



Goldwyn School

Admissions Policy

Review Body:	Alison Kane/Learning & Inclusion Committee
Review Period:	Annual
Last Reviewed:	February 2026
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Date Approved:	5 March 2026

Our School Community Vision is ‘Aspire, Empower, Achieve’

We **ASPIRE** for our students to be the best they can be by providing a ‘whole child education’ where their talents are nurtured and they are provided with opportunities to flourish. We aspire for them when they see barriers and cannot aspire for themselves. We aspire for our staff to be the best they can be, investing in their well-being, professional development and access to external networks.

We **EMPOWER** each other as a community, recognising and praising excellence and progress in each other. We empower each other to build resilience and overcome barriers. By taking a ‘Growth Mindset approach’ we empower ourselves in a continuous journey of learning.

We **ACHIEVE** self-development, qualifications and instilling self-confidence to achieve our ambitions, for students moving onto higher education or their chosen career path. We endeavour to create a challenging & 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.

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!

Our core school community values are:

We promote a school community where all members demonstrate:

Resilience - Resilience to barriers faced in creating independent, innovative and creative minds

Empathy - Caring for ourselves, for each other, showing respect to each other and building a sense of belonging

Aiming - Aiming to achieve our potential

Commitment - Commitment to success, personal development and opportunity

Heart - Passionate for the difference we make

Description of the School

Name of School	Goldwyn School
Pathways	Goldwyn Ashford, Goldwyn Folkestone, Goldwyn Plus, Goldwyn Sixth Form
School Type	Local Authority Maintained Secondary-phase Special School
Designation	Social, Emotional and Mental (SEMH) /SEMH & Autism
Primary Need	SEMH SEMH & Autism
Class Structure	Year Group Classes
Area	South Kent
Age Range	Year 7 – Year 13
Capacity	160 in total at Key Stages 3&4 35 in Key Stage 5

Goldwyn School is a co-educational, secondary-phase Special School with a clearly defined purpose: to provide high-quality education and personalised support for students with significant Social, Emotional, Behavioural and Mental Health (SEMH) needs. Many of our learners also present with diagnosed conditions of—or identifiable traits—associated with Autism, ADHD, OCD, ODD, PTSD, attachment needs, anxiety, sensory processing differences, and social communication challenges. A number of students have also experienced Adverse Childhood Experiences (ACEs) and trauma, which inform our therapeutic and relational approaches.

On entry, students typically demonstrate broadly average to above-average cognitive ability, yet may present with attainment gaps of at least two years below age-related expectations. All students must be functionally literate to ensure full access to the curriculum. This profile informs our baseline assessments, individualised plans, and targeted interventions.

The curriculum is ambitious, carefully structured, and designed with the intention that all students achieve strong academic outcomes alongside the skills required for long-term personal development. Students are capable of securing GCSEs at Grade 4 or above and follow a broad and balanced learning pathway, including up to eight GCSEs (or equivalent), supplemented by a small number of tailored vocational courses at Key Stage 4. Curriculum planning focuses on sequencing knowledge, closing gaps, and ensuring learners build the cultural, social, and emotional capital needed to succeed beyond school.

Implementation is strengthened by small class sizes, averaging eight students, supported by a teacher and teaching assistant. Classroom environments are calm, structured, and predictable, enabling students to regulate, engage, and make sustained progress. Specialist teaching areas allow students to benefit from subject expertise and experience a secondary-style model of learning.

The impact of this approach is that students develop both academically and personally, increasing their ability to manage their emotions, sustain positive relationships, and engage successfully with increasingly challenging learning. Our curriculum and pastoral systems work cohesively to ensure students leave Goldwyn with meaningful qualifications, improved resilience, and the confidence to transition into further education, training, or employment. Four separate centres 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 |

Staff at Goldwyn are highly trained in delivering nurturing, trauma-informed support, drawing on research-led, evidence-based approaches that enable students to thrive. Through consistent, positive relationships, staff create a safe and responsive learning environment in which every learner is supported to reach their full potential.

All Goldwyn students have access to our **Nurture Hub** at Hothfield, which offers specialist practitioner support for learners who require additional intervention. This includes students experiencing Emotionally Based School Avoidance (EBSA) or those needing enhanced emotional-wellbeing support. The Hub provides targeted, evidence-informed interventions designed to reduce barriers to learning, strengthen resilience, and enable students to re-engage positively with school life.

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
- A 1 year 'supported pathway', in partnership with East Kent College Campuses, for students who can access mainstream college provision with the SEMH specialist support that can be provided by Goldwyn staff.

School Admission Arrangements

The admission of children with Education, Health and Care Plans to schools is a matter for the Local Authority, who has statutory responsibility for arranging their provision.

There are admissions criteria for each Special School, and these are applied in order to determine if a particular special school would be a suitable placement.

The SEN Assessment and Placement Service fulfils Kent County Council's (the Local Authority's) statutory duties in relation to special educational needs and disabilities (SEND), particularly in relation to SEN assessments

The service:

- monitors the Child and Young Persons progress via annual review within Specialist placements.
- is responsible for issuing and updating EHC Plans
- where an EHC Plan is issued it will monitor the progress of the child or young person via annual review
- where a statutory assessment is conducted it will decide as to whether an EHC Plan is issued
- makes decisions about whether to conduct a statutory assessment, ensures annual reviews take place

Since September 2014, the service has been responsible for fulfilling duties arising from the Children and Families Act 2014 and the revised SEND Code of Practice. The SEN Assessment and Placement Service in Kent is divided across 4 Areas:

North Kent (Dartford, Gravesham and Sevenoaks):

Joynes House, New Road, Gravesend, Kent, DA11 0AT

South Kent (Ashford, Dover, Folkestone and Hythe):

Kroner House, Eurogate Business Park, Ashford, Kent, TN24 8XU

East Kent (Canterbury, Thanet and Swale)

Brook House, Reeves Way, Whitstable, Kent, CT5 3SS

West Kent (Maidstone, Tonbridge and Malling and Tunbridge Wells)

Worrall House, 30 Kings Hill Avenue, West Malling, Kent, ME19 4AE

Admissions to Goldwyn

All students at Goldwyn need to have an Education Health and Care Plan (EHCP) in place, detailing their main areas of special educational need, and naming specialist provision as placement type required. Students are aged between 11 and 17 on admission, with their Primary Need identified as 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 (160 at Key Stages 3/4 and 35 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)

Admissions to Goldwyn are the responsibility of the Local Authority through consultation with the Principal and Heads of School. The Local Authority refers students whose EHCP identifies needs that meet Goldwyn’s Admission Criteria (see Description of the School).

All admissions to Goldwyn comply with the legal requirements as outlined in the Equality Act 2010. As such, Goldwyn does not discriminate against a student or prospective student by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation or gender reassignment.

What kinds of special educational need does Goldwyn provide for?

Goldwyn School is designated to support students with significant Social, Emotional, Behavioural and Mental Health (SEMH) needs. Many of our learners also present with diagnosed conditions of—or identifiable traits—associated with Autism, ADHD, OCD, ODD, PTSD, attachment needs, anxiety, sensory processing differences, and social communication challenges. A number of students have also experienced Adverse Childhood Experiences (ACEs) and trauma.

Most students will join Goldwyn Ashford or Goldwyn Folkestone at the beginning of Year 7. However, 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.

The Goldwyn Plus pathway 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 agree that Goldwyn Plus pathway can meet their needs.

Admission to Goldwyn Sixth Form is via Local Authority SEND consultation. Most students will join Goldwyn Sixth Form 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 pathways are likely to be able to meet the needs of the student, and assess whether there is capacity available to admit within their year group/the school. 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 School 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. Transitional arrangements will be discussed with parents/carers/settings as appropriate on a case-by-case basis.