



# Vega College Admissions Policy and Procedure

## Document Control

Version	Author	Summary of Changes	Approved By	Date Published	Date of Review
Rev 1	RW	New Policy	RGR	June 2021	June 2022
Rev 2	RW	Updated Dates	RGR	June 2022	June 2023
Rev 3	CB	Updated to show staff changes	RGR	February 2024	February 2025
Rev 4	GG	Update admissions procedure	RGR	February 2025	February 2026
Rev 5	GG/EC	Annual Review	RGR	February 2026	February 2027

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## 1. INTRODUCTION

- 1.1 Vega College is an alternative provision for students, aged 13-16, who are disaffected with mainstream education. This includes students who are not excelling within a mainstream environment and would benefit from a more practical and work-based approach to education, have self-excluded themselves, as well as those who have been excluded from mainstream education. Referral is made by Schools/Academies via LA Inclusion Panel.
- 1.2 Admission is based on the following 2 criteria:
  - Can Vega College offer the learners suitable education and support?
  - Does the student present with behaviour, both social and learning, that enables them to be safely supported by current staffing levels?
- 1.3 Students who pose a significant safety risk to themselves or others are not able to be accepted at Vega College.

## 2. REFERRAL PROCEDURE AND TARGETS

- 2.1 Referral received and logged by Inclusion panel and forwarded to Vega College.
- 2.2 Student's parent/carers and current school contacted.
- 2.2 Interview (on-site) with student, support worker/mentor and parent(s)/carers.
- 2.4 Further information gathering at interview.
- 2.5 Decision made at end of interview:
  - If suitable, start on a probationary period of 4 weeks followed by a review
  - If not suitable, refer back to school

## 3. ADMISSION PROCEDURE

- 3.1 Admission starts with an introduction program, discussed with the student and parents/carers. There then follows a 4-week probationary period that acts as a time for assessment.
- 3.2 This period can vary in length and intensity, depending on the student. For example, for learners it is inappropriate to do formal testing straight away because of their level of disaffection; for others their attendance may be the main issue.
- 3.3 In the case of being unsuitable for a student we will try our utmost to secure a more appropriate placement through Inclusion Panel, for the student, as well as help them and their parent(s)/carers to understand the reasons why the student is not suitable.
- 3.4 This approach also aims to eliminate the need for exclusions from Vega College.

## 4. RISK ASSESSMENT

- 4.1 The following chart (part of our Behaviour Support Plan) is used to assess risk and determine behaviour and disruption levels during the day. If a student is dysregulated a monitoring process is established to assess the student, their behavioural triggers, effectiveness of guidance and risk to other students.

<b>Underlying Communication</b>	
<ul style="list-style-type: none"> <li>• I don't feel safe</li> <li>• I don't know where I still exist</li> <li>• I don't know how I feel</li> <li>• I don't believe you</li> <li>• I need you to attend to me to feel safe and loved</li> <li>• This is the only way I know to make you like me</li> </ul>	<ul style="list-style-type: none"> <li>• I need to be in control to feel safe.</li> <li>• I don't have the skills you're expecting.</li> <li>• I feel angry.</li> <li>• I need to protect myself.</li> <li>• I can't cope with my difficult feelings.</li> <li>• I feel overwhelmed, I need to escape.</li> </ul>
<b>Behaviour</b>	<b>Possible Responses</b>
<b>Low-Level Behaviours</b> <ul style="list-style-type: none"> <li>• Fast breathing</li> <li>• Restlessness</li> <li>• Stiff body posture</li> <li>• Clenched fist or jaw</li> <li>• Rapid or high-pitched speech</li> <li>• Continually talking, asking questions</li> <li>• Making noises not sitting still</li> <li>• Leaving their seat</li> <li>• Talking under their breath</li> <li>• Talking to peers</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to attachment-seeking by moving closer to child, using their name and acknowledging their need, e.g. "I haven't forgotten you Sam. I will just finish marking this work and then I'll come to you".</li> <li>• Offer a movement break.</li> <li>• Offer a sensory support such as a stress toy.</li> <li>• Move things on without making demands e.g. "It can be hard to stay calm when we're not sure what to do. Maybe we can try the next question together and come back to this one later".</li> <li>• Use "I wonder..." to help child identify feelings e.g. "I'm wondering if you are shouting 'it's boring' because you feel scared about getting the answer wrong?" (Use this technique 1:1 as not to embarrass).</li> <li>• Validate their feelings e.g. "I know what that feels like. It can be scary to have a go in case you fail at something". "I know it's hard to think right now".</li> <li>• "I'm sorry that it's made you so cross".</li> </ul>
<b>Mid-Level Behaviours</b> <ul style="list-style-type: none"> <li>• Refusal to do work</li> <li>• Refusal to follow instructions</li> <li>• Non-compliant behaviour</li> <li>• Disrespectful language</li> <li>• Lying</li> <li>• Minor damage to college property</li> <li>• Argumentative</li> <li>• Non-directed swearing</li> </ul>	<b>See responses above</b> <ul style="list-style-type: none"> <li>• Quiet correction 1:1 with child to avoid public shame.</li> <li>• Acknowledge their feelings of unfairness.</li> <li>• Re-phrase requests so they don't imply a demand, e.g. instead of "tidy away your books" try "we can't go to break with everything out on the desks".</li> <li>• Try to problem solve with the child e.g. "you want to go to break. I want you to complete your work so you can do well in Maths. How are we going to solve this?".</li> <li>• Link the consequence to the actions e.g. if they have broken a calculator, they don't get to use one the next session.</li> <li>• Use a light tone of voice to suggest a child has another go using different words.</li> <li>• Give choices about what will happen next calmly, repeating as often as necessary.</li> <li>• Repeat your request or expectation and don't become drawn into an argument.</li> <li>• Use distraction.</li> </ul>
<b>Harmful Behaviours</b>	<b>See responses above</b>

<ul style="list-style-type: none"> <li>• Aggressive/threatening/ racist/homophobic/sexist language</li> <li>• Damage to college property</li> <li>• Threats</li> <li>• Throwing objects</li> <li>• Kicking objects</li> <li>• Kicking, hitting, spitting</li> </ul>	<ul style="list-style-type: none"> <li>• Use self-regulation techniques to keep yourself calm.</li> <li>• Make sure your hands are visible, palms towards the child so they know you will not hurt them.</li> <li>• Keep your body posture, facial expression and tone calm.</li> <li>• Keep a distance so the child does not feel trapped.</li> <li>• Use a low, slow, strong voice.</li> <li>• Speak rhythmically like you would to an infant.</li> <li>• Narrate what you see in a calm voice e.g. "I can see you are feeling very frustrated right now".</li> <li>• If a child needs to be removed, ensure they are with an adult who can support them to self-regulate.</li> <li>• Do not chase a child unless they are in danger as it can seem like an attack. Reassure them, "I'm still here when you're ready".</li> </ul>
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**5. ADMISSION TRACKER**

5.1 Vega College maintains records showing the student referred, the source of the referral, year group and date of admission. Attendance is monitored daily and reported to schools.