



Goldwyn School

Admissions Policy

Review Body: Alison Kane/Learning & Inclusion Committee

Review Period: Annual

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Our Mission

Goldwyn School endeavours to create a challenging and inspiring learning environment, where staff work together to encourage all students to reach their full potential.

We celebrate the success of our students and encourage their individual talents and skills. We aim to maximise their access to and engagement with social and educational settings and provide choices and opportunities which are appropriate to their present and future needs and aspirations.

Goldwyn School works towards providing learning opportunities where students experience:

- A sense of personal security
- Enjoyment of learning
- Respect and being valued
- Supportive relationships
- Sharing their lives with positive adult role models
- Clear, meaningful and flexible boundary setting
- Successful achievement boosting their self-esteem
- Opportunities to obtain academic and/or vocational qualifications
- Chance to flourish and exercise personal responsibility

Through developing personal resilience and providing students with the motivation to succeed Goldwyn School encourages students to be the best that they can be!

Description of the School

Goldwyn School is a co-educational secondary school for students with significant Social Emotional, and Mental Health Needs. Many students may, in addition, be diagnosed (or have undiagnosed traits of) Autism, ADHD, OCD, and Anxiety, sensory processing and social communication needs. Prior cognitive assessments place students with at least average to high cognitive functioning on entry, with attainment gaps no less than 2 years below their chronological age. Students must be functionally literate in order to access the curriculum.

Students are capable of achieving GCSEs at Level 4 or above and are able to engage with, and access, a broad academic curriculum (8 GCSEs or equivalent) with a small number of tailored Vocational Courses on offer at Key Stage 4. Students are taught in class sizes of 7 with 1 teacher and 1 TA. All subjects are taught within specialist teaching areas with students moving from room to room.

There are four separate centres that offer a variety of inclusive pathways:

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| • Goldwyn Ashford | Secondary Special School |
| • Goldwyn Folkestone | Secondary Special School |
| • Goldwyn Plus | Secondary Personalised Provision |
| • Goldwyn Sixth Form | Post-16 Provision, for Years 12 and 13 |

Goldwyn Sixth Form

The Sixth Form provides 3 pathways:

- A 1 year 'preparation for college' placement based within Goldwyn facilities, with the intention that students will transfer to a mainstream college to study level 2/3 qualification,
- A 2 year Level 2/3 qualification or vocational course based within Goldwyn facilities, for students for whom transfer to a mainstream setting may not yet be appropriate due to their extreme vulnerabilities or level of SEMH need, or
- And plans in the future to have, a 1 year 'supported pathway' for students who can access mainstream school or college provision with the SEMH specialist support that can be provided by Goldwyn staff.

Admissions

School Admission Arrangements

All students at Goldwyn need to have an EHCP in place naming specialist provision. Students are aged between 11 and 16 on admission; with the Primary need identified being SEMH or Autism. All students at Goldwyn Plus and Goldwyn Sixth Form have an Education, Health and Care Plan (EHCP).

Goldwyn School and its sixth Form are designated co-educational provision for 195 students (150 at Key Stages 3/4 and 45 within the Sixth Form), through agreed Local Authority arrangements.

The 2015 SEND Code of Practice defines Social, Emotional and Mental Health as:

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.” (Department for Education & Department for Health, (2015)

All arrangements for referrals are through Kent County Council SEN Departments. Admission to Goldwyn is the responsibility of the Local Authority through consultation with the Principal and Heads of Centre. The Local Authority refers students whose EHCP identifies needs that meet the Centre's Admission Criteria.

What kinds of special educational need does Goldwyn provide for?

Most of the students attending Goldwyn have medical diagnoses which may include Attention Deficit Hyperactivity Disorder, or Oppositional Defiant Disorder. In addition, many students have other types of need, including but not limited to:

- Autistic Spectrum Condition, including Asperger's Syndrome.
- Speech and Language Needs.
- Attachment Difficulties.
- Post-Traumatic Stress Disorder.

Most students will join Goldwyn Ashford or Goldwyn Folkestone at the beginning of Year 7. However, it is possible that students may join at other times in the school year, as long as their year group is not full and their needs would not stop the effective education of the other students in their year group.

Goldwyn Plus provision is primarily for Key Stage 4 students. However, in exceptional circumstances, students may join Goldwyn Plus at any point in the secondary phase of their education as long as there is a place available, their needs fall within the admissions criteria, and that all parties are in agreement that Goldwyn Plus provision can meet their needs.

Admission to Goldwyn Sixth Form College is via SEN consultation. Most students will join Goldwyn Sixth Form College at the beginning of Year 12. However, it is possible for students to join during Year 12 or at a later stage, as long as there is a place available and their needs meet the admissions criteria.

The Admissions Process

1. The Local Authority Area **Special Educational Needs** Department will make formal referrals for placement to Goldwyn. A named SEN Caseworker will send sets of relevant paperwork (Consultation Documents) to the Principal, requesting a response within 2 weeks of consultation.
2. The Principal and Senior Leaders will consider very carefully whether Goldwyn or its provisions are likely to be able to meet the needs of the student, and also assess whether there is space available for them in their year group. SEN will be notified as soon as possible if it is felt that our setting is incompatible with the needs of the child/young person; in order that appropriate provision can be sought at the earliest opportunity.
3. If the decision is made that the school can potentially meet individual needs, a senior member of staff from Goldwyn may visit the student; alternatively arrangements will be put in place for parents/carers to visit the school. These meetings will enable the school to fully assess whether Goldwyn is an appropriate setting to accommodate the specific needs of each student who is referred. They also give parents and carers the opportunity to look at facilities and what can be offered to their son/daughter, and to ascertain whether they also feel that Goldwyn is the right environment for their child.

Students who are looking for places at Goldwyn Plus or Goldwyn Sixth Form will be invited to the specific site to meet Heads of Centre and discuss individualised programmes and courses that are on offer.

4. Senior Leaders and Heads of Centre will make recommendations based on these visits/meetings, and the Principal will make the final decision regarding admission.
5. The Principal will notify SEN to confirm offer of placement and advise of start date. Any transitional arrangements will be discussed with parents/carers/settings as appropriate on a case-by-case basis.