



# The Iffley Academy

**Indicators for admission to The Iffley Academy – a Special Academy for children and young people, aged 5 – 18, with complex Special Educational Needs, including cognitive disabilities, autism and emotional and social difficulties.**

- 1. The pupil has a statement of Special Educational Needs (SEN)** or is currently undergoing a statutory assessment of their needs
- 2. The pupil has persistent, complex and long-term learning needs.** Evidence should usually include:
  - Within Key Stage 2: National Curriculum Levels normally above P5 but below level 2
  - At end of Key Stage 2: National Curriculum Levels normally above P7 but below level 2
  - At end of Key Stage 3: National Curriculum Levels normally above P8 but below Level 3
  - At the end of Key Stage 4: National Curriculum Levels normally above level 1c but below level 3
  - Learning difficulties in most curriculum areas, with greater difficulty in acquiring basic literacy and numeracy skills, and understanding concepts
  - Inadequate progress despite appropriate interventions (*where adequate progress is defined by the SEN Code of Practice 6:49*)
  - Life-skills well below age-appropriate levels
- 3. The pupil also has significant needs** (*i.e. meets the criteria for statutory assessment*) in one or more of the following areas:
  - Social communication and interaction difficulties
  - Sensory or physical difficulties
  - Emotional and social development, which may arise from their learning needs
  - Experienced mainstream provision and has been unable to cope socially and emotionally and is distressed by the experience
- 4. Additional indicators** will include these risk factors which are known to negatively affect children's outcomes
  - A child in the Looked After System
  - Under-functioning in most aspects of school and social life
  - Significant input from Health and Social Care
  - Significant illness or mental health issues in the family
  - Bereavement, separation, loss, neglect or abuse
  - Poor communication & self-advocacy skills
  - Family breakdown
  - Poor family support network
- 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 have been supported through a high level of additional resources (equivalent to at least 15 hours 1:1) for over a year.
- 6.** The parent expresses a preference for special school placement, which will be referred to the SEN Resources Moderation Panel and on to The Iffley Academy **OR** the parent prefers a placement in mainstream school, but evidence exists that no reasonable steps could be taken by the LA or school to overcome the 'incompatibility with the efficient education of other pupils' (Ed Act 1996)