that can be defiant and/or non-compliant with an inability to take responsibility for their actions
- Frequently challenging or unusual behaviour that is evident in more than one setting and with a variety of adults and peers
- Low or inappropriate self-esteem and inability to accept praise
- Extreme reactions to changes of routine, activity, or everyday disappointment
- Poor emotional regulation
- Higher than average levels of anxiety

3. Learning and Progress

- Fear of learning and inability to access age appropriate teaching
- Unable to manage a full day in mainstream or alternative education
- Requires access to a high level of small group teaching, typically 4:1 ratio in a class size normally of eight
- Levels of functioning and ability from below average range upwards, does not include severe learning difficulties and usually not moderate learning difficulties
Learning difficulties may be compounded by medical diagnoses
- Slow rate of progress in acquiring literacy and numeracy skills, not making progress at 2 National Curriculum sub-levels in a year

