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## Introduction

Life at Cambian Lufton College is shaped by our 'FRESH' values:

F – Freedom - The freedom and confidence to share opinions and ideas, to innovate without fear of criticism, and challenge professionally.

R – Respect - For each other, for our students and their families, our differences, our individuality.

E – Empower - Our students, supporting learning, not doing for, each other to make decisions, take responsibility and drive improvement and positivity.

S – Support - Our students and each other to achieve and reach their personal best.

H – Honesty - Trust, integrity and transparency. A culture of owning and forgiving for mistakes, to instigate change and constant learning.

Lufton College provides day placements and residential placements up to 52 weeks for 16 to 25-year old with autism, moderate and severe learning disabilities, communication difficulties as well as other needs or diagnoses, including ADHD, ADD, Global Development Delay and emotional and mental wellbeing support needs.

The college will support effective transition from school to college for each placement to ensure continuation of learning. All prior learning including school or college reports, qualification certification or assessment documents will be used to inform the college placement and individualised learning program.

## Admissions Criteria and Process:

Lufton College can currently accommodate up to 34 residential placements across 3 college sites, and up to 8 day students. College residential placements are a mixture of 52, 38 weeks and some weekly boarding. Day placements are full time educational placements for students to attend 5 days per week. All residential placements are regulated by the Care Quality Commission and the education provision by Ofsted.

The college offer and curriculum are constructed to prepare students for adult life, with resilience, independence, literacy and numeracy and employment embedded and core to the curriculum offer.

The Lufton college referral process is managed and supported by the Cambian Business development team. Referrals are received via parents and local authorities where the Parent Liaison Officer and Lufton College's Placements and Transitions Manager will

review the placement request and EHCP of the young person and any other documents. The Principal of the college reviews the EHCP and initial enquiry and will determine what other information is required if any, to decide whether to progress to assessment. We actively welcome all applications in accordance with our Equal Opportunities Policy and Equality and Diversity Policy.

The college will only usually consider student placements where local authorities are based in the South and Midlands, including South Wales. If any enquiries are received from out of this area, these will be reviewed, the distance discussed and consider if this is the young persons specific preference and wishes, or where family links to the current placing authority are re-locating or based in the South. Due to some referrals being young people who have been out of education for a prolonged period of time, or in an urgent situation where residential provision or education has broken down and there is an urgent need for residential support and/or educational support, the college will assess and support new placements depending on availability throughout the academic year, and outside of term time.

The potential student is welcomed with parents/carer's and local authority representatives before assessment if possible to visit the college, meet other students and members of the Lufton team. If all parties are happy that Lufton College will be able to provide a placement to progress the student to meet EHCP outcomes, Care act assessment outcomes (if over 18) and young person's ambitions by the delivery of the curriculum and placement type, a formal assessment of information gathering will take place either via video call or face to face meeting depending on the distance of the young person's current home.

The formal assessment process is in depth and recorded on a referral placement document where a risk analysis of the potential placement is included to determine the college current resources, curriculum and specialist knowledge and experience of the education, care and clinical teams can meet the young persons needs and provide a safe and progressive environment within the college for the young person.

At this stage, the risk assessment during the transition process within the referral's and admissions process form and initial assessment tool will also assess the young persons needs in regards to the college site and home. This assessment will consider their personal preference, safety and risk, support needs and ratio, relationships and peer matching with other students, environment and location on college sites, and any other relevant or identified need (for example, physical or sensory requirements). If there are no suitable homes or spaces available, this will be communicated to the parents, potential student and Local authority with an approximate estimate of when a space will be available. If the college cannot meet need due to the environment, this decision will also be communicated prior to progressing to the next stage of assessment. This will be communicated by phone and email, depending on need and preference.

Documents including clinicians reports and outcome letters, specialist plans for behavioral support, health needs or care, prior learning outcomes including any partly completed qualification units and achieved outcomes will be requested and reviewed prior to a placement offer.

If after the formal assessment a further visit to see the young person in their home or current educational setting is felt as necessary to make a final decision is required, this will be arranged within 3 working weeks depending on availability and distance.

The Principal and in their absence, Assistant Principal and Head of Care will review all assessment information and adjoining documents, review the risk analysis and resources required to support the placement and decide whether to progress to offer. This decision outcome will be shared with the Placements and Transitions Manager who will liaise with the Cambian Business Development team and local authority in communicating the outcome and sending a fee and breakdown of costings for the proposed placement offer.

Parents and the young person will be contacted by the Placements and Transitions Manager or Local Authority depending on the appropriate person to communicate the decision.

If the decision is made not to progress, reasons for the college's decision will also be shared and further information made available if required to support the identification of an alternative provision. If Cambian have another educational provision where the students need may be best met, or another service within the Natspec SEN college group this recommendation will be shared with the local authority.

### **Pre-Admission and Transition process:**

Once funding is agreed the Local Authority provides the college with a contract which informs the staffing ratios required for learning and care if residential and structure of the young person's course and support they require. These are reviewed as part of the young person's transition through college formally during annual reviews or with identified progress and assessment of reduced or increased need where this is identified.

Transitions meetings, medical questionnaires and information pack is shared with parents/carers/young person/local authority and meetings are arranged to plan an individualised transition plan and a proposed start date. This will include allocated Teacher/Tutor and House Manager if residential, and the risk assessed and matched accommodation and site.

All the information collated about the young person during assessment and transition informs initial timetable construction alongside baseline assessments completed at the college. Prior learning is also used to plan sessions, and any previously partly achieved qualification where the college is approved to also deliver will be quality assured prior to being considered for use if the student will complete the qualification at the college.

During the transition period before final move in date, a personalised risk analysis and clinical observations and assessments will also take place to determine personalised plans for each student for communication, sensory support and positive behavioral support.

Ergonomics forms will be completed with the student or on behalf of the student depending on their capacity in regards to any specialist equipment, and preferences. To support the student's participation, their preferred communication method and personalised resources will be made to ensure they are able to partake and lead in

making decisions regarding their student home, décor, furnishings. This will include being supported to use their budget and allowance to purchase personal items.

### **Baseline assessment period and 12-week review:**

Across the first 6 weeks of placement, there is a requirement for baseline assessments for all areas of the curriculum, including the resilience profile, clinical assessments including communication and behavioral support and individualized risk assessment and development of the students one-page profile. Following the first 6 weeks and completion of assessment, a multi-disciplinary college team meeting will be held to review assessments and observations, including EHCP outcomes, prior learning, additional risk factors, and the agreement on short term goal sequence and timetabling for the students first academic year. This meeting will be chaired by the Principal or Assistant Principal and minutes shared with the team working with the student.

Students will be given the option to progress into this setting and they will be supported to view the home and understand how their curriculum and support may change, and be communicated clearly in regards to the environment, potential opportunities and how living in the White Horse will support them with their next steps. If required, a capacity assessment will be undertaken and decisions if the student lacks capacity will be made in their best interest in conjunction with family, NYAS advocacy if no family are involved and social workers or health professionals.

Students are assessed under the mental capacity act in regards to consent to share information, medication and health needs, constant care and supervision, personal care and finance support. For students who are deemed to lack capacity to be under constant care and supervision a DOLs will be applied for to their funding authority by their House Manager/team leader. This will be chased monthly.

If a student is to move accommodation at the college during their placement, and if they are under a deprivation of liberty safeguard or awaiting a DOLs assessment the college will notify the funding authority DOLs team as to the change of location, and share any best interest documentation that has been completed.

Contractually, the college will plan after 12 weeks of placement, the students annual review (or 12-week review) where any proposed amendments to EHCP's will be shared, the start of the student journey and outcome of assessments, and student and family views around the students experience of college, placement and outcomes will be collated. This will form the students first annual review, and members of the local authority will be invited to attend. This formal review will be documented on the Annual Review Profile which where there will be requirements from all college teams to contribute. The Placements and Transitions manager will be responsible for planning the 12-week review by the 6<sup>th</sup> week of placement, and ensuring all college teams, the student, family and relevant stakeholders are invited. The 12 week and annual review document with EHCP amendment proposal if applicable will be shared with the local authority and all parties including college teams by email, no later than 2 weeks after this meeting has taken place.



## Admissions Policy- Cambian Lufton College

### Linked Policies and Processes:

**-GDPR and Data Protection Policy**

**-Curriculum Policy 2024-2025**

**-Non-Examination Assessment Policy**

**-Mental Capacity to Consent and Deprivation of Liberty Safeguards Policy**



# Admissions Policy- Cambian Lufton College