

Kisimul

EDCC03 | Calman Colaiste

College Admissions

Policy and Procedure

Document Information

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A full Change Log can be found at the back of this document	

Equality, Diversity & Inclusion Statement

No person or group should suffer oppression or lack of opportunity because of a protected characteristic. Kisimul Group opposes all forms of unlawful discrimination, and we are committed to encouraging equality, diversity, fairness and inclusion in the application of our policies so that everyone has equal access and feels welcome and at ease. To achieve this aim, the application and accessibility of our policies, and the decisions and outcomes arising from our policies, may be monitored to ensure their use is fair, equal and consistent irrespective of any characteristic as may be defined by the Equality Act 2010. This is to ensure that we are listening to people and appropriately understanding their needs, and are tailoring the way we interact and publish or act on our policies to ensure we are promoting equal access and opportunity at all times.

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1. Introduction

The purpose of this policy is to ensure that Kisimul Group's Calman Colaiste College is able to meet the individual needs of the young people/vulnerable adults we admit. We will:

- Ensure that we can meet the special educational needs of referred young people/vulnerable adults at the point of admission.
- Ensure that we deal with each individual referral efficiently and within the required timescales.
- Provide a transparent process for the referral of prospective learner.
- Ensure each setting has a structured and supportive admission and transition arrangement for new learners.

In order to facilitate this process, we have developed an admission procedure which ensures that sufficient information is obtained and disseminated prior to and during the induction period of young people/vulnerable adults. The procedure sets out the criteria for admission of learners and that the service provision is set up to meet their needs. The procedure also ensures that appropriate and adequate information is supplied to young people/vulnerable adults and their families/interested parties, such as our complaints procedure, safeguarding and protection of vulnerable young people and adults procedure, individual care plan, term dates and conditions of care, in line with current legislation.

2. Scope

This policy applies to all potential admissions to Calman Colaiste College, Kisimul Group's specialist college provision for vulnerable young people and adults aged 16-25, whose curriculum is set up to enable a transitional pathway for young people to progress into adulthood - see **EDCC10 Calman Colaiste College Curriculum Policy**.

3. Admissions Criteria

3.1.1 Calman Colaiste College is set up to support learning pathways into adulthood.

3.1.2 In addition, our learners may have a range of associated co-existing needs, including anxiety, ADHD, ODD or sensory processing disorders.

3.1.3 Young people will typically have an Education, Health and Care Plan (EHCP) or equivalent, such as clinical assessments, that reflect the college registration criteria in order to be assessed for education placement.

3.1.4 No young person/vulnerable young adult is refused admission on the grounds of race, ethnicity, gender, religion or sexual orientation.

4. Admissions Procedures

Several stages have been put in place to enable the young person/vulnerable adult to become familiar with their new environment and for staff to become familiar with the young person/vulnerable adult. All of our learners are individuals, and will be treated as such.

4.1 Pre-Admission and Assessment

4.1.1 We will publish a copy of our latest college information on our website for reference by parents/carers and other stakeholders, and make paper copies of the requested policies or information available on request without charge to parents/carers.

4.1.2 Entry to the college is typically preceded by the exchange of relevant documentation and visits by interested parties, and through referral via a placing local authority.

4.1.3 The college will work in partnership with local authority personnel and requires that the authority provide all necessary documentation in a timely manner, in order to ensure we can make an informed decision about meeting the needs of a young person/vulnerable adult. The documents required are (indicative, not exhaustive):

- Current Education, Health and Care Plan (EHCP) or clinical assessments, educational psychology or equivalent professional reports.

- Most recent annual review/key educational progress data.
- A chronology of key events to date, to include information relating to periods out of education.
- Current/most recent care plan/Personal Education Plan (PEP), or outline of current educational provision and support.
- Current/most recent behaviour support plan(s) and risk assessment(s).
- Any additional assessments, such as social care assessments or care plans.
- Any additional professional reports (e.g. psychology, psychiatry, paediatrics, occupational therapy, CAMHS etc.)

4.1.4 Kisimul will ensure that proper senior officer authorisation has been given by the placing authority for an assessment of the young person's/vulnerable adult's needs.

4.1.5 Once formally invited, a multi-disciplinary team will visit the young person/vulnerable adult in their current home/respite facility and/or education placement in order to further assess and understand the young person/vulnerable adult's needs, presentation and educational history, and to discuss subsequent admission/transition procedures.

4.1.6 For integrated placements (those also seeking placement in one of Kisimul Group's residential services), ideally senior representatives from both services, including therapeutic colleagues, will join the assessment activity, unless availability for this would unduly delay assessments where a young person or vulnerable adult is in crisis.

4.1.7 Visits to the college by the prospective young person/vulnerable adult's family and/or local authority representative would include a meeting with members of senior management staff.

4.1.8 If we feel that a learner may need additional resources, we will ensure that these resources can reasonably be provided by the setting before a place is offered (or within an agreed timescale) for the young person/vulnerable adult.

4.1.9 Final arrangements for admission of the learner to the college are then made. An internal occupancy forum, made up of senior representatives from therapy, education, commercial and care services meets weekly to ensure that assessment responses are timely and requests for additional resources or declined admissions have a clear rationale.

4.1.10 For day placements, the education management and support team will liaise directly with the placing authority and parents in respect of start dates and transition planning.

4.1.11 In order that consistent information is imparted by the college, and that full and precise information is obtained for the future welfare of the learner, an assessment and

information record is completed. The quality of information at this stage is vital to the future well-being of the young person/vulnerable adult and the period of settling in to the college.

4.1.12 Where a learner joins our college, we will request child protection records from the previous educational establishment.

4.1.13 Often a transition meeting is arranged at this stage to finalise paperwork, complete LAC and/or other paperwork and discuss any details of individual requirements.

4.2 Prior to Arrival

4.2.1 The college has a systematic approach for maintaining admission records, in line with current legislation. We will ensure that the appropriate parent/carer/local authority representative has signed all relevant documentation (contracts, permissions, medical information, consent etc.) prior to admission of the young person or vulnerable adult.

4.2.2 An appraisal will be made based on the information gathered during the pre-admission to provide an individual risk assessment, which will be made available to staff.

4.2.3 Where this risk assessment demonstrates that the vulnerable adult has a history of being missing from home or putting themselves at risk of harm, appropriate strategies will be put into place to ensure the young person/vulnerable adult's safety.

4.2.4 Allocation of tutor groups will be made with consideration to the preferences of the young person/vulnerable adult, their attainment levels, sensory and behaviour profile and age, as discussed and recorded during the transition meeting.

4.3 First Day

4.3.1 An individual care plan will be available for all staff as well as an individual risk assessment.

4.3.2 Learners are encouraged into the college routine upon arrival, so as to establish a routine and clear expectations. Where a young person has been out of education for a long time, it may be agreed that learners have some taster or part-time days in college prior to accessing education on a full-time basis (this would be agreed at the transition meeting with both parents and the local authority). Where bespoke education programmes are required, this will be agreed as part of the assessment and admission discussion with placing authorities prior to placement.

4.3.3 There will be additional feedback and support to parents to build trust and relationships through regular verbal and/or email communication. Handovers will be used, as well as regular reports with photos, as agreed with the parents at the transition meeting.

4.4 Post-Admission

4.4.1 We will ensure that a post-admission review (initial review) takes place usually within six weeks (no later than 12 weeks). This meeting will endorse the placement and agree the details of individual support plans. This admission review will ensure that all parents/carers and professionals are informed by up-to-date detailed baseline assessment and information related to both education and care.

5. Admissions Register

The young person's details need to be entered into the college admissions register and accompanying information filed. In order to comply with the *Education (Pupil Registration) (England) Regulations 2013*, the admission register will contain:

- Full Name (inc. middle names), Surname First
- Date of Birth
- Year Group
- Gender
- Ethnicity
- Name and Address of all with Parental Responsibility
- Parent/Carer with whom learner resides
- 2x Emergency Contact Numbers (one to be Social Worker, if relevant)
- Special Educational Needs status
- Looked After Child?
- English as an Additional Language?
- Day or Residential Pupil?
- Pupil Premium
- Local Authority Funded place?
- Date of Admission
- Previous School & Leaving Date
- Any Readmission Date to Kisimul
- Leaving Date from Kisimul

6. Monitoring Compliance

Compliance with this policy and procedure will be assured at the post-admission review, and non-compliance will be evident earlier in the process.

7. Linked Documents

7.1 Kisimul Policies

7.1.1 EDCC02 Safeguarding and Protecting Children and Vulnerable Young Adults at Calman Colaiste College Policy and Procedure

7.1.2 EDCC11 Calman Colaiste College Curriculum Policy

7.1.3 EDCC15 Calman Colaiste Compliments and Complaints Policy and Procedure

7.2 Regulations

7.2.1 Education (Pupil Registration) (England) Regulations 2013

The Change Log is a register of all authorised changes made to this document.

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