

## Admissions and Transitions Policy 2022

Person Responsible:	Nickyie Thomas
Date of Policy:	Spring 2022
Next review date:	Spring 2023

Great Oaks College is an Independent Specialist College co-located with Oaklands School and operating on the same site as the school within its own distinct area of the building. Great Oaks has been set up to meet the needs of students who have Severe or Profound or Moderate Learning Difficulties whose needs cannot be met in a Local Sector College, either because of the complexity or their needs, issues of social vulnerability or where a suitable course is not offered in another local provision.

Great Oaks offers six courses on three pathways of study as follows;

Sensory pathway (Sensory/Communication and Choice)  
 Life Skills pathway (Life Skills /Independent Living)  
 Vocational Pathway (Vocational Options/Vocational Training)

In each pathway there are two x two-year courses. Each course has an identified entry criteria and qualification route. Courses are offered at pre-entry level, entry level 1 and entry 2. We expect that some students *on the vocational pathway only* may progress to entry 3 accreditation.

While we accept applications from students in the 19-23 age range on entry to the College, applicants who have previously attended a course in another college should not have taken the same, or a very similar course at the same level before. Students will usually be assessed below entry level 2 on application to the College.

Applications for post 19 courses will be made by completing an application form and submitting that form directly to the College for assessment. Applicants must also provide their most recent EHCP, Annual Review Report, their Behaviour Plan/Risk Assessment and a Medical Care Plan (depending on the needs of the young person) and any other relevant paperwork such as therapy or feeding plans. Applications made without the most recent paperwork may not be able to be assessed. The college will send one formal request for the required information to be sent by the applicant, if the paperwork is not received, the college may not be able to assess the young person for a place. Great Oaks College will accept applications directly from Local Authorities where a parent is willing for an assessment to be made of their young person's needs and if Great Oaks College is their first choice of placement.

Applications should be made from April to December. Assessments will be carried out during the first academic week in January, this may include an invitation into College or staff visiting students in their current setting. The College admissions panel will meet during the first week of February to allocate places on each course. The admissions panel is made up of the Head Teacher and the Assistant Heads.

Places in College will be offered to Local Authorities with the cost of that placement based on assessed needs and identified therapy needs.

Applications will not be accepted between 31<sup>st</sup> December and February 15<sup>th</sup>. Applications will be considered after 15<sup>th</sup> March where vacancies remain following the panel, or if all courses are full, once the LA have confirmed funding.

### Entry Criteria for Great Oaks College

Criteria for places on courses in Great Oaks College will be as follows;

- The applicant has an Education Healthcare Plan (EHCP) including outcomes which can be achieved by attending a course.
- The applicant's assessed level at application means that a course in Great Oaks does represent progress for them; they have not previously achieved qualifications at the same level.
- There is evidence that the applicant has continued to make progress towards their outcomes in the previous phase of education and that they will be able to make more progress by attending the course.
- The young person has engaged in education by attending as fully as they are able (usually considered to be a minimum of 90% *unless they have identified health issues which have prevented attendance*). Applicants must attend the full course. There are no Part time places.
- *Vocational courses only*; the young person should have demonstrated that they have an interest in being employed and that this is a realistic option for them.

The young person should want to attend and engage with a college course and should not be expressing that they no longer wish to access education, this could be demonstrated through their behaviour or other means of communication.

### Therapy and medical Needs

Great Oaks College will make an assessment whether therapy and or medical needs can be met within its ability to commission these services.

Most therapy needs will be met by commissioning therapy time as indicated in the EHCP or most recent therapy report.

Within the assessment period, therapists will examine students' EHCPs and explore costs of the equipment needed. They may liaise with the student's current setting, therapists and parents. This is to enable us to have a clear costing structure and to be able to order equipment as soon as the place is confirmed by the Local Authority. We do not accept second hand equipment from previous settings for Health and Safety reasons.

The College employs a part time nurse to facilitate staff training, ensure high standards of practise and to maintain medical documents, policies and procedures. An assessment of the College's capacity to meet medical needs will be made with the parents/carers during the assessment. If specialist services are required, then this will be requested from the relevant Local Authority as a condition of a placement offer. Where a student may need to be admitted to hospital during the College day it should be noted that they would usually be admitted to West Middlesex hospital and that this should meet the families' needs.

### Students with Challenging Behaviour

Great Oaks College will assess whether the needs of students with challenging behaviours can be met. Whilst we expect to be able to manage some challenging behaviours, we would need to be satisfied that an applicant's challenging behaviour did not place other students or staff at risk of significant harm or that other student's learning would not be frequently disturbed by a student's behaviour.

Where there are strategies identified to meet behavioural needs the College would need to be sure that these strategies could be applied or delivered within the College's capacity and resources. This includes space to enable a student to self-regulate. The college is unable to offer places to students that require 2:1 funding to support behaviour.

Where a student is identified as needing any element of 1:1 supervision as a result of behavioural needs this would need to be funded separately in addition to educational costs.

### How places will be allocated in the case of oversubscription

Great Oaks College will assess applications received by the end of December in the year preceding the start of a course.

In the case of oversubscription priority will be given firstly to students who have themselves or whose parents have, on their behalf expressed a preference for Great Oaks College. Secondly, priority will be given to students who live in the area closest to Great Oaks College, so that they are able to access the community facilities in their own home area.

Once a place is offered:

If a place is to be offered the Head Teacher will contact the SEN department and a start date identified. Students will join a course in September or very soon afterwards. Great Oaks does not usually accept in year applications.

**Before beginning a course at Great Oaks College**

An induction day will be held during July. All admissions paperwork must be completed before the young person will be able to come on site. Students with medical care needs will need to provide a medical care plan produced by their Doctor or community nurse. If you are unable to provide these documents in advance or if the young person has complex medical needs, a member of staff from their current setting should accompany them.

The induction day will be an opportunity for students to meet those who will also be taking the same course, and to familiarise themselves with the building, staff and course requirements.

**Late Applications**

Any applications received after the closing date in December will not be assessed for a place until the College has assessed students whose applications came in by the closing date. Should there be vacancies after panel, the College will assess applications based on the order in which they were received. Should there be a situation in which a bulk of applications were received after the deadline, the College will make a judgement based on whose needs can be best met by the college and then who lives the closest to the College.

**Appeals Process**

Following a panel all applicants will be advised of the decision to offer a place. If a place is not offered applicants will be informed of the reason for the decision.

Where an applicant wishes to make an appeal they should write to the Head Teacher giving the reason for which they wish to make an appeal. An appeal panel of at least two members of the board will consider the appeal.

All appeals should be made within four weeks of decisions letters being received.

**Admissions Procedures: Annual Cycle of Tasks**

Date to be completed	Task	Actions	To be completed by
July/September	Send Prospectus	Ensure it is up to date Create a list of where we send it to	Balwinder
From April to December	Students and families Visit the Great Oaks	Tour and discuss pathways Young person and parents to select an appropriate course and apply for a place	Balwinder/SLT
December	Application closing date	Inform parents two weeks before that the deadline for applications is near	Admin
December	Pre Assessment Panel	Create an assessment crib sheet	SLT
First week back in Jan	Interview and Assessment week	College closed to all students Students come in for assessments and interview Pathway specific assessment packs Interviews	SLT/Pathway Curriculum Coordinators/Teachers
First week of February	Panel	Work out costing for each from the information gathered during visits, assessment and interview.	SLT/Balwinder/Therapists/Nurse
	Offer a place and LA send confirmation of funding		NT/Piera/Balwinder
	Parents to complete new student paperwork in College	Invite parents in Have paperwork packs ready	Balwinder Nurse
	Medical care plans to be created / updated	Gain information	Nurse
	Support staff to spend time with new students	Arrange for staff to go and spend time at schools	Balwinder
June/July	Transition preparation and Transition Day	Transition packs sent out Meet the team parents event (online) Transition day	Balwinder Class Teachers

**Key transitions coordinator dates**

September	October	November
Personal Pathway Planning meetings (new students)	Year 2 and 4 annual Review meetings Prospective Student Events evening	Year 2 and 4 annual Review meetings Transitions Fair
December	January	February
Year 2 and 4 annual Review meetings	Assessment Panel	Transitions planning meeting with year 4 students
March	April	May
Send our prospectus and application information for the Dec panel  Create Transition plans with teachers for all leavers. You do not take them to planned place: this should be facilitated by the class team  Arrange for staff to visit new students in their current setting for the day (contact feeder schools)	Send request for admissions paperwork for all new students and chase/collate as it arrives  Sends out information gathering packs to schools for each student  Collect and collate applications (one chase for extra info)  SAR information gathering	Work with SLT to plan and then organise the leavers ceremony in an external place: ceremony and food  Plan Leavers Celebration Ceremony  Plan Leavers Formal (invite alumni students)
June	July	Exit paperwork file Communication passport All about me What I can do and what I am working on next/support needed Therapy passport CV work experience and skills Qualifications and print out of accreditation evidence Alumni information pack and opt in
College to issue transition packs to new students: class/peers/timetable  Meet the staff evening via teams for new students and their families  Transition day in college	Invite leavers to join alumni  Destination placement planning meeting  Leavers celebration ceremony  Leavers Formal	

**Final Year Transition Process as a student Leaves College**

Action	Any other information	Person responsible	Date
Pre-Annual Review discussion with student about what they would like their next step to be when they leave College.	Careers advisor Job Coach Employer engagement Officer Teacher Transition co-ordinator	Balwinder/Class Teacher	Previous summer term and re-visit in Autumn term
Establish in Annual Review that this is the final year Establish/confirm destination preferences for when the young person leaves college Parents to look around Agree a transition plan	Who should attend this meeting? Job Coaches Transitions coordinator Social workers SEN case officer SLT	Assistant Head  Balwinder	Autumn term
Destination Placement Planning Meeting	Plan which placements to visits Support visits for families and students	Balwinder	February
Placement experience	Plan a period of placement experience and hand dates to class teacher Support staff to facilities placement visits and information handover	Balwinder Class Teacher Support staff	Summer Term
Exit paperwork file	Communication passport All about me What I can do and what I am working on next/support needed Therapy passport CV work experience and skills Qualifications and print out of accreditation evidence Alumni information pack and opt in	Class Teacher Therapists Balwinder Liliana Job coaches	Summer term
Celebration of achievement ceremony	Leavers, Family, staff and peers may be invited	Balwinder	July
Evening Formal	Evening celebration (Disco) Students and their families Staff Alumni Students	Balwinder	July

