

Transitions Education

Admissions Policy

Date policy last reviewed: September 2025

Signed by:

Chris Manton

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Directors

Date: 01/09/2025

Next review: September 2026

Statement of Intent

At Transitions College we believe that every young person is entitled to a high-quality, nurturing education that recognises them as an individual with unique strengths, aspirations, and needs. Our admissions process is designed to ensure that all students with Special Educational Needs and Disabilities (SEND) are welcomed into an environment that is safe, inclusive, and supportive.

We aim to place the learner at the centre of every decision, working closely with families, carers, and local authorities to create a pathway that enables each young person to flourish. Our ethos is rooted in respect, compassion, and opportunity.

Legislative Framework

This policy is informed by key legislation and statutory guidance, including:

- Equality Act 2010
- Children Act 2004
- The Disability Equality Duty 2006
- Human Rights Act 1998
- Keeping Children Safe in Education (DfE, 2023)
- SEND Code of Practice: 0–25 Years (DfE, 2015)
- Promoting the Education of Looked After Children and Previously Looked After Children (DfE, 2018)
- Information Sharing: Advice for Practitioners (DfE, 2018)
- Working Together to Safeguard Children (DfE, 2023)

Scope – Who We Support

Transitions College provides education for learners aged 16 to 25 years who have SEND and who require a personalised approach to learning. Many of our learners will have an Education, Health and Care Plan (EHCP) and may present with needs associated with Autism, ADHD, learning difficulties, or challenges relating to communication, emotional regulation, or social interaction.

We are committed to supporting learners whose needs can be met safely and meaningfully within our specialist environment. However, we may not be able to offer a place where the complexity of medical or behavioural needs requires provision beyond our expertise and facilities, or where there is a significant risk to the safety and wellbeing of the individual or others. In these rare cases, we will always handle the process with sensitivity, working in partnership with families and professionals to signpost to alternative support.

The Admissions Process

Stage 1: Consultation

Admissions usually begin with a consultation from a local authority. At this stage, the College carefully considers the learner's EHCP and any supporting information provided. In many cases, families will already have engaged with the College through visits, open events, or transition reviews. Where a learner is not already known to us, we gather further information from their current setting, parents, and professionals so that we can understand the young person's strengths, challenges, and aspirations.

Stage 2: Assessment

Before a decision is made, every learner is invited to participate in an assessment. This may take the form of a visit to the College, a taster session, or an observation in their current setting if a direct visit would cause anxiety. The assessment allows us to understand how the learner interacts with our environment and helps us explore whether their needs can be met safely and effectively. We may also seek information from previous schools, therapists, or health professionals. This approach ensures that the learner's first experience of Transitions College is positive and respectful.

Stage 3: Consultation Response

Following the assessment, the Directors, alongside the College leadership team, considers whether the learner's needs can be fully supported. If we are able to meet their needs, we provide a detailed consultation response to the local authority, including the resources and provision that will be put in place. The final confirmation of placement rests with the local authority. If, on rare occasions, we cannot meet need, we provide clear reasons for this decision with a view to supporting the family and professionals in finding a suitable alternative.

Stage 4: Transition

Once a place is confirmed, we plan an individualised transition that supports the learner's move into College. For some students this may involve several short visits, while others may join gradually with a phased timetable. During the early weeks of placement, staff complete baseline assessments and work with families to create a plan to integrate the young person fully into the college timetable. This plan is reviewed regularly and adapted as the learner progresses, ensuring that their programme remains responsive and personalised. Transition is never rushed; it is carefully managed to ensure the learner feels safe, settled, and valued.

Additional Information

Oversubscription

If more learners apply than we have places available, we work closely with local authorities to manage admissions fairly. Where possible, we maintain a waiting list and provide clear communication about availability, ensuring transparency and fairness at every stage.

Appeals

If we are unable to offer a place, families will always be given an explanation through the local authority consultation response. Parents and carers retain the right to appeal through the local authority or SEND Tribunal process. Where appropriate, the College will share assessment reports or professional evidence to support this process.

Communication and Confidentiality

All admissions discussions are treated with sensitivity and confidentiality. We believe open and honest communication builds trust, and we ensure that families, carers, and advocates are kept informed at every stage. The learner's voice remains central throughout, and we take time to ensure they feel included and understood.