



Blanche Nevile School

Admissions Policy

Author:	Senior Leadership Team
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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 the Greater London area. The pupil first and foremost is identified as Deaf or hard of hearing, 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. The school works with the Local Authorities (LA) and families to co-produce EHCPs.

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 significantly low hearing levels, 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 an 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 LA or through an informal contact by a parent/carers. The parent/carers 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 member of staff.

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 or directly with the school. 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 where possible. 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, audiology and other relevant 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 the consulting LA regarding their intention/decision.
- vii The Headteacher / Deputy Headteacher will inform senior leadership, 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 a full time placement. This may also be the case in other Year groups, where necessary.
- ii. Primary pupils and their families will be visited at home prior to their start date when possible.
- iii. Year 6 pupils will visit the Secondary 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.
- v. Students expected to access Fortismere School can be offered a week of transition in the summer holidays. However as this is not in term time, CSW (Communication Support Worker) support may not be available for this transition week.

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 2021

1. Relevant documentation is received 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 LA and email to Senior Leadership Team and Business Manager.
3. Senior Leadership Team to consider 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 Speech & Language Therapist (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 LA 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 LA.
9. Business Manager to confirm placement with the LA once funding has been agreed.
10. Senior Leadership 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..... (date)