

Admissions Policy

Cambian Dilston College

Policy Author	Lee McDonough
Approval Date	May 2020
Next Review Date	May 2021
Version No	1
Policy Level	Site

Introduction

Cambian Dilston College offers specialist education and care for learners aged 16 to 25 with a learning disability, autism spectrum conditions, Down's Syndrome, developmental disorders, communication difficulties, challenging behaviour and a broad range of complex needs including medical needs.

Cambian Dilston College considers all applications individually and we are able to offer day places and full time residential courses up to 52 weeks.

Admission to the College is by way of an Education Health Care Plan produced by the relevant local authority. Parents may also make representation themselves.

Places can be commissioned by any local authority including overseas.

The College would not consider offering a placement to a young person whose specialist needs were incompatible with the efficient education of the other learners and the efficient use of resources.

We actively welcome all applications in accordance with our Equal Opportunities Policy and Equality and Diversity Policy.

Admissions Process – 38 week applicants

Prospective learners are invited to visit the college at an organised visitor day giving them and parent/carers the opportunity to view all aspects of the college. They and their parent/carers will have had opportunity to view the college, talk to learners and staff, and see information about courses and the college, including a prospectus. Alternative arrangements are made for anyone who is unable to visit on the organised visitor days.

Application forms are completed by the prospective learner and parents/carers and returned by 31st December of the year prior to assessment. Any applications received after this will be processed in the same way over a shorter timescale.

The college Entry Panel meet to review the application forms. This initial part of the process is for early identification of anyone who may not meet the admissions criteria or may require specialist resources e.g. staff training etc. If an applicant does not meet the admissions criteria the college will refer them to The Cambian Group, Natspec and back to their local personal advisory service within the local authority for advice on alternative provision.

Pre entry information is collected from relevant stakeholders associated with the applicant. This would include school, social workers/care managers and any other professionals involved. A copy of the draft Education Health and Care Plan (EHCP) is requested either from parents/carers or from the local authority if this is available. This additional information may identify that the applicant does not meet the required criteria or it may identify specialist resources not included in the original application. As previously stated if an applicant does not meet the admissions criteria the college will refer them to The Cambian Group, Natspec and back to their local personal advisory service within the local authority for advice on alternative provision.

The Transition Team summarise the prior information and produce a Care Plan and Initial Risk Assessment for each learner. This initial information will inform the college staff of the support needs of each learner to ensure that these are met during the assessment process.

The applicant is invited to attend the college for assessment for two days and two nights for residential places and two days (9.00am to 4.00pm) for day places. During this period the college is assessing for places for September of the following year. However learners can be admitted throughout the academic year if this is required.

The Entry Panel meet regularly to discuss applications and assessments and address any issues which may arise during the process.

Following the assessment the Entry Panel decide if learners will be offered a place referring to all of the information collected prior to the assessment and during the assessment period. Assessment information forms part of the documentation used to secure funding.

The following factors will contribute to making this decision:

- | | |
|---|---|
| <ul style="list-style-type: none">• The ability level the prospective learner is judged to be working at• Participation in sessions• Interaction with other learners• Interaction with staff• Challenging behaviour• Staff learner ratio required• Adapted resources• Literacy and numeracy skills | <p>The college provides courses for a range of abilities.</p> |
|---|---|

- Did the learner enjoy the sessions

These factors are assessed and recorded during the assessment by all members of staff working with the prospective learner.

Places will be offered on the basis that the prospective learner wants to come to Dilston College and the college feels it can effectively meet their needs.

Admissions Process – 52 week applicants

Referrals are made to the Cambian Commercial Team by local authority representatives. The Commercial Team review and shortlist referrals and forward to the Principal and Commissioning Manager. Referrals can also be made directly to the college by parents/carers. The college Entry Panel review the information and decide whether to offer an assessment or request additional information before offering an assessment.

If an assessment is not offered the Commissioning Manager is informed and they relay this decision back to the relevant local authority.

If an assessment is offered a member or members of the Entry Panel will usually visit the learner in their home and current educational provision to meet them and gather information from parent/carers and key staff on how to support the young person. Visits may have to be made more than once. Following this the learner, parent/carers and/or key staff will be invited to visit the college. In some circumstances it may not be appropriate for the learner to visit college before starting their course in which case parent/carers and/or key staff are still encouraged to visit. If the learner is able to visit the college they may be offered an overnight assessment as part of the process.

Following the assessment the Entry Panel decide if learners will be offered a place referring to all of the information collected prior to the assessment and during the assessment period and assessment information forms part of the documentation used to secure funding.

Once funding is agreed the Local Authority provides the college with a contract which informs the structure of the learner's course and support they require. These are reviewed as part of the learner's transition through college.

A Starter Pack including a start date is sent out to new learners; during the summer term prior to starting their course in September for 38 week learners and as soon as practicable for 52 week learners. Because of their more complex needs 52 week learners may require a more involved transition period before starting college.

All the information collected about learners informs initial timetable construction for the baseline assessment period, the allocation of initial accommodation and the staffing within both their formal sessions and residential accommodation.

When learners start their course they receive a comprehensive induction. This is delivered by their Personal Tutor, Key Worker, and other members of staff. The new learner's transition plan reviewed and their LTG's are revisited. Each learner has relevant Risk Assessments and a Support Plan developed for them.

Following the baseline period and audit of staffing ratios in the autumn term, any changes needed to funding etc. are agreed by the Entry Panel and put forward to the local authority. Staffing ratios are reviewed on an on-going basis.

Placement Process Flowchart

