



Policies & Procedures

Further Education Admissions Policy

Version	Version 1 January 2026
Policy Author:	Deputy Principal
Approved by:	Senior Leadership Team
Date of approval:	January 2026
Date for Review:	September 2027
Senior Manager responsible:	Deputy Principal

Alternative Formats:

If you require this document in an alternative format, please use the following contact information:

welcome@coastland.ac.uk

Contents Table

FE Admissions Policy

1	Policy Intent and Rationale	3
2	Scope of the Policy	3
3	Strategic Aims	3
4	Legislative and Regulatory Compliance	4
5	Equality, Inclusions and High Expectations	4
6	Admissions Criteria and Decision-Making	4
7	Adult Applications	5
8	Information, Advice and Guidance (IAG)	5
9	Learners with SEND and High Needs	5
10	Safeguarding and Learner Protection	5
11	Criminal Convictions and Risk Assessment	6
12	Refusal of Admission	6
13	Complaints and Review	6
14	Monitoring, Evaluation and Continuous Improvement	6
15	Policy Review	7
16	Related Policies	7
	Equality Analysis	8

Further Education Admissions Policy

1. Policy Intent and Educational Rationale

This Admissions Policy is rooted in the values, purpose and vision of Coastland College and sets out how admissions decisions support learner success, safeguarding, inclusion and progression.

Admissions practice at Coastland College reflects who we are:

- **Connected** – working collaboratively with learners, families, schools, employers, Local Authorities and the wider community to support successful transitions into Further Education;
- **Welcoming** – ensuring admissions processes are inclusive, accessible and respectful, creating a safe environment where all applicants feel valued;
- **Dynamic** – responding to changing skills needs, industry priorities and learner aspirations through flexible and future-focused admissions pathways;
- **Empowering** – enabling learners to access the right provision, at the right level, to achieve their full potential;
- **Courageous** – making ambitious, professional decisions that prioritise learner success, safeguarding and high standards.

2. Scope of the Policy

This policy applies to all applicants seeking admission to Further Education provision at Coastland College.

It does not apply to:

- Apprenticeships
- Higher Education programmes
- 14–16 provision
- Adult Community Learning (where separate arrangements apply)

3. Strategic Aims

Coastland College's admissions processes support the College's purpose and vision and are designed to inspire learners to be confident, resilient and future-ready.

Admissions aims to:

- Promote high aspirations and ambition for all learners
- Place learners on programmes that are appropriate, stretching and achievable
- Create clear and meaningful progression pathways aligned to employment, apprenticeships and further study
- Remove barriers to participation and achievement
- Support learner wellbeing, confidence and resilience
- Uphold the highest standards of safeguarding and learner welfare

Admissions decisions are aligned to curriculum intent, local labour market needs, employer engagement and the College's role within its community.

4. Legislative and Regulatory Compliance

This policy complies with the following legislation and statutory guidance:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Keeping Children Safe in Education (latest edition)
- Data Protection Act 2018 and UK GDPR
- Rehabilitation of Offenders Act 1974

5. Equality, Inclusion and High Expectations

Being Welcoming and Empowering underpins all admissions activity at Coastland College.

The College has high expectations for every learner and is committed to creating an inclusive learning environment where diversity is celebrated and individual potential is recognised.

Admissions decisions:

- Do not discriminate against applicants with protected characteristics
- Are based on potential to succeed, not solely prior attainment
- Take account of reasonable adjustments and additional support needs
- Promote fairness, dignity and respect

All admissions processes are subject to Equality Impact Assessment and are monitored to ensure equitable outcomes for different learner groups.

6. Admissions Criteria and Decision-Making

Applicants will normally be offered a place where:

- Application information is complete, accurate and submitted on time
- Published entry requirements are met, or appropriate alternative evidence of suitability is provided
- Interviews, assessments or diagnostic activities are completed
- The programme is assessed as the right level and pathway for the learner
- Places are available and course viability is maintained

Admissions decisions are professional, evidence-based and focused on learner success and retention.

Where students who are home-schooled or have no formal qualifications (e.g. GCSEs) the College will review these applications for suitability on an individual basis and may look to

ask applicants to carry out an initial assessment to establish the most suitable level of course to offer.

7. Adult Applicants

The College has specific course provision for adults aged 19+. Applicants over the age of 19 are not permitted to study a course in the main sixth form provision, except where the applicant can demonstrate they were unable to complete post-16 education due to extenuating circumstances, and only where spaces are available after main enrolment has closed. These applications will be considered by a member of SLT and if necessary, referred to the Principal for a final decision.

8. Information, Advice and Guidance (IAG)

High-quality Information, Advice and Guidance reflects the College's Connected and Empowering values.

Applicants receive:

- Clear, accurate information about programmes, expectations and progression routes
- Honest and professional guidance where a programme may not be suitable
- Support to identify alternative or more appropriate pathways

This ensures learners are confident in their choices and well prepared to engage, progress and succeed.

9. Learners with SEND and High Needs

Coastland College is committed to inclusive practice and to being Welcoming, Empowering and Courageous in its support for learners with SEND.

- SEND needs are identified early to support effective transition
- The College works collaboratively with learners, families and Local Authorities
- Where Coastland College is named in an EHCP, admission will be offered where suitable and high-quality provision can be made – however, entry criteria must still be met for successful entry onto a course.
- Decisions are ambitious and focused on preparation for adulthood, independence, confidence and progression

The College carefully evaluates capacity and resources to ensure provision leads to strong outcomes and positive destinations.

Please note that learners with EHCPs must meet the course entry criteria.

10. Safeguarding and Learner Protection

Safeguarding is central to the College's identity as a **Welcoming and Courageous** organisation.

In line with *Keeping Children Safe in Education*:

- Safeguarding considerations are embedded within admissions processes
- Risk assessments may be undertaken where appropriate
- DBS checks are required for relevant programmes
- Concerns are escalated and managed through established safeguarding procedures

Admissions decisions may take account of safeguarding information where there is clear and evidenced risk, reflecting the College's duty of care to learners, staff and the wider community.

11. Criminal Convictions and Risk Assessment

The College adopts a proportionate and fair approach to the disclosure of criminal convictions.

- Applicants are assessed individually
- Decisions consider safeguarding, course requirements and rehabilitation
- Disclosure does not automatically preclude admission

All information is handled confidentially and in accordance with data protection requirements.

12. Refusal of Admission

Admission may be refused where:

- Entry or suitability criteria are not met
- Information provided is false or misleading
- There are unresolved safeguarding or welfare concerns
- Outstanding debts to the College exist
- Previous behaviour indicates a significant risk to the College community
- Applicants must have a valid visa to be able to study. Where the visa is set to expire before the end of the course, the offer of a place will be at the discretion of the Deputy Principal.

Decisions are made at senior level, recorded appropriately, and aligned with the College's duty of care.

13. Complaints and Review

Applicants may request a review of an admissions decision or submit a complaint in line with the College Complaints Policy.

14. Monitoring, Evaluation and Continuous Improvement

Reflecting the College's Dynamic and Connected values, the effectiveness of this policy is monitored and evaluated to drive continuous improvement.

This includes:

- Analysis of admissions, retention and achievement data
- Review of outcomes for priority and vulnerable learner groups
- Evaluation of learner destinations and progression
- Feedback from learners, staff and partners

Findings inform curriculum planning, admissions practice and strategic decision-making, ensuring ongoing readiness for inspection and strong learner outcomes.

15. Policy Review

This policy is reviewed every three years, or sooner where inspection findings, legislation or statutory guidance require.

16. Related Policies

- Safeguarding and Child Protection Policy
- Equality, Diversity and Inclusion Policy
- SEND Policy
- Complaints Policy

Equality Analysis

Name of Policy:	Further Education Admissions Policy
Person Responsible:	Deputy Principal
Date of Analysis:	January 2026

1: Identify aims of the activity

What is the purpose of the policy and who is intended to benefit?

This Policy is intended to provide clear guidance for applicants and staff involved in the application processing cycles.

2: Assess likely impact

How might this policy have an impact on staff, visitors or students in terms of disability, age, race, gender, religious belief, trans-identity, sexuality?

☒

Positive Impact

☐

No Impact

☐

Negative Impact

If you have identified **negative** impacts, you need to revise your activity to ensure that you are not disadvantaging any group on the grounds of disability, age, race, gender, religious belief, trans-identity, sexuality.

If you have identified **positive** impacts or **no impact**, please explain your decision

Provides clarity regarding roles and responsibilities

3: Checklist

1. Which of the following groups have you consulted?

☒

Staff

☐

Students

☐

Committee

☐

Other stakeholders
(please specify below)

2. How frequently will you monitor the impact(s) of this activity?

☐

Termly

☐

Annually

☒

Other (please specify below)

Every 2 years or in line with any legislation changes