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Life at Cambian Lufton College is underpinned by our 'FRESH' values:

- **Freedom** – The confidence to share ideas, innovate without fear of criticism, and engage in professional challenge.
- **Respect** – For each other, our students and their families, and our individual differences.
- **Empower** – Enabling students to develop independence, make decisions, take responsibility, and drive positive change.
- **Support** – Supporting students and colleagues to achieve and reach their full potential.
- **Honesty** – Promoting trust, integrity, and transparency, with a culture that embraces learning from mistakes.

Lufton College provides both day and residential placements (up to 52 weeks) for young people aged 16–25 with autism, moderate to severe learning disabilities, communication needs, and associated conditions including ADHD, ADD, and Global Developmental Delay.

The College currently accommodates up to 34 residential students across three sites, alongside up to eight-day students. Residential placements include 52-week, 38-week, and weekly boarding options. All residential provision is regulated by the Care Quality Commission (CQC), and education provision is inspected by Ofsted.

Referrals are managed through the Cambian Business Development Team and may be received from families or Local Authorities. All referrals must include an Education, Health and Care Plan (EHCP) and supporting documentation.

A college placement at Lufton typically lasts between two and three years; however, the duration may vary depending on the individual needs of the young person, their EHCP outcomes, and their progress over time.

The Principal reviews all initial enquiries to determine whether sufficient information is available to proceed to assessment and to consider whether the College is likely to be able to meet the young person's needs. In some cases, a decision may be made not to progress to assessment where it is identified at this stage that the College may be unable to safely or appropriately meet need. Applications are welcomed and considered in line with the College's Equality, Diversity, and Equal Opportunities policies.

Placements are typically offered to students from the South, Midlands, and South Wales to support accessibility for families. However, referrals from outside these areas may be considered, particularly where there is urgency due to placement breakdown or significant disruption.

The admissions process typically includes:

- An initial video consultation with parents/carers or Local Authority representatives
- A visit to the College (before or after the consultation, as appropriate)
- A comprehensive in-person assessment with the young person

An in-person assessment, conducted by Lufton College assessment staff, is a key stage of the process. It provides an opportunity to observe the young person within a familiar or appropriate

environment, such as their current educational setting or home. Through this, staff develop a detailed understanding of the young person's strengths, needs, communication style, preferences, and presentation in everyday situations.

The assessment may include observation of interactions, engagement in structured and unstructured activities, responses to support and routine, and any identified risks. Where appropriate, staff will engage directly with the young person to ensure their views, wishes, and feelings are considered. This process is essential in determining whether the College can provide a safe, suitable, and effective placement aligned with the young person's identified outcomes and support needs.

The formal assessment process includes completion of a detailed referral placement form and risk analysis. This ensures that:

- The College can meet the student's needs safely
- Appropriate staffing levels and expertise are available
- The environment and peer group are suitable

Assessment considers:

- Personal preferences and communication needs
- Risk and safety factors
- Required staffing ratios
- Peer compatibility
- Environmental and sensory needs
- Physical accessibility requirements

Where no suitable accommodation is available, this will be clearly communicated alongside indicative timelines.

Lufton College operates across multiple sites and is not a purpose-built environment. Accommodation varies, with all students having private bedrooms and access to either en-suite or shared facilities. Some accommodation may not be fully accessible for individuals with significant mobility needs. Students are carefully matched to ensure suitability. Students are expected to experience at least one accommodation move during their placement, supporting independence and preparation for adult living.

All relevant documentation, including clinical reports, behaviour support plans, health care plans, and prior learning records, must be reviewed before an offer is made.

Following assessment:

- Further visits may be arranged if required
- A decision will be made by the Principal (or delegated senior leader)
- A formal offer, including fees, will be issued via the Business Development Team
- Placement can only proceed once funding is agreed by the Local Authority

If a placement is not offered, clear reasons will be shared with the Local Authority.

Pre-Admission and Transition Process

Once funding is agreed, a contract outlining support levels is provided. Support levels may vary across education, care, and community activities and are regularly reviewed.

The structured transition process includes:

1. **Initial Transition Planning Meeting**
Agreement of transition activities and a proposed start date, involving family, Local Authority, and the College team.
2. **Education Planning Meeting**
Focus on curriculum, prior learning, and educational needs.
3. **Care and Clinical Meeting**
Includes completion of an ergonomics assessment and review of care, health, and sensory needs.

Transition plans are shared with all parties, and key staff (including Tutor and House Manager) are identified. Accommodation and site allocation are confirmed.

Residential students are supported to personalise their living space and participate in decisions about their environment, including managing personal budgets where appropriate.

Transition also includes:

- Personalised risk assessments
- Clinical assessments (communication, sensory, and behaviour support)
- Development of individualised support plans

Baseline Assessment and 12-Week Review

During the first six weeks, baseline assessments are completed across all curriculum areas, including:

- Resilience profiling
- Clinical assessments
- Risk assessments
- Development of a one-page profile

A multi-disciplinary review meeting follows to:

- Review assessment findings
- Align provision with EHCP outcomes
- Agree short-term targets and timetables

For students aged 18+, Mental Capacity Act assessments are completed where required. Where a student lacks capacity and requires continuous supervision, a Deprivation of Liberty Safeguards (DoLS) application is submitted and monitored.

Any changes in accommodation for students subject to DoLS will be communicated to the relevant authority.

Students may also have opportunities to progress to Lufton College's community-based accommodation, The White Horse, a realistic supported living model designed to prepare for adulthood. Capacity assessments and best-interest decisions will be made where appropriate, involving families, professionals, and advocates.

12-Week Review

A formal review is held after 12 weeks, which serves as the student's first EHCP annual review at Lufton College. This includes:

- Review of progress and assessment outcomes
- Consideration of EHCP amendments
- Feedback from the student and family

The Placements and Transitions Manager coordinates the review, ensuring attendance from all relevant parties. Documentation is shared at least two weeks prior to the review meeting.

Linked Policies and Processes:

- GDPR and Data Protection Policy
- Curriculum Policy
- Non-Examination Assessment Policy
- Mental Capacity to Consent and Deprivation of Liberty Safeguards Policy