

# Admissions Policy and Accessibility Statement

## **Admissions Policy**

### **Purpose**

This policy outlines the College's practice for managing the admissions of students to the college. This includes appeals. The policy aims to provide a fair and consistent procedure for admissions. The policy is also linked with College publications such as the College prospectus, website, course leaflets and other marketing materials.

### **Scope**

This policy covers admissions for applicants to all College courses and apprenticeships.

### **Entry Requirements**

The entry requirements for each course can be found on the West Herts College Groups websites. Each course will have published course information detailing entry requirements and course content. The prospectus will provide an overview of subject areas and progression.

Students aged 16-18 who do not achieve grade 4 or above in GCSE English and maths prior to starting College are required to study towards re-sitting these qualifications while on programme.

Entry criteria may be varied at the discretion of the Head of School particularly where experience may be deemed to stand in place of certification.

Existing College students applying to undertake a further programme of study are required to fulfil the relevant internal entry criteria, including an acceptable record of meeting College standards, attendance and punctuality. Existing students will follow the internal progression process.

Further differentiation of admissions processes will take place where appropriate to:

- Carry out assessment in the absence of formal qualifications
- Explore the recognition of prior achievement in lieu of formal entrance requirements or evidence of those qualifications
- Translate overseas and international qualifications into their UK equivalents
- Identify additional support needs including Education and Health Care Plans
- Explore any adjustments required for students with a disability
- Identify ALS and ESOL needs
- Ensure the admissions process meets the exceptional circumstances of some applicants
- Identify wellbeing and pastoral needs

### **Disclosure of Criminal Convictions/DBS Process**

The College works in partnership with the Police, Probation Service, Youth Offending Teams, and other external agencies. When the College becomes aware of a student with a criminal conviction it has a duty of care to other students and staff to ensure full risk assessments are completed and reserves the right to refuse entry where appropriate.

Some courses require a DBS check. The DBS process will be explained to the applicant and the College will be responsible for checking the identity of the applicant prior to the DBS application form being submitted. If the DBS check discloses information of concern the College will discuss the appropriate next steps with each applicant. This could be a change of course, seeking appropriate references or withdrawal of the offer of a place.

### **Equality and Diversity**

The College is committed to ensuring that the admissions process will be open and transparent and that no individual is subjected to any unlawful discrimination.

At all times, the College will consider and adhere to its duty under its commitment to equality, diversity and inclusion in line with the College's Equality and Diversity Policy.

The College is committed to ensuring that people with disabilities, including those with learning difficulties, are treated fairly. All reasonable adjustments to provision will be made to ensure that individuals with disabilities are not disadvantaged. High needs support will be discussed with applicants.

### **Applicants with Health, Disability, Additional Learning Support requirements or Education, Health and Care Plans (EHCPs)**

The Admissions Team receive annual training from the Head of Additional Learning Support/Student Support to allow them to begin discussions and record any support requirements or cause for concern. This information is then passed to the support teams who will follow up with the students and any appropriate school or agency personnel to ensure support is in place when the student starts College.

Any student who declares a learning difficulty or disability at application or enrolment will be entitled to meet with the member of the additional learning support team to discuss the appropriate support arrangements. An Individual Support Plan will be agreed and signed. Recommendations will be discussed with the student and tutors and responsibilities will be agreed. This will be reviewed

throughout the course to enable independent learning.

The College will help applicants with learning difficulties/disabilities by assessing their learning needs and by providing additional support where appropriate.

### **Availability of Courses**

Admission is subject to places on courses being available. Places on courses will be allocated on a first-come-first-served basis.

The College reserves the right to withdraw an offer or close a course for operational reasons or if there are insufficient student numbers. Applicants will be informed as soon as possible and refund will be made where applicable in accordance with the College's Fees Policy.

### **Appeals**

Any applicant who is not offered a place may appeal in writing to the Director of Curriculum who will consider their appeal and communicate a final decision within 5 working days.

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## **16 to 19 Tuition Funding Statement**

The purpose of this statement is to set out how West Herts College Group (WHCG) will use the 16-19 tuition fund to support students whose learning was disrupted because of the COVID-19 pandemic. The tuition fund is for the 2020-2021 academic year only.

### **Who can be supported by this fund?**

- The funding is to support those aged 16-19 students who have not already achieved a GCSE grade 5 or above in maths and/or English by age 16.
- Students with Special Educational Needs and Disabilities (SEND) - including those aged 19 to 24 who require additional tuition to help them catch up with their studies

### **Examples of learning to be supported include:**

- GCSE resit preparation for students who have not achieved a grade 4 in English and/or maths - Priority focus within the first 8 weeks to prepare these learners for November 2021 resit
- Functional skills assessment preparation
- Support for SEND and High Needs Students
- Support for learners at levels 1 and 2

- Vocational assessment catch-up sessions
- Academic and study skills sessions
- Vocational and academic bridging sessions particularly at level 3
- Learning in lower group sizes

**To staff the above, the College will use the funding as follows:**

- Recruit additional tutors
- Increase contractual hours of existing staff on fractional / sessional contracts.
- Run intervention / extension sessions in addition to existing timetabled hours.
- Tuition and additional support may be provided using a blend of on site and remote delivery.

**West Herts College Group commitment**

WHCG is committed to ensuring that the tuition fund is used in accordance with the Government's guidance on the 16 to 19 Tuition Fund by:

- Producing this statement setting out how the fund is being used to support students in need of additional support
- Publishing this statement on the College website.
- Recording the use of the fund, including references to individual students who receive support, the needs of those students, the number of hours of tuition delivered and retaining the evidence of the tuition provided.
- Delivering the extra tuition and spend the allocated funds in the academic year 2020/21
- Notifying the Education Skills Funding Agency (ESFA) of any underspend from the Fund for it to be reclaimed.

**If you would like an advice or further information regarding this policy and its content, please contact the College on 01923 812148**

<b>Date of Issue</b>	<b>Authorised by</b>
September 2021	CLG

**Contact us**

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**Barnfield College: 01582 569569**

