



Admission Arrangements Policy

DOC NO: SILVP0003
SOURCE: SCHOOL
TYPE: POLICY
STATUS: STATUTORY

DATE CREATED: 07/03/2022
DATE RATIFIED: 07/03/2022
REVIEW DATE: 07/03/2023

Admissions Arrangements Policy

Procedure

In order to make entry into Silverdale School as smooth as possible we have an agreed procedure to complete before a new student would be admitted into school. Students enter Silverdale from establishments across the borough of North Tyneside and at all times of the school year. To make transition as smooth as possible all students are allocated a Link Worker and it the responsibility of this person to implement a transition plan written around each individual students' needs. All students will have a pre-school visit, agreed Risk Assessment and their entry will be carefully mapped to ensure a successful and smooth entry to Silverdale School.

These procedures are to allay any fears of transition; to familiarise students, parents and staff with each other; to collect and collate prior attainment information; to get basic family information; to discuss the home school agreement and to make sure that everything is done in such a way that changing schools is a positive experience sensitively executed.

Criteria

The criteria is designed to enable the Education Health Care Plan (EHCP) writer to differentiate between the conduct disordered, classically 'disaffected' often delinquent child whose needs are fundamentally different from the emotionally disturbed child. All available research and experience confirms that these children must be educated in separate establishments. Conduct disordered children have their own discrete special needs and criteria needs to be established to help identify them. Clearly those children who do not "fit", that is meet the criteria laid down for Silverdale School, would likely be considered for a provision that specialised in conduct / behaviour disordered children.

The Curriculum

The student requires either:

- Full entitlement to the National Curriculum;
- A differentiated curriculum;
- A modified curriculum;
- One or more parts of National Curriculum courses or assessment temporarily disapplied if they have experienced a long gap in education or are currently protected by a EHCP, which includes an element of disapplication.
- In all cases the curriculum will be broad, balanced and relevant.

The student's emotional needs will be met by:

- A curriculum underpinned by a pastoral system that places the emphasis on care, personal growth and the raising of self esteem;
- A curriculum maintained and supported by a personal tutor system and genuine home / school co-operation;

- A curriculum and a school that invests significantly in 'social and life skills';
- A curriculum and a school that gives space to grow and develop;
- A school that is neither authoritarian, judgmental nor vindictive;
- A school where the child is more important than the statistic;
- A curriculum which invests heavily in 16+ transitional matters, with individually tailored action plans, and an exceptionally high level of support;
- A high teacher / pupil ratio;
- A curriculum tailored to their individual needs, delivered at the right pace by sympathetic, well qualified and experienced teachers;
- A school that has access to and working relations with the myriad of professional groups, organisations and individuals that may be transient, long lasting, fundamental or simply incidental to the emotional treatment or well-being of the student.

The student will:

- Be in year 3 or older;
- In exceptional circumstances have begun year 10;
- Have a EHCP which indicates the primary need is SEMH
- If the child has ASD his primary need must still be SEMH to