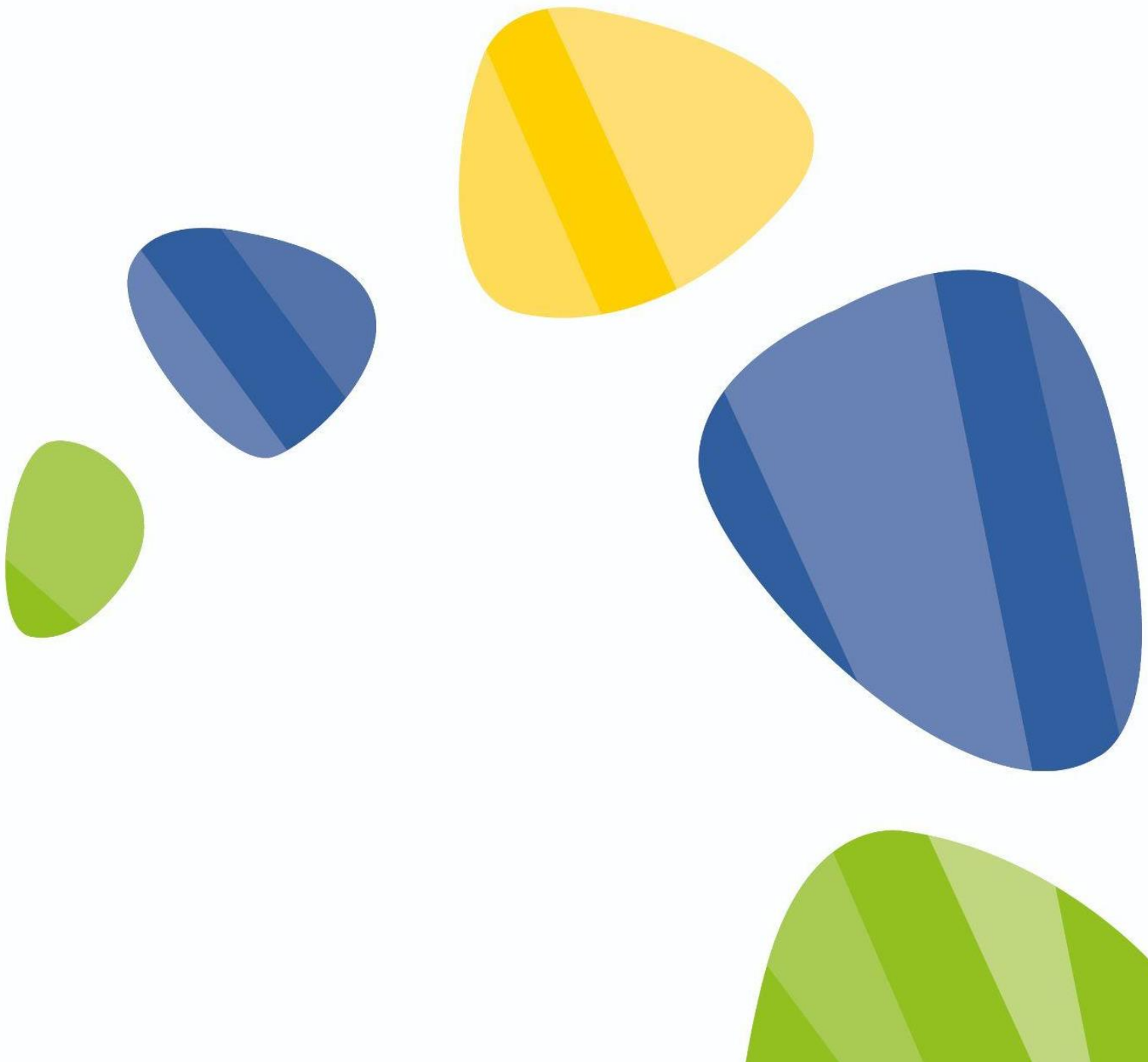




# Admissions Arrangements Policy



About this document:

**Purpose:**

This document 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

Complied by: Gareth Ivett	Date: February 2024
Committee: Local Governing Body	Date agreed by Governors: February 2024
Review Cycle: (annually, 2 years, 3 years): 2 years	Review Date: February 2026

**Wellbeing in our Trust**

We can all be 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).
  - Education Support: telephone number 08000 562561 or website [www.educationsupport.org.uk](http://www.educationsupport.org.uk)

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## 1. Intent and Aims

Creating Tomorrow College is an inclusive setting to support young people with special education needs. 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 ESFA and local authority.

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.

## 2. Definitions

This Admissions policy and procedure refer to all elements of the student journey admissions process. This includes the procedure in place from formal application, selection interview, panel decision making and placement offers.

For the purpose of this policy the local authority refers to the authority that issues the learners Education & Health Care Plan (EHCP).

This policy is based on the following advice from the Department for Education (DfE):

- SEND Code of Practice (2015)

Legal requirements

- Children and Families Act (2014)

- Special Educational Needs and Disability Act (2001)

- Education Act (2002)

Public Sector Duties as defined by the following legislation:

- Race Equality Duty - Race Relations (amendment) Act 2005

- Disability Equality Duty - Disability Discrimination Act (2005)

- Gender Equality Duty - Equality Act (2006)

## 3. Admissions Statement

Creating Tomorrow College is committed to a fair and open admission system that considers all applicants on their individual merits. The college is committed to raising student aspirations, widening participation and promoting equal access to programmes of study. Creating Tomorrow College aims to offer a range of courses to students of and to ensure that students are appropriately matched to a programme of course or study. The College will apply the principles inherent in this policy to all applicants. The underlying principle of the Admissions Policy is that all individual students seeking a place at college are appropriately matched to a suitable programme of study which aligns with their intended destination beyond college.

In accordance with the funding agreement with the ESFA and local authority 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 local authority, the college admissions panel will comment on the appropriateness of the placement and the college's ability to meet the learner'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 or severe) The admissions panel will discuss suitability of an offer of placement for learners with a primary need is categorised as communication and interaction or sensory/physical (SEND Code of Practice, DfE, 2015 update).

The college study programmes are not suitable for learners that have a complex learning difficulty or a primary special educational need of social, emotional and mental health.

Some learners may have additional needs (secondary) such as ASD, ADHD, a visual, hearing or multisensory impairment, a physical disability etc.

The college & the local authority recognise the importance of the young person's choice. Where places are limited, leaders from the college senior leadership team (representing the admissions panel) & the local authority will prioritise referrals through discussions. All requests for places will be brokered through the Local Authority.

Requests for a place at Creating Tomorrow College should be made by the local authority that manage the learners EHC plan to [ehcp@creatingtomorrowcollege.co.uk](mailto:ehcp@creatingtomorrowcollege.co.uk)

Creating Tomorrow College offer two study programmes and are committed to ensuring that learners access the pathway that is appropriate for their special educational need and also their realistic, aspirational outcomes for adulthood. The two programmes that the college offers are:

- a) Pathway to Employment
- b) Supported Internships

It is realised that 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: 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:-

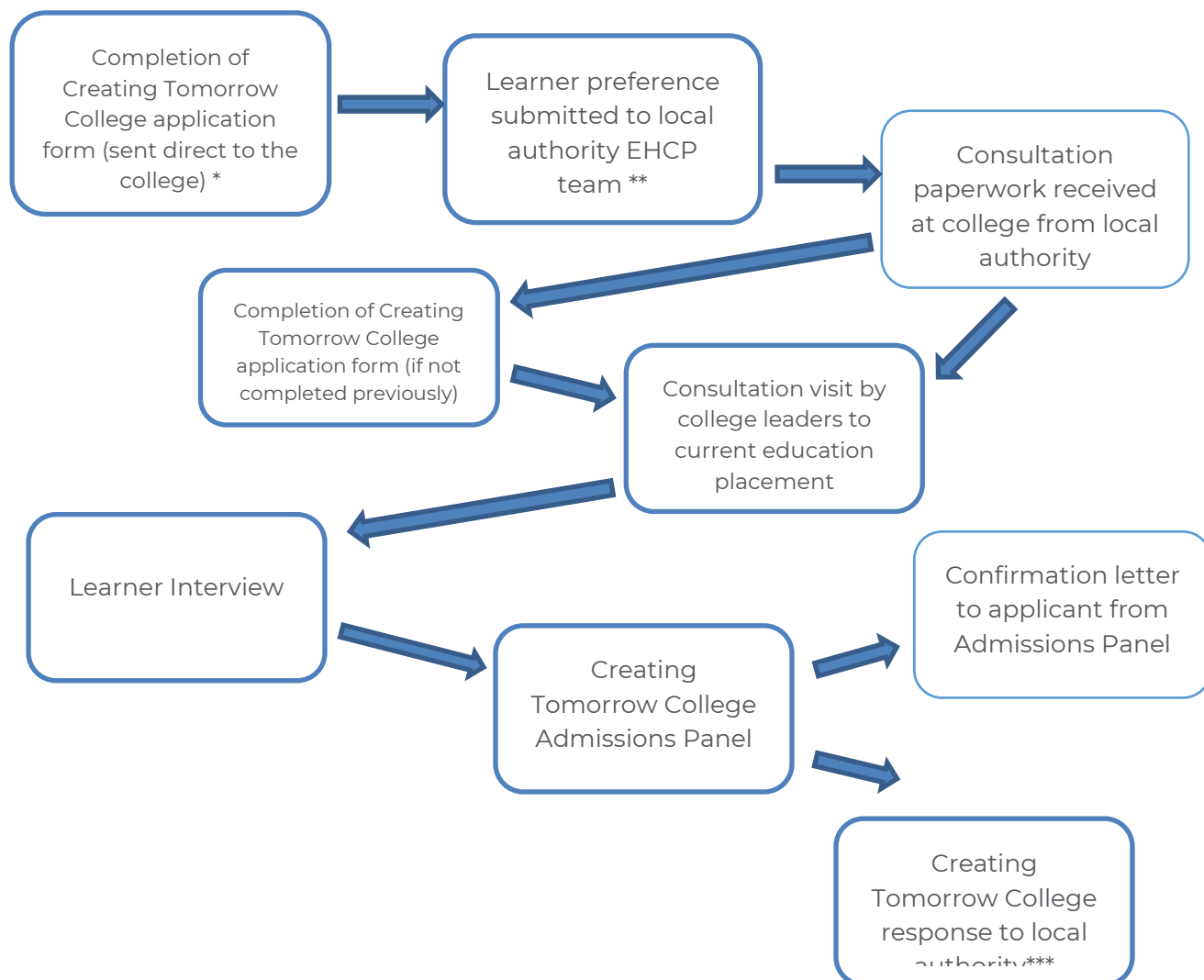
- Ensuring all prospective admissions are initially dealt with by members of the college leadership team
- Providing the opportunity to visit the college and discuss needs with a member of the college leadership team. Learners are more than welcome to bring someone with them on this visit
- Providing learners with a prospectus at initial meeting
- Providing learners with an overview of the stages of the admissions process and information gathered to support the admissions panel decide on the suitability of one of the college's study programmes for an applicant
- 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 learner and family to visit the college and meet staff.
- Providing relevant tutor and team members with necessary papers so that where appropriate consultation visits can be arranged and involved professionals contacted
- Ensuring learners are aware of arrangements such as transport, once an admission date has been agreed

*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.*

## 4. Admissions Process & Procedure

### Admissions Process

Figure 1: admission process



\*Application forms can be downloaded via the college website ([creatingtomorrowcollege.co.uk](http://creatingtomorrowcollege.co.uk)) or by contacting the college team at [info@creatingtomorrowcollege.co.uk](mailto:info@creatingtomorrowcollege.co.uk)

\*\*Learners must submit their preferences to the local authority EHCP team for paperwork to be generated as a preference consultation

\*\*\*Note: the local authority may not commission placement at Creating Tomorrow College following a positive outcome from the college admissions panel

To ensure that the college admission practice is as transparent as is practicable the above diagram and process flow below is designed to inform applicants, families and other stakeholders of the stages of the process that are in place to inform reasonable and fair decisions from the admissions panel.

- a) Applicants to complete a **Creating Tomorrow College application** form and return clearly marking the study programme they are applying for

- b) Learners to **submit a preference** for Creating Tomorrow College **to their EHC team at the local authority**
- c) The local authority will send **consultation paperwork** to Creating Tomorrow College for the admissions panel to assess the suitability of study programmes and the ability to meet need
- d) If consultation paperwork is received by the college due to the consultation being an local authority view that one of the study programmes on offer is suitable for the learner a Creating Tomorrow College application form will be completed during a consultation visit.
- e) College leaders will perform a **consultation visit** (usually in the learners current educational setting). The purpose of this visit is to speak to the learner, understand their aspirations and how their needs are best met and meet with professionals that are currently supporting the learner.
- f) The learner will attend an **interview** with a college leader
- g) Information gathered from the consultation paperwork, consultation visit and learner interview will be assessed by the **admissions panel**
- h) The college will **write to the applicant** to inform them of the decision made by the admissions panel
- i) The college will issue a **response to the local authority** offering placement on one of the study programmes or will not offer placement with reasoning behind the admission panel decision.

## 5. Admissions Panel

The Admissions Panel will consist of a minimum of two senior leaders from the college and may also from time to time include, senior leaders from Creating Tomorrow Academies Trust and local governors of Creating Tomorrow College.

This panel will be responsible for all decisions relating to admissions and will decide on an outcome based on the suitability of the programmes offered to meet the realistic aspirations of the learner and the college's ability to meet special educational need.

The admissions panel will use the information provided from consultation paperwork, consultation visits, learner interviews and the "Creating Tomorrow Application Panel Information" (appendix 1 & 2) to make this decision. In this way learner numbers and programme planning will be dealt with in a planned, transparent, fair and efficient way.

The admissions panel will reach a decision which will have one of the following outcomes:

- a) Admission accepted to the study programme that was applied for
- b) Admission offered to a different study programme to the one that was applied for as it is felt that it would better meet the needs of the learner and aspirational outcomes for adulthood
- c) Decline placement for a placement at Creating Tomorrow College

The Admission Panel 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 EHC plan.

Due to the delivery model that Creating Tomorrow College employ, the admissions panel reserve the right to decline a request for placement if



information gathered through the admissions process indicates that significant challenges will be presented in keeping the learner or staff safe due to behaviour in current or previous settings.

## **6. Roles and Responsibilities**

The college Principal has the executive responsibility and strategic oversight of the admissions policy and the effective development, implementation and review of the policy and procedures.

The Director of College (Performance and Standards) is responsible for the day-to-day administration and implementation of the procedures and guidelines described in this document.

The senior leadership team, college leaders, and other staff held by professional standards all have a responsibility to give full and active support to the policy by ensuring the policy is known, understood and implemented

## **7. Monitoring Arrangements**

The senior leadership team will maintain oversight of the effectiveness of these arrangements. This policy and the implementation arrangements which underpin it will be reviewed annually by the Principal.

## Appendices

### Appendix 1 – Pathway to Employment Admission Panel information



#### Creating Tomorrow College 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 on the Pathway to Employment at Creating Tomorrow College

Forename(s):		Surname:	
D.O.B:		Age in Sept 20 <b>XX</b> :	
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:		Did the student request a college place in their EHCP review / Annual review?	
Highest Qualification Level, Date Achieved and Grade for Maths:		Did the family request a college place in the student's EHCP review / Annual review?	
Other Qualifications, including Level, Date Achieved and Grade:		Does the current school / college support the student's application for a place?	
Any other relevant notes from current placement re the student's suitability for a place?			

#### Employment and Independence

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

##### Employment

###### Awareness of the world of work

	<b>0</b>	Has little awareness, and little or no interest in the world of work
	<b>1</b>	Has good awareness, but has little or no interest in the world of work
	<b>2</b>	Has some awareness, and some interest in the world of work
	<b>3</b>	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 gain employment

	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

#### Personal qualities for successful work placement

	0	Demonstrates any of the following - no resilience, is not reliable, little honesty, unwilling to problem solve, not willing to learn
	1	Demonstrates some personal qualities listed in 1 but is also able to demonstrate a degree of positive qualities listed in 5
	2	Sometimes demonstrates some personal qualities listed in 1 but is also able to demonstrate some positive qualities listed in 5
	3	Demonstrates some of the qualities listed in 5 and able to develop other in areas with support
	4	Demonstrates some of the qualities listed in 5 and able to develop other in areas with opportunity for self-reflection
	5	Demonstrates the following - copes well with setbacks, is reliable, demonstrates integrity, able to problem solve, growth mindset

#### Transferable skills

	0	Demonstrates any of the following - poor communication (listening or speaking), lack of creativity, inability or unwilling to problem solving, unable to collaborate (teamwork and leadership), does not show initiative
	1	Demonstrates some transferable skills listed in 1 but is also able to demonstrate a degree of transferable skills listed in 5
	2	Sometimes demonstrates some transferable skills listed in 1 but is also able to demonstrate some transferable skills listed in 5
	3	Demonstrates some of the transferable skills listed in 5 and able to develop other in areas with support
	4	Demonstrates some of the transferable skills listed in 5 and able to develop other in areas with opportunity for self-reflection
	5	Demonstrates the following – good communication (listening & speaking), creativity, problem solving, collaboration (teamwork and leadership), shows initiative

### Independence

#### 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 due to socially unacceptable behaviours
	2	Complexity of student needs means that engaging in new settings requires full-time support initially due to socially unacceptable behaviours which could then phase out
	3	Able to cope with new settings with phased support towards independence demonstrating socially acceptable behaviours
	4	Able to cope with new settings demonstrating socially acceptable behaviours, with minimal support, likely to be able to cope independently very quickly
	5	Able to cope with new settings independently demonstrating socially acceptable behaviours

#### Ability to manage own money

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

#### 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

Total score for Employment and Independence Section	
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Notes or comments for any of the categories above:
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### Academic Attainment

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 ( <b>please comment in the notes</b> )

#### 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 ( <b>please comment in the notes</b> )

Total score for Academic Attainment

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 for Employment Independence multiplied by 2	/90
Total score Academic Attainment	/10
Total score	/100

Scoring Outcome	Rationale	Action
<b>Note: Any student scoring a 0 or 1 in any category question needs to move to a panel discussion</b>		
0-24	Student would not be able to access the study programme/ does not demonstrate the interest or aptitude to achieve the programme outcomes	Decline placement – re-assess for Pathway to Independence
25-65	Student demonstrates some interest and aptitude to achieve the programme outcomes	Panel Discussion to determine placement offer
66-100 (with no 0 or 1 scores)	The study programme would benefit the student's positive outcome for adulthood	Offer Placement

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

## Appendix 2 – Supported Internship Admission Panel information



### Creating Tomorrow College 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 on the Supported Internship programme at Creating Tomorrow College

Forename(s):		Surname:	
D.O.B:		Age in Sept 20XX:	
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:		Did the student request a college place in their EHCP review / Annual review?	
Highest Qualification Level, Date Achieved and Grade for Maths:		Did the family request a college place in the student's EHCP review / Annual review?	
Other Qualifications, including Level, Date Achieved and Grade:		Does the current school / college support the student's application for a place?	
Any other relevant notes from current placement re the student's suitability for a place?			

## Employment and Independence

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

### Employment

#### Transition Planning

0	Minimal preparation for transitioning to the workplace; lacks basic understanding of workplace expectations.
1	Limited preparation for transitioning to the workplace; demonstrates some understanding of workplace expectations but lacks readiness for supervised work.
2	Adequate preparation for transitioning to the workplace; demonstrates basic understanding of workplace expectations and readiness for supervised work.
3	Strong preparation for transitioning to the workplace; demonstrates clear understanding of workplace expectations and readiness for a move to semi-independent work.
4	Exceptional preparation for transitioning to the workplace; demonstrates comprehensive understanding of workplace expectations and readiness for a move to independent work

#### Breadth of Previous Work Experience

0	Limited or no previous work experience; lacks exposure to different work environments or roles.
1	Some previous work experience in a single area or role; limited exposure to diverse work environments or tasks.
2	Adequate previous work experience across multiple areas or roles; demonstrates basic understanding of different work environments and tasks.
3	Varied previous work experience across different industries or sectors; demonstrates proficiency in adapting to diverse work environments and tasks.
4	Extensive previous work experience across various industries or sectors; demonstrates advanced skills and knowledge in multiple areas or roles

#### CV Writing

0	Limited ability to write a CV; struggles to organise information and lacks clarity in presenting skills and experiences
1	Basic ability to write a CV; presents information in a somewhat organised manner but lacks depth or detail in describing skills and experiences
2	Adequate ability to write a CV; presents information clearly and concisely, demonstrating understanding of relevant skills and experiences.
3	Proficient ability to write a CV; presents information effectively, highlighting relevant skills and experiences with clarity and professionalism.
4	Exceptional ability to write a CV; presents information in a compelling and persuasive manner, showcasing skills and experiences with precision and creativity and targeted at the prospective employer.

#### Understanding Job Interviews

0	Limited or no understanding of basic interview skills; lacks awareness of interview etiquette, preparation, and communication techniques.
1	Some understanding of basic interview skills; demonstrates basic awareness of interview etiquette and preparation but lacks confidence in communication.
2	Adequate understanding of basic interview skills; demonstrates competence in interview etiquette, preparation, and communication with some confidence.
3	Proficient understanding of basic interview skills; demonstrates strong interview etiquette, preparation, and communication skills with confidence.
4	Exceptional understanding of basic interview skills; demonstrates mastery of interview etiquette, preparation, and communication, projecting confidence and professionalism

### Interest & Motivation

	0	Minimal interest and motivation in pursuing employment opportunities; lacks enthusiasm and commitment.
	1	Limited interest and motivation in pursuing employment opportunities; demonstrates some enthusiasm but lacks consistency and commitment.
	2	Adequate interest and motivation in pursuing employment opportunities; demonstrates interest and enthusiasm with some commitment to learning and growing in a work environment.
	3	Strong interest and motivation in pursuing employment opportunities; demonstrates consistent interest, enthusiasm, and commitment to learning and growing in a work environment.
	4	Exceptional interest and motivation in pursuing employment opportunities; demonstrates exceptional passion, enthusiasm, and commitment to learning and growing in a work environment.

### Employability Skills

	0	Minimal employability skills; lacks basic time management, problem-solving, teamwork, and initiative.
	1	Limited employability skills; demonstrates some basic time management, problem-solving, teamwork, and initiative but requires significant support.
	2	Adequate employability skills; demonstrates basic time management, problem-solving, teamwork, and initiative with some independence.
	3	Strong employability skills; demonstrates proficient time management, problem-solving, teamwork, and initiative with minimal supervision.
	4	Exceptional employability skills; demonstrates advanced time management, problem-solving, teamwork, and initiative with autonomy.

### Long Term Goals

	0	Unclear or unrealistic long-term goals; lacks clarity and direction in career aspirations.
	1	Limited or vague long-term goals; demonstrates some awareness of career aspirations but lacks clear direction.
	2	Adequate long-term goals; demonstrates clarity and realistic aspirations for career advancement.
	3	Strong long-term goals; demonstrates ambitious yet achievable aspirations for career advancement.
	4	Exceptional long-term goals; demonstrates clear, ambitious, and strategic aspirations for career advancement.

### Understanding Work Related Finance (Pay)

	0	Limited understanding of work-related pay concepts; lacks awareness of basic terms such as gross pay, tax, national insurance, and pension contributions.
	1	Some understanding of work-related pay concepts; demonstrates basic awareness of terms such as gross pay, tax, national insurance, and pension contributions but lacks depth in understanding.
	2	Adequate understanding of work-related pay concepts; demonstrates comprehension of terms such as gross pay, tax, national insurance, and pension contributions relevant to employment.
	3	Proficient understanding of work-related pay concepts; demonstrates a solid grasp of terms such as gross pay, tax, national insurance, and pension contributions, understanding their implications on take-home pay.
	4	Exceptional understanding of work-related pay concepts; demonstrates advanced knowledge of terms such as gross pay, tax, national insurance, and pension contributions, analysing and interpreting their impact on overall financial well-being and future planning.

Total score for Employment Section

Notes or comments for any of the categories above:



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## Independence

### Travel

0	Limited ability to navigate independently; requires extensive support and supervision for travel.
1	Basic understanding of travel routes and transportation options; can navigate with some assistance and support.
2	Adequate ability to navigate independently within familiar areas; demonstrates basic understanding of travel safety and transportation options
3	Proficient ability to navigate independently across various locations; can plan and execute travel routes with minimal assistance.
4	Exceptional ability to navigate independently in diverse environments; demonstrates advanced understanding of travel safety, problem-solving skills, and adaptability.

### Self-Advocacy

0	Limited ability to advocate for oneself; struggles to express needs, preferences, or concerns effectively.
1	Some ability to advocate for oneself; demonstrates basic assertiveness in expressing needs, preferences, or concerns but lacks confidence.
2	Adequate ability to advocate for oneself; demonstrates effective communication skills in expressing needs, preferences, or concerns with some confidence.
3	Proficient ability to advocate for oneself; demonstrates strong communication skills in expressing needs, preferences, or concerns confidently and assertively.
4	Exceptional ability to advocate for oneself; demonstrates exceptional communication skills in expressing needs, preferences, or concerns persuasively and diplomatically.

### Health & Wellbeing

0	Poor physical and/or mental health; requires extensive support to promote health and wellbeing. Will be a barrier to internship outcomes
1	Fair physical and/or mental health; requires some support to promote health and wellbeing. May be a barrier to internship outcome
2	Adequate physical and/or mental health; requires minimal support to promote health and wellbeing.
3	Good physical and/or mental health; promotes own health and wellbeing effectively.
4	Excellent physical and/or mental health; actively maintains and promotes own health and wellbeing

Total score for Independence Section	
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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 for Employment multiplied by 2	/64
Total score Independence	/12
Total score	/76

Scoring Outcome	Rationale	Action
<i>Note: Any student scoring a 0 or 1 in any category question needs to move to a panel discussion</i>		
0-19	Student would not be able to access the study programme/ does not demonstrate the interest or aptitude to achieve the programme outcomes	Decline placement – re-assess for Pathway to Employment
20-56	Student demonstrates some aptitude to achieve the programme outcomes	Panel Discussion to determine placement offer
57-76 (with no 0 or 1 scores)	The study programme would benefit the student's positive outcome for adulthood	Offer Placement

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