

Aspris College North Wales

Local Procedure Title	Admissions
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1. Introduction

Aspris College North Wales is an independent specialist further education college for young people aged 16 to 25 with Additional Learning Needs (ALN) and learners who experience barriers to learning arising from social, emotional, cognitive, physical, sensory or communication differences. The College provides term-time day provision and adopts a person-centred, strengths-based and trauma-informed approach to supporting learners to achieve positive outcomes and prepare successfully for adulthood.

The admissions process has been designed to ensure that learners, families and professionals experience a supportive, transparent and collaborative transition into college life. We recognise that change can be challenging for many learners and therefore seek to ensure that all admissions and transition arrangements are carefully planned and tailored to individual needs.

2. Purpose

The purpose of this procedure is to:

- Ensure all referrals are managed fairly, consistently and efficiently.
- Establish whether the College can safely and effectively meet a learner's needs.
- Promote a smooth transition into College.
- Facilitate effective partnership working between learners, families, local authorities and professionals.
- Ensure appropriate planning and preparation prior to admission.
- Support successful and sustainable placements.
- Reduce barriers to learning and participation.
- Promote learner wellbeing, engagement and preparation for adulthood

3. Principles

The College is committed to:

- Ensuring that the learner's individual needs, strengths, aspirations and future goals remain central to all admissions and transition planning decisions.
- Promoting equality, diversity, inclusion and opportunities for all learners.
- Working collaboratively with learners, parents, carers, local authorities and other professionals throughout the admissions process.
- Adopting a trauma-informed, person-centred and strengths-based approach to assessment and transition.
- Recognising and celebrating each learner's unique abilities, interests and achievements.
- Ensuring placement decisions are made in the best interests of the learner whilst considering the needs of the wider College community.

Supporting learners to feel safe, valued, welcomed and prepared for their transition into College.



- Reducing barriers to learning and participation through effective planning and reasonable adjustments.
- Promoting positive outcomes, independence and successful preparation for adulthood.

4. Positive Impact of the Admissions Process

The admissions process at Aspris College North Wales has been developed to ensure that learners experience a supportive, well-planned and personalised transition into College life. Through comprehensive assessment, person-centred planning and partnership working, the admissions process has contributed to:

- Increased learner confidence prior to admission.
- Reduced anxiety associated with transition and change.
- Improved readiness for learning and engagement.
- Earlier identification of support needs and reasonable adjustments.
- Improved communication between families, professionals and College staff.
- Smoother transitions into College programmes.
- Increased learner participation and attendance following admission.
- Stronger placement stability and positive learner outcomes.
- Improved preparation for adulthood, independence and future aspirations.

The College's trauma-informed approach allows support needs, strengths and potential barriers to be identified at the earliest opportunity, ensuring appropriate provision is established before learners commence their placement

5. Admissions Considerations

When considering an application, the College will:

- Consider all referrals fairly and equitably.
- Review whether the College can safely and effectively meet the learner's needs.
- Consider the impact of admission on both the individual learner and existing learners.
- Ensure appropriate staffing levels and resources are available.
- Consider health, therapeutic and support requirements.
- Explore reasonable adjustments where required.
- Consider the suitability of the learning environment.
- Work collaboratively with Local Authorities and funding bodies.
- Consider bespoke transition arrangements where appropriate.

Admissions decisions will always be based upon available evidence, assessment findings and the College's ability to meet identified need

6. Initial Referral Process

6.1 Referral Received

Referrals may be received from:

- Local Authorities.
- Careers Wales.
- Parents and carers.
- Schools and colleges.
- Health and social care professionals.
- Internal Aspris referral pathways.

6.2 Referral Coordination

Upon receipt of a referral:

- The referral will be forwarded to the Regional Referrals Coordinator.
- Referral details will be recorded securely.
- Relevant documentation will be requested.
- Initial discussions may take place with professionals and family members.

6.3 Documentation Review

The College will review available information, including:
Individual Development Plans (IDPs).



- Educational reports.
- Therapy reports.
- Health information.
- Risk assessments.
- Social care information.
- Previous placement information.

The review will determine whether the College may be able to meet the learner's needs.

6.4 Initial Outcome

Where the College believes needs can potentially be met, the Local Authority and family will be informed and arrangements will be made to progress to the next stage of assessment.

7. College Visit and Assessment Process

7.1 Initial Visit

Learners and their families will be invited to visit the College.

The visit may include:

- A tour of the College.
- Introduction to key staff.
- Discussion regarding provision and support.
- Opportunity to ask questions.
- Exploration of potential learning pathways.

7.2 Assessment Process

Where appropriate, learners will be invited to attend assessment activities.

Assessment may include:

- Initial literacy and numeracy assessments.
- Learning activities.
- Observation of communication and interaction skills.
- Wellbeing and engagement assessments.
- Functional skills activities.
- Personalised activities relevant to the learner's interests and aspirations.

7.3 Specialist Assessments

Where necessary, additional assessments may be completed by:

- Speech and Language Therapists.
- Occupational Therapists.
- Other relevant professionals.

These assessments support understanding of the learner's strengths, needs and support requirements.

8. Decision-Making Process

Following assessment, the College will review all available information to determine whether:

- The learner's needs can be met safely and effectively.
- Appropriate staffing and resources are available.
- The placement is suitable for the learner.
- Appropriate support and provision can be delivered.

The Local Authority and family will be informed of the outcome

9. Funding Arrangements

Where a placement is agreed:

- The College will prepare the required funding documentation.
- Funding applications will be submitted to the appropriate funding authority.

Additional support requirements will be identified.



- Staffing levels and provision arrangements will be confirmed.

The learner's placement cannot commence until formal funding approval has been received.

10. Transition Planning

The College recognises that transition can be a significant period of change and uncertainty for many learners, particularly those with ALN, autism, anxiety or previous experiences of educational disruption. We therefore adopt a personalised and trauma-informed approach to transition planning.

10.1 Role of the Vice Principal

The Vice Principal will:

- Liaise with learners, families and professionals.
- Coordinate transition arrangements.
- Develop person-centred transition plans.
- Identify support needs and reasonable adjustments.
- Monitor progress throughout the transition period.
- Support communication between all parties.
- Ensure staff are appropriately informed and prepared. [

10.2 Transition Support

Transition support may include:

- Additional visits.
- Taster sessions.
- Visual supports.
- Personalised timetables.
- Pen portraits.
- Meet-the-team sessions.
- Enhanced communication with families.
- Individual learner support plans.

The level of support provided will reflect the individual needs of each learner

11. Admission and Induction

Once funding has been agreed and transition arrangements completed:

- A start date will be agreed.
- Learners will participate in an induction programme.
- Information will be shared with families.
- Individual support arrangements will commence.
- Staff will be briefed regarding learner support needs.

The induction process aims to ensure learners feel safe, welcome and supported from their first day in College

12. Admission Documentation

The following documentation may be completed as part of the admission process:

- Pen Portrait.
- Assessment of Support Needs.
- Individual Risk Assessment.
- Missing from Education Risk Assessment.
- Individual Behaviour Support Plan.
- Personal Possessions Inventory.
- Therapy Assessments.
- Health Information and Risk Assessments.

Additional documentation may be completed according to individual learner needs.

13. Roles and Responsibilities

Principal

- Oversees the admissions process.
- Ensures compliance with College procedures.



Senior Leadership Team

- Reviews referrals and assessments.
- Contributes to placement decisions.

Vice Principal

- Coordinates transition planning.
- Supports learners and families throughout admission.

Regional Referrals Coordinator

- Manages referral administration.
- Coordinates documentation.

Parents and Carers

- Share relevant information.
- Participate in meetings and assessments.
- Support transition arrangements.

Learners

- Participate in assessments and visits where appropriate.
- Share their views, preferences and aspirations.

Local Authorities and Professionals

- Provide accurate and relevant information.
- Participate in assessment and planning processes where required

14. Monitoring and Review

The effectiveness of this procedure will be monitored through:

- Learner feedback.
- Family feedback.
- Placement outcomes.
- Transition evaluations.
- Admissions audits.
- Quality assurance processes.
- Governance oversight.

This procedure will be reviewed annually or sooner in response to operational, legislative or regulatory

Contents Checklist (Local Services may add additional items – this is a core list)

Responsibilities	Health arrangements
Admissions Impact Risk Assessment	Legal arrangements
Risk Assessment	Welcome and familiarisation processes
Admissions information	Induction and integration processes
Documentation completion, access and storage	Monitoring arrangements

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
22.09.2026	Carla Owen	Updated policy regarding Trauma Informed practice



