

Admissions and Transition Policy 2026/27

SLT Member responsible for policy	Deputy Principal
Date of policy	August 2026
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1. Introduction

Hereward College welcomes applications from all prospective learners with a motivation to learn and is committed to a fair and open admissions process that considers all applicants and whether the College can meet their individual needs. We will work closely with SEN teams at local authorities to ensure we offer interviews to all students who have requested Hereward as their placement as part of the EHCP process.

The main purpose of this policy is to define the processes which enable Hereward College to ensure that all applicants are treated equally and fairly and, if successful, receive a quality service which is appropriate to their needs and aspirations.

This policy covers all applicants seeking admission to any part of Hereward College, including those who are already at the College and wish to progress from one programme of study to another.

This policy will be subject to an annual review.

2. Values and behaviours

Our vision:

Each learner's experience at Hereward College will prepare them for the next stage of their life, with outstanding employability skills and much greater control over their own future. Their growing independence and well-being will enable their talents to shine.

Our mission:

Hereward helps learners to make progress and realise their potential and ambitions. The creativity and skills of staff, working in partnership with the community and employers, ensure learners develop skills for life and work, achieve appropriate qualifications and develop safe and healthy lifestyles that prepare them for the future.

Our values and behaviours:

RESPECT

We believe that we should treat each other with respect, consideration and fairness.

We will consider the opinions of others and treat each other fairly.

HONESTY

We believe we should all be open and honest with each other.

Together we will create a safe and trusting environment where people feel able to share their ideas and opinions and be truthful.

ACHIEVEMENT

We believe that learners' progression is the most important goal for the College to achieve.

We will use clear shared learning goals and ensure we recognise and celebrate success.

INDEPENDENCE

We believe that learners should be more independent at the end of their time at College.

We will actively encourage the development of skills which help learners to be more independent and make informed choices.

EXCELLENCE

We believe we should all be focused on continuously improving the quality of what we do to achieve excellent services.

We welcome and value new ideas that will improve the quality of what we do

3. Policy

3.1 Principles

Hereward College has the following specific statutory duties under the terms of the Children and Families Act 2014 (the Act), namely:

- The duty to have regard to the Code of Practice.
- The duty to co-operate with the local authority on arrangements for children and young people with SEN.
- The duty to take part in the Education, Health and Care Plan (EHCP) consultation process with the local authority to determine if Hereward College would be an appropriate placement.
- The duty to admit a young person if Hereward College is named in their Education Health and Care (EHC) plan.
- The College will cooperate with the Local Authority in arranging and conducting annual reviews and transition reviews of EHCPs and will provide advice and information in accordance with the SEND Code of Practice.

Hereward College will handle applications in line with the following principles:

- The College reserves the right to decline an interview if the local authority or College determine Hereward College is not an appropriate placement.
- Following consultation from a Local Authority, the College will review all available information and may determine that it cannot meet the young person's needs and determine that it is not a suitable placement given the young person's age, ability, aptitude and special educational needs and/or the young person's attendance would be incompatible with the provision of efficient education or the efficient use of resources. The College reserves the right to determine that a further admissions assessment or interview would not materially assist that decision.
- Prior to being named within an EHCP, the College may advise a Local Authority that it considers itself unable to meet the young person's needs, as above.
- The College recognises that, for young people over compulsory school age, rights relating to SEND processes normally transfer to the young person in accordance with the Children and Families Act 2014 and the Mental Capacity Act 2005. The College will ensure that the views, wishes and feelings of the young person are considered as part of admissions decisions.
- All applicants will be dealt with on an individual basis and will be considered fairly in line with the College's values and behaviours.
- Applicants, their families and stakeholders are involved and consulted throughout the admissions process and applicants are provided with the information they need to make informed choices regarding the programmes available.

- The College will aspire to place the right applicants on the right programme in order to enable the applicant to achieve their long-term goals.
- The College reserves the right to refuse a place to any applicant who may jeopardise the safety, security or reputation of the College, or if misleading or false information is provided by the applicant, or if such information comes to light after the admissions process has been completed.
- The College will also assess the risk of the applicant's vulnerability, given the environment, current cohort and structures of supervision at Hereward. This risk assessment will determine the offer of a place. Admissions decisions will be made in accordance with the Equality Act 2010, taking into consideration the College's ability to make reasonable adjustments and provide specialist support that could enable the young person to participate successfully in College life, whilst maintaining the safety and wellbeing of all learners and staff.
- The final decision to offer a place, where serious issues are raised, rests with the Senior Leadership Team, following detailed analysis, in conjunction with the Admissions Panel, of all available information.
- The College reserves the right to cancel any courses if there are insufficient learners enrolled on the course.
- All places offered are subject to validation from Local Authorities in terms of approval to fund.

3.2 How to apply

The application form is available on the College website or via the Admissions department who can send information by post.

Admissions Process Timeline

September 2027 entry for External Applicants	
Summer Term 2026	Applications & consultations received
Autumn Term 2026	Applications & consultations received, Admissions interviews held and Admissions Panels convened
Spring Term 2027	Admissions process continues until Local Authority deadline of 31 st March.
Summer Term 2027	Late applicants & consultations received, subject to availability of places. Admissions process continues. Applications received for entry September 2028.

3.3 Criteria for admission

All applicants must have a means of funding their placement, which usually means that they have an Education Health and Care Plan (EHCP). In the process of completing or reviewing an EHCP, parents and the young person have a right to request a specific placement at Hereward. At this point, the LA would then contact Hereward to make a referral through the consultation process. On receipt of this referral and a copy of the EHCP, the College would indicate whether, or not, a young person's needs could be met at Hereward.

The College will then proceed to a detailed and comprehensive assessment, which identifies the educational needs and specific requirements of each applicant, their ability and willingness to contribute positively towards the life of the College, to work constructively with staff and peers and to undertake all aspects of their chosen study programme. This assessment will include the collation of reports from other professionals (including previous academic placements), prior achievements and interviews with the applicant and their parents/carers.

The nature and duration of this assessment will be dependent upon individual need and any disclosure of information will be used to inform risk assessments to enable the College to make informed, non-discriminatory decisions. This assessment will be conducted by a cross College team and could include all or some of the following; Safeguarding and Behaviour Manager/team, Clinical Multi-Disciplinary Team, Educational Psychologist, College managers, College Health professionals and Senior Leadership Team.

Assessments will be carried out by a face-to-face interview with a Curriculum Manager and a review of applicant files by the Admissions Team. All applicants are encouraged to visit campus for a College tour. If

appropriate, staff will visit / assess the applicant in their current educational setting. If a residential place is required, the young person will have an overnight assessment to find out about living at College.

As part of the admissions process Hereward College may ask for the following information:

- The applicant's aspirations, interests and needs
- The applicant's personal preferences in terms of where they wish to study
- Safeguarding information
- Information from Social care
- Diagnosis
- Behaviour profile, including incidences of sexualised behaviours, physical assault or the use of restraint within a 12-month period
- Behaviour and risk management plans
- Reports / Input from professionals
- Forensic details and reports, including any interaction with the Youth Offending Team
- Education/achievement history
- Other service and placement history
- Autism profile
- Sensory issues
- Clinical, medical and family history
- Employment history
- Specialist equipment, adaptation requirements or assistive technologies used by the individual
- The requirement of consistent ILS
- Any other relevant information

The admission process gives full consideration to compatibility issues through a robust risk assessment, carried out by the Head of Safeguarding and Behaviour.

Hereward recognises the importance of investing time and resources into obtaining all relevant information about potential learners prior to a place being offered. It is the accuracy and quality of this information which is most likely to afford a successful transition into College. Incomplete records could impact on the offer of a place. This is monitored closely by the Admissions Panel and escalated to the Senior Leadership Team if there are concerns, or if it is believed there are omissions.

Where the application form or report from school indicates there is a safeguarding file, CPOMS entry or criminal conviction, or the Head of Safeguarding and Behaviour assesses a young person as a Tier 3 applicant (see Behaviour Strategy - Related Policies), the Safeguarding Team will provide details, about these applicants via the completion of the Safeguarding spreadsheet and Pre-Entry assessment, for the Deputy Principal/Admissions Manager and Admissions Panel to consider before an offer can be made. The Safeguarding Team will provide a general statement for Panel for every interviewee.

The College recognises that even the most thorough assessment cannot always reflect the actual presentation of needs once the individual comes to College and they settle or change over time. There is an extensive transition and induction programme in place for every learner to aid acclimatisation into the College. A phased entry to the College or a change in the level of programme could be offered.

Where demand exceeds available places, priority will be determined following consideration of available capacity, suitability of provision, EHCP consultation processes and Local Authority commissioning arrangements.

For some higher-level courses there are minimum qualification entry requirements. Further information can be obtained from the Admissions Department. In these cases, successful applicants must provide evidence of prior qualifications before a place can be fully confirmed. A conditional offer may be made dependent on the achievement of certain attainment, confirmed following the validation of results.

As soon as possible after the assessment the Admissions team will write to the young person to confirm whether or not the College can meet need. Should Hereward be able to meet need, we will notify the relevant Local Authority. Once the Local Authority has confirmed the intention of naming Hereward in the plan, if it hasn't already done so, the Admissions and Student Services team will contact the young person with all the relevant information about starting College.

Where initial assessment identifies that the programme of study may not be appropriate, the College will work with the learner, family (where appropriate) and Local Authority to review provision and support the LA in considering alternative arrangements.

3.4 Late applications

Any application received after 1st April will be considered as a late applicant. These applications will continue to be processed in the normal way, subject to course places being available. The Admissions Panel will be convened as necessary.

If places are available, the College may consider applications for entry at any point up until the 30th September.

Applicants who may have missed this deadline will be asked to defer their application to the following September.

3.5 Transition

Progression from year one to year two will be reviewed as part of the EHCP review process and will be subject to the learner meeting attendance targets and funding being agreed by the Local Authority. Progress Coaches, teachers and Curriculum Managers will work closely together to ensure that learners wanting to progress onto a further study programme are informed and supported to do so through the Preparing for Progression Procedure, which sets out the process for transition. Where ever possible all transition arrangements, for progressing learners, will be completed by February half term to meet the Local Authority deadline for internal progression.

3.6 Appeals

Appeals to the Principal

Applicants may raise an appeal if they disagree with the decision made by the Admissions panel and the College is not yet named in the EHCP by the Local Authority. The appeal must be lodged in writing to the PA to the Principal, Hereward College, Bramston Crescent, Tile Hill, Coventry, CV4 9SW. The letter must state the reasons for the appeal and be received within (10) working days from the date of the admissions decision letter. Letters of appeal to the Principal; will be acknowledged in writing within five working days.

An appeal will be admitted on the following grounds:

- New evidence has come to light, that was not considered by the Admissions panel, before decision making.
- Evidence has emerged after the outcome determined by the Admissions panel
- The applicant disputes the findings of the Admissions panel.

The Principal will review the documentation surrounding the Admissions panel decision and may call for additional evidence in order to investigate the appeal further.

Wherever possible the Principal will inform the applicant of the outcome of the appeal within ten (10) working days of receipt of the appeal. In some cases, an appeal may extend beyond ten (10) working days if additional information is required to make an informed decision.

The Principal may uphold, set aside or vary the outcome determined by the Admissions panel. The decision of the Principal is final, however, young people and their parents or carers do have the right to follow the SEND tribunal process, under the Children and Families Act 2014, if they choose to challenge this decision.

4. Roles and Responsibilities

- 4.1 All staff involved in the admissions process should be aware of this policy and other related documents and ensure that the policy is implemented.
- 4.2 The Admissions Manager has the following responsibilities:
- to ensure that all applications are handled in line with this policy
 - to ensure that all consultations from the local authority are managed within the 15-day deadline
 - to ensure all applications are processed in line with the College Learner Journey procedures.
 - to chair the Admissions Panel and to ensure decisions made by the panel are communicated to internal and external stakeholders
- 4.3 The Admissions Team and Panel consists of a multi-disciplinary, cross College, team including (as appropriate) the Deputy Principal and learner facing managers including Curriculum Managers, Deputy Curriculum Managers, Inclusion Managers, Access Manager, Head of Care, College nurse and Head of Safeguarding and Behaviour and have the responsibility:
- to ensure that all relevant and requested information is considered prior to the agreement of a College place
 - to recommend an offer or decline a place; subject to Local Authority approval
- 4.4 The Head of Safeguarding and Behaviour and Safeguarding Team have the following responsibilities:
- to carry out a DSL check for those applicants that have safeguarding concerns identified
 - to provide a detailed account to be considered by Panel before any offer is made
- 4.5 The Senior Leadership Team have the following responsibilities:
- to ensure that risk to the organisation is minimised

4.5 Commissioners

- The College will work with Commissioners to develop the service offered to ensure that it meets the needs of the next cohort of school leavers. The College and Commissioners will abide by the service level agreement in place, where appropriate, which will be reviewed annually.

5. Related Policies

This policy should be read in conjunction with the following related documents and policies:

- Learner Journey Procedures including risk assessment
- Learner Absence Policy
- Equality Policy
- Equality, Diversity and Inclusion Objectives
- Young People and Adults at Risk Safeguarding Policy
- Behaviour Management and Disciplinary Policy and Procedures
- Behaviour Strategy
- Preparing for Progression Procedure

6. Procedures

The procedure for the admissions process is set out within the College Learner Journey Procedures and this policy should be read in conjunction with that document.

Initial Equality Impact Assessment Screening

Name of policy or service	Admissions Policy
Author of impact assessment (name and job title)	Rosie Herbert Deputy Principal
Date impact assessment completed	August 2026
Is this a new or reviewed policy or service?	<div> New policy/service ☐ Date of policy/service Reviewed policy/service ☒ Date of review June 2027 </div>

Briefly describe the aims and purpose of the policy	This policy aims to assist staff in fulfilling their responsibilities in terms of placing learners on programme at the College.
Who is intended to benefit from this policy and in what way?	All staff, learners and stakeholders
What could contribute or detract from achieving the aims and purpose of the policy?	Inconsistent application and implementation of the policy. Lack of awareness of policy. Staff not following policy.
What evidence or data has been collected and used to determine the impact on equality groups. Have any data gaps been identified.	The College's values and behaviours and equality, diversity, inclusion objectives plus current legislation.

			Comments / Evidence
Has consultation on this policy indicated any possible concerns or issues in relation to equality, diversity and inclusion?	Yes ☐ No ☒		
Is there an opportunity to promote equality of opportunity by this policy?	Yes ☒ No ☐		

Potential impact on grounds of:

Race	Positive ☐ Negative ☐ No impact ☒	
Disability	Positive ☒ Negative ☐ No impact ☐	
Gender	Positive ☐ Negative ☐ No impact ☒	
Gender reassignment/identity	Positive ☐ Negative ☐ No impact ☒	

		Comments / Evidence
Age	Positive ☐ Negative ☐ No impact ☒	
Sexual orientation	Positive ☐ Negative ☐ No impact ☒	
Religion or belief	Positive ☐ Negative ☐ No impact ☒	
Marriage and civil partnerships	Positive ☐ Negative ☐ No impact ☒	
Pregnancy and maternity	Positive ☐ Negative ☐ No impact ☒	