



Admissions Policy

Author: Senior Leadership Team

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Amended/Reviewed by: Senior Leadership Team and Teaching and Learning Committee

Review date: May 2018

Date agreed by FGB:

Next review date: May 2019

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

Blanche Nevile School is a pan London provision, taking pupils from all over London. 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

Pupils may join the school without an Education, Health and Care Plan (EHCP) on an assessment basis. All pupils will eventually have an EHCP.

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.

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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.

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

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 or EHCP and will undergo full assessment whilst placed at Blanche Nevile School. The charge of a fully costed place will be required from the placing authority.

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 Education, Health and Care Plan, Statement, audiology reports).

- iv Every effort will be made to establish the views, wishes and feelings of the child.
- 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 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.
- ii. Primary pupils and their families will be visited at home prior to their start date.
- iii. 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.
- iv. Dates for Assessment Days and Transition Visits for Year 7 places will be established in the school calendar.

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.

Pupil Admissions Process – As from September 2017

1. Relevant documentation is received by from the SEND Team of a Local Authority to the school office (Primary or Secondary).
2. Primary and Secondary Admin Team to acknowledge receipt with the Local Authority and email to Headteacher, Senior Teacher, Acting Assistant Headteacher and Business Manager
3. Senior Leadership Team to consider at weekly SLT meeting if needs can be met at Blanche Nevile School.
4. Senior Leadership Team member of either Primary or Secondary to inform relevant staff (Class Teachers, CSWs, LSAs) that a pupil will be coming in for an assessment visit.
5. A member of the Senior Leadership Team to liaise with SALT to arrange an assessment visit date.
6. Pupil invited to school for an assessment visit, while the parents/carers remain on school site.
7. Decision made by Senior Leadership Team in collaboration with SALT as to whether Blanche Nevile School is an appropriate placement based on assessment visit and paperwork provided by the Local Authority.
8. **Decision reached, then:**
 - Consideration then given to next step of:
 - A trial visit for an agreed fixed period of time.
 - An assessment placement for up to a term, at the end of which school needs to submit a request for an EHCP to the Local Authority if the child does not already have one.
 - Dual roll placement for agreed days and an agreed timespan if this is appropriate.
 - Full time placement with a start date provided once Business Manager has confirmed funding arrangements with the Local Authority.
9. Business Manager to confirm placement with the Local Authority once funding has been agreed.
10. Senior Management Team to advise family of course of action re placement at Blanche Nevile School, including dates, times and any agreed interim review dates to monitor placement.
11. Business Manager, Primary and Secondary Admin Team to add the pupil to roll and on SIMS re any special arrangements with regard to SALT, OT, Physio, medical, diet, mobility or personal care.
12. Senior Leadership Team to coordinate the above.



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...

