



WOODBIDGE
COLLEGE

Admissions Policy

Reviewed April 2024

1. Introduction

Woodbridge College is a specialist college for young adults with severe learning difficulties, profound and multiple learning difficulties and autistic spectrum disorders.

Young adults eligible for admission to the college are those with an Education, Health and Care Plan (EHCP) identifying a requirement for special educational provision consistent with the criteria detailed in this policy.

Parents and students apply directly and this is discussed with the local authority.

The staff and Governors of Woodbridge College recognise the importance of a co-ordinated admissions policy and aim to ensure that the admission process is carried out carefully, accurately and sensitively. The following points show the steps involved in the procedure although there may be occasional adjustments to the process in the light of extenuating circumstances.

2. Responsibilities

The following people have responsibility under this policy:

- CEO is responsible for the strategic direction of the Admissions Policy and ensuring that statutory requirements are met in relation to all admission requests.
- College Principal is responsible for dealing with and responding to admission requests. They will ensure that the policy contents are applied fairly to all requests

3. Policy

This policy applies only to students accessing funding from the Education and Skills Funding Agency.

Young people attending Woodbridge College will be expected to have an Education, Health and Care Plan maintained by their local authority.

In addition the following admission guidelines will be adhered to:

- The students must have the ability to achieve within the curriculum offered by Woodbridge College
- There must be a place available in the provision
- In accordance with the SEN Code of Practice (2015), the admission must be compatible with the efficient education of other students.

The curriculum offer provides 3 distinct personalised pathways to support students to progress towards independence and where relevant, employment and volunteering. The EHC Plans set out specific outcomes for each student and describe what must be provided in order to meet these outcomes. The college must have the required resources to meet these outcomes in order to offer a place.

Accreditation in Life Skills and Employability Skills is offered to Entry Level 2.

The college caters for students with learning difficulties and associated needs between the ages of 19-22 years old. All students have severe or profound learning difficulties.

Prospective students must be provided with a suitably challenging curriculum which enables them to achieve good life outcomes.

The college will apply the following criteria to requests for places:

- Severe Learning Difficulties (SLD)
 - Cognitive profile scores, in the majority of areas are at or below the 1st percentile
 - Achievements are measured within P Scales/equivalent assessment scale
- Profound and Multiple Learning Difficulties (PMLD)
 - Severe development delay presenting within the earliest stages of development throughout their education. In addition to cognitive and communication difficulties, students will present with multiple needs that may include sensory and/or physical impairment. Understanding of interactions and environment is severely limited.
- Students may be additionally diagnosed with Autism and have impaired social interaction, communication, significantly restricted repertoire of activities, interests and imaginative development.

Needs not catered for:

- Specific learning Difficulties where students do not have cognitive abilities indicative of severe or profound and multiple learning difficulties

4. Admissions Panel

All admissions to Woodbridge College will be considered by the Admissions Panel which comprises the College Principal and representatives from the Governing Board. The panel will meet to discuss potential admissions and any associated placement issues. Agreements will be reached on the extent to which the student meets the admission guidelines and criteria detailed above, and the type of place to be offered.

The ultimate decision to offer a place to a prospective student lies with the College, who will endeavour to work closely with the Local Authority to meet individual needs.

5. Admissions Process

First stage

- A prospectus will be sent on request
- This is then usually followed by a visit to the college, where parents and/or funding agencies have an opportunity to meet with relevant senior staff and ask any questions they may have concerning the provision.
- An Application Form is completed by the parent/carer/young person
- EHCP information is accessed
- Visits are made to the young adults current provision by a member of SLT to assess the specific needs of the individual
- This information is scrutinised by the Senior Leadership Team
- A decision whether to proceed to an offer of a placement is then taken by the Admissions Panel

Second stage

- Pre-admission assessments, including a full medical history, where appropriate are completed in consultation with parents/carers and other relevant professionals
- Formal transition document is received from current setting
- Student profiling commences
- Individual Placement Agreements are drawn up between the college and the funding authority/partners
- An individual transition plan is developed and implemented
- Induction: parent/carers visit. Parent and student voice booklet shared

6. Transition Process

We believe that the transition and induction processes are key to ensuring that our young learners, who have complex needs, settle quickly and are supported through the process. To ensure a smooth transition an individualised approach is taken reviewing all documentation provided by previous educational providers to ensure that progression continues uninterrupted.

Key elements in the process are:

- New Admissions Visit
- Application Form

Planned Transition Programme begins:

- EHC Plan accessed and reviewed by Woodbridge College
- Non-Prejudicial visit/s to students current setting
- Student profiling begins
- Formal transition documentation received from current setting
- Woodbridge College proceeds with baseline assessments
- Parent Induction Meeting scheduled later in the Summer Term
- Parent and Student Voice meeting scheduled for week 3 or 4 of the autumn term.

7. Review Period

This policy will be reviewed each year and revised if necessary.