

Admissions policy



Change Control

Date Approved by Board	September 2023
Post of Policy Holder	CEO
Author of Policy	Wendy Bowyer
Date Issued	August 2022
Review Date	September 2024

Admissions Policy

Petty Pool is a generic special College for learners aged from 16 – 25 years and is a sub contracted provision working in partnership with our FE mainstream College Partner Cheshire College South and West. Learners have a wide range of special educational needs including autism, emotional and learning difficulties some having complex learning, sensory and associated medical needs. All learners must have an Education Health Care Plan.

We support students from across the northwest including Cheshire West and Chester, Cheshire East, Warrington, Wirral, Liverpool and Halton. We work closely with our local authority partners throughout the admission process to keep them informed of applicants. All offer of places is based on the approval of funding from the local authority.

The College provides a personalised programme of study for young people with flexible, bespoke and personalised courses which allow our learners to develop skills which will help them to prepare for adulthood, access the wider community, develop independent living skills and move into volunteering, further training or employment. We offer a holistic learning environment with trained staff and resources to best support the needs of our young people.

A full description of our provision is described in our Prospectus which is available to read or download from our website:

Petty Pool will not be able to offer places to all those who have applied if the composition of admissions looks likely to exceed the number of planned places, or:

- class sizes will become too large and unmanageable
- health and safety procedures are likely to be breached
- the financial resources to provide specialised equipment or additional support become totally inadequate.

Admission Arrangements

We aim to ensure learner voice is at the heart of all decisions regarding admissions at Petty Pool College. Our admissions process has been designed to ensure the learner is involved in all discussions regarding joining Petty Pool and allows the individual to realise his/ her own desires and aspirations.

Admissions and Transition Process

The deadline for applications is end of September each year for the following academic year.

Appropriate professionals, schools and careers advisors are notified that the admissions process has begun. We work closely with local authorities and schools and keep them informed regularly throughout the process.

The transition process has been implemented to ensure each student who starts Petty Pool has a smooth transition from school to college.

Admissions procedure includes:

- Attendance at open events and individual college tours on request.
- Option to participate in Pathways to Petty Pool. The 6-week programme includes a full and varied timetable for learners and provides them with the opportunity to get a first hand experience of life at Petty Pool College. Learners will participate in a tour of Petty Pool, complete taster sessions in each of our vocational areas and join a class for a week in their chosen vocational pathway. During the final week, learners will take part in team building activities on our outdoor centre with our qualified staff.
- Petty Pool staff attendance at EHCP reviews as early as Year 9 where appropriate to help gather useful information around support strategies, hopes and aspirations for the future.
- Application forms completed to assist in the admissions process by gathering information around levels of need, current attainment, and course choices. (September)
- Liaison with schools/Local Authority and other professionals to ensure receipt of all appropriate learner information. This could include EHCP's, health documentation, mobility reports and speech and language reports.
- As part of the admissions process every learner is invited to attend two transition days. This will involve a familiarisation tour of the college, taster sessions in each of the vocational area, BKS initial assessments, an afternoon in their chosen vocational area with existing classes. School staff are asked to support with these visits to allow learners to feel as comfortable as possible in a new setting. This also allows Petty Pool staff to start baselining and getting a good understanding about learners particular strengths and ways of working. Discussions with school support staff in a vocational setting will also help to inform decisions. (October)
- Once we have reviewed all applications we hold an Admissions Panel to check we can meet need and that Petty Pool is the right place to learn for individuals.
- Offer letter sent out (November-December)
- Individual transition days for each student depending on need and information gained from school, parents or Local Authority.
- Student attends two new learner welcome days. These days will replicate a real college day and will involve learners attending sessions with their different tutors and learner mentors whilst meeting the other learners on their course. These two days are designed to prepare learners for their first proper day in September with minimum anxieties.

Admissions Panel

The admissions panel comprises of several members of the Petty Pool team who represent all areas of the college. The panel is designed to ensure decisions are made fairly and after considering all available information (EHCP's, applications forms, school information and attendance at transition days) as well as taking view points from a wide range of professionals.

The admissions panel consists of several members of cross college staff such as admissions, curriculum and health and run each week following the two transition days students attend during the admissions process.

Following each panel meeting, decisions are made on whether the learner has been successful or not in gaining a place at Petty Pool for the subsequent academic year. A letter will be sent to the individual as soon as possible informing them of the decision and outlining the individualised provision offered. If the panel decide that Petty Pool is unable to meet need, the rationale behind this is documented.

Assessment and Eligibility

Learners are assessed to ensure Petty Pool College can meet all needs as described within an Education Health and Care plan. This helps to ensure learners are allocated to the appropriate teaching group and follow an appropriate personalised curriculum.

All students must have an Education Health Care Plan or equivalent. Petty Pool accommodate learners with a range of learning difficulties and disabilities, including moderate/mild learning disabilities, specific learning disabilities, Autistic Spectrum conditions, epilepsy, Downs Syndrome, Williams Syndrome and Fragile X. This list is not prescriptive, or exhaustive and each individual is assessed prior to entry, allowing the college to develop an individualised learning and support plan for each student. We focus on what young people can do and not what they cannot.

We will always endeavour to meet individual needs however we are unable to support learners who have personal care or very complex needs. That said, we work with a wide range of professionals to implement the strategies and plans that have been developed to support learners who are able to progress in their learning here at Petty Pool.

We adopt an approach to behaviour that is one informed by NAPPI supporting a positive behaviour strategy. Every learner is assessed on an individual basis, in order to determine if we are fully able to meet the young person's needs in relation to behaviour.

Assessment is based on

- The applicant's potential to become employed, be engaged in further training or volunteering
- Completion of an application form and attending two transition days
- PPVC's ability to fully meet the applicant needs
- The number of student places still available in chosen curriculum area
- The health, safety & well-being of all current students and staff including visitors to our outdoor centre
- The appropriateness of the learning environment for the applicant
- The scope and capacity of PPVC to meet the social, emotional, and/or behavioural requirements of the applicant
- The learner/ Tutor / support ratios required for the applicant
- Local Authority funding for additional support requirements or assistive technology
- Learners ability to access a provision considered more appropriate. For example, in a GFE mainstream or ISC setting
- The level of prior qualifications attained by the applicant
- The curriculum subjects / qualification levels presently offered and capacity within each

course

Petty Pool Offer

Every learner at Petty Pool will have a rich and varied curriculum based on their aspirations, EHCP outcomes and individual abilities.

All courses are offered as part of the study programme over four days and in assessing if Petty Pool is the right place for an individual, we consider their ability to participate in all aspects of the study programme.

For further information on the study programme please refer to Petty Pool Curriculum Offer Document. This details further the vocational streams, learning pathways and elements of the study programme tailored to meet individual interests, needs, aspirations and priorities in preparation for adulthood, employment, and future independence.

The vocational curriculum offer consists of:

- Personal Development
- Skills for work and life
- Animals and Environments
- Horticulture and Grounds Maintenance
- Hospitality and Catering
- Retail and Customer Services
- Business Enterprise
- Supported Internship

The study programme consists of:

- Independent Living
- Healthy Lifestyles
- Tutorials
- Enrichment
- Employability
- Functional Skills Intervention (Needs based)
- Internal and external work experience

Petty Pool Application Form



Photo of learner at transition event

Photo of learner with person/people supporting at transition event

	Date completed or received form:					
Forename(s)		Surname				
Date of Birth			Gender	Male	Female	Prefer not to say
Ethnicity	Religion and cultural needs			Other (please specify)		
Local Authority						

Primary Address:		Parent/Carer Names:	
		Parent/Carer Contact Number	
		Correspondence to (Full name)	
Email Address:			
Emergency contact (1)			
Emergency contact (2)			
Supported at interview by (Relationship/Role):			

Current school		Name, Role and Contact Details of Person Making Referral:	
Contact Name at current school:			

Course choice:	1 st Choice - 2 nd Choice - 3 rd Choice -	Is Petty Pool College your first choice?	Yes	No
----------------	--	--	-----	----

What year are you applying for?		If no, which other colleges are you considering?			
Does the student have an Education Health and Care Plan (EHCP)?	Yes	No	If yes review date:		
What support did the student have in school? (Highlight where applicable) If ticked 1-1 Reason <input type="checkbox"/> Medical <input type="checkbox"/> Behavioural <input type="checkbox"/> Social, emotional, mental health/anxiety	Yes	No	<input type="checkbox"/> 1:1 <input type="checkbox"/> Small group <input type="checkbox"/> Other (specify):		
Does the student get extra support through interventions in school? (in addition to timetable)	Yes	No	<input type="checkbox"/> SaLT <input type="checkbox"/> E.P. <input type="checkbox"/> O.T. <input type="checkbox"/> Other: play/art therapy		
Does the student use any specialist devices or software that would be required in college?	Yes	No	If yes, please provide a brief description:		
Is there a risk assessment required for this student?	Yes	No			
Does the student have any mobility needs / use a wheelchair?	Yes	No			
Is the student an independent traveller?	Yes	No			
Does the student have a diagnostic report or screening for a Specific Learning Difficulty (SpLD)? * <i>screening is not a diagnosis</i> (highlight where applicable)	Yes	No	<input type="checkbox"/> Developmental Language Disorder (SLI) <input type="checkbox"/> Dyslexia <input type="checkbox"/> Dyspraxia <input type="checkbox"/> Dyscalculia		
Direct payments	Yes	No	If yes, number of hours		
Does the student have other agencies involved? (Include names and contact) Social worker name: Social worker contact details-Email/Phone:	Yes	No	CAMHS		
			Team Around Child		
			Looked After Child		
			SaLT / E.P. / O.T.		
			Other:		
Predicted Grades/Current qualifications:		Student's Interests and Career Aspiration		Previous work experience	
	Actual				Predicted
Functional skills English					
Functional; skills Maths					
Vocational qualification					

--	--	--	--

Please turn over ↗

Disability & Medical Information

Does the young person have a diagnosis of one or more of the following?

- | | | |
|---|--|---|
| Downs Syndrome <input type="checkbox"/> | Autism / ASD <input type="checkbox"/> | Asperger's Syndrome <input type="checkbox"/> |
| Williams Syndrome <input type="checkbox"/> | Turners Syndrome <input type="checkbox"/> | Tourette's Syndrome <input type="checkbox"/> |
| Fragile X Syndrome <input type="checkbox"/> | Prader-Willi Syndrome <input type="checkbox"/> | Global Development Delay <input type="checkbox"/> |
| Cerebral Palsy <input type="checkbox"/> | Foetal Alcohol Syndrome <input type="checkbox"/> | Angelman Syndrome <input type="checkbox"/> |
| Rett Syndrome <input type="checkbox"/> | ADHD (Attention Hyperactivity Disorder) <input type="checkbox"/> | Acquired Brain Injury <input type="checkbox"/> |
| Dyslexia <input type="checkbox"/> | Dyspraxia <input type="checkbox"/> | Challenging Behaviour <input type="checkbox"/> |

Other (Please specify)

Which of the following apply to the young person?

- | | | |
|--|---|---|
| Moderate Learning Difficulty <input type="checkbox"/> | Severe Learning Difficulty <input type="checkbox"/> | Specific Learning Disability <input type="checkbox"/> |
| Profound and Multiple Learning Difficulty <input type="checkbox"/> | Visual Impairment <input type="checkbox"/> | Hearing Impairment <input type="checkbox"/> |
| Speech, Language & Communication Need <input type="checkbox"/> | Physical Disability affecting Mobility <input type="checkbox"/> | Other Physical Disability <input type="checkbox"/> |
| Social, Emotional & Mental Health Needs <input type="checkbox"/> | Multi-sensory Impairment <input type="checkbox"/> | Other Difficulty/Disability <input type="checkbox"/> |

Other (Please specify)

Does the young person have any of the following medical conditions?

- Epilepsy* Asthma Diabetes Eczema Thyroid Disorder

Rescue medication taken:

*Date of last recorded seizure:

Does the young person take any medication on a regular basis? Please detail type / dosage / times etc.

Is the learner independent with administering medication? Yes No

Dietary Requirements & Intolerances	Y/N	Details	
Any Allergies	Y / N	Details	

Can take Painkillers	Y / N	Details	
Tetanus up to date	Y / N	Details	
COVID vaccine	Y/N	Dates of 1st and 2nd	

Additional Information Gathering

Please provide any comments / brief details that might help us support the young person under the headings below

Pease describe my Mobility, Coordination Balance & Motor Skills	
Personal Care Requires full support- Requires physical prompts- Requires Verbal prompts- Independent-	
Please describe my Emotional & Behavioural Issues/ Mental Health	
Please describe my Level of Understanding Speech & Language Concentration span	
Please describe how I Express feelings Communicating opinions Making Choices	
Please describe any significant behaviours e.g. stimming, repetitive movements, emotional triggers	
Peer Friendships and Relationships Interaction with Staff	
About me: Groups, Hobbies, Interests	Likes

	Dislikes
--	----------

Please describe my Strengths and achievements	
--	--

<p style="text-align: center;">Any other useful information</p>
--

