



# Admissions Arrangements Policy

## **ABOUT THIS DOCUMENT:**

Purpose: This documents outlines how Creating Tomorrow College supports the admissions of learners into our College.

The aim is to ensure that the admissions processes and approaches are consistent and transparent

Compiled by Kevin Latham, December 2021

Agreed by Directors

SIGNED

DATE

Review Date    December 2022

## Wellbeing in our Trust

Managing admissions to our college can be challenging and so this document aims to set out procedures to be followed to minimize what can be difficult process.

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
  - Commitment to reducing workload
  - Supportive and professional working environments
  - Employee support programs
    - Health Assure (confidential counselling support available through Perkbox account).
    - The Teacher Support Line telephone number 08000 562561 or website [www.teachersupport.info](http://www.teachersupport.info)
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### 1. Our Vision

At Creating Tomorrow College we aim to inspire and empower all learners to achieve.

### 2. Aims

At Creating Tomorrow College we are an inclusive setting to support young people with cognition and learning difficulties. To ensure that the college is able to continue to offer a broad and relevant curriculum for all our learners, regardless of their background, culture or ability, there needs to be a process to ensure admissions to Creating Tomorrow College reflect the college community and are in line with our funding agreement with the local authority and subsequently the ESFA.

Each learner is valued for who they are and what they bring to the college. We appreciate and celebrate the richness of diversity within the college community as well as the wider community. Through the work we do across the college on developing Values, we actively promote the importance of determination, aspiration, respect and empathy. Through this approach, students develop independence, confidence and integrity which prepares them for their future lives.

This policy aims to promote and embed Creating Tomorrow College's Core Values.

### **3. Admissions Statement**

Under the current service level agreement with North and West Northamptonshire Local Authority, the local authority (LA) are the college admissions authority. In accordance with the agreement all learners admitted to Creating Tomorrow College will have an Education Health and Care (EHC) Plan.

All admissions will be dependent on places being available in the college and within the right learning peer group. In consultation with the LA, the College Director of College will comment on the appropriateness of the placement and the college's ability to meet the child's needs as outlined in the EHC plan. The primary need of any learner at Creating Tomorrow College is a learning difficulty, which can be moderate, severe, or complex. Some learners may have additional needs such as ASD, ADHD, a visual, hearing or multisensory impairment, a physical disability etc. Some learners may have behaviours that can be challenging as a result of their learning difficulty or their additional needs.

The LA and college recognise the importance of the young person's and parent's choice, however under the current funding agreement referrals will not be considered from outside the college's recognised catchment area (North Northamptonshire). Where places are limited, the Director of College and LA will prioritise referrals through discussions. All requests for places will be brokered through the LA.

Requests for a place at Creating Tomorrow College should be made to Northants EHC Team

### **4. Admissions procedures**

It is realised that parents of prospective learners will be anxious and uncertain about what to expect when a specialist post-16 institute (SPI) is suggested as a possible educational route for their child. It is therefore important that admission procedures are sensitive to their needs and reflects a structure that is predictable and understandable. This will be achieved by:-

- Ensuring all prospective admissions are initially dealt with by the Director of College
- Providing the opportunity to visit the college and discuss needs with the Director of College. Parents and learners are more than welcome to bring someone with them on this visit
- Providing parents and learners with a prospectus at initial meeting
- Once an EHCP has been issued and Creating Tomorrow College has been named as appropriate provision by the Local Authority, providing planned opportunities for the family and learner to visit the college and meet staff.
- Providing relevant tutor and team members with necessary papers so that where appropriate home visits can be arranged and involved professionals contacted

- Ensuring parents and learners are aware of arrangements such as transport, once an admission date has been agreed
- Providing parents and learners with the opportunity to meet with tutors for a progress report during term of admission

*Where visits to the college are arranged prior to the completion of the EHC plan, it will be made clear to all involved that such visits do not imply that the college has made a commitment to offer a place.*

## **5. Admissions Planning**

The Director of College, in consultation with the Senior Leadership Team and relevant members of staff, will be responsible for all decisions relating to admissions. The College will use the “**Creating Tomorrow Application Panel Information**” (appendix 1. In this way learner number and programme planning will be dealt with in a planned and efficient way. In order to aid this process.

The Director of College reserves the right to decline a request for a place if it is felt that the college cannot meet the needs on as detailed on the statement or EHC plan.

## **6. Review**

This policy is subject to annual review by governors even if there have been no changes during that period.

Appendix 1



**Creating Tomorrow Application Panel Information**

**Allocation of Places for the Academic Year xxxx - xxxx**

Please complete a copy for each student wishing to be considered for a place at Creating Tomorrow

**Forename(s):**

**Surname:**

**D.O.B:**

**Age in Sept 20XX:**

**Current Academic Year:**

**Current Academic Placement (if applicable):**

**Home Address:**

**Learning Needs, Learning Difficulties and/or Disabilities, Care Needs:**

**Highest Qualification Level, Date Achieved and Grade for English:**

**Highest Qualification Level, Date Achieved and Grade for Maths:**

**Other Qualifications, including Level, Date Achieved and Grade:**

**Did the student request a college place in their EHCP review / Annual review?**

**Did the family request a college place in the student's EHCP review / Annual review?**

Does the current school / college support the student's application for a place?

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Any other relevant notes from current placement re the student's suitability for a place?

Please choose one score for each category below, and total the score at the bottom of the page

**Awareness of the world of work**

	0	Has little awareness, and little or no interest in the world of work
	1	Has good awareness, but has little or no interest in the world of work
	2	Has some awareness, and some interest in the world of work
	3	Has some awareness, and a keen interest in the world of work
	4	Has good awareness, and a keen interest in the world of work
	5	Is currently working in a part-time job, or has previously done so

**Readiness for work placement**

	0	Complexity of student needs means that access to a work placement is not appropriate
	1	Full support on a work placement is permanently required
	2	Full support on a work placement is required initially
	3	Partial support on a work placement is permanently required
	4	Phased support towards full independence on a work placement is required
	5	Capable of full independence on a work placement

**Aspiration to have a job**

	0	Has no ambition or motivation to have a job
	1	Has limited ambition or motivation to have a job
	2	Has some ambition and motivation to have a job
	3	Has good ambition and some motivation to have a job
	4	Has good ambition and is well motivated to have a job
	5	Has (or has previously had) a part-time job

**Aspiration towards Independent Living**

	0	Has no ambition or motivation to be a more independent adult
	1	Complexity of student needs make independent living an unlikely prospect
	2	Has some ambition/motivation to be more independent, needs a high degree of support
	3	Has good ambition and motivation to be a more independent adult, needs phased support
	4	Has good ambition and is well motivated to be a more independent adult
	5	Is already living independently, or has previously done so (please give details in notes)

**Ability to cope in social settings**

0	Complexity of student needs when engaging in new settings causes an unacceptably high degree of risk
1	Complexity of student needs means that engaging in new settings requires permanent full-time support
2	Complexity of student needs means that engaging in new settings requires full-time support initially which should then phase out
3	Able to cope with new settings with phased support towards independence
4	Able to cope with new settings with minimal support, likely to be able to cope independently very quickly
5	Able to cope with new settings independently

	<b>Total Score for this section</b>
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**Notes or comments for any of the categories above:**

**Please choose one score for each category below, and total the score at the bottom of the page**

**Literacy and English attainment**

0	No formal qualification in English and does not have the potential to achieve Entry Level 1
1	Has not yet achieved an Entry Level 1 qualification in English but has the potential to do so
2	Has passed an Entry Level 1 qualification in English, now working towards Entry Level 2
3	Has passed an Entry Level 2 qualification in English, now working towards Entry Level 3
4	Has passed an Entry Level 3 qualification in English, now working towards Level 1
5	Has passed a Level 1 or equivalent qualification in English, now working towards Level 2
5	Has passed a Level 2 or equivalent qualification in English, but other significant factors apply (please comment in the notes)

**Numeracy and Maths attainment**

0	No formal qualification in Maths and does not have the potential to achieve Entry Level 1
1	Has not yet achieved an Entry Level 1 qualification in Maths but has the potential to do so
2	Has passed an Entry Level 1 qualification in Maths, now working towards Entry Level 2
3	Has passed an Entry Level 2 qualification in Maths, now working towards Entry Level 3
4	Has passed an Entry Level 3 qualification in Maths, now working towards Level 1
5	Has passed a Level 1 or equivalent qualification in Maths, now working towards Level 2

	5	Has passed a Level 2 or equivalent qualification in Maths, but other significant factors apply (please comment in the notes)
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**Ability to manage own money**

	0	Has no ability to recognise and name coins, and is not likely to achieve this
	1	Can pay and give change to 10p
	2	Can pay and give change to 20p
	3	Can pay and give change to £1
	4	Can pay and give change to £10
	5	Can manage own money, including using a cash card for payments

**Ability to manage own meals and drinks**

	0	Has no ambition or motivation to make own drinks or snacks
	0	Complexity of needs mean independence for own drinks and snacks is an unlikely prospect
	1	Can make a cold drink independently
	2	Can make a cold drink and a cold snack independently
	3	Can make a hot drink and a cold snack independently
	4	Can make a hot drink and a hot snack independently
	5	Can make a simple meal or follow a recipe independently

**Total Score for this section**

**Notes or comments for any of the categories above:**

**Please use the scores for each category from the previous pages to complete these**

**Total Score across all categories for this student's application (please add the 2 total scores from the previous pages)**



**Placement panel decision for this student, with any relevant comments:**

**Progression for the transition to employment (after at least 1 year in Creating Tomorrow)**

	0	Not likely to ever be suitable for employment (paid or unpaid) due to complexity of needs
	0	Not yet ready for an evaluative 12 week placement, should be able to access this in the future
	1	Ready for an evaluative 12 week placement, but will require full-time support
	2	Ready for an evaluative 12 week placement with phased support towards full independence
	3	Ready for a fully independent evaluative 12 week placement
	4	Ready for part-time employment (paid or unpaid)
	5	Ready for full-time employment (paid or unpaid)

**Total Score for this section**

**Notes or comments for any of the categories above:**

**Progression towards Independent Travel**

	0	Not ready to experience fully supported "Independent Travel", even with permanent full-time support due to complexity of needs
	1	Ready to experience fully supported "Independent Travel" although will require permanent full-time support due to needs (e.g. wheelchair user)
	2	Ready to experience fully supported "Independent Travel" to assess suitability for a Travel Training programme

	3	Ready to access a Travel Training programme, will require a high degree of support and a lengthy transition
	4	Ready to access a Travel Training programme, will require a standard degree of support and transition
	5	Already a fully independent traveller

Please use the scores for each category from the previous pages to complete these

	<b>Total Score across all categories for this student's application (please add the 2 total scores from the bottom of each of the 2 previous pages)</b>
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Please complete the grid below to indicate the breakdown of scores for this student

Score	0	1	2	3	4	5
Tally						
Total						

Placement panel decision for this student, with any relevant comments:

**For students who have completed one full year at Creating Tomorrow only:**

**Progression for the transition to an evaluative 12 week placement with potential for employed status**

	0	Not likely to ever be suitable for employment (paid or unpaid) due to complexity of needs
	0	Not yet ready for an evaluative 12 week placement, will be able to access this in the future
	1	Ready for an evaluative 12 week placement, but will require full-time support
	2	Ready for an evaluative 12 week placement with phased support towards full independence
	3	Ready for a fully independent evaluative 12 week placement
	4	Ready for part-time employment (paid or unpaid)
	5	Ready for full-time employment (paid or unpaid)

Placement Panel decision re Progression for this student:

Notes or comments re Progression for this student:

Please now complete this section for all students who have been recommended for a Creating Tomorrow place

**Progression towards Independent Travel**

	0	Not ready to experience fully supported "Independent Travel", even with permanent full-time support due to complexity of needs
	1	Ready to experience fully supported "Independent Travel" although will require permanent full-time support due to needs (e.g. wheelchair user)
	2	Ready to experience fully supported "Independent Travel" to assess suitability for a Travel Training programme
	3	Ready to access a Travel Training programme, will require a high degree of support and a lengthy transition
	4	Ready to access a Travel Training programme, will require a standard degree of support and transition
	5	Already a fully independent traveller

**NB Please ensure that parents and carers are notified in writing as part of any Creating Tomorrow placement offer that there is no routine provision of transport to and from Creating Tomorrow**