



ADMISSIONS POLICY

1 School Vision

At Blanche Nevile School the pupil is at the centre of our philosophy to create a safe, positive and effective learning environment in which all members of our community are respected. We have high expectations of ourselves and of pupils' social, emotional and academic development. We believe that effective communication, praise, celebration of success and quality teaching and learning will enable each individual to reach their full potential.

2 School Mission Statement

Developing Bilingual and Bicultural Education for Deaf Children

Aims for the pupils:

- i Develop fluency of language (English and/or British Sign Language)
- ii Develop Proficiency in Literacy (English)
- iii Ensure high expectations of each pupil to enable them to reach their potential in all areas of their development
- iv Develop a positive self image and identity
- v Develop emotional understanding, resilience and awareness
- vi Develop social communication skills with deaf and hearing peers and adults
- vii Celebrate and value all successes

3 Criteria for Admissions

The pupil first and foremost has significant hearing loss, and associated speech and language delay which can be developed and supported in a bilingual and bicultural education.

The pupil needs a curriculum planned, modified and delivered by a qualified Teacher of the Deaf within a language rich environment where English and BSL are given equal status, and high expectations are held for the pupil to develop communication and language skills in both languages.

If a pupil has a significant hearing loss, associated speech and language delay and an additional need they **may** be assessed as suitably placed with additional support.

4 Request for Additional Support

If a prospective pupil is assessed as being suitably placed at Blanche Nevile School with additional support (e.g. due to lack of previous schooling, or a secondary need which can be met in a school for the Deaf), this will be requested from the relevant LA. The pupil will only be accepted if this additional support is provided.

Blanche Nevile School's pupil/staff ratio is approximately 8 pupils to 1 teacher.

5 Assessment Places

Pupils may be granted 'assessment placements' if they do not have a Statement and will undergo full assessment whilst placed at Blanche Nevile School.

6 Admissions Procedures

- i Initial Contact: Contacts for placement may come through a referral from the child's Local Authority (LA) or through an informal contact by a parent/carer. The parent/carer will then be invited to visit the appropriate department with their child and where appropriate their Advisory teacher of the Deaf. They will be provided with a tour and given relevant information (including school's philosophy and practice) by a senior manager.

Letters / telephone calls of interest, details of prospective students and records of visits will be logged.

- ii Formal request for a place: The relevant LA requests a place through Haringey LA. The school will then write a consultation reply according to whether the placement is suitable.
- iii Assessments: During the initial visit, informal assessments will be made. Where necessary, for example if the child did not attend the initial visit, a following visit will be arranged to gather assessments within Blanche Nevile School.

The child will be visited and observed / assessed in their present school or nursery. Children not in school (e.g. pre-school children and new entrants to the UK) will be assessed within the home or, if appropriate, within Blanche Nevile School.

Existing assessment information and documentation will be collated (e.g. previous Annual Reviews, Statement, audiology reports).

- iv The child's views will be established where possible.
- v The school will establish commitment from parents/carers to support the school's philosophy and the child's learning.

- vi The Headteacher / Deputy Headteacher will notify Haringey LA regarding their intention/decision.
- vii The Headteacher / Deputy Headteacher will inform senior management, the Administrative Team and relevant partnership schools (Highgate, Fortismere) of the assessment process including names and details of prospective pupils and relevant LA.

7 Transition

- i Dates for Assessment Days and Transition Visits for Year 7 places will be established in the school calendar.
- ii Year 6 pupils will visit the department for 2 days (without their parents) to become familiar with the department staff, students and routines, unless they are starting after September and during the academic year.
- iii Foundation Stage pupils will visit the department with their parent(s) on their first day. In some cases, a transition programme may be arranged leading up to Nursery placement.
- iv Primary pupils and their families will be visited at home prior to their start date.

Additional information:

- v Pupils who attend the Primary department will be given priority for a place in the Secondary department, if it is agreed through the annual review process that their needs can be met.
- vi The school may refuse a request on the following grounds
 - The school is unsuitable to the child's age, ability or aptitude
 - A placement for the child would be incompatible with the efficient education of other children with whom the child would be educated
 - A placement for the child would be incompatible with the efficient use of the school's / LA's resources

Admission Policy -Appendix 1 (Process)

1. Date for Assessment Day and Transition Visits are in the school calendar
2. Details of prospective pupils will be logged (following visits), awaiting formal request by LA.
3. Year 6 pupils will visit the department for two days to become familiar with the department staff, students and routines, unless they are starting after September during the academic year.
4. Foundation Stage pupils will visit the department with their parents/carers on their first day. In some cases, a transition programme may be implemented leading up to their Nursery placement.

Admissions Policy - Appendix 2
(To be completed by professionals working with the child, as applicable)

Language and Communication Interaction-Profile Questionnaire

Name of Child

Date

Name of Teacher

School

What is the child's dominant /preferred language?

What is the child's home language?

Are any other languages/modes of communication used at home? If so, what are they?

What language/mode of communication is used at school?

Playground (with other students)

Does the student require language support during lesson delivery? If so, what form of support is provided? (e.g. visual aids, SSE, BSL communicator?)

Does the student receive regular BSL instruction?

Does the student receive regular Speech and Language Therapy? If so, what form does this intervention take?

Any other comments about the child's communication

Please return this questionnaire by....