



Outcomes
First Group



Care First FE Admissions Policy

CARE FIRST FURTHER EDUCATION ADMISSIONS POLICY

1. Purpose

Care First Further Education is committed to providing a transparent, person-centred and robust admissions process that ensures placements are offered only where the provision can appropriately meet a young person's needs and support them to achieve positive outcomes.

The purpose of this policy is to outline the process by which referrals and consultations are considered, assessed, and responded to, ensuring that decisions are informed by a thorough understanding of the young person's strengths, needs, aspirations, and support requirements.

Admissions decisions are made with careful consideration of:

- The young person's Education, Health and Care Plan (EHCP);
- Information provided by the Local Authority, family, and current placement;
- The provision's ability to meet identified needs;
- Health, therapy, and safeguarding considerations;
- The suitability of the proposed cohort and learning environment;
- The efficient education of existing students.

2. Scope

This policy applies to all admissions enquiries, consultations, referrals, and placement requests received by Care First Further Education for young people aged 16–25 with an Education, Health and Care Plan (EHCP).

3. Principles

Care First Further Education aims to ensure that:

- All admissions decisions are fair, transparent, and evidence-based.
- Young people and their families are treated with dignity, respect, and honesty throughout the process.
- Decisions are informed by multi-disciplinary professional expertise.
- The views, wishes, and aspirations of the young person are central to decision-making.
- Transitions are planned carefully to support successful outcomes.
- Placements are only offered where Care First can reasonably meet need and provide appropriate support.
- Responses are processed in a timely manner.

4. Admissions Process

Stage 1: Receipt of Referral

Referrals and consultations are received and coordinated by the Admissions Manager and forwarded onto the Principal.

The Admissions Manager will:

- Receive consultation paperwork from the Local Authority.
- Review documentation for completeness.
- Forward consultation documents to the Principal for initial consideration.

Stage 2: Initial Consultation Review

Within 48 working hours of receipt of referral

The Principal and Assistant Principal (SENDCo and DSL) will undertake an initial review of:

- The EHCP.
- Educational reports.
- Therapy reports.
- Medical information.
- Risk assessments.
- Any additional supporting documentation provided by the Local Authority.

The purpose of this review is to determine whether, based on the information available, Care First Further Education may be able to meet the young person's needs.

During this stage, advice may be sought from:

- External professionals who are known to the student
- Lead Clinician / Specialist Occupational Therapist / Sensory Integration Practitioner
- Educational Review
- Assistant Principal: Quality of Education

Additional information may be requested where required.

Stage 3: Holistic Assessment Visit

Arranged within 48 hours of receipt of referral with a view to visit within 5 working days

Where the initial consultation indicates that the placement may be suitable, a holistic assessment visit will be arranged.

The visit may take place:

- At the young person's current educational setting;
- At the family home;
- At another agreed location.

The purpose of the visit is to:

- Meet the young person and their family.
- Gain a fuller understanding of strengths, needs, interests, aspirations, and support requirements.
- Observe presentation and communication styles.
- Explore any health, therapy, sensory, behavioural, emotional, or safeguarding considerations.
- Assess suitability for the provision and proposed cohort.

The assessment is typically undertaken by:

- Assistant Principal: SENDCo and DSL
- Lead Clinician / Specialist Occupational Therapist / Sensory Integration Practitioner

The Care First Holistic Assessment document will be completed during this process.

Stage 4: Multi-Disciplinary Review

Completed over the 5 working days following receipt of referral

Following the holistic assessment, information gathered through:

- Consultation paperwork;
- Professional reports;
- Discussions with family;
- Discussions with current providers;
- Holistic assessment findings;

will be reviewed by the admissions team.

The review will consider:

Educational Need

Whether the curriculum, teaching approaches, staffing, and resources can appropriately meet identified needs.

Clinical Need

Whether therapeutic support and reasonable adjustments can be provided safely and effectively.

Social and Emotional Need

Whether the provision can support emotional wellbeing, communication, social development, and preparation for adulthood outcomes.

Cohort Compatibility

Whether the placement is appropriate within existing and planned student groups and can be accommodated without negatively impacting the education or wellbeing of others.

Safeguarding and Risk

Whether identified risks can be safely managed within the resources available.

Stage 5: Admissions Decision

Decision made and shared within 7 working days of receipt of referral

A final recommendation will be made by the Assistant Principal: SENDCo and DSL following consultation with:

- Assistant Principal: Quality of Education
- Lead Clinician / Specialist Occupational Therapist / Sensory Integration Practitioner

and will be communicated to Deputy Principal: Student Experience.

The recommendation will then be shared with the Admissions Manager.

A decision will then be communicated to the referring Local Authority indicating whether Care First Further Education is able to meet the young person's needs.

Stage 6: Local Authority Decision

The final decision regarding placement remains with the Local Authority through the EHCP consultation process.

Where a placement is agreed:

Care First Further Education will work collaboratively with the family, Local Authority, current placement, and involved professionals to plan transition arrangements.

Where a placement is not agreed:

The Local Authority will be informed of the reasons why Care First is unable to meet need.

5. Transition Planning

Where a placement is confirmed, Care First Further Education will develop a bespoke transition plan which may include:

- Visits to the provision;
- Family meetings;
- Transition resources;
- Therapeutic support;
- Information sharing with current providers;
- Individual transition arrangements based on identified needs.

The aim is to ensure that the young person experiences a safe, supportive, and successful transition into the provision.

6. Equality and Diversity

Care First Further Education is committed to promoting equality, diversity, and inclusion throughout the admissions process.

Admissions decisions will not be influenced by:

- Race;
- Ethnicity;
- Religion or belief;
- Gender;
- Sexual orientation;
- Disability;
- Socio-economic background.

Decisions will be based solely on the provision's ability to meet the young person's identified needs and provide appropriate educational support.

7. Monitoring and Review

Admissions decisions and processes will be reviewed periodically by senior leaders to ensure:

- Consistency;
- Transparency;
- Compliance with SEND legislation;
- High-quality outcomes for young people.

This policy will be reviewed annually or sooner if required by legislative or organisational changes.



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