



Admission Arrangements Policy

[STAT]

Last Review: December 13th 2016

Next Review: December 13th 2017

POLICY NUMBER

SILVP0003 131216

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 away that changing schools is a positive experience sensitively executed.

Criteria

The criteria is designed to enable the statement 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 statement, 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;
- Be emotionally rather than behaviourally disturbed;
- Be unhappy.

The student will not:

- Be criminally active, or have recent background in street crime, but may have minor criminal cautions / convictions or circumstantially related offences;
- Be able to cope in a mainstream school;
- Set out or plot disruption;
- Have the ability to make choices in terms of disruption;
- Thrive in the mainstream.
- Overtly/covertly be violently abusive
- Be involved in crime where it impinges on school life.

If the student is in a mainstream school:

- The school will be unable to cope with the behaviour of the student;
- The school will need continued and consistent support in and out of school, in structured and unstructured activities.

The student will be:

- Underachieving;
- Non-subversive;
- Immature;
- Remorseful and at least potentially loyal;
- Enthusiastic and keen in the right setting, with the right people, when exposed to an appropriate curriculum;
- Responsive to significant others;
- Naive;
- Low in self-esteem.

The student may have:

- Have a history of ear, sight, medical problems;
- Have semantic pragmatic difficulties;
- Adopt very poor and monotonous use of tone and pitch in conversation or reading;
- Not be fluent in speech and be extremely hesitant or stuttering;
- Have some features of autistic behaviour such as being obsessive, clumsy or idiosyncratic;
- Be “always ill”, and often wanting to go home;
- Have a poor attendance;
- Be small and look under nourished;
- Not pay attention to personal hygiene;
- Have a neglected, uncared for look;
- Be from a disadvantaged background;
- Have a significant nicotine dependency;
- Be on, or considered for inclusion on, the ‘Child Protection’ register;
- Have difficulty forming and / or maintaining relationships;
- Be bullied;
- Have no friends;
- Seem incapable of sharing;
- Seem to be uncooperative;
- Be asocial;
- Have an external locus of control / disengage eye contact inappropriately in conversation;
- Engage inappropriate facial expressions in response to a situation;
- Be excessively brief in response to questions;
- Adopt poor posture;
- Laugh or smile at inappropriate times;
- Often cry;
- Seem to be the one who always volunteers / always wanting to help;
- “Gets under adults feet”;
- Be fine “one to one”;
- Display bizarre behaviour;
- Be withdrawn or introvert;
- Be hyperactive;
- Often ‘run away’ physically and / or emotionally;
- Be a “name caller”;
- Seem to be “always” seeking attention;
- Often complain “the work is too hard / easy; “I’ve already done it”; “You always help them, never me”;
- Wear “layers” of clothing regardless of the weather;
- Be reluctant to remove outdoor clothing;
- “Hide” inside clothing;

- Refuse to work;
- Let you down;
- Be unreliable;
- Become aggressive or lose temper when teased, confronted or criticised;
- Refuse requests or instructions;
- Argue inappropriately if prevented from getting what they want;
- Lack self-control;
- Damage their or others work and property;
- Be in, or have been in, 'care';
- Not be coping at home, nor the home with the child.