

Admissions Policy

**John Dewey Specialist College
(Part of John Dewey Specialist College Ltd)**



Approved by: Nicki Quarterman **Date:** 30/03/2023

Last reviewed on: 30/03/2023

Next review due by: March 2025

ADMISSIONS POLICY

Purpose

This policy provides guidance to potential learners, parents and carers, teachers and other professionals involved in supporting young people with learning difficulties or disabilities to apply for post-19 learning at John Dewey Specialist College.

Scope

This policy applies to all learners, both prospective and current, who wish to apply for a study programme, funded through ESFA, at John Dewey Specialist College

Responsibilities

The Curriculum Manager, in conjunction with the Principal, is responsible for updating and otherwise monitoring the effectiveness of this policy.

Entry Requirements – general:

John Dewey Specialist College is a specialist day college for young people who have severe, complex and profound learning difficulties. Learners who attend the college would not normally be able to attend a general further education college successfully because of the complexity of their additional support needs or their level of learning. Applicants to this college are unlikely to have obtained formal qualifications prior to leaving school.

Due to the nature of our learner population, there are no formal entry requirements for the college. However, admission is dependent upon:

- the learner having needs that can best be met in the discreet type of setting the college provides rather than another general further education provider;
- those needs being compatible with the existing and expected cohort of the college;
- confirmation that the college can meet these needs through the curricula offer and wider support available; and
- funding, on the basis of the learner's identified needs, has been agreed with the learner's home local authority.

Entry Requirements – programme specific:

The college runs study programmes at different levels to support the wide variety of learning and support needs that our learners have. The curricula offered on each programme is underpinned by soft skills including thinking and problem-solving skills, communication, independence and self-help skills and functional everyday skills.

Programmes are differentiated according to the rate of progress learners are expected to make, the complexity of skills they are expected to acquire and their intended destination.

Each programme has a course information sheet (Appendix 1) which sets out the expectations of learners enrolled onto that programme. The specification sheet will be provided to the applicant, or their parent/ carer or advocate on receipt of an application to the college or they are available to download directly from the college website.

There are no formal entry requirements for any programme, but learners will be expected to show evidence that they have already acquired the pre-requisite skills and capabilities to manage the specific programme they have selected.

Admissions and Referrals Procedure:

Anyone may make a referral or application on behalf of a prospective learner. Applicants must be prepared to provide supporting information as to the nature and range of their learning and support needs. The referral form is available on request or directly from the college website.

Applications by a Local Authority on behalf of a learner, made through the formal consultation route are responded to in line the SEN Code of Practice 2014.

Assessment:

The college will undertake a full assessment of the applicants learning and support needs by:

- requesting copies of up-to-date care assessments, annual reviews, therapeutic plans, behaviour support plans, risk assessments and the learner's EHCP.
- talking to parents/carers and other professionals;
- observing and assessing levels of daily functioning at the applicants' current school or placement;
- observing and assessing levels of function and engagement during transitional visits to the college

Most assessment processes are informal and observational although some applicants may be asked to perform basic literacy and numeracy tests, depending on their academic level.

Placement Decisions:

After assessment has taken place, the college will either offer the applicant a place, or decline to offer a place.

If the application is declined, the college will provide reasons, in writing, as to why the young person is not being offered a place. This may be for a number of reasons, but most often will be because either:

- the young person has support needs (e.g. medical, behavioural, physical etc) that cannot safely be met by the college; or
- the young person has academic needs (e.g. they are working at Entry level 2 or above) which could be better met elsewhere; or
- the placement of the young person would be incompatible with the efficient use of resources;

Appealing an unsuccessful application:

The applicant has the right to appeal a placement decision. This should be done in writing and addressed to the College Principal in the first instance. The Principal will review the application, including all assessments carried out and respond to the applicant in writing within 14 days of receipt of an appeal.

If the appeal is not successful, the applicant has the right to appeal directly to the Board of Governors. Information about how to do this will be provided by the Principal along with the outcome of the first stage appeal.

APPENDIX ONE – COURSE INFORMATION SHEETS

John Dewey Specialist College Course Information Sheet

Name of Course	Go! FE
Attendance pattern:	5 days per week, 9.30 – 3.00
Duration:	Min 2 years, Max 3 years.
Target group:	This is a non-accredited course aimed at young people between the ages of 19 – 25 who have profound and complex learning disabilities. Many will have additional needs in the areas of physical disability, medical needs, communication, sensory integration and behavioural difficulties. Most students on this course will require 1:1 support throughout a learning programme and very high levels of support to access leisure and enrichment opportunities.
The types of key outcomes that can be achieved on this course:	
All students receive a personal learning plan that sets out individualised targets matched to their personal aspirations and current abilities. Below are some examples of the kinds of outcomes our students work towards during their course.	
Contexts for communication (including early English and Maths skills)	Using objects, photos, pictures, sounds or smells to communicate about their own life and experiences. Being able to gain attention in positive ways. Developing an awareness of personal time and familiar routines.
Physical	To maintain and develop physicality and physical skills to support good health and well-being.
Personal and social	Developing skills that foster positive social relationships and engagement in their local community.
ICT / Creative	Using technology and creative arts for self-expression and enjoyment.
Entry Requirements	
EHCP	Students applying for this course will be in receipt of an EHCP unless they are very new to the UK.
Early stage communicator	Students applying for this course will usually have communication skills that show emerging intentionality or which are pre-intentional

Level of independence	Students applying for this course will have very severe or profound learning difficulties. They are likely to need high levels of support with all aspects of learning and personal care.
To apply for this course	
Professionals referral	Careers advisors, social workers or EHCP coordinators can apply for this course via the EHCP Consultation route.
Family / carer referral	Parents/carers or school teachers may apply for this course directly to the college and the college will advise you on any further steps required.
How your application will be assessed	
Initial review of support needs	Supporting documents such as the EHCP, Annual Review and care/support plans will be reviewed to form a view on whether the college can meet the student's needs in principle.
School, placement or home visits.	An initial assessment will be carried out – usually this will take place at the student's school or current placement; but it may happen at home or the student may be invited into the college. This assessment aims to confirm that the college can meet the student's needs and which level course the student should be placed on at college.
Progression Opportunities	
Higher level course	Some students may progress into a higher level course at this or another college.
Supported Living	Some students may progress into a supported living environment.
Adult day activities	Some students may move on to adult activity programmes based in the community.
Find out more by:	Contact the College by phoning 0208 8817739 or Email on admin@area51ed.org.uk

John Dewey Specialist College Course Information Sheet

Name of Course	Moving On
Attendance pattern:	5 days per week, 9.30 – 3.00
Duration:	Min 2 years, Max 3 years.
Target group:	This is a non-accredited course is aimed at young people between the ages of 19 – 25 who have severe and complex learning disabilities. Some will be autistic and many will have additional needs in the areas of physical disability, communication, sensory integration and behavioural difficulties. Most students on this course will require a higher level of supervision throughout the day although the level of support will vary according to the student's needs.
The types of key outcomes that can be achieved on this course: All students receive a personal learning plan that sets out individualised targets matched to their personal aspirations and current abilities. Below are some examples of the kinds of outcomes our students work towards during their course.	
Everyday English	Developing early literacy skills using objects, photos, symbols, letters or words. Being able to use more formal methods of recording information about themselves or important events.
Everyday Maths	Using numbers to support everyday activities, including shopping, cooking and using public transport. Developing an awareness of money and its modern uses.
Communication	Developing more formal methods of communication according to the student's intended destination.
Physical	Knowing how to stay healthy physically and mentally.
Personal and social	Being able to recognise and manage different emotions in self and others. Being able to manage own behaviour and sensory needs so that the student can cope in different environments. Developing relationships that last beyond college.
ICT / Creative	Being able to use the internet and social media safely. Exploring different creative avenues for self-expression and leisure. Using technology to overcome barriers to participation.
Entry Requirements	

EHCP	Students applying for this course will be in receipt of an EHCP unless they are very new to the UK.
Communication skills	Students applying for this course will usually have reached a stage where they can follow simple instructions in familiar settings (from a single keyword upwards) and will be able to express some basic needs. Some students may be confident communicators.
Level of Independence	Students applying for this course are likely to need high levels of support around staying safe, managing distress/anxiety or interacting with others appropriately. Some students may require additional support around their physical disabilities, personal care or medical conditions.
To apply for this course	
Professionals referral	Careers advisors, social workers or EHCP coordinators can apply for this course via the EHCP Consultation route.
Family / carer referral	Parents/carers or school teachers may apply for this course directly to the college and the college will advise you on any further steps required.
How your application will be assessed	
Initial review of support needs	Supporting documents such as the EHCP, Annual Review and care/support plans will be reviewed to form a view on whether the college can meet the student's needs in principle.
School, placement or home visits.	An initial assessment will be carried out – usually this will take place at the student's school or current placement; but it may happen at home or the student may be invited into the college. This assessment aims to confirm that the college can meet the student's needs and which level course the student should be placed on at college.
Progression Opportunities:	
Supported Employment / Higher Level course	Some students may progress into supported employment or supported internship programmes; or a higher level course at this or another college.
Supported Living	Some students may progress into a supported living environment.
Find out more by:	Contact the College by phoning 0208 8817739 or Email on admin@area51ed.org.uk

John Dewey Specialist College Course Information Sheet

Name of Course	Progression for Adulthood
Attendance pattern:	3 – 5 days per week, 9.30 – 3.00
Duration:	1 year
Target group:	This is a non-accredited course is aimed at young people between the ages of 22 upwards who have severe and complex learning disabilities. Some will be autistic and many will have additional needs in the areas of physical disability, communication, sensory integration and behavioural difficulties. Most students on this course will have completed a study programme but have not yet identified or achieved their aspirations for the future.
<p>The types of key outcomes that can be achieved on this course: All students receive a personal learning plan that sets out individualised targets matched to their personal aspirations and current abilities. Below are some examples of the kinds of outcomes our students work towards during their course.</p>	
Everyday English	<p>Developing early literacy skills using objects, photos, symbols, letters or words.</p> <p>Being able to use more formal methods of recording information about themselves or important events.</p>
Everyday Maths	<p>Using numbers to support everyday activities, including shopping, cooking and using public transport.</p> <p>Developing an awareness of money and its modern uses.</p>
Communication	Developing more formal methods of communication according to the student's intended destination.
Physical	Knowing how to stay healthy physically and mentally.
Personal and social	<p>Being able to recognise and manage different emotions in self and others.</p> <p>Being able to manage own behaviour and sensory needs so that the student can cope in different environments.</p> <p>Developing relationships that last beyond college.</p>
ICT / Creative	<p>Being able to use the internet and social media safely.</p> <p>Exploring different creative avenues for self-expression and leisure.</p> <p>Using technology to overcome barriers to participation.</p>
Entry Requirements	

EHCP	Students applying for this course may have previously had an EHCP that has lapsed or they may still have an active EHCP.
Communication skills	Students applying for this course will usually have reached a stage where they can follow simple instructions in familiar settings (from a single keyword upwards) and will be able to express some basic needs. Some students may be confident communicators.
Level of Independence	Students applying for this course are likely to need high levels of support around staying safe, managing distress/anxiety or interacting with others appropriately. Some students may require additional support around their physical disabilities, personal care or medical conditions.
To apply for this course	
Professionals referral	Careers advisors, social workers or EHCP coordinators can apply for this course via the EHCP Consultation route or via adult social care package.
Family / carer referral	Parents/carers or school teachers may apply for this course directly to the college and the college will advise you on any further steps required.
How your application will be assessed	
Initial review of support needs	Supporting documents such as the EHCP, Annual Review and care/support plans will be reviewed to form a view on whether the college can meet the student's needs in principle.
School, placement or home visits.	An initial assessment will be carried out – usually this will take place at the student's school or current placement; but it may happen at home or the student may be invited into the college. This assessment aims to confirm that the college can meet the student's needs and which level course the student should be placed on at college.
Progression Opportunities:	
Supported Employment / Higher Level course	Some students may progress into supported employment or voluntary work.
Supported Living	Some students may progress into a supported living environment.
Find out more by:	Contact the College by phoning 0208 8817739 or Email on admin@area51ed.org.uk

