



# 14-16 Provision Student Admissions Policy

## 14-16 Provision Student Admissions Policy

<b>VERSION</b>	<b>1</b>
<b>Policy Originator</b>	Assistant Principal, Student Experience and Learning Support
<b>Equality Impact Assessed:</b>	
<b>Approved by:</b>	College Leadership Team
<b>Date Approved:</b>	29 February 2024
<b>Review Interval:</b>	Annually
<b>Last Review Date:</b>	29 February 2024
<b>Next Review Date:</b>	February 2025
<b>Audience:</b>	Applicants to the 14-16 provision, Parents, Carers, Local Authorities, Schools
<b>Entered on SP</b>	19/03/24
<b>Entered on website</b>	19/03/24

## 14-16 Provision Student Admissions Policy

Nescot's Mission is to inspire our students to be the best that they can be. We recognise that the first vitally important step is ensuring that students can make an informed decision and enrol on the course which best meets their needs, ambitions and abilities. This policy sets out our commitment to this.

### **Purpose**

The purpose of this policy is to ensure that decisions to admit students are based on fair and transparent criteria, guaranteeing fair and equal access in regard to all applications for prospective students. This enables us to provide education provision that best serves the community in which it resides, by working in collaboration with the local authority and schools.

### **Scope**

At NESCOL, the admissions policy and its principal purpose are aligned to Surrey Inclusion and Additional Needs Partnership Strategy (2023 to 2026). **All requests for admission must come through the relevant local authority or school.**

At NESCOL, we work closely with schools and local authorities to provide 14-16 education and bespoke learning programmes for students in Key Stage 4 who:

- Are experiencing social, emotional and mental health (SEMH) issues
- Have an Education, Health and Care Plan (EHCP)
- Are referred from the local authority if electively home educated
- Are at risk from social and educational exclusion

NESCOL provides care and support to students who require a nurturing environment to enhance their learning experiences with core curriculum teaching in PHSE, Religion, English, Maths and Science supplemented by a range of vocational courses taster courses. Employability skills are also taught through Princes Trust which prepares the students for the 'world of work' and enables access to a work placement or 'experience of work'. Careers advice is also given.

To support students to self-regulate, improve confidence and learn how to deal with the challenges they will face as adults our curriculum includes the teaching of resilience programmes, such as growth mindset, through the tutorial programme and access to a mentor.

As a small provision we have a higher staff to student ratio offering student support in and out of class enabling us to ensure the appropriate support and plans are in place to assist students to reconnect with education and prepare them for post 16 transition.

The provision is not for students who would be more suited to a Pupil Referral Unit and display challenging and aggressive behaviours.

### **General principles**

The College aims to recruit with integrity and provide a high-quality educational experience for students. This policy is consistent with the College's Equality & Diversity Policy. The College will apply the principles embedded in this policy statement to all 14-16 learners.

## Number of places available

For 2023/24 academic year, the maximum number of admissions is 20 students with a ratio of 16 full time and 4 part time students, aged 14-16 from years 10 and 11. These places will be a mix of full time and part time places. We expect this to remain the same in 24/25.

## Process of application

- Young people in year 9 and/or year 10 will be identified by the school and local authority and referred during the spring term for Autumn admission. In-year referrals may also be made for the current year 10 and 11s through the local authority.
- Students can wither be funded through the EFSA and High Needs (must have an EHCP) or as Full Cost student.
- ESFA/High Needs will only fund 14 to 16-year-olds enrolled and recorded on the ILR R04 return submitted by the college in December. It will only count students who started their programme on or before the R04 reference date of 1 November. This is consistent with the approach taken for deriving 16 to 19-year-olds eligible for funding
- If the College is approached to enrol 14 to 16-year-olds after November 1st, the young person may be admitted as a full cost student. The College will negotiate appropriate transfer of funding from either the school the student attended from the start of the academic year or from the relevant local authority.
- The local authority will contact the College to share the following information:
  - Current EHCP
  - Completed referral form (Annexe B)
  - Any current risk assessments currently in place to support the individual
- The College's 14-16 SEN Coordinator in conjunction with the Head of SEN and the 14-16 Centre Lead/Head of Centre will review the documentation and confirm if need can be met. A decision will be made within 3 weeks of receipt of the information and will be confirmed in writing to the referring local authority/school.
- All decisions relating to admissions will be based on a review of the current EHCP. All disclosures relating to additional support needs and safeguarding will be treated as confidential and only passed on to relevant and appropriate members of staff. Information disclosed will be used to enable access to our courses, not to discriminate. Our ability to make reasonable adjustments may be limited if permission is not granted to share information about any personal need.
- Parents and carers should speak to their school or Local Authority should they wish to make an application. The College will only accept referrals via these channels.

## Offers

The College will make every effort to provide reasonable adjustments to both services and curriculum delivery in order to meet the needs of students and within 3 weeks of an admission request, will confirm in writing if needs can be met and the financial requirement.

If it is thought needs can be met, an appointment will be made in which the prospective student, their parent / carer, a representative from the commissioning school/local authority and any relevant outside agencies are invited to attend. The purpose of this meeting is to provide the opportunity for:

- The prospective student and parent / carer to be familiarised with the location, environment, access arrangements and code of conduct

- Answer any questions
- Discuss the curriculum and timetable
- Clarification and confirmation that the young person will benefit from attending and can demonstrate commitment to participating with the programme
- Potential start dates to be discussed and agreed

All information collated during the admission and enrolment procedures is regarded as confidential and will not be disclosed to other parties without the prior agreement of the student, in accordance with the College's Data Protection Policy.

All records will be stored securely in accordance with the College's Data Protection Policy

### **Oversubscription criteria**

Where there are more applications for places than are available, the referring body will be informed and the next steps discussed. The College offers places on a first come first served basis and will operate a waiting list where places have been exceeded to enable enrolment at the first opportunity.

### **Appeals**

Where a place is not offered, the local authority will be informed of the reasons and any evidence leading to that decision.

Parents / carers have the right to appeal against the refusal of a place via the local authority. Those wishing to appeal must make their appeal in writing within ten working days of receipt of refusal. Following receipt of the appeal, the following process will be implemented:

- The appeal is heard by the Head of Foundation Learning, Slavina Kalendzhieva, and the Assistant Principal for Learning Support and Student Experience, Lisa Moynihan. A written response, including a rationale, will be shared within ten working days of the appeal.
- If the issue is not resolved following this stage, parents / carers have the right of final appeal. The external panel appeal details, as well as advice and guidance of how to appeal to the panel will be sent to parents/ carers in this instance. An independent and impartial appeals panel will be convened clerked by an individual with an understanding of the current College's admissions appeals process. This panel will be chaired by an authoritative and suitably experienced person who is external to the College. The panel will consider in making its decision the criteria used for the allocation of places, the written appeal, response and any additional relevant evidence.
- The final appeal decision will be shared in writing to the parent / carer within ten working days of the panel hearing.

### **Registration arrangement**

- Where students are on the roll of another school and attend the provision on a part-time basis, they will remain registered at the current school.
- Where students are not on the roll of another school they will be registered at the College

### **College roles and responsibilities**

The point of contact for the 14-16 provision is Leanne Cassidy, Centre Lead/Head of Centre.

The College will ensure, through training and staff development, that those staff involved in advice and recruitment are competent to carry out their roles and responsibilities.

The College accepts that it is not possible to plan for every situation which might arise in the admission process but strives to ensure that it provides a fair and equitable service to all prospective students.

The College has policies and procedures in place for responding to complaints about the admissions process and will ensure that all members of staff involved in advice and guidance are familiar with these procedures.

The Head SEN, Louise Hart and Assistant Principal for Learning Support and Student Experience, Lisa Moynihan, are responsible for ensuring that this admission policy is effectively implemented and monitored.

### **Policy review**

This policy will be reviewed annually by the Assistant Principal for Learning Support and Student Experience, Lisa Moynihan and the Head of Admissions, Sarah Suggitt to ensure that it continues to support the mission of the College and remains current and valid.

## Annex A - Commissioning process

### Point of contact

The point of contact for commissioners is the 14-16 Support Coordinator  
(lscordinators@nescot.ac.uk)

### Commissioning Places

#### ESFA registered students in receipt of High Needs Funding

Local Authority Commissioners will provide top-up funding above Element 1 to cover the total cost of provision. This top-up funding is based upon the pupil's assessed needs and the cost of meeting those needs in the provision, and will come from the local authority's High Needs fund. Prior to agreeing a referral, the College will agree the level of top-up funding with the commissioner.

#### Full Cost Places

When purchasing full cost places at the College, a contract agreement will be negotiated and an agreed Outline Service Specification will be shared. The specification will set out the obligations of the College, the commissioning authority and/or the child's host school so that all parties are clear about: what will be delivered; how; when; at what price; the responsibilities of the parties to the agreement to maintain the highest level of support to the child; and what monitoring arrangements will be agreed to review the contract performance. The College will seek and welcome contractual arrangements with key local authorities or schools proximal to the College. The College will collate demographic and outcome data gathered in relation to the pupils' needs, attendance, academic performance and behavioural presentation in the provision. This will be reviewed jointly with the local authority commissioner on an agreed schedule.

### Fees and Funding

Fees and funding will be determined based in the individual and their needs. ESFA funded students will be counted as High Needs.

Below are the fees for a full-time placement in 2023/24. Fees are subject to annual % increase.

Annual review	£280.90
Student Mentor Annual Fee	£556.18
Educational Psychologist Annual Fee	£954.36
Exam registration	£127.20
Administration cost	£100
Equipment fee	£250
Teaching PH	£61.48/£7.69 based on a group of 8
LSA PH	£26.10/£6.53 based on a group of 4

