

### Vision:

Achievement for All.

### Mission:

To fulfil this through developing every child's personality, abilities and talents to the full, to be the best they can be.

Sandgate School is committed to reflecting the United Nation Convention on the Rights of the Child in its policies and practice. The rights of the child considered to be especially relevant to this policy include:

- Right 3: The best interests of the child must be a top priority in all things that affect children.
- Right 5: Parental Guidance
- Right 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- Right 23: Children with disabilities
- Right 28: Right to education

## Equality Impact

This policy has been written to ensure that no one is discriminated against on applying to join Sandgate School. The policy does however, have to bear in mind the designation of a special school and in that regard, only students who fulfil the criteria form the Local Authority may join our school.

## Process

The Local Authority (LA) makes arrangements for the identification and assessment of children who have Special Educational Needs. Parents have an important role in this assessment process.

Children who are to be educated at Sandgate School must be directed to the school through the Local Authority. Pupils normally have an Education, Health and Care Plan (EHCP) which outlines their severe or profound learning difficulties. In some cases, the local authority may direct a child with another category of need but this is at the discretion of the local authority. In exceptional emergency cases, the LA may agree to an 'assessment place'. This is time limited and requires the agreement of parents.

Pupils are usually entitled to transport organised by Westmorland and Furness Council to their nearest school.

For further information or advice regarding admissions for a pupil with a statement of educational need or EHCP, please contact:

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Sarah Wright (Access and Inclusion Manager)

[sarah.wright@westmorlandandfurness.gov.uk](mailto:sarah.wright@westmorlandandfurness.gov.uk)

**Email:**

[school.admissions@westmorlandandfurness.gov.uk](mailto:school.admissions@westmorlandandfurness.gov.uk)

**Address:**

School Admissions and Appeals  
Westmorland and Furness Council  
PO Box 305  
County Offices  
Kendal  
LA9 9GZ

The school will accept all pupils directed towards them. However, exceptions may lie if contract measures within a risk assessment cannot be addressed due to:

- Resourcing
- Pragmatic school organisation
- Control measures which lie outside the school's expertise

The children joining our school come from a variety of backgrounds. For some this may be their first experience of a formal setting, while others have been in pre-school or nursery or school settings previously. We feel that it is vital to ensure a smooth transition from another setting to Sandgate School. We do this through a planned transition procedure:

1. Parents / carers visit school, with or without another professional (e.g. nursery staff, school staff, advisory teacher, family worker).
2. Child visits school with parents / carers.
3. Sandgate staff visit child in current setting.
4. Sandgate staff attend EHCP review.
5. Sandgate staff liaise with current setting and parents / carers.
6. Transition visits arranged. These begin accompanied by current staff or parents, and the final visit is usually attended by the child alone.
7. Child commences placement at Sandgate.
8. With the exception of transfers from beyond the catchment area, school will endeavour to commence new pupils at the beginning of a school term, with most new pupils transferring for a September start date.

To ensure that the transition is effective, it is usual to allow about half a term to complete all steps in the process.

This procedure applies throughout the school, regardless of a child's age.

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