ADMISSIONS
& ACCESSIBILITY POLICY

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Version	v1.0
Effective from	1 September 2026
Applies to	All team members across all Pinc College
Policy owner	Chief Impact & Compliance Officer
Next review	Summer 2027

Introduction

Pinc College is committed to providing holistic education of the highest quality. This policy is underpinned by Pinc College's values, culture and methodology.

Our College Values

Individual - *We celebrate everyone*

Inclusive - *We value and support everyone*

Innovative - *We believe in the power to change*

We foster a culture that is:

- Respectful
- Responsible
- Safe
- Kind

Policy Intent and Scope

This policy provides guidance to prospective students, parents/carers, commissioning Local Authorities and other stakeholders.

It sets out the commitment of Pinc College ("the College") to admissions, accessibility, equality, safeguarding, and promoting the welfare of young people and vulnerable adults.

The College operates several campuses which provide appropriate, challenging and meaningful study programmes designed to develop skills, independence and employability. This policy applies to admissions and accessibility arrangements across all College campuses.

Throughout the admissions process, the College will have due regard to safeguarding and promoting the welfare of children, young people and vulnerable adults.

Responsibilities and Communication

Any reference to the College "team" within this policy refers to all staff, volunteers and professionals working on behalf of the College at any campus location.

Accessibility

Access to Premises and Facilities

Pinc College is committed to complying with the Equality Act 2010 and promoting equality of opportunity for all students, team, volunteers and visitors.

The College provides an enabling environment with accessible facilities and resources. We recognise that equality means respecting diversity and responding to individual needs to ensure everyone can participate fully in college and community life.

Access arrangements, facilities and resources are regularly reviewed and updated where necessary in response to student need. The College is committed to working with its cultural heritage partners to ensure that all studio spaces are physically accessible wherever reasonably practicable.

Access to the Curriculum

All students have an Individual Learning Plan (ILP) which identifies the personal targets and objectives required to achieve their intended destination.

Core skills identified within Education, Health and Care Plans (EHCPs) are delivered through individual study programmes and focus on supporting young people with high needs, including autism, anxiety, mental ill health and moderate learning difficulties.

Study programmes are differentiated and adapted to meet the individual needs of each student.

Further information about study programmes can be found on the College website.

Access to Information, Advice and Careers Guidance

The College is committed to ensuring that information, advice and guidance are accessible, impartial and inclusive.

We provide effective and appropriate information through both the College and our website. Members of the College team offer personalised advice and support to all students.

The College also provides training and support to work placement providers and prospective employers to promote understanding and effective support of individuals with disabilities, autism, anxiety and mental ill health.

Admissions

Admissions Criteria

The College is designed for young people whose needs cannot ordinarily be met within a mainstream further education setting.

Admission to the College is dependent upon:

- The applicant being aged between 16 and 24 years.
- The applicant having an up-to-date Education, Health and Care Plan (EHCP).
- The applicant being a neurodivergent young person with a diagnosis of autism and/or additional needs including moderate learning difficulties and anxiety.
- The applicant being able to work towards Level 2 or Level 3 qualifications in Creative Arts or Creative Digital subjects, including English and mathematics at an appropriately challenging level, in accordance with Department for Education funding requirements.
- The applicant being able to participate in, or work towards readiness for, meaningful work experience relevant to their intended career pathway within the Creative Industries.
- Clear identification of outcomes within the EHCP.
- Confirmation that the College can meet the educational, social and support needs identified within the EHCP.
- Confirmation that the College curriculum and study programme will support the outcomes identified within the EHCP and the young person's intended destination.
- Successful agreement of funding by the student's home Local Authority.

Application Process

Applications may be made by:

- The young person.
- A parent or carer.
- A Local Authority.
- Any agency, professional or advocate acting with the agreement of the young person and/or their parent or carer.

Stage 1: Initial Enquiry

Prospective students should complete an enquiry form via the Taster Day booking area

Book a Taster Day - Pinc College

Applicants will then be invited to visit the College and attend a Taster Day at which point, applicants will be asked to provide their EHCP.

To allow sufficient time for assessment and funding arrangements, applicants are encouraged to begin the process approximately 9 to 10 months before their intended start date. (However, we do have a rolling enrolment, and students can start throughout the academic year)

Stage 2: Taster and Assessment Activities

Following the initial visit, applicants who wish to continue will be invited to attend a taster day or days depending on individual circumstances.

These sessions allow the College team to:

- Get to know the applicant.
- Assess learning needs.
- Consider suitability of the curriculum.
- Establish any reasonable adjustments required.

As part of the assessment process, the College may:

- Speak with or visit the applicant's current school, college or educational provider.
- Review educational reports and assessments.
- Consult with professionals currently involved in supporting the applicant.

Individual risk assessments may be completed to determine whether the College can safely and effectively meet the applicant's needs within college, work placement and community settings.

Applicants will be expected to demonstrate, with reasonable adjustments where required, that they can engage with the learning environment and benefit from the provision offered by the College.

Stage 3: Decision

Following assessment:

- If the College determines that it can meet the applicant's needs, a conditional offer of a place will be made a provision Map will be agreed with young person and their family.
- If the College determines that it cannot meet the applicant's needs, written reasons will be provided.

Any conditional offer remains subject to:

- Agreement of funding by the relevant Local Authority.
- Acceptance of the College Terms and Conditions by the student and parent/carer where appropriate.

Stage 4: Funding Approval

Where a conditional offer is accepted, the College will submit the required information to the relevant Local Authority with costings to seek agreement for placement to commence.

A place cannot be confirmed until the Local Authority issues a final commissioning decision and agrees funding arrangements.

Stage 5: Transition and Induction

Once funding has been confirmed, the College will work with the student and relevant stakeholders to develop an individual study programme.

This programme will be informed by:

- EHCP outcomes.
- Student aspirations.
- Career ambitions.
- Work placement opportunities.
- Individual support requirements.

Students will be invited to enrolment and attend 2 weeks induction where information about their study programme and timetable will be confirmed.

Appeals and Review Process

Where the College decides that it cannot meet an applicant's needs and therefore cannot offer a place, the applicant, parent/carer or commissioning Local Authority may request a review of the decision.

Stage 1: Request for Review

A written request for review should be submitted to the College within 10 working days of receiving the decision.

The request should include:

- The reasons why the decision is being challenged.
- Any additional evidence or information that may not previously have been considered.

Stage 2: Internal Review

The application will be reviewed by a senior member of team who was not directly involved in the original assessment wherever possible.

The review will consider:

- Assessment information.
- EHCP documentation.
- Additional evidence submitted.
- The College's ability to meet identified needs safely and effectively.

A written outcome will normally be provided within 15 working days.

Stage 3: Final College Decision

Following review, the College will confirm whether:

- The original decision is upheld; or

- The decision is amended and a conditional offer is made.

The outcome of the review represents the College's final admissions decision.

Further Options

Where disagreement remains regarding placement decisions, parents/carers and Local Authorities may wish to seek advice through the EHCP consultation and placement process or refer to the College's Complaints Policy.

Contact Details

Connect@pinccollege.ac.uk

Further Information

- Due regard will be paid to equality, diversity and inclusion in all admissions decisions and practices.
- This policy is reviewed and updated annually in line with relevant legislation, Department for Education guidance and regulatory requirements.

Any offer of a place at the College is subject to funding being agreed by the relevant Local Authority and the student and/or parent/carer accepting the College's Terms and Conditions of Placement.