

Issue Date: *August 2026*

Review Date: *July 2027*

Lead Officer: Roxy Durran (Quality and Compliance Manager)



Admissions and Suitability Policy - Young People's Provision (TOAST)

1. Purpose of this Policy

Cornwall Neighbourhoods for Change (CN4C) is committed to providing fair, transparent, and inclusive access to learning opportunities within our young people's provision; TOAST (Taking Our Achievements and Successes Together)

This policy outlines the admissions process and the measures taken to ensure that learners are enrolled onto programmes that are appropriate to their individual needs, aspirations, abilities, and support requirements. The policy aims to ensure that learners are placed on courses where they have the best opportunity to succeed, whilst promoting equality of opportunity, learner wellbeing, and positive outcomes.

2. Principles

TOAST will:

- Provide accurate, impartial, and accessible information, advice, and guidance to prospective learners.
- Ensure admissions decisions are fair, transparent, and free from discrimination.
- Promote equality, diversity, and inclusion throughout the admissions process.
- Assess the suitability of programmes for individual learners to support achievement and progression.
- Identify support requirements at the earliest opportunity.
- Comply with relevant safeguarding, data protection, funding, and regulatory requirements.
- Support learners to make informed decisions about their learning and progression opportunities.

3. Admissions Process

Prior to enrolment, learners will be provided with clear information regarding:

- Course content and expectations.
- Entry requirements and eligibility criteria.

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- Attendance and participation requirements.
- Assessment methods.
- Progression opportunities.
- Available learner support services.

Where appropriate, learners may be invited to attend an informal pre-enrolment discussion to explore their learning goals, support needs, previous experience, and suitability for the programme.

The admissions process may include:

- Completion of an application or enrolment form.
- Initial discussions regarding learning goals and aspirations.
- Assessment of prior experience, qualifications, knowledge, and skills where appropriate.
- Identification of any learning support, wellbeing, accessibility, or safeguarding needs.
- Confirmation that the learner meets any course-specific entry requirements.
- Consideration of any reasonable adjustments that may be required to support participation.

Admissions decisions will be based on the suitability of the programme for the learner and the learner's ability to access and benefit from the learning opportunity with appropriate support where required.

4. Suitability Assessment

TOAST recognises that successful participation in learning depends upon ensuring that learners are enrolled on programmes that are appropriate to their needs, circumstances, and aspirations.

During the admissions process, consideration may be given to:

- The learner's individual goals and intended outcomes.
- Previous educational, training, or employment experience.
- Existing knowledge, skills, and qualifications.
- Ability to meet the demands of the programme with reasonable adjustments where required.
- Attendance, engagement, and commitment requirements.
- Support needs and the availability of appropriate support arrangements.

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- Any safeguarding, welfare, or wellbeing considerations that may affect participation.

Where a programme is not considered suitable, TOAST will seek to provide alternative information, advice, guidance, signposting, or referral to a more appropriate learning opportunity or support service.

5. Initial Assessment and Starting Points

TOAST is committed to ensuring that learners are enrolled onto programmes that are appropriate to their individual needs, abilities, and aspirations.

Prior to, or at the commencement of learning, learners may undertake an initial assessment process. The purpose of this process is to:

- Identify existing knowledge, skills, experience, and qualifications.
- Establish individual learning goals and intended outcomes.
- Identify any support needs or reasonable adjustments that may be required.
- Assess readiness to undertake the chosen programme.
- Ensure the learner is enrolled on a course that is appropriate to their current level of ability and personal circumstances.

Information gathered through the initial assessment process may include:

- Previous education, training, volunteering, or employment experience.
- English, mathematics, and digital skills where relevant to the programme.
- Career aspirations and progression goals.
- Individual barriers to learning and support requirements.
- Personal circumstances that may impact participation or achievement.

The outcomes of the initial assessment will be used to establish the learner's starting point and inform individual learning plans, support arrangements, target setting, and progression planning where appropriate.

Where it is identified that a programme is not suitable for a learner, TOAST will provide appropriate information, advice, guidance, or signposting to alternative provision or support services wherever possible.

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6. Additional Support and Reasonable Adjustments

TOAST encourages learners to disclose any disability, learning difficulty, medical condition, mental health need, sensory impairment, physical impairment, language support need, or other circumstance that may impact their learning experience.

Where support needs are identified, TOAST will:

- Discuss support requirements with the learner.
- Assess what reasonable adjustments may be required.
- Develop an appropriate learner support plan where necessary.
- Liaise with tutors and relevant staff to ensure support arrangements are implemented.
- Work with partner organisations where additional specialist support may be required.

Admission will not be refused solely on the basis of a disability, learning difficulty, or support need where reasonable adjustments can be made to enable participation and achievement.

7. Safeguarding and Wellbeing

TOAST is committed to providing a safe, inclusive, and supportive learning environment for all learners.

Where safeguarding, welfare, wellbeing, or risk-related concerns are identified during the admissions process, these will be managed in accordance with CN4C's Safeguarding Policy and associated procedures.

Where appropriate, admissions decisions may involve consultation with relevant staff to ensure that suitable support arrangements and risk management measures can be implemented to support the learner's successful participation.

8. Equality, Diversity and Inclusion

Admissions decisions will be made in accordance with CN4C's Equality, Diversity and Inclusion Policy.

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TOAST will not unlawfully discriminate on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, or any other protected characteristic.

Reasonable steps will be taken to remove barriers that may prevent individuals from accessing learning opportunities and achieving their potential.

9. Appeals and Complaints

Learners who are dissatisfied with an admissions decision may request further clarification from CN4C.

Any concerns or complaints regarding the admissions process should be raised in accordance with CN4C's Complaints Policy.

Learners will be treated fairly and respectfully throughout the appeals or complaints process.

10. Monitoring and Review

CN4C will monitor admissions practices to ensure fairness, accessibility, consistency, and compliance with relevant legislation, funding requirements, and organisational policies.

This policy will be reviewed annually by the designated responsible manager. An earlier review may be undertaken where there are significant changes to legislation, funding rules, awarding organisation requirements, inspection frameworks, or organisational practice.

Any amendments will be communicated to relevant staff and stakeholders as appropriate.