

## STUDENT ADMISSIONS POLICY

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## **STUDENT ADMISSIONS POLICY**

### **1. Purpose**

- 1.1 Wyke Sixth Form College welcomes applications from any committed learner for whom an appropriate study programme is available.
- 1.2 This Admissions Policy is designed to serve the College's mission and is applicable irrespective of changes in the nature of the curriculum and range of courses. The guidelines will be sufficiently flexible to meet exceptional needs of individual learners.
- 1.3 In counselling students regarding their choice of course, it is the College's aim to ensure that students embark on a study programme which suits their interests, prior achievement, progression aims and ability to succeed.

### **2. Study Programme**

- 2.1 The expectation is that all students at the College are on a full-time study programme, two years in length.
- 2.2 If a student enrolls at the College without Mathematics and/or English GCSE at a minimum grade 4, they will be enrolled onto a Level 2 qualification on the appropriate course.
- 2.3 All students will take part in the careers and enrichment programmes as part of the curriculum offer but it is also compulsory to engage in extra-curricular enrichment activities across the College. A catalogue of available activities will be published at the start of each academic year.
- 2.4 The combination of courses and enrichment forming a student's study programme must allow for progression to further study or employment. This will form part of the course counselling process during interview and enrolment.
- 2.5 The College is predominantly a 16-18 education provider and normally only enrolls students who are 16 years of age on the 1<sup>st</sup> September of the year in which their study programme commences. The College will give priority to 16 year old school leavers over applicants who are 17 years old in normal circumstances.
- 2.6 The College does not normally enrol students who are 18 years of age or older and will only consider applications in the following circumstances:
  - Eighteen-year-old students who have experienced significant extenuating circumstances or disadvantage and who will not already have gained Level 3 qualification(s).
  - Students applying for one of the College's Higher Education courses.

In all cases, a member of the leadership team will make a professional judgement on a case-by-case basis.

### **3. The Application and Interview Process**

3.1 Applications are welcome from any student with a genuine desire to study at the College. Full details of the application procedure and support on how to complete the application can be found on our website [www.wyke.ac.uk](http://www.wyke.ac.uk).

- Prospective students are required to visit the colleges website for information and guidance as well as engaging in college events before their application.
- Applications must be submitted via the College's website or via the Log on Move on (LOMO) and Lincs4U systems.
- The College's application window will be published each year via the website and social media and communicated to schools before the window opens.
- Applications submitted after the published deadline will not be guaranteed an interview or an enrolment appointment.
- Applications submitted that are not fully complete may be returned to the applicant.
- Applications with predicted grades that fall well below the colleges minimum entry criteria may not be offered an interview, but further advice and guidance will be given.
- Applicants will be interviewed concerning their future aspirations, prior achievements, potential study programme and interests during the interview window.
- Interviews for all prospective students will be held during the Colleges interview window (please see website) and applicants should bring their most recent school report with them, which should try to include predicted grades, attendance, and progress.
- Interviews will be conducted at the college, in schools or via telephone. Applicants will receive confirmation of which method in their invite letter.
- Students will be offered a conditional place (subject to meeting entry criteria and other stipulated conditions) after their initial interview.
- Admission requirements and course entry criteria will be reviewed each year and made available to potential students throughout the application cycle. The College reserves the right to review entry criteria if necessary, to ensure students are on the appropriate study programme.

#### **3.2 Post Interview procedures and Enrolment**

- After receiving a conditional offer, students must confirm acceptance of this offer via the College's applicant portal. Here students can make changes to their profile, contact the College as well as receiving regular updates regarding Wyke.
- All students who have accepted a place at the College are expected to attend the College's taster event in July "Wyke Start" (once GCSE exams have finished). It is important that students attend as they will take part in lessons in their chosen subjects and start the enrolment procedures. Students who do not attend Wyke

Start and who do not contact the College about this may have their place withdrawn.

- As part of the pre-enrolment process students will be informed of any contribution towards additional costs or items associated with their study programme.
- Students will be invited to attend an enrolment interview following the publication of GCSE results in August. Confirmation of results must be presented at the interview, or no enrolment will be made.
- A place at the College will be formally offered following the enrolment interview in August.
- Students will only be enrolled at the College if the following conditions apply:
  - To have met the entry requirements for both their study programme and the courses they have chosen.
  - To have the ability to cope with and benefit from the study programme and the courses that the College can offer at enrolment along with signing the learner agreement.
  - To have a full-time study programme consisting of courses which the student has demonstrated an understanding of and interest in.

#### **4. Restrictions to Offering of Place**

##### **4.1 Offers to study at the College could be restricted on the following basis:**

- An applicant does not meet the entry criteria for their study programme, or the conditions required for their chosen courses.
- An applicant applies after the published guaranteed interview deadline (this is published before the application window is open).
- A course or a subject does not run due to low demand or staff capacity.
- A course is oversubscribed, and an applicant has not directly applied to study that course.
- The combination of subjects is not possible due to timetable clashes.
- There is clear evidence of an applicant's prior or present low commitment to learning (the College reserves the right to refuse entry or to offer a place on a probationary basis, with clearly defined conditions and points of review).
- The College cannot meet the individual needs of a student e.g. EHCP review is not compatible with the provision within the College, or a distanced learning requirement due to health. Please see Health Well-being and Fitness to Study policy in this instance.
- There is clear evidence of an applicant's poor attitude to learning due to low engagement in pre-enrolment tasks ([see detail below](#)).
- If the number of places available at the College is fewer than the number of applicants who meet the entry criteria, allocation of enrolment interviews and / or offers will be made by following the applicant priority list below:
  - Priority 1 - Students who live within proximity of the College and / or students who are currently studying at one of the Colleges partner schools ([See annual admissions summary sheet for list of partner schools](#))
  - Priority 2 - All other applicants.

- 4.2 Applicants who have not met the entry criteria will be placed on to a “waiting list” and if a place becomes available at the College (where entry criteria is met), a place may be offered.
- 4.3 If more than one student fits the profile of the spaces available, the place will be offered to the student whose name is chosen on a random basis.
- 4.4 Applicants who wish to transfer to the College in-year from another provider may only be offered a place if:
- There is a study programme available
  - The in-year transfer process has successfully been conducted with all stakeholders (to include any recognition of prior learning).
- 4.5 The College reserves the right to change these criteria, priorities, and procedures in exceptional circumstances.
- 4.6 Applicants need to be aware that, whilst the college does offer subsidised transport options for our students, we can not guarantee that there will be places available for all students.
- 4.7 **Applicants from outside of the UK (not including pre-arranged schemes e.g., Vaud)**
- Applicants who do not possess UK qualifications will be required to obtain an ENIC certificate to validate the level of their qualifications.
  - Due to the limitations of ENIC, further validation may be required prior to enrolment (this is to ensure students are enrolled on the appropriate courses to match their academic profile). This may include a review of their progress at Wyke Start and the completion of summer work to be submitted at the enrolment interview.
  - For non-UK applicants who do not hold any formal qualifications (e.g., those with refugee status) we will review the appropriateness of offering a place based upon Wyke Start and the standard of summer work.
  - All non-UK applicants must be eligible for Post 16 funding and must have appropriate right to remain/reside status.
  - All applicants for whom English is an additional language will be eligible for support from the College ALS team. An applicant may not be offered a place where it is evident that an applicant’s written or spoken English is not at the required standard to allow them to be successful on a level three programme. In this instance support will be offered to ensure they receive appropriate information, advice and guidance to allow them to access other institutions.

## **5. Assessing Attitude and Commitment to Learning during the Admissions Process**

- 5.1 Students are selected for interview based on:
- The quality of the completed application form: which should provide accurate, complete and honest information of prior educational achievement and interests.

- 5.2 Students are offered a conditional place based on the above and also:
- The report of the interviewer as expressed on the interview system.
  - The decision on whether to offer a place is normally made by the interviewer. Where the interviewer is unable to offer a place a member of the leadership team may be called in to support. The leader will consult further with the interviewer and may contact the applicant's school if necessary.
  - In certain cases, conditional offers may be made to applicants. In these cases, the letter of acceptance will indicate that the offer is dependent upon certain conditions being met by the applicant during their remaining time at school/institution. These conditions could include, but are not limited to:
    - Satisfactory attendance
    - Satisfactory punctuality
    - Satisfactory behaviour/attitude
    - Attendance at Wyke start
    - Completion of summer work/activity
    - Completion of pre-enrolment activities
- 5.3 A member of the leadership team will liaise with the appropriate staff in the applicant's previous school/institution to establish whether these conditions have been satisfied; where the stated conditions have clearly not been met, the College may withdraw the offer of a place. This may occur for instance where an applicant has failed to meet clear targets for attendance or punctuality without good reason, or where an applicant has been excluded from his or her previous institution for bad behaviour.
- 5.4 Where an applicant has been previously excluded from their secondary school the College will exercise due diligence to establish whether the nature of this exclusion could potentially compromise the safety of staff, students or the local community. In this instance it may be appropriate for the following action to be taken:
- Deny/revoke the offer of a place.
  - Communicate a risk assessment to appropriate College staff.
  - A member of the College Senior Leadership Team may manage the application.
  - Enforce a probationary period with a clear review point.

### **Admission Appeals**

- 6.1 The College Admissions Policy provides detailed guidance on the criteria for accepting applicants as members of the College.
- 6.2 Any applicant wishing to appeal against the College's decision to refuse them a place should do so in writing to the Principal within five working days of their enrolment interview.

Appeals can be made:

- Where there is evidence of a failure to implement the Admissions Policy.
- Where there is additional information directly relevant to the application, which for good reason was not available at the time of interview.
- Where there appears to have been an administrative error.
- If an applicant presents evidence that there has been discrimination, prejudice or bias shown by the representatives of the College.

6.3 The Principal or a designated deputy will review the appeal and normally respond in writing within five working days of the appeal (this timeframe may be extended if appropriate). The potential outcomes of an appeal are:

- The appeal is upheld, and the student will be invited back to complete their enrolment.
- The student making the appeal is invited into a meeting to obtain further information. In this instance the student can be supported by their parent, carer or guardian.
- The appeal is rejected and IAG will be offered to support the student into an appropriate next step.

6.4 If the student is unhappy with the outcome of the appeal, then they can make a complaint to the ESFA via their complaint's procedure.

## **7. Monitoring and Review**

7.1 This policy will be monitored by the Corporation.

7.2 This policy will be reviewed annually.

## **8. Related College Documents**

8.1 Documents related to this policy are:

- Home Office 'Tier 4 of the Points Based System: Guidance for Sponsors'
- <https://www.gov.uk/government/publications/student-sponsor-guidance>
- SEND policy
- Student Financial Support Policy
- Compliments, Comments and Complaints Policy
- Equality and Diversity Policy
- Tuition fees policy

## **Equality and Diversity**

*This policy has been reviewed to assure the promotion of equality on grounds of gender, gender reassignment, sexual orientation, race, religion or belief, disability, age, marriage*



*and civil partnership, and pregnancy and maternity. The review deemed it to be compliant with the College's Single Equality Scheme.*

### **General Data Protection Regulations**

*This policy has been reviewed and is compliant with the General Data Protection Regulations and the College's Data Protection Policy.*

## EQUALITY IMPACT ASSESSMENT

Policy, procedure, practice or strategy:	<b>STUDENT ADMISSIONS POLICY</b>		
Role responsible:	Assistant Principal	Date:	01/05/2023
Briefly describe the aims, objectives & purpose of this policy, procedure, practice or strategy.	This admissions policy is designed to serve the College's mission and is applicable irrespective of changes in the nature of the curriculum and range of courses. The guidelines will be sufficiently flexible to meet exceptional needs of individual learners. Wyke Sixth Form College welcomes applications from any committed learner for whom an appropriate study programme is available. In counselling learners regarding their choice of course, it is the College's aim to ensure that students embark on a study programme which suit their interests, prior achievement, progression aims and ability to succeed.		
	Please ensure the following characteristics are considered when assessing the questions below along with any others you feel to be relevant: Gender, Sexuality, Transgenderism, Age, Race, Religion/belief, Disability, Marital/Civil partnership status, Pregnancy or maternity. Responses may be based on learner and staff data, complaints, feedback, research, student/staff surveys and/or professional judgement.		
Is there potential, or opportunity that the proposed policy, procedure practice or strategy will affect any groups adversely (including possible discrimination)? Please include any equality concerns expressed during consultation.	There is no potential opportunity that the proposed policy, procedure practice or strategy will affect any groups adversely (including possible discrimination)?		
Is there potential for, or evidence that the proposed policy, procedure or practice either promotes or fails to promote equality of opportunity for all and good relations between different groups?	Actively promotes by using our clear entry criteria, application and interview process. All students have equal opportunity through the admissions policy. Additional, appropriate and relevant adjustments will be made for students who require additional learning support or EHCPs when applying to Wyke. All students with such requirements are interviewed by our Head of Learning support.		
If any action is required as a result of this screening exercise please note them, along with any mechanisms for reviewing the impact of the policy, procedure or practice.			

## **Appendix 1 – Supported Admissions**

In some cases, there may be concerns about a student's fitness to study at or prior to enrolment. Such concerns might be raised by the student, a parent/carer, the feeder institution, Wyke Sixth Form College staff, an external agency or the Local Authority. Where necessary, a discussion will be held with the student, at or prior to enrolment, to determine how best the student may be supported within a fitness to study framework.

A range of evidence may be utilised in the assessment which may include:

- Educational health care plan
- Medical, psychiatric and/or psychological evidence
- Reports from schools
- Physical, emotional and social needs
- Specialist treatments and therapies required
- Vulnerability and safeguarding
- Level of attainment
- The level of support, special equipment and specialist environment
- Input from the applicant, the family or external parties.

The process will consider whether Wyke Sixth Form College can offer a suitable curriculum and support for the young person and a decision will be made in consultation with SLT. In cases where there are significant funding implications there will be consultation with the Local Authority.

Where applicants require additional support due to disability or special educational, health or care needs, the College will assess the additional support needs and consider the best endeavours to meet these needs. The applicant, parents or carers and other partners supporting the applicant will be consulted with on what reasonable adjustments can be made to meet the applicant's specific needs.

### **Special Education Needs, Additional Learning Support and Disability**

Wyke Sixth Form College welcomes applications from students who may require additional support and endeavours to ensure that information and guidance is in an accessible form.

Completion of relevant sections in application

All relevant and supporting documentation should be provided at interview

To comply with statutory regulations, students with specific Access Arrangements for examinations will need to re-apply for these on transfer to the college. Relevant evidence must be up to date (within the previous 12 months) and provided at interview

## **Appendix 2 - International Student Admissions and Guidelines**

Wyke Sixth Form College welcomes applications from committed international learners for whom an appropriate course is available and who fulfil the requirements under tier 4 and UKBA. The College will follow appropriate regulatory requirement and adhere to UKBA procedures as indicated in section B below.

In counselling learners regarding their choice of course it is the College's aim to ensure that students embark on study programmes which suit their interests, prior achievement, progression aims and ability to succeed. Applicants are responsible for providing conversion certificates for any international qualification. The College will only accept evidence in the form of a UK ENIC certificate.

The College only accepts applications from students that will stay with host families associated with an organisation that has sufficient safeguarding arrangements or from students that are going to live with family whilst studying at Wyke.

### **International Student Guidelines**

In addition to tier 4 study requirement, entry to the College courses will be determined by an assessment of a student's genuine desire to study. Note: admission requirements for levels of course and individual courses are applied through interview and diagnostic procedures to ensure that the learner's experience at the College meets the aims of this policy.

Tier 4 students applying for courses must adhere to the responsibilities noted below. Section A) Responsibilities of Tier 4 Students (and applicants), applicants must:

- Complete and sign the appropriate application form.
- Complete a Wyke College EAL Diagnostic Test.
- Provide all original examination certificates and documents used to assess the student's ability to complete the course.
- Pay the required course fee by bank transfer or cheque in British pounds sterling.
- Provide a copy of the passport, clearly showing full name, passport number, date of birth and any visa stamps.
- Provide all necessary documents/information to Wyke College so that a Visa letter or CAS can be issued.
- Pay a non-refundable course deposit of £200 before a Visa letter or CAS can be issued.
- Provide up to date contact details, home telephone and mobile number, email address when requested throughout the academic year. This will be carried out in September, January and April.
- Produce a valid passport for verification and photocopying during the academic year. This will be carried out in September, January and April.
- Inform the College if there are any changes to their immigration status.
- Maintain a high attendance rate at all lessons.
- When absent, inform the College of the reason on the first day of absence or soon after.
- Ensure that they do not work for more than 10 hours per week term time (the student can however work unlimited hours during the College vacations).

*Section B) College Responsibilities as an approved, licensed education provider in respect of students sponsored under Tier 4.*

The College will:

- Draw up the visa letter in the exact format and provide the information required under the student and child student rules.
- Keep a copy of all its non-European Union student's passports showing evidence of their entitlement to study and the period of their leave to remain in the United Kingdom.
- Keep each student's full contact details and update them as necessary.
- Keep all documents in accordance with the requirements of the General Data Protection Regulations.
- Report to the UK Visas and Immigration (UKVI) any students who fail to enrol on our course within the enrolment period, withdraws from the course before they travel to the UK or the start date is delayed before the student enters the UK but after they have been granted clearance.
- Report to the UKVI any unauthorised student absence which exceeds more than 10 study days.
- Report to the UKVI any student who discontinues their studies (including a deferral of study) or the College withdraws the student from the course within 10 working days of this being confirmed.
- Report to the UKVI any significant changes in the student's circumstances.
- Report to the UKVI any suspicions that a student is breaking their immigration conditions of permission to stay in the UK.
- Maintain any appropriate accreditation.
- Offer courses to international students which comply with the UKVI conditions.
- Comply with the student and child student rules.
- Co-operate fully with the Home Office UKVI.

**Tuition fees**

As an educational institution, there is an expectation within the funding received by the College from the Education Skills Funding Agency that tuition fees are charged to some students. The College's fees policy is therefore based upon the latest guidelines issued by these organisations and market forces. The aim is to ensure that the policy is fair, competitive, and not prohibitive.

[Please click here for the full Tuition Fees Policy](#)

### **Appendix 3 - Recognition of Prior Achievement (RPL)**

RPL is an assessment process which enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting part of a unit, unit(s) or a qualification. Evidence submitted for RPL must be:

- authentic
- valid and current
- reliable; and
- sufficient

The RPL process focuses on assessment and certification of prior learning which may count as evidence towards:

- a part of a unit or unit(s) accumulated towards a full qualification
- unit or units recognised by an Edexcel Certificate of Achievement
- a full Edexcel qualification.

Contextual unit grading is an integral part of some qualifications, for example, BTEC Firsts and Nationals. When grading RPL evidence for these particular qualifications, the guidance in the specification must be adhered to and the learner's performance must be judged against the criteria in the unit grading grid. The requirements of each grading criteria must be met in full. For instance, if the grading criteria requires the demonstration of independence, the RPL evidence for this must demonstrate independence.

Although it is possible to claim for an entire qualification through RPL, this is not the norm and if you believe this to be the case then it should be referred back to the organisation which specified the original qualification. It would be unusual for an RPL learner to be able to offer prior achievement that completely matches every aspect of the qualification's assessment requirements.

In the case of BTEC qualifications Pearson's do map or give guidance to show shared content across units or qualifications. If they have not been mapped by them they must be checked thoroughly to ensure that the learners previously certified achievement meets the current qualifications assessment criteria. Records must be kept to show as evidence and ensure that it is valid.

## **Appendix 4 - Consumables Charging and Guidelines to Charging**

Institutions may choose to charge students aged 16 to 18 in full-time or part-time education for other elements of their study programme as set out here.

There is no requirement to charge for optional extras.

The institution funding the activity is free to determine whether any charge should be made for it and, if so, how much should be charged and to whom:

- Where clothing or equipment is necessary for the student's health or safety, a charge may be made for clothing and equipment that the student retains, but only if the student also has the option of borrowing the clothing or equipment free of charge.
- For the sale of learning materials in bookshops, or similar facilities in institutions, that enables students to secure discounts on books, stationery or similar materials.
- Fines for the late return of library books or other disciplinary fines (provided such penalties have been made known in advance); and deposits on lockers, ID cards, keys, library cards or smartcards and equipment that are fully refundable except in cases of damage or theft. Fines and deposits are not fees.
- Photocopying and printing, including computer printouts, are not fees as long as they are not course-specific, are optional and there are alternative sources for these services.
- The recreational use of leisure and other non-academic facilities where the activity taking place is not a requirement of a course syllabus or not part of a student union membership free entitlement.
- Travel, board and lodging and other additional costs, including any tuition costs, associated with field trips and similar activities that may form part of or be outside the requirement of the course syllabus or agreed study programme.
- Optional extra activities where the activity is taking place outside a required part of an agreed study programme, and charging is at the discretion of the institution that would otherwise meet the cost of provision. Examples of optional extra activities include theatre, cinema or museum visits or other day or residential visits that are not a requirement of course syllabuses.

### **Guidelines to Charging**

Students joining courses that require the payment of a consumables charge and/or deposits for equipment are informed of the costs prior to enrolment. Departments are encouraged to explain the costs at Wyke Start.

The payment of any consumables charge is required at the commencement of the course via ParentPay. Departments can levy such charges on a termly basis if appropriate.

Students are not prohibited from joining a course on the basis of course costs. Financial support is available in cases of hardship to enable students to pursue their courses provided evidence of household income is supplied to the Registrar.

Proposals by departments to amend charges are considered at College leadership team meetings in the year prior to their application.



## **Appendix 5 - Qualification Cessation / Withdrawal Policy**

As a rule, we Wyke Sixth Form College, will ensure that any qualification withdrawal will be managed with the interests of the students/learners foremost. We will do this by ensuring student's/learners have sufficient notice to complete their qualifications and for entries and certification to be completed, and by giving guidance on alternative qualifications where necessary. We will comply with any requirements communicated to us by the regulatory authorities regarding the withdrawal or cessation of any qualifications.

In the event of short notice given by an awarding body or midyear withdrawal the Recognition of Prior Learning Policy will be applied, and prior learning will be transferred to an appropriate qualification with an alternate awarding body.

All qualifications, units and informal awards offered by: AQA, OCR, NCFE, WJEC and Pearson are covered.

All staff and associates, qualification regulators, centre staff and learners who are registered with our organisation.

### **Reasons for Withdrawing or Ceasing a Qualification**

There are several reasons why a qualification might be withdrawn or ceased to be offered, including:

- Lack of demand for the qualification
- Qualification no longer meets the needs of the student population
- Qualification subject matter is no longer relevant
- Units and qualifications are owned by other awarding organisations who have decided to withdraw.

The Withdrawal Process will follow a two-stage process:

#### **Stage 1 – Decision to withdraw**

All current qualifications will be reviewed by the leadership team annually or more frequently if the situation requires. They will consider entry data, attainment levels, qualification relevance and regulatory changes.

#### **Stage 2 – Managing the Withdrawal**

Upon the decision being made to withdraw a qualification, a withdrawal plan will be formulated. The plan will comply with any requirements as stated Ofqual and may include arrangements for learners to complete programmes of work at an alternative centre.

The plan will:

- Specify how the interests of learners in relation to the qualification will be protected.
- Detail how the withdrawal will be communicated to the awarding organisation,
- Regulatory authorities, centres and learners providing details of all deadlines

- Including the last date for accepting entries and the last date for certification.

### **The Cessation Process**

If any awarding body ceases the delivery of a qualification (whether voluntary or not), the following process will take place:

1. Written process or procedure will be followed in the event of withdrawing delivery of a qualification.
2. Students and parents will be made aware of the withdrawal of delivery of the qualification, the reasons for it and the procedure which will be followed.
3. We will discuss with the awarding body whether an alternative qualification can be met with already completed coursework. If not, we will look to another school/College delivering the qualification which could be used.
4. There would be communication with learners/staff demonstrating support needed where qualification has been withdrawn/ceased/changed.

The needs of learners would continue to be shared with staff and relevant access arrangements applied.