



# Goldwyn School

## Admissions Policy

**Review Body:** Alison Kane/Learning & Inclusion Committee

**Review Period:** Annual

**Last Reviewed:** November 2018

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**Date Approved:** 13 November 2018

## 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, humane 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!

## Admissions

### School Admission Arrangements

All students at Goldwyn need to have an EHCP in place naming specialist provision. The age range is between the ages of 11 to 16 and the Primary need identified must be SEMH or Autism. Most students at Goldwyn Plus and Goldwyn 6th Form College have an Education, Health and Care Plan (EHCP).

Goldwyn School is designated co-educational for 130 students, through agreed Local Authority arrangements. Goldwyn Ashford currently accommodates 70 students; Goldwyn Folkestone accommodates 35 on-site. Students are of average (within two years of expected progress) or above average ability. Goldwyn Plus runs 25 additional personalised programmes.

Goldwyn Ashford provides school places, education programmes and support for special needs students that have social, emotional and mental health difficulties (SEMH) in addition currently about 50% of students have a diagnosis of ASC (Autism). They may have other needs co-morbid, such as ASD, ADHD, PTSD, ODD, attachment difficulties, personality disorders or other areas of difficulty.

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 KCC Education, SEN department. 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?**

Goldwyn is a designated specialist provision for students with Special Educational Needs in the area of Social, Emotional and Mental Health. 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/Nurture          |
| • Goldwyn Plus                         | Secondary Alternative Provision           |
| • Goldwyn 6 <sup>th</sup> Form College | Independent, Specialist Post-16 Provision |

Most of the students attending Goldwyn have a diagnosis of Attention Deficit Hyperactivity Disorder, Conduct Disorder and/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.
- Specific Learning Difficulties, such as Dyslexia, Dyscalculia or Dyspraxia.
- Moderate Learning Difficulties.
- 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.

Students can join Goldwyn Plus at any point in the secondary phase of their education as long as there is a place available and their needs meet the admissions criteria.

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 of their education, 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 College 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.